



Cambodian Journal of Educational and Social Sciences (CJESS)

Head of Advisory Board
Asst. Prof. Dina Pen

Editor-in-Chief
Dr. Sereyrath Em

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Vol. 1 No. 1 (2024): The Cambodian Journal of Educational and Social Sciences (CJESS)

Sereyrath Em¹

¹Cambodian Journal of Educational and Social Sciences (CJESS), Cambodian

Issue summary

This is the first issue of the Cambodian Journal of Educational and Social Sciences (CJESS) in 2024. This issue has seven articles, including one editorial article, four review articles, one original research article, and one book review article. All of the articles are about educational fields, English language education, and social sciences. CJESS welcomes original research articles, review articles, and book reviews. CJESS publishes two issues a year in June and December, and the authors are welcome to submit their articles year-round. However, they must notice that each article needs at least three months from submission to publication. Authors need to [register](#) and follow the instructions to submit articles to CJESS, or if they are not familiar with the open journal system (OJS), they may submit their papers directly to **em.sereyrath.hs@moeys.gov.kh** along with the full name(s), affiliation(s), short bio(s), and email address(es). However, since OJS is more standardized and international for article processing, we still encourage authors to learn and use it to submit their articles.

Editorial Team

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Asst. Prof. **Dina Pen**

1. Head of the Advisory Board of the Cambodian Journal of Educational and Social Sciences (CJESS), Cambodia
2. Lecturer at Svay Rieng University (SRU), Svay Rieng Province, Cambodia
3. PhD candidate in Political Science at Khemarak University, Phnom Penh, Cambodia
4. PhD candidate in Educational Science at the University of Cambodia, Phnom Penh, Cambodia

Pisith Chin

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2. PhD student in Educational Science at the National University of Cheasim Kamchaymear (NUCK), Cambodia

Thach Ban

1. Academic Office, National University of Cheasim Kamchaymear, Kampong Cham, Cambodia
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2. Head of Laboratory Computer (2012-2018), Nandar University Lampung, Indonesia
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Sopheha Phann

1. Diploma in Applied Linguistics graduated from RELC, Singapore
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Sina Pang

1. MA in TESOL graduated from the University of Cambodia, Phnom Penh, Cambodia
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3. Master of Laws (LL.M) in International Human Rights Law, Pannasastra University of Cambodia, Cambodia

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Chanthoeun Yung

1. Tactic International School's principal, Cambodia
2. BA in TEFL from Western University, Cambodia
3. MA in Educational Science and MA in TESOL, the National of Cheasim Kamchaymear (NUCK), Cambodia

There are around 20 anonymous reviewers, and our editorial board also reaches out to external reviewers when we do not have experts specialized in any manuscripts submitted.

Message from the Head of the Advisory Board



Dear colleagues and readers,

Greetings for the first issue of the Cambodian Journal of Educational and Social Sciences (CJESS). As the Head of the Advisory Board, I am honored to support this new platform dedicated to advancing interdisciplinary research in education and social sciences.

CJESS aims to publish high-quality, peer-reviewed studies that address key challenges and promote sustainable development in Cambodia and other areas. Our goal is to establish a cooperative environment where ideas and advancements can be shared to make a positive impact on society.

We appreciate your interest and support. We are excited for your input and participation.

Best regards,

Asst. Prof. **Dina Pen**

Head of the Advisory Board

The Cambodian Journal of Educational and Social Sciences (CJESS)

Message from the Editor-in-Chief



Dr. **Sereyrath Em** is in the middle.

Through personal observation and empirical evidence, I have come to acknowledge that research in Cambodia lags behind that of other countries, including its neighboring nations. As a result, it is critical to encourage and support research and publication.

Kind regards,

Dr. **Sereyrath Em**

Editor-in-Chief

The Cambodian Journal of Educational and Social Sciences (CJESS)

Call for papers

The Cambodian Journal of Educational and Social Sciences (CJESS) welcomes original research articles, review articles, and book reviews. CJESS publishes two issues a year in June and December, and the authors are welcome to submit their articles year-round. However, they must notice that each article needs at least three months from submission to publication. Authors need to [register](#) and follow the instructions to submit articles to CJESS, or if they are not familiar with the open journal system (OJS), they may submit their papers directly to **em.sereyrath.hs@moeys.gov.kh** along with the full name(s), affiliation(s), short bio(s), and email address(es).

However, as the world grows and everything changes rapidly, technology is one of the things that people need to learn, develop, and adjust to. Therefore, individuals should learn to utilize technology according to their specific needs, and authors should become proficient in OJS, given its widespread use by numerous journals and publishers worldwide.

For the article format, authors can go to our [journal website](#) and download the template. The original research articles should conform to the template, while review articles and book reviews should align with the template's title page and begin the subsequent sections accordingly.

Thanks,

CJESS Team

Articles in the volume 1, issue 1, June 2024

No.	Titles	Types	Authors	Pages
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Groundbreaking issue of the Cambodian Journal of Educational and Social Sciences (CJESS)

Sereyrath Em^{1, 2, 3}

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Abstract

The Cambodian Journal of Educational and Social Sciences (CJESS) is an academic journal that releases original research articles, review articles, and book reviews twice a year in June and December. This latest journal utilizes an open-journal system (OJS) for its publishing procedures, possibly being the pioneer among a few journals in Cambodia employing this system. The journal's goals and objectives focus on enhancing research and publication quality in Cambodia and other places. By doing so, we believe that we can help push Cambodia's research quality and publication into the international arena. Therefore, this article provides a comprehensive overview of the journal, highlighting its editorial board, reviewers, contacts, focus and scope, peer review process, publication frequency, open-access policy, publication ethics, plagiarism screening, free of charge, indexing and abstracting, author guidelines, reviewer guidelines, copyright notice, privacy statement, and manuscript template, all of which we are committed to enhancing for the benefit of Cambodia. Furthermore, we reserve the right to edit this information in the future to enhance the journal's quality and effectiveness. The article also emphasizes the journal's impacts and contributions, its future direction and vision, its acknowledgments and appreciations, and its call for action. The illustrated information in this journal is the only essential thing. The journal's website and its contacts provide direct descriptions of the remaining information.

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1. Introduction

In 2024, Dr. Sereyrath Em (Em, 2023, 2024a, 2024b, and 2024c), his like-minded friends, senior colleagues, and some renowned Cambodian scholars with degrees from both Cambodia and abroad founded the Cambodian Journal of Educational and Social Sciences (CJESS). The editorial board of CJESS features these outstanding individuals. CJESS's goals and objectives aim to promote research and publication in Cambodia, as well as beyond that. Assoc. Prof. Dr. Kimkong Heng frequently discusses research and publication topics in Cambodia and has consistently conducted related studies (e.g., Heng et al., 2021, 2022, 2023; Heng & Sol, 2021). The journal focuses on educational and social sciences, which represent a significant moment

in the country's academic scene and recognition. [Heng and Sol \(2022\)](#) noticed that, like many other developing nations, Cambodia faces its share of unique challenges in areas of education and societal advancement.

Thus, by living up to standards and establishing a dedicated platform for various disciplines, scholars, researchers, and practitioners now have a specialized arena for exchanging ideas, sharing insights, and addressing important and relevant issues in the specific context of Cambodia. The journal not only encourages scholarly debates but also acts as a catalyst for innovation and progress in the fields of education and social sciences. Finally, it contributes to the nation's long-term development goals and knowledge advancement in the region.

Scholarly research in education and the social sciences plays a critical role in driving societal development and advancement. Through thorough investigations and analyses, researchers discover underlying patterns, challenges, and opportunities within educational systems and societies. This attention helps in proposing evidence-based solutions and policies to tackle systemic problems such as inequity, poverty, and access to higher education levels. Furthermore, research in these realms influences decision-making at personal, systemic, and governmental levels ([Makel & Plucker, 2014](#); [Mohajan, 2018](#); [Powney & Watts, 2018](#)). Finally, the importance of scientific research in the educational and social sciences extends beyond academic spheres and impacts political procedures, shaping perspectives to create a smoother and more advanced community.



Figure 1. CJESS viewed on a laptop

2. Editorial board

Qualified individuals from Cambodia and abroad comprise the editorial board of CJESS. Moreover, some of the editorial board members are also qualified individuals from other countries. These individuals are committed to making significant contributions to CJESS and enhancing its quality, enabling it to compete effectively on the international stage.

2.1. Advisory board

Asst. Prof. **Dina Pen**

1. Head of the Advisory Board of the Cambodian Journal of Educational and Social Sciences (CJESS), Cambodia
2. Lecturer at Svay Rieng University (SRU), Svay Rieng Province, Cambodia
3. PhD candidate in Political Science at Khemarak University, Phnom Penh, Cambodia
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2. Head of laboratory computer (2012-2018), Nandar University Lampung, Indonesia
3. Computer lab assistant (2005-2007), Nandar University Lampung, Indonesia

Members of the CJESS's advisory board play an important role in guiding the publication's overall direction and quality. Therefore, they strive to enhance CJESS in various aspects, including but not limited to the following.

The editorial board advises and customizes CJESS's scope. They provide input on highlighted emerging themes, special issues, or trends.

Peer review oversight: They assist in identifying potential peer reviewers for submitted papers, particularly within their areas of expertise. They also collect feedback from reviewers and assist editors in deciding whether to accept or revise papers.

Quality assurance: The advisory board's primary task is to ensure quality content. They help maintain high editorial standards and ethical practices, such as proper citation, avoiding plagiarism, and following publishing rules.

Networking: Board members often enhance the journal's visibility by promoting it through professional networks. They also attract good submissions by reaching out to relevant researchers.

Strategic planning: Their input in discussions about the journal's long-term goals is key. This could involve increasing readership, boosting impact factors, or expanding its reach.

Conflict resolution: One of their responsibilities is to provide guidance or mediation when conflicts arise, such as authorship disputes.

Review policies: We regularly reassess CJESS's procedures to ensure their viability; the morad members suggest changes based on experience.

Inclusion: There is a growing recognition of the importance of promoting diversity in journal content and team composition. The advisory board can advocate for inclusive policies and practices that promote diversity and equality in scholarly publishing.

2.2. Editor-in-chief

Dr. **Sereyrath Em** (Scopus ID: 58000264900)

1. Lecturer at the National University of Cheasim Kamchaymear (NUCK), Cambodia
2. PhD in Educational Science from Khemarak University, Phnom Penh, Cambodia
3. PhD candidate in Educational Administration at the University of Cambodia, Phnom Penh, Cambodia
4. PhD student specializing in Cooperative Education at the Suranaree University of Technology (SUT), Nakhon Ratchasima, Thailand

The editor-in-chief of CJESS is a very prominent and powerful figure, overseeing all aspects of the publishing process. Typically, his responsibilities encompass a variety of tasks.

Editorial guidance: The editor-in-chief is responsible for guiding the journal's entire course and contents. He sets up the recommended guidelines and focuses on publication, making sure it lines up with CJESS's goals.

Management of scripts: He manages to transfer submissions while peer-reviewing manuscripts submitted to CJESS. This includes assigning assignments to relevant assistant editors or reviewers, making decisions about approval or denial based on reviewer feedback, and ensuring complete early communication with authors.

Quality monitoring: Sustaining integrity and quality throughout journal content is fundamental (Erumugam et al., 2020; Misra & Agarwal, 2020; Seeber et al., n.d.). Therefore, he should ensure that every article issued meets academic rigor criteria by guaranteeing originality as well as ethical behavior with the help of associate editors, among others.

Editorial panel management involves selecting and managing the members of CJESS, providing coordination advice on activities, and assigning duties when necessary to foster an efficient working environment that promotes strategic constructs. Additionally, it involves implementing strategic plans that aim to address broader challenges, introduce impact factors, and disseminate new research sections within CJESS's prior publications.

Promotion and outreach: Promoting CJESS effectively attracts high-quality submissions, while also attending conferences, networking with researchers and scholars, collaborating with related institutions or groups, and raising awareness to encourage more permits.

Policy development: Putting together and forwarding editorial guides alongside procedures ensures consistency and transparency through the releasing channel. With input from the

editorial board and other relevant individuals, the editor-in-chief formulates policies pertaining to manuscript submission, peer review, authorship, conflict of interest, and ethical standards.

Conflict resolution: Handling disagreements or disputes during the publication process is also an important responsibility. The editor-in-chief can assist in resolving disputes justly and openly among authors, reviewers, or editorial board members.

2.3. Managing editor

Sarin Sok

1. MA in Education from the University of Huddersfield, United Kingdom
2. Education Quality Manager, University of Puthisastra

The rules of CJESS require the managing editor to work on the publication's daily operational and administrative tasks. In connection with editorial, managerial, and organizational duties, the managing editor is responsible for tasks like:

Manuscript management: The managing editor oversees the submission of authors' work to CJESS. They select the editors or reviewers who will examine the manuscripts, monitor the progress of the reviews, and ensure their completion.

Discussion: Since it is very important ([Bus et al., 2024](#)), the editing guy at CJESS talks a lot with writers about what stage their submissions are in and gives instructions for changes if needed. He sorts problems out by talking a lot with reviewers.

Editorial workflow sponsor: Coordinating all activities from different staff members during the publishing process not only ensures the meeting of due dates but also expedites the resolution of any issues.

Another big job for the managing editor is quality control: ensuring that articles meet CJESS standards and making some improvements if necessary.

Backing up the editorial team: accepting new members, training them, setting up meetings and workshops, and helping behind the scenes (Springer n.d.). Enforcing editorial policies and procedures is essential to upholding consistency and transparency during the publication process ([Hollmann et al., 2020](#)). The managing editor of CJESS makes sure that all staff members know and follow CJESS's policies on submitting manuscripts, conducting peer reviews, determining authorship, managing conflicts of interest, and upholding ethical standards.

Production oversight: The managing editor's role includes collaborating with the production team or external vendors to ensure timely production load-up counting, but this is not limited to accepted manuscripts. Coordination of copyediting, typesetting, proofreading, and other production tasks may be necessary to ensure the professional and timely publication of articles ([Luminous Insights, n.d.](#)).

Budget resource management: Managing budget resources effectively is very important for ensuring the sustainability of publications. The managing editor may be responsible for budget planning, expense tracking, and resource allocations supporting operational activities at CJESS operations.

2.4. Editors

Assoc. Prof. Dr. **Mardy Serey**

1. PhD in Agricultural Economics from the Vietnam National University of Agriculture, Hanoi, Vietnam
2. MSc in Agricultural Economic Development from the Royal University of Agriculture, and MA in Educational Management, Philippine Christian University, The Philippines
3. Associate Editor of the Cambodian Journal of Education and STEM
4. Head of the International Relations Office, Svay Rieng University, Cambodia

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2. Research student at Graduate School of Humanities and Social Sciences, Hiroshima University, Japan

The editors at CJESS are in charge of overseeing the review process and determining the fate of submitted articles in their areas of expertise. They are responsible for a range of duties aimed at maintaining the quality, integrity, and relevance of CJESS's content. Editors also assess the quality of submitted papers to determine if they are suitable for publication in CJESS based on their value and originality. They evaluate the research's significance, clarity of writing, and adherence to ethical standards and CJESS's guidelines.

Moreover, reviewers' feedback and editorial scrutiny of the manuscript inform CJESS's decision-making, determining whether to accept, reject, or require revisions for an article. These individuals communicate these decisions to authors, along with any relevant feedback or recommendations for changes.

In addition, editors always make sure to follow CJESS's policies on manuscript submission, peer review process, authorship, conflict of interest resolutions, and ethical norms.

Moreover, collaboration among different editors, board members, and the editor-in-chief often takes place to address and resolve disputes and conflicts that arise during reviews and revisions.

Ongoing professional development is another essential thing that involves CJESS's editors participating in training and professional activities to stay informed and up-to-date on current scholarly publication reviewing conventions, as well as ethical values and instructions.

Finally, the editors of CJESS always aim to increase visibility by promoting outreach in CJESS's styles at events where researchers and scholars network and encourage submissions in their areas of expertise.

2.5. Technical Support

Robby Yuli Endra, S.Kom., M.Kom. (Scopus ID: 57212685168)

1. Full-time Lecturer at Nandar University Lampung, Indonesia
2. Head of Laboratory Computer (2012-2018), Nandar University Lampung, Indonesia
3. Computer Lab Assistant (2005-2007), Nandar University Lampung, Indonesia

3. Reviewers

CJESS always tries to recruit reviewers who are experts in their fields to help maintain and improve the quality of the articles we publish. The people listed below are CJESS reviewers for the time being, and they may stay with CJESS forever, or some of them may resign if they are busy with their work. However, CJESS welcomes reviewers every day if they want to be on board with us and commit to the quality of CJESS.

Sarin Chin

1. Lecturer at the National University of Cheasim Kamchaymear (NUCK), Cambodia
2. Master of Art in International Relations, Ritsumeikan University, Japan
3. Master of Laws (LL.M) in International Human Rights Law, Paññāsāstra University of Cambodia, Cambodia

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Hoeun Uong

1. Lecturer at Regional Polytechnic Techo Sen Takeo, Cambodia
2. Inspirational Leadership Speaker, Phnom Penh, Cambodia

Mab Mon

1. Lecturer at Angkor Khemara University, Kampong Speu Province, Cambodia
2. MA in Education from Mekong University of Cambodia, Cambodia

Vannak Sao

1. Head of English teachers at Prek Leap New Generation School, Phnom Penh, Cambodia
2. PhD student in Educational Science at the National Institute of Education (NIE), Phnom Penh, Cambodia

Kuon Sok

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2. Lecturer at Vanda Institute of Accounting, Phnom Penh, Cambodia

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1. Tactic International School's principal, Cambodia
2. BA in TEFL from Western University, Cambodia
3. MA in Educational Science and MA in TESOL, the National of Cheasim Kamchaymear (NUCK), Cambodia

There are around 20 anonymous reviewers, and our editorial board also reaches out to external reviewers when we do not have experts specializing in any manuscripts submitted.

Reviewers are essential in the peer review process of a journal, offering important assessments and comments on manuscripts submitted for publication. Resnik and Elmore (2016) stated that their contribution is crucial for upholding the excellence, honesty, and trustworthiness of academic studies.

Peer review: The CJESS reviewers must carefully assess the content of submitted papers within their fields of knowledge. This includes evaluating the clarity, uniqueness, importance, and scientific rigor of the research disclosed in the manuscript.

Reviewers of CJESS provide constructive feedback that is very informative and helpful for authors to improve their work. We highlight the manuscript's strengths and weaknesses and provide recommendations for enhancement. For authors to improve the quality of their work, feedback needs to be detailed, impartial, and considerate.

Reviewers at CJESS are required to maintain confidentiality during the peer review process. We must treat manuscripts as private information, sharing no details or reviews without permission from journal editors.

Timeliness: The journal editor expects CJESS's reviewers to complete their reviews within the specified deadline. Prompt feedback is essential for the timely processing of manuscripts to minimize delays in publication progress.

Conflict of interest disclosure: CJESS reviewers should disclose any potential conflicts that may influence their impartiality in evaluating the manuscript, including personal or financial relationships with authors or research institutions.

Adherence to guidelines: Reviewers must adhere to guidelines provided by the journal editor when conducting reviews, such as relevance, methodology, data analysis, and interpretation criteria evaluation.

Ethical considerations: Reviewers ensuring research complies with ethical standards and guidelines encourage responsible behavior by alerting editors to concerns regarding plagiarism or unethical misconduct.

Professionalism: In interactions with authors and editors, reviewers should conduct themselves professionally, and courteously maintaining a constructive tone. They should refrain from using mean words or insults and instead focus on the scientific importance of the written paper.

4. Contacts

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5. Focus and scope

CJESS is a non-profit journal that publishes for free. The articles should be original, unpublished, and not considered for publication elsewhere when submitted to CJESS.

The CJESS welcomes any papers on:

- Educational Science
- Educational Management

- Educational Leadership
- Social Studies
- English Education

CJESS publishes original research articles, review articles, and book reviews.

6. Peer review process

1. Authors submit their papers to CJESS through the OJS online submission system. Contributions must comply with the formatting and submission requirements of the journal.
2. Editorial assessment: Upon receipt, the Chief Editor will first examine it to ensure the manuscript aligns with the journal's focus and editorial guidelines. Documents that fulfill these requirements will move on to the next phase of the evaluation process.
3. The Head Editor assigns at least two reviewers with expertise in the relevant field to assess a manuscript. We select reviewers based on their academic credentials, research background, and relevance to the topic.
4. CJESS utilizes a double-blind peer process to ensure fairness and neutrality. We keep the identities of the authors and reviewers confidential throughout the process.
5. Reviewers evaluate the diversity criteria by critically assessing several aspects included in the manuscripts.
 - Originality and significance of the research
 - Methodological rigor and validity of findings
 - Clarity and coherence of presentation
 - Relevance to the fields of educational and social sciences
 - Ethical considerations and adherence to academic standards
6. The Editor-in-Chief receives reviewers' suggestions on the manuscript's publishability, as well as detailed feedback, suggestions, and recommendations. It is possible to recommend acceptance, minor revisions, major revisions, or rejection.
7. Authors reply to reviewers' feedback and make adjustments to their manuscript as necessary. Writers need to acknowledge and respond comprehensively to every concern raised by reviewers.
8. The Editor-in-Chief makes the editorial decision after considering reviewers' evaluations, author responses, and other editorial factors to determine acceptance. Possible choices consist of accepting, making slight revisions for acceptance, or rejecting.

9. If necessary, we notify authors promptly about editorial decisions and any additional instructions or requirements for revision or publication.
10. Before publishing in the CJESS journal, published manuscripts go through final formatting. Once online and indexed in relevant databases, they can potentially reach more readers.
11. CJESS is constantly working to improve its peer review process and keep up with high publication standards through feedback from authors, both potential ones and those already published. Involving contributors in this way, such as beta readers, can greatly enhance the quality and integrity of research, benefiting everyone involved, directly or indirectly, and making it a win-win situation.

7. Publication frequency

CJESS publishes two times a year, in June and December. However, the authors can submit their manuscripts year-round. Desk reviewers will scrutinize all manuscripts to ensure they adhere to the authors' guidelines. Reviewers will receive the manuscripts if they meet the requirements. Each manuscript will take at least three months from submission to publication.

8. Open access policy

1. CJESS strongly supports open access, ensuring that academic research is readily available to all globally without any access restrictions. Open access supports the spread of information, stimulates creativity, and fosters teamwork among researchers worldwide.
2. CJESS utilizes a gold open-access publishing model, providing readers with immediate access to all published articles at no cost. There are no subscription fees or access restrictions, allowing researchers, educators, policymakers, and the general public to easily access the most recent educational and social science research.
3. Authors maintain the copyright to their work in CJESS and provide the journal with a non-exclusive license under Creative Commons Attribution (CC-BY). As long as the original creators and the publication receive proper acknowledgment, this permit allows others to distribute, adapt, change, and expand on the creation, even for business purposes.
4. CJESS prioritizes archiving and preservation to guarantee the longevity and accessibility of published content. We store all articles in repositories to guarantee their accessibility for future generations and scholars.
5. CJESS encourages authors to self-archive both pre-print and post-print versions of their manuscripts to further support global open access. Additionally, donations from academic institutions, funding agencies, sponsors, and individuals help cover operational expenses related to editorial processes, peer review, production, platform hosting, and maintenance, enhancing the services offered by CJESS.
6. Benefits of Open Access

- Increased visibility and influence for research: Researchers and practitioners read, cite, and share open-access articles more frequently, which leads to increased recognition and dissemination of academic work.
 - Improved cooperation and creativity: Open Access promotes teamwork across different disciplines and knowledge exchange, leading to progress and innovation in the fields of education and social sciences.
 - Public engagement and societal impact: Open Access enables the general public, policymakers, educators, and practitioners to reach and utilize research results, encouraging informed decision-making and favorable societal shifts.
7. CJESS is an organization that ensures that people are following open access rules from places that provide money, schools, and the government. When writing papers, authors should follow the open-access rules and write about who gave them grants for their work.
 8. Improving all the time: CJESS always tries to make its Open Access rules better for academics. Authors, readers, reviewers, and others should share ideas on how to get more things for free online so we can think about it later.

9. Publication ethics

1. Integrity and transparency: CJESS pledges to maintain the highest standards of integrity, honesty, and transparency across all publication phases. Observance of ethical norms and professionalism is mandatory for authors, reviewers, editors, and the editorial team during submission, review, and publication.
2. Authorship and attribution: Authors must ensure originality in their submissions while appropriately acknowledging all contributors. Every listed author should have made significant research contributions to ensure accountability over content and results. Before publication, any alterations to the authorship or order require prior approval from all involved parties.
3. Plagiarism or academic misconduct in any form is unacceptable at CJESS. Authors are required to check papers thoroughly against plagiarism to avoid unauthorized copying or misrepresentation of others' work through proper citation according to academic conventions and guidelines.
4. Data accuracy and trustworthiness are paramount, with full disclosure needed on potential conflicts of interest that could skew research findings' interpretation or display. We do not allow the creation or alteration of data, as this can lead to the swift rejection or withdrawal of manuscripts.
5. Full disclosure concerning conflicts of interest affecting impartiality during the publication process by authors, reviewers, and editors is crucial. Financial interests, affiliations, personal relationships, and possible decision-making biases could impact perceptions, which CJESS can address to maintain process integrity and credibility.
6. Confidentiality and objectivity Reviewers must keep information about manuscript review, content, and results confidential and not share it with authorized parties.

Reviewers must express impartial, helpful, and fair opinions about the academic quality of papers without allowing personal prejudices or connections to influence judgments.

7. The editorial team of CJESS is responsible for making decisions regarding the quality, relevance, and originality of submitted manuscripts while adhering to ethical standards and publication policies. Editorial choices are not influenced by business interests, political influences, or personal connections.
8. Corrections, retractions, and denials: CJESS pledges promptly and openly to rectify any errors or inaccuracies. We urge authors to report significant errors and inaccuracies in published work that necessitate corrections, revisions, or breaches of integrity and credibility to the editorial team.
9. Individuals involved in the publication process adhere to ethical standards and guidelines and respect standards set forth by academic institutions, funding agencies, and professional organizations. Failure to comply with ethical standards may lead to the rejection of papers and the loss of publication rights, thereby informing the relevant authorities.
10. Continuous improvement: CJESS is dedicated to constantly enhancing its publication ethics practices and maintaining the utmost standard of integrity and accountability. Authors, reviewers, readers, and stakeholders are encouraged to provide feedback, suggestions, and concerns, which will be taken into account in the continuous development and execution of publication initiatives.

10. Screening for plagiarism

1. Committing the act of taking credit for someone else's work is considered a criminal offense (Perkins et al., 2020; Sierra-Martínez et al., 2024). CJESS rejects this.
2. CJESS plagiarism checkers examine various sources, such as books, journal articles, book chapters, websites, etc., to determine if copied content is present.
3. If your work matches more than 20% of other available sources, CJESS will reject it without a second thought.
4. Those whose works are rejected due to plagiarism may be told why via email and can ask questions if they believe there has been a mistake.
5. If no one else copies your work, our experts will receive it.
6. We inform authors who receive less than 20% similarity notification about the peer review process and what comes next, including timeframes for potential publication if accepted after reviews.
7. During evaluation, reviewers will focus on assessing the manuscript's academic quality, originality, and significance, while also considering its clarity, coherence, and methodology.
8. After reviewing feedback and making editorial judgments, the Editor-in-Chief makes the final decision: acceptance, minor revisions, major revisions, or rejection.

9. To maintain the integrity of research, CJESS strives to continually enhance plagiarism detection mechanisms and refine publication policies with input from authors and reviewers. We welcome suggestions for ongoing improvement efforts in plagiarism detection protocols and rejection guidelines.
10. If the manuscript is of high quality, clearly states the reasons behind the generated texts before the reference list, and appropriately cites the texts, CJESS may accept AI-generated texts. This section is subject to change over time, so authors must read the guidelines carefully and pay close attention to them before submitting their manuscripts to CJESS.

11. Free of charge

1. Submission fees: CJESS aims to promote an open and accessible platform for the dissemination of scholarly research. In this vein, CJESS does not impose any submission fees on authors submitting their manuscripts for consideration.
2. Similarly, CJES does not charge publication fees to authors whose manuscripts receive acceptance for publication. There is a belief that the spread of knowledge should not encounter financial barriers. Our open-access publishing model guarantees that all published articles are freely available to readers worldwide without any constraints.
3. Optional donations: Although CJSS does not mandate authors to pay submission or publication fees, we provide them with the chance to assist the journal through donations as per their wish. These donations aid in maintaining operations and the ongoing development of CJESS, which encompasses administrative costs, website upkeep, and technical assistance.
4. How to donate: If you would like to support CJESS financially, you can proceed by making a donation of your choice. You can arrange secure donations through our dedicated portal or directly contact us via email at seyrathem.edu@gmail.com for further details regarding the clarity of the contribution opportunity.
5. Authors wishing to donate to CJESS can look forward to receiving a mention in the acknowledgment section of the journal or on the website unless they opt for anonymity. The community will duly note and greatly appreciate your kind act as a significant aid in progressing educational and social sciences research.
6. Got queries about donation choices, payment modes, or other means of backing CJESS? Simply drop us an email at seyrathem.edu@gmail.com with your questions. We are eager to assist and express our thanks for your interest in furthering our cause of fostering scholarly investigation and information sharing in the educational and social sciences.
7. Big thanks go out to all authors, readers, reviewers, and backers who play a role in CJESS's triumphs and continuity. Your support enables us to continue to deliver top-notch communication avenues while propelling academic eminence within Cambodia and beyond.

12. Indexing and abstracting

1. You can find the CJESS on the popular academic search engine, Google Scholar. It looks at scholarly content from various areas and allows researchers and students to easily read good research articles. Being in Google Scholar makes it easier for people all over to find and read CJESS's papers.
2. The CJESS is also included in Copernicus, which is a comprehensive collection of important items from various scientific fields, including education and society studies. This helps researchers find high-quality journals and papers for their work, making CJESS appear more reliable as a source for smart studies in those areas.
3. Participating on platforms such as Google Scholar or Copernicus significantly enhances the visibility of your research worldwide. This not only benefits academics, influential readers, and policymakers, but also simplifies the visibility of your published works for practitioners worldwide. Frequently receiving citations due to your well-maintained listing also garners recognition from fellow scholars!
4. People who are not solely academics may become interested in your publications if they discover them through these online platforms. This means that not only educators or researchers will read what CJESS publishes; students seeking knowledge, edu-experts seeking insights, policymakers seeking wisdom, or professionals seeking professional readings may find these interconnected ideas intriguing! Easy access granted by using indexes makes multi-disciplinary teams come together quickly with the know-how to improve, progress, and create in the arenas of academia and sociology.
5. Quality assurance and acknowledgment: inclusion in esteemed databases like Google Scholar and Copernicus acts as a signifier of CJESS's articles' clarity, applicability, and influence. Fulfilling the prerequisites for these systems showcases CJESS's dedication to upholding superior editorial guidelines, stringent peer assessment methods, and moral publishing behaviors. Scholarly circles acknowledge recorded periodicals as reliable sources of academic insight, enhancing CJESS's reliability and standing.
6. Continuous monitoring and improvement are top priorities for CJESS. The journal consistently monitors its index status and actively seeks inclusion in additional indexing services to expand the reach of its publications. It aims at increasing visibility and impact among researchers, educators, and practitioners. Feedback from authors, readers, and stakeholders helps CJESS refine its indexing strategies.
7. In conclusion, the inclusion of scholarly research in databases such as Google Scholar or Copernicus significantly enhances its visibility and impact on the CJESS platform. By securing a place in these reputable databases, CJESS continues its dedication to advancing knowledge in the educational and social sciences globally.

13. Author guidelines

Before submitting their work to CJESS, authors should take several crucial steps to ensure that their manuscript meets the requirements and maximizes its chances of acceptance.

Carefully read the submission guidelines as follows:

A. General Requirements

The minimum standard requirements of CJESS must be:

1. Written in English.
2. The submitted paper is at least ten pages for the research and review papers
3. The article must include an abstract in English (not more than 250 words) followed by five keywords.
4. Use a tool such as Zotero, Mendeley, or EndNote for reference management and formatting. The citation must be in the form of in-text, and the reference list must be based on APA 7th style.
5. Make sure that your paper is prepared using the CJESS's paper template.

B. Structure of the Manuscript (Original Research Paper)

1. The manuscript must be prepared and suggested present following the structure:
2. Title. The paper's title should describe the research aims, method/model, and objectives without acronyms or abbreviations.
3. Abstract. The Abstract has at most 250 WORDS; No citation; the abstract states a primary objective, research design, methodology, main outcomes, results, and conclusions.
4. Section structure. Authors are suggested to present their articles in the section structure: Introduction - Method - Results and Discussion – Conclusion - Acknowledgment - Reference - Appendix (optional)
5. References. Expect a minimum of 25 references, primarily with a minimum of 80% from reputable journal papers with their DOI or URLs.
6. An English Language Editor (Proofreader) should check and edit the manuscript. We also provide English language editing services. Please refer to the journal contact if you need this service.

C. Structure of the Manuscript (Review Paper)

1. Title: The paper's title should describe the research aims, method/model, and objectives without acronyms or abbreviations.
2. Abstract: The abstract should summarize the main themes, findings, and conclusions of the review paper in no more than 250 words. Avoid citations and focus on presenting an overview of the topics covered, major insights gained, and their significance.
3. Section Structure:
 - Introduction: Provide an overview of the topic under review, its importance, and the scope of the review. Highlight key themes or areas of focus.
 - Literature Review: Discuss relevant literature on the topic, including key theories, concepts, and findings. Organize this section thematically or chronologically to provide a coherent narrative.
 - Methodology (if applicable): If your review includes a methodological approach (e.g., systematic review methodology).

- Discussion: Analyze and synthesize the literature, identifying common themes, gaps, controversies, and areas for future research. Compare and contrast different studies or perspectives.
 - Conclusion: Summarize the main findings of the review, discuss their implications, and propose directions for future research. Avoid introducing new information here.
 - Acknowledgments: Acknowledge any individuals or organizations that contributed to the review process.
 - References: Include a comprehensive list of references cited throughout the review, adhering to citation style guidelines (e.g., APA, MLA).
4. References: Ensure that the review paper includes a robust list of references, with a minimum of 25 sources. Aim for at least 80% of the references to be from reputable journal papers, providing DOIs or URLs where available.
 5. An English Language Editor (Proofreader) should check and edit the manuscript. We also provide English language editing services. Please refer to the journal contact if you need this service.

D. Structure of the Manuscript (Book Review)

1. Introduction

- Begin with a brief introduction to the book, including its title, author, publication information (such as publisher and publication date), and any relevant context or background information about the author or the book's subject matter.
- Provide a concise overview of the book's main theme, purpose, and central argument or premise.

2. Summary

- Offer a summary of the book's content, highlighting key events, concepts, or arguments.
- Provide enough detail to give readers a sense of the book's scope and substance, but avoid revealing major spoilers or giving away the entire plot.

3. Analysis and Evaluation

- Critically analyze the strengths and weaknesses of the book, considering elements such as writing style, narrative structure, character development, research methodology (if applicable), and the effectiveness of the author's arguments.
- Discuss how well the author achieves their intended goals or conveys their intended message.
- Consider the book's originality, relevance, and contribution to its field or genre.

4. Comparison (Optional)

- If relevant, compare the book to similar works by other authors or books on similar topics. Discuss how the book stands out from or differs from its peers.

5. Personal Response

- Share your reaction to the book, including any emotional or intellectual responses it elicited.
- Reflect on how the book impacted you as a reader and whether you would recommend it to others.

6. Conclusion

- Summarize your overall assessment of the book, reiterating its strengths and weaknesses and offering a final recommendation.
- You might also consider discussing the book's broader significance or relevance in the context of its genre, subject matter, or cultural moment.

7. Citation

- Provide bibliographic information for the book, including the author's name, title, publisher, publication date, and ISBN (if available), to help readers locate the book if they're interested in reading it themselves.

14. Reviewer guidelines

Contributors to the CJESS journal do not receive compensation for their work. Typically, these individuals work full-time, with their CJESS reviewing duties not being their primary focus. Reviewers can choose not to review certain articles if they believe they cannot do so on time because of their workload or other commitments. They should avoid agreeing to review articles that they believe they lack qualifications for.

Reviewers typically submit their article reviews within a one-month timeframe. If reviewers identify a lack of necessary expertise or encounter a conflict of interest, such as affiliations with authors, institutions, or companies related to the article, they should withdraw from the review process.

Reviewers must uphold confidentiality for any privileged information learned during peer review and avoid using it for their own benefit. Reviewers should keep reviewed manuscripts private and only share them with the CJESS's editor's approval.

During evaluations, reviewers are encouraged to remain as impartial as possible without engaging in personal attacks against authors. They should clearly state their opinions while also providing explanations and reasons for their suggestions. Even if reviewers think an article is not suitable for publication, they should provide detailed feedback to assist authors in enhancing their work.

Reviewers must find relevant existing research that the author(s) did not reference, as well as any cases where they did not give proper credit to the sources. They must alert the editor to any significant similarities between the manuscript being reviewed and other published works they know of, as well as any ethical concerns they may have regarding the research outlined in the manuscript.

15. Copyright notice

The publisher reserves all rights to the content in CJESS under copyright law. Without the publisher's written permission, you cannot reproduce, distribute, or transmit CJESS publications in any manner. Nevertheless, short excerpts included in critical evaluations and particular noncommercial purposes authorized by copyright regulations are exemptions to this limitation. We prohibit the unauthorized use or reproduction of CJESS content, as it may result in legal consequences.

16. Privacy statement

CJESS prioritizes safeguarding your privacy and securing your personal information. This Privacy Statement explains what personal information we gather, how we use it, and the steps we take to protect it.

Information we collect

- Personal information such as your name, email address, affiliation, and contact details may be collected when you register, submit a manuscript, or engage in other activities on our platform.
- We may also collect non-personal information such as IP addresses, browser type, operating system, and usage data to improve our services and website functionality.

How We Use Your Information

- Personal information is used to process your submissions, communicate with you, and provide you with access to our services.
- Non-personal information is used for analytical purposes to understand user behavior and improve our platform.

Data Security

- We implement technical and organizational measures to protect your personal information from unauthorized access, disclosure, alteration, or destruction.
- Access to your personal information is restricted to authorized personnel with a legitimate need to access it.

Third-party Disclosure

- We do not sell, trade, or otherwise transfer your personal information to third parties without your consent, except as required by law or as necessary to provide our services.

Your Rights

- You have the right to access, correct, or delete your personal information at any time. You may also request to restrict or object to the processing of your data.

- If you have any questions or concerns about your privacy rights or how your personal information is handled, please contact us at (sereyrathem.edu@gmail.com).

Changes to this privacy statement

- We reserve the right to update or modify this Privacy Statement at any time. Any changes will be posted on our website with the updated effective date.

By using CJESS, you consent to collecting and using your personal information as described in this Privacy Statement.

Effective from 2024, April 6

CJESS

English Academic Essay (EAE)

Yuthka village, Doung commune, Bati district, Takeo province

210803

Cambodia

17. Impact and contributions

CJESS has the potential to have a great impact on the educational and social science environments in Cambodia and other regions. It serves as a central point for academic discussions, knowledge sharing, and community engagement. By publishing high-quality research articles, CJESS aims to improve understanding, stimulate debate, and address pressing issues in education and society broadly.

Its goal is to advance knowledge in education and social sciences by disseminating original research, reviews, and book critiques that enhance our understanding of important challenges faced in Cambodia and beyond. The platform allows academics, researchers, and policymakers alike from all sectors to exchange their perspectives, enriching discussions while providing evidence-based solutions for complex societal problems.

Furthermore, CJESS encourages interdisciplinary dialogue and collaboration among experts, researchers, and policymakers operating within Cambodian boundaries or areas around the world. It cultivates critical thinking, discussion, and idea interchange aimed at making informed decisions leading toward positive societal transformations through varied articles addressing aspects of education policymaking, social justice, cultural examination, and populace development. It seeks to create an engaging intellectual fraternity free from disciplinary confines, facilitating cooperation across diverse segments via the promotion of open dialogs reflecting several opinions.

CJESS is committed to tackling pressing issues in education and society that hold significance for Cambodia and the broader academic community. CJESS aims to increase awareness of important issues surrounding educational equity, inclusive practices, language education, environmental sustainability, social inequality, and cultural heritage preservation through publishing research and advocating for evidence-based solutions that support social justice,

equity, and human development. By maintaining a strict peer review system and dedicating itself to academic excellence, CJESS guarantees that its published papers make significant contributions to the enhancement of knowledge and the enhancement of educational and social results in Cambodia and other places.

18. Future directions and vision

Looking forward, CJESS sees itself as a top scholarly journal that acts as a center for innovative research, advancement, and discussion in education and social sciences. We aim to cultivate a lively intellectual community that goes beyond geographic limits and actively contributes to local and global conversations on important issues affecting education and society. In order to make this vision a reality, CJESS has developed numerous strategic initiatives and plans for expanding, growing, and reaching out.

CJESS plans to broaden its coverage and scope by including a wider array of subjects, fields, and viewpoints in the educational and social sciences. Our goal is to release content discussing recent trends, difficulties, and chances in fields like educational technology, sustainable development, cultural diversity, gender equality, and social justice through research articles, reviews, and others.

CJESS intends to present special issues and thematic focus areas to delve deeper into specific topics of interest. These unique editions will showcase carefully selected sets of articles focusing on topics like inclusive education, community engagement, indigenous knowledge systems, digital literacy, and transformative learning. Our goal is to work together with top scholars, researchers, and institutions to create and organize these unique editions, guaranteeing a variety of perspectives and voices from different fields.

CJESS strives to establish partnerships with educational institutions, research centers, and government agencies to enhance the journal's readers' collaboration on various projects, CJESS adds value by organizing conferences that aim to facilitate workshops, symposiums, support networks, research, and the enhancement of shared knowledge and educational skills. What else is social sciences? CJESS aims to leverage group information and combine resources from similar organizations to address complex societal issues and expand knowledge by forming strong partnerships.

Making recognition better: CJESS is committed to assessing its reputation as a prestigious provider of scholarly studies and academic brilliance. In order to carry out this plan, we are implementing several initiatives.

- We are engaging in targeted marketing and promotional activities to raise awareness of CJESS among scholars, researchers, educators, and policymakers regionally and internationally.
- We are expanding our presence on digital platforms and social media channels to facilitate knowledge dissemination, networking, and engagement with the academic community.
- We are actively participating in indexing and abstracting services, accreditation programs, and quality assurance mechanisms to enhance the credibility and visibility of CJESS in the academic publishing landscape.

- We are organizing webinars, seminars, and public lectures featuring prominent scholars and thought leaders to showcase CJESS's contributions to advancing knowledge and informing policy and practice in education and social sciences.

19. Acknowledgments and appreciation

We are giving many thanks to all individuals and co-ops who have helped to create and launch CJESS. We are very grateful to the editorial board members, reviewers, authors, funding agencies, and institutional partners. Your very important dedication and contributions have been instrumental in making CJESS a place for scholarly talks and knowledge sharing in the education and social sciences fields. Thank you for your continued support as we aim to reach excellence and make changes in the academic world.

20. Call to action

Join us and contribute to the advancement of the educational and social sciences! At CJESS, we support the idea that scholars and practitioners have a shared responsibility to participate in academic discussions. We encourage readers to participate in CJESS by submitting their research, serving as reviewers, and promoting the journal within their professional circles. Collectively, we have the power to influence the direction of academic research and create a beneficial effect in Cambodia and other regions.

Acknowledgments

This article was reviewed and provided feedback by two anonymous reviewers. After revision and acceptance, the article was then edited by CJESS's editors. Thus, the author would like to express his deepest gratitude to these individuals, as well as CJESS, for making this article appear in the scholarly world. Without their contributions, this article would not have appeared in academic circles. Therefore, their contributions are considered invaluable and helpful for the whole society, especially the scholar society of research and publication.

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Factors causing students' challenges in learning English speaking skills: A review of empirical works

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Abstract

Young language learners encounter, comprehend, use, and learn new languages primarily through speaking, which is the active use of language to convey meaning. The spoken form serves as the primary means of language acquisition in the classroom for young learners, rather than being just one part of language acquisition. Speaking issues, however, can pose significant obstacles to effective foreign language learning and communication. No matter how much they know about the English language, students learning English as a foreign language still struggle with speaking. Numerous studies have largely disregarded oral language use in the classroom, with teachers typically using it more frequently than students. However, even when used by teachers, oral language rarely serves as a platform for students to learn new information and explore concepts. Therefore, this article aims to first understand the true nature of these problems and the contexts in which they arise, in order to develop the necessary information to address oral communication issues in an English as a foreign language setting.

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1. Introduction

Speaking is the process of building and sharing monologue, dialogue, and conversational meanings by using verbal and non-verbal symbols in a variety of contexts (Houn & Em, 2022). Speaking is a beneficial language skills that enables speakers and listeners to interact orally for information transfer, connection building, and sharing. English is one such language that learners at all levels of communication need on a global scale. However, people constantly perceive the speaking abilities of English as a second language (ESL) students as complex and difficult, requiring a lot of work to maintain (Phann et al., 2023).

Once again, speaking is the process of turning thought into meaning using language in the form of monologues or dialogues (Karpovich et al., 2021). The nature of dialogue also makes speaking a process of negotiating meanings between or among interlocutors, using social and contextual knowledge to achieve transactional and/or interactional purposes. According to Tomasello (2010), human communication is a complex process. When people want to say something or transmit information, they need communication. When they want to inform

someone about something, speakers use communication. Speakers apply language according to their own goals. So, speakers should be both listeners and speakers at the same time for effective communication (Sor et al., 2022).

Moreover, speaking is a skills that both first- and second-language learners should focus on developing. Developing speaking abilities is the most crucial part of learning a second or foreign language, and one's ability to carry on a conversation in that language determines success (Nunan, 1995). Since people who learn a language are considered speakers of that language, speaking is one of the four language abilities that are most crucial to master (Ur, 1996). The primary goal of English language instruction is to equip students with the skills necessary to communicate clearly and effectively in English (Calderón et al., 2011).

However, it appears that language learners are unable to communicate fluently and accurately because they lack knowledge in this field. When we use words, speaking refers to more than just mouthing them. This allows us to communicate the message orally. Certain classes frequently overlook this ability. There are not enough opportunities for learners to speak English outside or within the classroom. Sadly, speech is not a significant component of the teaching tests. To learn to talk, students must practice a lot. Learning through repetition and listening can help students become more fluent speakers. Teachers can model various frameworks for their students to repeat. This can help them overcome their shyness. To improve their students' speaking abilities, teachers can employ brief questions and dialogues in the classroom (Bashir et al., 2011).

Moreover, speaking is one of the most challenging abilities that language learners need to master. People regard speaking as the most crucial of the four language abilities. Many students claim that despite years of instruction, they are still unable to speak and understand English properly (Houn & Em, 2022).

2. Types of talking

There have been many scholarly works that attempt to classify types of speech based on the function they perform in human interaction. Out of the many works we have read, Richard's (2008) classification appeared to be one to which we can relate the most. Based on his extensive experiences in teacher training and material development, he classified speaking into three different types: talk as interaction, talk as transaction, and talk as performance.

2.1. Talk as interaction

Talk as interaction denotes what we often mean by conversation and characterizes interaction that has a social purpose as its primary objective. People greet each other when they first meet, engage in small conversations, share recent experiences, and so on to be nice and create a comfortable environment for social interaction (Richards, 2008). In our daily lives as humans, communication is crucial. We use communication to convey ideas, exchange knowledge, and report on what is happening in our lives. Speaking is a skills with two main purposes: a transactional purpose for exchanging meaningful information and a social purpose for fostering relationships. Before learning to read and write, humans can communicate from birth. Humans use language for verbal communication much more frequently than for writing at any given time. The ability to speak is the most crucial because it is one of the skills required to continue a discussion. Speaking English is challenging because it requires proficiency in a wide range of skills, including pronunciation, grammar, and vocabulary. The following adapted tables

from [Richard \(2008\)](#) are key features of talk, such as interaction and the skills that are involved in the talk.

Table 1. Key features of talk as interaction

Features of talks as interaction	Skills involved in using talk as interaction
• Has primarily a social function • Reflects the speaker's identity • Reflects role relationship • Reflects a degree of politeness • May be formal or casual • Employs many generic words • Consists of jointly constructed text • Uses conversational register	• Opening and closing a conversation • Interrupting • Turn-taking • Joking • Making small talk • Responding or reacting to others

2.2. Talk as transaction

Unlike talk as interaction, which aims to build social relationships between speakers, talk as transaction focuses on the contents of the message. In other words, speakers ensure that the message is both intelligible and comprehensible.

There are two different types of talk as transactions. The first type focuses on giving and receiving information (e.g., making an inquiry or asking someone for details about a project). The second type focuses on obtaining goods or services, such as checking into a hotel, ordering food in a restaurant, or consulting a doctor.

The above list, adopted from [Richard \(2008\)](#), is not exhaustive. Essentially, talk as a transaction covers such key speech or language functions that we use in our daily communication with others for transactional purposes.

Table 2. Key features of talk as transaction

Features of talks as transaction	Skills involved in using talk as a transaction
• Has a primarily information focus • Focuses on the message rather than the participants • May involve the completion of a transaction • Focuses on fluency rather than language accuracy	• Describing something • Asking for information • Enquiring • Seeking clarification • Explaining a need or purpose • Making a comparison • Offering suggestions • Giving advice • Explaining or giving reasons • Confirming information

2.3. Talk as performance

Talk as performance is related to public talk that transfers information before an audience, such as delivering a lecture, conducting a debate, or giving an open speech. It is usually in the form of a monologue rather than a dialogue. It mostly follows a recognizable format (e.g., opening/introduction, main contents/body, closing/conclusion).

Talk as performance usually involves the use of oratorical skills or presentation skills (e.g., participating in a debate, a storytelling competition, delivering a speech or a lecture, making a sale, or a formal presentation).

Table 3. Key features of talk performance

Features of talks as performance	Skills involved in using talk as a performance
▪ Focuses on both message and audience ▪ Form and accuracy are needed ▪ The language used is more likely the written one ▪ Predictable organization and sequencing ▪ Often a monologue	▪ Using proper format ▪ Using correct pronunciation and grammar ▪ Using appropriate vocabulary ▪ Maintaining audience engagement ▪ Creating an impression with the audience

3. Factors challenging students in speaking English

An essential component of human nature is language. People can engage, exchange information, and communicate with one another through learning a language. Language has a significant impact on how people relate to one another and their surroundings. According to one of the experts, language is frequently employed in conversations between individuals who do not speak the same first (or even second) language (Cook, 2016). It shows the importance of studying language to have a fulfilling life. English is one of the world languages that appear to be widely used for communication. ESL and English as a foreign language (EFL) are the two ways that English is used outside of its native nation. Cambodia is one of the nations that has adopted English as a foreign language. English is utilized in EFL countries for a variety of things, including commerce and education (Em, 2022).

Unfortunately, despite spending ten years studying English in formal junior high schools, senior high schools, and university settings, students still find it challenging to practice their language skills in everyday conversation. This is because even though they may receive high marks for their English proficiency on report cards, they do not yet speak the language fluently. It is a known fact that many English teachers are dissatisfied with their speaking lessons. Many factors affect students negatively in speaking English performance (Houn & Em, 2022). Here are the main factors that cause students' challenges in speaking English.

The first factor is fear of making mistakes. Students' hesitation to speak in English in class is often attributed to fear of making mistakes (Yi Htwe, 2007; Robby, 2010). Aftat (2008) added that the fear of making mistakes is related to concerns about rectification and unfavorable appraisal. Additionally, students' anxiety about being teased by their peers or the teacher has a significant impact. Students frequently quit taking part in speaking activities as a result. Therefore, teachers need to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. Heriansyah (2012) and Sultana and Jamin (2021) argued in their studies that one of the problems in speaking English for EFL learners is

that they are afraid of making mistakes because they are afraid of getting nasty comments from other people and there is not enough opportunity to practice. Meanwhile, [Irmawati \(2016\)](#) claimed that factors inhibiting the ability to speak in English come from teachers and students. The teachers did not want to prepare before the learning process started in the class because of the lack of speaking tasks that the teachers gave the students. Meanwhile, for students, it is because they are afraid of making mistakes, and it will lead them to be scared to try or shy to try. The primary reason for fear of making mistakes is that students are afraid of looking foolish in front of other people and they are concerned about how others will see them ([Kurtus, 2001](#)). In addition, [Hieu \(2011\)](#) and [Zang \(2006\)](#) as cited in [He and Chen \(2010\)](#) explained that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English. Students' fear of making mistakes in speaking English has been a common issue, especially in EFL contexts. As argued by [Januariza and Hendriani \(2016\)](#), most EFL students are afraid to try and speak the foreign languages they are learning. In this context, as he added, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound and fear sounding silly, and so on.

The second factor is shyness. Many students experience shyness on an emotional level when they are asked to speak in English classes. This suggests that students' learning activities in the classroom, particularly in the speaking class, may be hampered by shyness. To support the students in giving their best speaking performances in class, it is crucial to pay attention to this aspect ([Houn & Em, 2022](#)). In line with this, [Baldwin \(2011\)](#) adduced that one of the more prevalent phobias that students have is speaking in front of people, and that feeling shy causes their minds to go blank or makes them worry that they will forget what to say. According to [Robby \(2010\)](#), some shy students are simply very quiet people by nature. Since most of them find speaking English in front of their peers and teachers to be extremely scary, the students in this situation tend to be hesitant and lack confidence. Additionally, [Liu and Jackson \(2008\)](#) noted that the majority of English language learners experience shyness when speaking the language because they worry about making mistakes. Additionally, they fear ridicule from their peers. This fact, that students' shyness reflects how they view their abilities, is also supported by the study's findings.

Another challenge that learners face in speaking the English language is mother tongue interference. Students who have shown an interest in studying English have been identified, according to [Mohtar et al. \(2015\)](#). However, the environment outside of the classroom did not encourage the use of English. The students conversed in their native tongues while playing outside. It is believed that more participatory exercises in the classroom will aid students' English-language intercommunication. [Suliman's \(2014\)](#) indicated that learners continue to produce speech in their mother tongue. The students' incapacity to converse in English, among other things, serves as proof of the impact of the student's mother tongue. Additionally, it was found that students used mother tongue translation techniques in addition to their spoken language to comprehend specific instructions. The respondents in this study appear to find speaking to be the most challenging skills, and they all concur that English is crucial, particularly as a means of communication. Additionally, this study discovered that prolonged exposure to English does not entitle or ensure students to be proficient language users. Since the students are from communities where English is not the first language, the environment is one of the reasons leading to their lack of proficiency ([Ban et al., 2023](#)).

The fourth cause is anxiety. According to [Horwitz et al. \(1991\)](#), reported in [Nascente \(2001\)](#), anxiety is a state of tension, apprehension, and nervousness related to the condition of learning

a foreign language. Additionally, [Houn and Em \(2022\)](#) claimed that among other affective aspects, anxiety stands out as one of the major roadblocks to successful language learning. In other words, anxiety affects how well students learn languages. As a result, it is important to take this learning aspect into account when paying attention. As noted in [Sylvia and Tiono \(2004\)](#) and [Horwitz \(1991\)](#), anxiety has a significant impact on students' learning. Students' performance may be impacted by their fear of speaking a certain language. It may also affect the caliber of spoken language production and give the impression that someone is less fluent. According to this explanation, teachers should try to establish a learning environment that allows students more comfortable circumstances while engaging in their learning activities ([Em & Nun, 2022](#)).

Lack of confidence is another factor that hinders students in their speaking performance. For English language learners, speaking in English can be tough, especially if they do not have a good command of the language. A lack of confidence in the English language is the main problem for learners. It is generally accepted that students lose confidence when they discover that their conversation partners do not understand them or when they are unable to comprehend other speakers. They then would rather remain silent while others speak in this instance, demonstrating the students' lack of confidence in their ability to communicate. In response, [Nunan \(1999\)](#) claimed that students who lack confidence in their ability to communicate in English inevitably experience communication anxiety. This demonstrates that increasing students' self-confidence is a key area of teachers' attention. This implies that to develop the student's confidence, the instructors must likewise learn from both theoretical and practical sources. [He and Chen \(2010\)](#) claimed that students' poor English-speaking skills are the primary reason for their lack of confidence. In this situation, many students continue to believe that their English is poor and that they are unable to speak English adequately. The absence of encouragement from the teacher is the other factor contributing to students' lack of confidence. Many educators do not view it as crucial in this situation to have students demonstrate their proficiency in English. Students find the learning to be demotivating rather than stimulating as a result ([Brown, 2001](#)).

The fifth factor is a lack of motivation. The success of students' learning is attributed to their motivation, according to [Em and Khampirat \(2024\)](#) and [Seifert \(2004\)](#). [Nunan \(1999\)](#) emphasized that the importance of motivation in learning is vital to take note of because it can influence students' reluctance to communicate in English. In this regard, motivation is an important factor in determining how ready students are for communication. [Zua \(2008\)](#) went on to say that inner energy is what motivates people. No matter what type of incentive the students have, accordingly, it will increase their interest in their studies ([Em, 2023](#)). Numerous studies have shown that children who are highly motivated to succeed may persevere in their studies and get higher test scores than students who are less driven to succeed, demonstrating the critical need for teachers to increase their students' passion for learning. [Nunan \(1999\)](#) elaborated on the causes of the students' lack of motivation, including uninspired teaching, boredom, a lack of perceived relevance of the materials, and ignorance of the instructional program's aims. According to him, these four are frequently the source of students' inspiration. For instance, boring instruction deters students from wanting to study. In this setting, boring instruction frequently lowers students' motivation because they feel bored. This demonstrates how important it is to pay attention to those four criteria ([Em et al., 2022](#); [Keo et al., 2022](#)). In answer to the motivational issue, [Babu \(2010\)](#) contended that students' reluctance to speak English in class is a result of their lack of passion for learning. He claimed that the root cause of the issue is that teachers do not encourage their students to communicate in English.

The seventh cause is the linguistics factor, the main cause of low English-speaking performance. Interaction requires multiple stages before speaking. Speaking requires a variety of abilities, including hearing, vocabulary, grammar, and pronunciation, to achieve its goals. According to [Yenkimaleki and van Heuven \(2023\)](#), communication between the speaker and the listener during speaking requires a few processes. Speaking ability is composed of many different elements. This group comprises pronunciation, grammatical usage, vocabulary, and speaking fluidity. Since few students speak English in class, EFL students need greater practice speaking the language. Additionally, it concerns how the students use their English according to the circumstance and setting so that the listener may easily comprehend what is being said ([Gilbert, 2008](#)). When speaking with other individuals, one should pay attention to their grammatical usage. The condition and context of the sentence make up a grammatical utterance, which allows the listener to comprehend the speaker's message. According to [Purpura \(2004\)](#), grammar consists of principles that help speakers construct sentences accurately. Additionally, grammar is employed to instruct students on how to construct effective sentences. Students should have a lot of lists of vocabulary when speaking because, without a lot of vocabulary lists, a speaker will not be able to use interactive communication. In short, it can be said that the power of mastering words or having vocabulary knowledge is one of the keys to success in speaking ([Hiebert & Kamil, 2005](#)).

Lack of practice is also a cause that hinders students from speaking English with confidence. This includes a lack of input and repetition. As generally known, practicing regularly can improve students' knowledge. The more they practice, the more they improve their knowledge. However, most of the students admitted that they lack in practice. It seems that lacking in English has impacted students' difficulties in speaking. Lack of practice also relates to less input obtained by the students. The lack of vocabulary that the students face in speaking can be a manifestation of a lack of input. Since they have no input related to the vocabulary, it is hard for them to speak the language ([Heng et al., 2023](#)). According to [Tantiwich and Sinwongsuwat \(2021\)](#), a lack of practice also causes poor pronunciation and ungrammatical sentence construction. Lack of input and repetition in listening and speaking the words in constructing the phrases and sentences has yielded difficulties in speaking English.

According to [Raja and Selvi \(2011\)](#), the three main causes of speaking challenges are the environment, attitudes, and teachers' abilities. They added that students might find it difficult to comprehend the material if the classroom environment was not favorable to learning and did not focus on the needs or abilities of the students. For improved learning, teachers should instill a good attitude toward the English language in their students' brains or work to motivate them. They also emphasized that a teacher's proficiency is a key component in learning challenges; if the teacher is unable to adequately communicate the material or base instruction on students' prior knowledge, students may experience difficulties learning the language ([Em & Mao, 2022](#)). Thus, they discovered that the classroom environment and teachers' instructional practices are the primary obstacles to English language learning.

4. Conclusion

The article shows that there are some main factors encountered in speaking English, namely difficulties resulting from linguistic factors, such as (a) a lack of vocabulary, (b) poor pronunciation, and (c) a lack of grammar knowledge, and those resulting from psychological factors, such as (a) anxiety, (b) shyness, (c) motivation, (d) mother tongue use, (e) self-confidence and (f) fear of making mistakes. The article also reveals that the factors are caused by two reasons: L1 interference or mother tongue use and a lack of practice.

As generally known, the older someone the harder for him/her to acquire a (second/foreign) language the same as he/she acquires his/her mother tongue (Em & Mao, 2022). We assume that linguistic factors are the main problem because, at their ages, the students find it hard to accept English linguistics features because they do not acquire English naturally like children. They learn English in the classroom as a foreign language as an outcome their English acquisition cannot be considered a native language. Besides that, the limitation of time in acquiring inputs is also one of the causes. Since the students only use, either speak or write, English in the classroom, they have limited time to immerse in the situation and conditions where they can use English every time. Psychological factors, on the other hand, are not big problems because it does not relate specifically to language acquisition. The students can learn to build and control their confidence, fear of making mistakes, anxiety, and other psychological factors through other subjects in the classroom not only in speaking class. That is why when they are in English-speaking class; psychological factors do not become big problems that hamper them in speaking English.

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Using different techniques and strategies to improve English reading skills: A review of literature

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Abstract

This article explores the various strategies employed by effective readers throughout the stages of skimming, scanning, prediction-making, questioning, pre-reading, reading, and post-reading in language learning classrooms. The study aims to discern the techniques utilized in learning and teaching effective English reading skills. It emphasizes the importance of learners mastering techniques for efficiently skimming and scanning texts, as well as making accurate predictions and posing insightful questions. Furthermore, it highlights the significance of teachers' strong understanding of the procedures required to teach reading skills and create comprehensive lesson plans to improve English reading skills. Ways to improve could include incorporating a range of reading materials to meet various learning styles, promoting a supportive learning environment that motivates interaction with texts, and offering plenty of guided practice and feedback opportunities.

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1. Introduction

Reading is not simply a passive act, but rather a dynamic system of interaction between the reader and the material, in which graphic knowledge converges with the reader's social and circumstantial factors. Defined as the capacity to read, comprehend, and interpret written words on a page or any other reading material, reading skills are essential for processing information efficiently. Possessing strong reading skills empowers individuals to navigate written works rapidly and effectively (Sari et al., 2019).

Moreover, developing proficient reading skills is a lifelong endeavor, with self-study serving as a cornerstone activity in this process. As individuals engage thoughtfully with the content to grasp the writer's intended messages, critical thinking plays a pivotal role during reading (Kucukoglu, 2013). Cultivating a habit of constant reading is indispensable for improving reading skills over time (Em et al., 2022).

As Ahmmed (2016) suggested, reading English newspapers proves particularly beneficial for learners, as it exposes them to new vocabulary, idiomatic expressions, and sentence structures, thereby enhancing their language proficiency. To facilitate effective comprehension strategies,

it is essential to equip teachers with the knowledge and tools necessary to teach their students effectively (Kucukoglu, 2013).

Therefore, there is a need for teachers to prioritize the development of comprehensive methodologies, and guide students on how to employ these strategies to maximize learning outcomes. They need to be well-versed in constructing effective comprehension methodologies and advising these strategies to their students (Kucukoglu, 2013). By integrating diverse reading materials to cater to different learning styles, fostering a supportive learning environment, and providing ample opportunities for guided practice and feedback, teachers can enhance their students' reading proficiency and overall language acquisition (Keo et al., 2022).

1.1. Importance of English

English has become the most widespread means of communication in the world since the beginning of the Second World War (need reference). In this modern era, people achieve success in their specialized areas because they make use of the available resources of fast-evolving technologies (Em & Mao, 2022). To make use of these technologies and apply their thoughts in the right way, there is a need for a common language to communicate with the people of other regions and countries in the world. To bridge this gap, English seems to be a good tool used for communication as it is an international language. English is the only language that is widely used in various fields, such as science and technology, engineering, medicine, pharmacy, education, tourism, entertainment, information and communication technology, business, trade, commerce, Internet, and employment, to name a few. As a language, English attains global status and is used to serve various purposes (Rao, 2019; Sor et al., 2022).

Moreover, English is crucial for some reasons. It is a language used in academia and is a universal language. It provides us with access to a multitude of textual materials, both printed and online. It is practical for traveling. It is necessary if you wish to operate in global business or commerce (Aziza, 2020). English language, according to Kim (2020), plays a significant part in people's lives since it enables them to speak to a majority of people on the planet in addition to their friends and relatives. Moreover, it is the language that is studied the most across all learning levels in the world. The benefits of learning English for students include expanding their horizons (Short, 1994). Thus, if the students are good at the English language, especially reading, they benefit a lot from it.

1.2. English history in Cambodia

The evolution of English language education in Cambodia has undergone significant transformations over the decades. Between 1970 and 1975, English was introduced into Cambodia during the Khmer Republic or Lon Nol regime, and it was included in the national curriculum (Neau, 2003). However, the advent of the Khmer Rouge regime from 1975 to 1979 resulted in the suppression of English language education, along with other foreign languages. The teaching and learning of English and French were strictly prohibited, and individuals engaging in such activities were subject to detention due to their association with perceived communist tendencies (Neau, 2003). This period marked a stark interruption in the development of English education in Cambodia (Em & Mao, 2022).

In the aftermath of the Khmer Rouge era, there was a gradual reintegration of foreign language education, with French initially taking precedence, followed by Vietnamese, Russian, and

eventually English. Despite the initial restrictions, foreign language teaching gained momentum over time. However, it was not until the presence of the United Nations Transitional Authority in Cambodia (UNTAC) in the 1990s that the value of English education as a means of survival and employment began to be recognized (Chan, 2018). UNTAC's influence heralded a shift in perspective, leading to a reevaluation of the importance of English language skills worldwide (Em & Mao, 2022).

Following the 1993 elections supported by UNTAC, the Ministry of Education, Youth and Sport (MoEYS) initiated efforts to integrate English into the national curriculum, spanning from lower secondary school to higher education. This marked a significant milestone in the formalization and institutionalization of English language education in Cambodia. To date, English has become a staple in both domestic and international educational institutions, ranging from kindergarten to higher education levels. Many private educational institutions have also adopted English as the medium of instruction, further contributing to its popularity among Cambodian students. This evolution underscores the resilience and adaptability of English language education in Cambodia, reflecting its growing importance in the country's educational landscape (Phann et al., 2023). Therefore, The development of English-language education in Cambodia was characterized by its suppression during the Khmer Rouge regime and subsequent revitalization after the UNTAC period. Various institutions have widely embraced it and incorporated it into the curriculum, highlighting its growing significance in the country's educational system.

2. Reading techniques

2.1. Skimming

Skimming is a reading manner for fast reading. The goal of skimming is to get an overview of the preparation of the text and its main idea from a quotation in a book. To skim a paragraph, the readers read through the portion quickly and skip the details. They read the first structure of each paragraph. Each paragraph usually involves a topic sentence that affirms the main idea (Banditvilai, 2020). Skimming is done at a speed three to four times faster than usual reading (need ref). Moreover, readers often skim when they have commonalities of materials to read a limited number of times. In skimming, readers only have to take the most important clues and the main idea rather than read all of the words (Muddin & Rahayamtel, 2018). The authors also provide the procedure of the skimming techniques in three strides as follows (Abdelrahman & Bsharah, 2014).

- a. Read the first structure of the paragraph.
- b. Read the last structure of the paragraph.
- c. Read main words in between.

2.2. Scanning

Scanning is a reading skills that allow the readers to detect definite information (Banditvilai, 2020). With scanning, we already know before we begin what sort of information we are searching for. Scanning aims to get definite information. Scanning is chiefly useful for increasing our reading speed. Scanning can help learners learn to read and understand the meanings faster (Banditvilai, 2020). Scanning is unlike skimming because readers are not regarded with the broader meaning of the text, but the detail. Moreover, scanning aims to

excerpt specific information without reading all the text (Muddin & Rahayamtel, 2018). According to Thamrin (2012), the procedures of scanning approaches are as follows.

- a. Keep in mind only the clear information to be discovered.
- b. Make a decision, on which clues would provide for the finding of the required information. Have a rush view and brush off the page fast to catch sight of the clues if the clues are found.
- c. Read that sector to get the information needed.

2.3. Making predictions

Making predictions is an effective strategy that can be used by teachers in teaching reading a text which helps students to organize their thoughts, as they move from considering what is in the text to predicting their background knowledge (Jufri, 2018). Making predictions is a strategy in which readers use information from pictures, and titles to make predictions about the story. The title of a text can be operated by memories of texts, permitting them to guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion (Banditvilai, 2020).

2.4. Questioning

Questioning helps students monitor their comprehension and stay engaged in their reading. Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Banditvilai, 2020). Questioning is a process that the readers apply before, during, and after reading (Indriyana & Kuswandono, 2019).

3. Steps of teaching reading skills

3.1. Warm-up

- a. The teachers held a warm-up session to motivate the students and focus their attention on the topic he or she showed a poster with different pictures. Through, looking at the pictures, students should logically think and guess the topic of the lesson (Khamraeva, 2016).
- b. The teachers asked brainstorming questions about the topic and a discussion was held (Khamraeva, 2016).

3.2. Pre-reading

The purpose of pre-reading was to assist the students in getting the most out of what they were going to read. This was done by providing the students with pre-reading questions to activate students to think and relate their relevant background to the text, to preview important points, and to set a purpose for reading (Banditvilai, 2020).

- a. Predicting based on the teacher writing the title of the text and asking students to predict what reading passage they were going to read was about (Guzel, 2022).

- b. Guessing the meaning showed the pictures of disasters and asked students to guess the meaning of these disasters (Khamraeva, 2016).
- c. The teachers asked questions to the learners to activate background knowledge of the topic. The learners tried to activate their schemata about the topic of the text. The learners tried to express their ideas about the topic of the text (Guzel, 2022).

3.3. While-reading

The while-reading phase was to help the students develop their skills of eliciting from what they read. Students needed to use bottom-up processes to analyze words, phrases, and sentences in texts to verify their anticipation from the reading phase and to understand the details of the text (Banditvilai, 2020).

- a. Scanning and skimming: The teacher asked students to read the text and highlight the main ideas of the text, then find specific pieces of information (Khamraeva, 2016).
- b. Matching: Students were asked to match text captions to pictures and to elicit the main points of each paragraph in a text (Guzel, 2022).
- c. Jigsaw: Students were asked to fit headings and subheadings into a text from which they had been removed (Guzel, 2022).
- d. True/False/Not Given: Students read the statements and decided whether statements were related to the content of the text or not (Khamraeva, 2016). Teachers ask the learners to read the text and the learners do (Guzel, 2022).

3.4. Post-reading

The purpose of follow-up was to help the students develop the information gained from what they learned. It enabled students not only to review or conclude what they have read from the text but also to integrate the textual information into their own experiences (Banditvilai, 2020).

- a. Retelling: Students were asked to retell the meaning of the text (Banditvilai, 2020).
- b. Reporting-Roleplay: The teachers asked one student to be a journalist and conduct interviews with his classmates about the environment (Banditvilai, 2020).
- c. Summarizing: Students summarized the topic and filled in the T-chart table (Khamraeva, 2016). The teachers asked the learners to work in a group and the teachers set classroom discussions to construct learners' understanding. The learners would work in groups and express their ideas about the topic of the text (Guzel, 2022).

3.5. Homework

Writing a paragraph about environmental problems is one of the techniques. During the class, reading was integrated with both speaking and writing. While doing reading activities, students were highly motivated to participate in pairwork and group work and enjoyed doing different tasks (Khamraeva, 2016)

4. Other useful techniques to improve English reading skills

4.1. Empowering students: Nurturing proficient reading skills for academic success

Reading skills is not just a passive act but rather a cognitive ability that individuals employ when interacting with written texts (Bojovic, 2010), especially as students advance in their academic pursuits, such as at the university level, proficient reading skills become increasingly crucial for acquiring knowledge and learning new information. However, many students lack adequate reading abilities to effectively engage with complex texts (Wichadee, 2005).

As noted by Syakur and Azis (2020), reading is a multifaceted process through which readers extract messages conveyed by writers through written language. This process demands that readers perceive groups of words as a cohesive unit, enabling them to derive meaning from individual words and comprehend the intended message. Failure to fulfill this requirement can impede the proper execution of the reading process, resulting in a lack of comprehension. Reading, therefore, serves as a means to access information encoded in written form, requiring the decoding of symbols that constitute language.

The act of reading encompasses various cognitive processes, including visual perception, memory retention, intellectual engagement, and comprehension (Syakur & Azis, 2020). It is an intricate activity that draws upon these cognitive faculties to decipher and interpret the meaning embedded within written texts. From these diverse definitions of reading, it is evident that reading is not merely a mechanical task but rather a complex cognitive endeavor that necessitates active engagement and understanding (Em, 2022).

To address the challenge of inadequate reading skills among students, it is of paramount importance for teachers to prioritize the development of comprehensive strategies to enhance reading proficiency. This includes implementing effective teaching methodologies, providing targeted interventions, and fostering a supportive learning environment conducive to the cultivation of strong reading habits. By equipping students with the necessary tools and skills to navigate written texts effectively, teachers can empower them to succeed academically and beyond (Em, 2023).

4.2. Navigating the path to English reading mastery: Insights and strategies

Under the general heading of reading as a cognitive process, theoretical approaches to reading that concentrate on higher-level reading processes (also known as "top-down" and "interactive"), like comprehension, and lower-level reading processes (also known as "bottom-up"), like decoding, will be included. "Bottom-up" and "top-down" are terms that are occasionally used to describe the direction of processing within theoretical models of text processing. The terms are not always used consistently in the literature, but they refer to the process of decoding sounds and letters to words to sentences (bottom-up) or text comprehension level (top-down) (Tindale, 2005).

Routines and procedures that enable people to track and evaluate their progress in completing a cognitive activity are known as metacognitive reading techniques. While reading, before, and after, readers can use a variety of metacognitive reading techniques. These three categories, learning, monitoring, and evaluating, align with this idea in metacognitive reading practices (Iwai, 2016).

The coordination of several factors, including word sounds, meanings, parts, grammar, and comprehension-supporting methods, is necessary for the complicated mental process of

reading. All of these elements need to be controlled and smoothly coordinated by proficient readers for understanding to be achieved (Cartwright, 2012).

4.3. Unlocking the power of English reading: Techniques for success

Reading strategies primarily center on three metacognitive skills, including support reading, global reading, and problem-solving. These cognitive techniques support language readers in understanding the diverse reading preferences of their readers and deciding which reading strategies to introduce in the language classroom would be the most successful (Syatriana et al., 2024). Reading at a slower pace, reviewing the text, reading the passage aloud, and making educated guesses about the meaning of challenging words are all problem-solving techniques (Em & Nun, 2022). Proficient readers frequently take part in intentional activities that call for thoughtful planning, adaptable tactics, and regular self-evaluation (Tercanlioglu, 2004).

Academic reading may be very challenging, and reading skills for success do not attempt to hide this. Alternatively, it provides strategies for handling academic reading in manageable portions, bolstered by carefully selected instances of real texts and connections to additional reading outside of the language (Coxhead, 2005).

Understanding the text's fiction is one method of critical reading. To do this, it is vital to focus on whether the text's ideas are presented in a correct flow and whether their cause-and-effect links are created correctly (Utku-Osensoy, 2021).

4.4. Mastering English texts: Proven methods for improved reading comprehension

Conventionally, readers are instructed to focus on language knowledge, vocabulary, and the structure of a passage while reading. It is important to note that generating questions is a strategy that can be done at different phases of reading (e.g., pre-reading, while-reading, and post-reading) (Khaki, 2014).

In addition to the reader's attributes like past knowledge and working memory, comprehension is also influenced by linguistic processes, including vocabulary, decoding, fundamental reading abilities, sensitivity to text structure, inferencing, and motivation. Understanding also necessitates the efficient application of strategic procedures, like both metacognition and comprehension monitoring (Moore, 2015).

Effective strategies for reading comprehension to improve reading skills like activating and using background knowledge, generating and asking questions, making inferences, predicting, summarizing, visualizing, and comprehension monitoring are all crucial (Pourhosein-Gilakjani, 2016).

4.6. The roadmap to fluent reading: Essential tips and tools

Technology tools for e-reading can help all children and youth achieve better literacy results. Those in charge of developing policies and allocating funds for e-reading devices need to make sure the device adheres to the universal design for learning principles, pay close attention to the device's body of evidence, supply the infrastructure needed for it, and maximize the increased productivity and amount of information it offers (Griffiths & Biancarosa, 2012).

Kilpatrick (2015) investigated three basic reading approaches where were whole word, phonics, and whole language. Moreover, fluent reading comprehension such as vocabulary-

semantic knowledge, syntactic-grammatical knowledge, background knowledge, working memory, comprehension monitoring, and nonverbal visual-spatial skills are important (Heng et al., 2023).

4.7. Cracking the code of English texts: Effective learning techniques unveiled

Methods used by English majors are predicated on Bloom's Taxonomy, a theoretical framework that provides a hierarchical classification of cognitive domains. A framework for assessing and developing instructional strategies for critical thinking is provided by the Taxonomy's systematic classification into lower-order (knowledge, comprehension, application) and higher-order (analysis, synthesis, evaluation) cognitive capacities (Le et al., 2024).

An explanation for the veracity of an idea or truth that has been expressly stated is produced through elaborate questioning. Explaining the processes taken to solve an issue or the relationship between new information and existing knowledge are examples of self-explanation. Writing condensed versions of materials that need to be learned is known as summarization. When reading items that need to be learned, underlining or highlighting potentially significant passages is done (Houn & Em, 2022). Using mental imagery and keywords to correlate spoken things is known as keyword mnemonics (Dunlosky, 2013).

In addition, trying to visualize text while reading or listening is known as text imagery. After a first reading, rereading is the process of reviewing the text content once more. Testing oneself or reviewing content that has yet to be learned is known as practice testing. Enacting a practice program that gradually distributes study tasks is known as distributed practice. Interleaved practice refers to adhering to a study plan that incorporates a variety of topics into a single study session or a practice schedule that incorporates a variety of problem types (Em, 2023).

The reading motivation that drives one to read is a topic of interest in the realm of education (Em & Khampirat, 2024). To teach and promote learning, it is crucial to research and put into practice the circumstances that lead to students' motivation to read. Moreover, there are different types of motivation like integrative, instrumental, intrinsic, and extrinsic motivation. These kinds of motivations push effective learning reading techniques (Kheang et al., 2024).

5. Conclusion

Reading is an excellent way for students to make progress in language learning and implementing different pre-reading, while-reading (Mulatu & Regassa, 2022), and post-reading activities are not only practical to integrate the other skills but also a very beneficial and effective way of developing students' reading and understanding comprehension (Baleghizadeh & Zakervafaei, 2020). Moreover, it can be argued that the utilization of read-through methodologies such as skimming and scanning manifest as quintessential expedients that potentially facilitate the economization of chronological expenditure and augment the compendium of comprehension across variegated textual entities. The consummate acquisition of such stratagems substantively amplifies the adeptness in bibliophage activities; therefore, escalating the efficacy and efficiency at which informatory content is assimilated. Predominant scholarly expositions corroborate that the employment of tactics encompassing skimming, scanning, prognostication, and interrogation has been inextricably linked with the amplification of apprehension in scholastic readings among learners.

The mentioned essential points in the article are truly a recommendation for learners of the English language in developing countries like Cambodia. Therefore, Cambodian learners of the English language, as the title indicated, should critically take the essential points we mentioned in this article into consideration so that their English reading ability can be improved consistently. The article also informs the English language teachers in Cambodia and beyond to take the highlighted techniques to improve students' reading ability and motivation. Education-related stakeholders should also be informed by the article and help the students and teachers as well as educators as much as they can to develop the country as a whole.

Moreover, the article is only a pioneer for further studies. It is not the end. Thus, additional studies should address the effectiveness of using different techniques in teaching and learning English in Cambodia and other parts of the world. The studies may employ different techniques such as qualitative designs, quantitative designs, or even mixed-methods designs.

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Exploring the benefits of teacher involvement in guiding high school students' orientation toward personal and educational growth

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Abstract

Moving to high school comes with a lot of obstacles for teenagers, requiring substantial development in personal and academic areas. This article examines how teachers can make a substantial difference in this progress. The article explores the positive impact of teacher engagement on different aspects of student development, ultimately getting them ready for future achievements. The article highlights how essential it is for teachers to actively build strong connections with their students. Effective relationships enable trust and communication, enhancing teachers' understanding of each student's needs and goals. Teachers create a safe and welcoming atmosphere in the classroom by demonstrating genuine concern and assistance, allowing students to confidently embrace novel concepts, ask for help, and overcome obstacles. The encouraging atmosphere encourages students to cultivate a deep love for learning, prompting them to participate in the coursework and aim for academic success. Moreover, the research investigates tactics that teachers can use to support their students' development. Teachers can instill important life skills like self-awareness, goal-setting, communication, and conflict resolution in students through guidance and positive behavior. Teachers could assist students in discovering their skills and passions, enhancing their self-confidence and perspective on what lies ahead by providing opportunities for experimentation and testing. Finally, educators can support students in addressing social and emotional obstacles by equipping them with the necessary skills to enhance connections, handle stress, and make educated decisions.

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1. Introduction

In the realm of education, teachers play a crucial role in influencing the lives and academic journeys of high school students, extending beyond mere instruction of knowledge and abilities. Educators possess the power to impact students' personal and academic growth. As students strive toward their goals, instructors play a crucial role in supporting, motivating, and guiding them (Richard & Strong, 2011). In the current rapidly changing world, high school students encounter numerous obstacles as they move toward adulthood, with educators

playing a vital part in helping them achieve success academically and personally (Minna Körkkö et al., 2016). In this crucial timeframe, teachers are essential in supporting students to achieve success in their academic and personal lives. Teachers can promote holistic growth by building strong relationships, not just concentrating on teaching (Lamote & Engels, 2010).

This article explores the benefits of teacher involvement in shaping high school students' growth and highlights the implications for schools and policymakers. On the educational front, teachers can ignite a passion for learning and inspire intellectual curiosity in students (Posner, 2009). They employ innovative teaching strategies, incorporating diverse and relevant materials to make lessons engaging and meaningful. By acknowledging individual learning styles and adapting instructional methods accordingly, teachers can cater to the unique needs of students, enhancing their academic performance and motivation (Grasha & Yangarber-Hicks, 2000). Teachers are also instrumental in promoting critical thinking and problem-solving skills, which are vital for students to succeed in their academic pursuits and future careers (Williams, 2004).

2. Teacher involvement

Teacher involvement in guiding high school students' orientation toward personal and educational growth offers numerous benefits. Through mentorship, personalized guidance, and a nurturing classroom environment (Bernstein-Yamashiro & Noam, 2013). Teachers can promote students' personal development, nurture a love for learning, and facilitate their overall well-being (Margolis et al., 2014; Whisler, 1991). By recognizing the significance of teacher involvement and providing adequate support and resources (Klem & Connell, 2004), the education system can empower teachers to make a profound positive impact on students' lives, ensuring a brighter and more successful future for all (see Darling-Hammond et al., 2017).

High school students' personal and educational development is significantly impacted by teachers. Teachers are essential in shaping the personal and academic growth of high school students. According to Bandura (2006), individuals develop and progress through interaction with others, particularly their teachers, based on social cognitive theory. When educators actively involve themselves in leading students' direction, they can foster resilience, self-belief, self-assurance, and autonomy in students (Bandura, 1997). Hence, creating a sturdy bond between teachers and students can greatly influence the personal development of students. Educators have a special chance to influence the lives of their students and help them with their personal and academic development (Anspal et al., 2012). High school is an important period in a student's life, during which they start to shape their identity, establish objectives, and make decisions that will influence their future (Eccles, 2009). Therefore, educators must play a proactive role in directing and assisting high school students throughout this pivotal stage (Ali & Zaatari, 2021).

Elizabeth and Pianta (2001) highlighted the significance of teachers playing a role in guiding high school students to discover their interests and passions. By engaging in personal conversations, one-on-one discussions, class work, and participating in after-school activities, educators can assist students in recognizing their strengths and abilities (Dumais, 2006; Grasha, 2002). Teachers can help students discover their passions and interests to steer them toward future educational and career choices (Copolillo et al., 2010). Dumais et al. (2013) stated that when educators provide personalized support, it can lead to higher motivation and engagement in students, who feel guided and content in their academic pursuits. During their

time in high school, students must make various choices, like selecting classes, joining extra-curricular activities, and outlining their future professional paths. Teachers who are actively involved in making decisions with students provide valuable perspectives, advice, and support. This advice assists students in making informed choices and cultivating crucial decision-making abilities necessary for their personal and educational development (Roberts & Stark, 2008).

Robert et al. (2003) discovered the connections between teachers and children, offering a detailed examination of the crucial relationship between educators and youngsters. They stress the importance of strong teacher-child bonds in fostering positive results in children's academic, social, and emotional growth. The writers explore different aspects of these connections, such as affection, assistance, and stimulating exchanges (Li & Larivière, 2023). Furthermore, they investigated ways in which teachers can implement effective strategies to foster and enhance these relationships. In general, they provided important perspectives on the crucial importance of teacher-child relationships in the educational environment. One major benefit of teacher engagement is the improvement of students' self-awareness and motivation. When teachers show curiosity about students' personal goals, dreams, and aspirations, it motivates students to think about their interests, strengths, and areas for improvement (Em et al., 2021). This process of reflecting on oneself helps in building a more distinct sense of self and encourages internal drive, which is essential for achieving academic success in the long run (Hulleman & Harackiewicz, 2009). Another example of how teachers can help guide students' orientation is by fostering a feeling of belonging and connectedness to the school atmosphere.

Research conducted by Richard and Deci (2000) discovered that students who viewed their teachers as supportive and caring tended to show more involvement and dedication to their studies. Receiving support from their educators during this crucial transition helps high school students cultivate a favorable outlook on learning, ultimately leading to academic progress (Richard & Deci, 2000). Moreover, teachers play a role in offering direction and assistance in goal setting and achievement. Through collaborating with students, teachers can assist them in recognizing their future goals and breaking them into manageable tasks. Setting goals creates a sense of purpose and orientation, aiding students in staying motivated and focused in high school (Edwin & Latham, 2013). Teacher involvement helps build a strong sense of community among students in the classroom, in addition to promoting their personal growth. Strong connections between student-teachers and classmates encourage participation, collaboration, and a positive learning environment. Being part of the classroom enhances the general experience and equips students with crucial social skills needed for success in their personal and professional lives (Elizabeth & Lotan, 2014).

3. Benefits of teacher involvement

Understanding the benefits of teacher involvement, Wood (1992) noted that guiding high school students' orientation toward personal and educational growth is crucial for educators and policymakers. By recognizing and valuing the impact of teacher-student relationships, schools can invest in professional development opportunities that equip teachers with the necessary knowledge and skills to effectively support their students' growth (Bridget & Pianta, 2005). This investment in teacher professional development can lead to improved student outcomes and overall educational success. By actively involving themselves in their students' growth, teachers can also play a pivotal role in developing crucial life skills. Time management, self-discipline, resilience, and effective communication are just a few of the

skills that can be nurtured when teachers provide guidance and structure in students' daily routines (James & Hilton, 2012).

Teachers who actively engage in students' growth are more likely to create a positive learning atmosphere based on trust, respect, and open communication (Brown, 2005). This welcoming atmosphere encourages students to freely share their thoughts and ideas, enabling them to engage meaningfully with the curriculum (Florian & Linklater, 2010). Teacher involvement in guiding high school students' orientation helps promote self-reflection and personal growth, which is a key benefit (Paris & Winograd, 2003). When teachers engage in discussions with students regarding their objectives, skills, and areas needing growth, it allows students to develop a deeper understanding of themselves and their capabilities. Dutta et al. (2023) exhibited that the teacher-led self-reflection process aids students in setting attainable goals, identifying areas for growth, and enhancing self-assurance. Involving teachers in this process results in students getting valuable feedback and support promptly, which leads to enhanced personal growth. This part delves into the advantages in depth as outlined below.

3.1. Developing a strong teacher-student relationship

Teacher involvement fosters the development of strong relationships that are built on trust, respect, and support. These kinds of relationships create an environment conducive to student engagement, motivation, and overall well-being and have several significant benefits. One of the key benefits of teacher involvement is the development of strong teacher-student relationships. These relationships provide a foundation for positive student outcomes. It was found that strong teacher-student relationships are associated with improved student motivation and engagement by Roorda et al. (2011). Similarly, in their research about "A multilevel approach to understanding student and teacher perceptions of classroom support during early adolescence," Christina et al. (2018) emphasized the importance of secure and positive teacher-student relationships in students' social, emotional, and academic development.

Building strong connections between teachers and students is a valuable advantage of teachers assisting high school students in navigating personal and academic development. Based on a study by Rebekah et al. (2013), students are more inclined to be motivated and engaged in their learning when they have positive and supportive bonds with their teachers. These connections create a secure and reliable space for students to discover their passions, inquire, and request support. The research carried out by MacNeil et al. (2009) discovered that students with strong connections with their teachers achieved higher academic success and better overall health.

Educators who demonstrated sincere concern and investment in their students' personal growth cultivated a feeling of inclusiveness and bonding, resulting in a beneficial impact on students' drive and dedication to their studies (Ibrahim & El, 2020). In addition, a solid bond between teachers and students can offer emotional assistance to students. As stated by Marina and Hen (2016), when educators demonstrate empathy and comprehension toward their students, it fosters a welcoming atmosphere where students feel comfortable enough to explore, learn from errors, and develop both personally and academically. Providing emotional support is essential in lowering students' anxiety and enhancing a positive educational environment. Thus, to strengthen teacher-student relationships, educators can use techniques like familiarizing themselves with each student individually, demonstrating

curiosity about their experiences outside of school, and creating frequent chances for sincere and transparent communication (Christopher & Pianta, 2007).

Furthermore, educators can establish a positive atmosphere in the classroom by encouraging respect, fairness, and inclusivity, which are essential for fostering strong connections (Ming & Eccles, 2012). A study by Kathryn (2012), found that teachers who create supportive relationships with their students help develop a feeling of independence and proficiency in them. Students are motivated to take control of their learning, establish objectives, and aim for individual development. When students receive support and motivation from teachers in their pursuits, they are more inclined to reach their individual goals and maximize their capabilities. Furthermore, a solid bond between teacher and student can also have a beneficial effect on the social-emotional growth of students (Poulou, 2017). Educators who act as good examples and guides can assist students in facing difficulties, enhancing interpersonal abilities, and making wise choices (Jennifer & LeBuffe, 2023). These exchanges encourage understanding, dialogue, and collaboration, all of which are necessary abilities for individual and societal growth. To promote personal development through close teacher-student bonds, teachers should emphasize creating trust, respect, and open communication with their students. Moreover, effective strategies include giving constructive feedback, recognizing students' hard work, and creating a welcoming environment, educators can integrate exercises that enable students to ponder their abilities, passions, and aspirations, promoting self-understanding and a clear direction. These tasks establish a caring and encouraging atmosphere that makes students feel appreciated and honored (Allen et al, 2013). Similarly, this boosts students' self-assurance and self-belief, fostering individual progress and advancement.

Other studies indicate that better academic performance is linked with strong teacher-student relationships. Based on the research by Debora et al. (2011), students who establish strong bonds with their teachers are more inclined to focus on their academics, engage actively in classroom conversations, and persevere through difficult assignments. When students develop a connection with their teachers, they feel inspired to do well in their academics and aim for greater accomplishments (Jere, 2004). A study discovered that strong connections between students and teachers were linked to increased levels of self-motivation and confidence in their abilities (İflazoğlu & Hong, 2012). Students who form strong connections with their teachers feel confident in their abilities and are more inclined to be proactive in their learning (Conley & French, 2014). Having a sense of empowerment helps with personal development by fostering a mindset of progress and self-assurance when dealing with obstacles (Delle et al., 2011). Additionally, close connections between teachers and students can impact social-emotional development. As per the research by Janine et al. (2022), students are more inclined to enhance their social skills and emotional well-being when they receive support and understanding from teachers. Teachers who create a supportive and encouraging atmosphere can assist students in developing resilience, managing stress, and navigating social interactions (McAllister & McKinnon, 2009).

Educators should emphasize the importance of promoting a positive classroom environment to cultivate strong connections between teachers and students, where students feel safe, valued, and respected (George et al., 2014). Fostering open communication, practicing attentive listening, and showing compassion can enhance the connection between educators and pupils, according to Bodie et al. (2015). Moreover, offering personalized support, advice, and mentoring can help strengthen the bond between teacher and student (Izadinia, 2016).

3.2 Guiding students' orientation

Teacher participation helps to provide students with effective guidance and support for their personal and educational development. [Bandura et al. \(1999\)](#) suggested that teachers have the potential to serve as role models and offer support to students as they work toward achieving their objectives. Furthermore, educators can help students comprehend their strong points, areas needing improvement, and goals, ultimately enabling them to make well-informed decisions about their academic journeys ([Horwitz, 1988](#)).

This guidance empowers students to shape their futures. Guiding students' orientation toward personal and educational growth is an essential aspect of teacher involvement in high school settings. Through guidance and support, teachers play a vital role in helping students discover their strengths, interests, and goals, and navigate their educational journey effectively ([Stronge, 2018](#)). Research consistently demonstrates that effective guidance from teachers positively influences students' academic achievement and overall well-being ([Peyman et al., 2021](#); [Susanna & Lai-Yeung, 2014](#)). Teachers who actively engage in guiding students' orientation provide valuable information, resources, and advice that enable students to make informed choices about their education and personal development ([Bolhuis, 2003](#); [Cook et al., 2014](#)).

One significant way in which teachers guide students' orientation is by helping them explore their interests and passions. By encouraging students to reflect on their preferences and providing opportunities to discover new areas of interest, teachers can help students make connections between their passions and their education ([David & Durrant, 2002](#)). This guidance supports students in finding pathways that align with their goals and potential career choices, promoting a sense of purpose and motivation ([Karp, 2013](#)). Furthermore, teachers can guide in setting and achieving academic goals. They can help students develop strategies for effective time management, study skills, and goal-setting ([Wakeman, 1925](#)). By setting clear expectations and providing regular feedback, teachers can empower students to take responsibility for their learning, fostering independence and a growth mindset ([Annette & Sewell, 2011](#)).

Additionally, teachers can guide students in navigating the educational landscape, including course selection, college, and career planning, and accessing available resources ([Susanna & Lai-Yeung, 2014](#)). Through individualized conversations, group discussions, and mentorship, teachers can help students understand the various pathways available to them and make informed decisions about their educational and career trajectories ([Biswas et al., 2005](#)). To effectively guide students' orientation, teachers can utilize a range of strategies such as individualized counseling, group activities, and career exploration programs ([Peyman et al., 2022](#)). This approach enables teachers to address the diverse needs and interests of their students, fostering a supportive environment for growth, self-discovery, self-resilience, and peer-advisory within their schoolmates ([Osher et al., 2008](#)).

3.3 Promoting personal growth

Teacher participation is essential in nurturing the personal development of students ([Owen, 2016](#)). By providing mentorship, and support, and fostering a positive learning atmosphere, educators assist students in cultivating self-awareness, resilience, and social-emotional abilities ([Jennings et al., 2020](#)). It emphasized how teacher-student relationships can improve students' social-emotional outcomes and psychosocial well-being ([Jennings et al., 2020](#)).

Teachers support students' overall growth and development through personal development [Frank et al. \(2019\)](#). Encouraging personal development is a primary advantage of teachers assisting high school students in navigating their personal and educational growth [\(Zins & Elias, 2007\)](#). As noted by [Christopher and Seligman \(2004\)](#), personal growth involves constantly enhancing one's strengths, experiencing positive emotions, and engaging meaningfully in life. With the active participation of educators, students can greatly benefit from their guidance and support [\(Panitz, 1999\)](#). A method for teachers to encourage personal development is by giving students personalized assistance and encouragement [\(Stefanou et al., 2004; Walkington, 2005\)](#). By forming personal connections with their students, teachers can gain a deeper understanding of their strengths, interests, and aspirations [\(Wentzel & Watkins, 2002\)](#), enabling them to customize their teaching and assistance to address the distinct requirements of each student.

Additional studies have indicated that when students perceive that their teachers understand and back them, they are more inclined to participate in valuable learning opportunities and make significant personal advancements [\(Debora et al., 2011\)](#). Teachers can also encourage personal development by creating a positive atmosphere in the classroom [\(Lin, 2012\)](#). Students' personal development needs to have a welcoming and inclusive environment in which they can feel secure enough to be vulnerable and share their thoughts [\(Henderson & Milstein, 2003\)](#). Teachers can achieve this goal by promoting open communication, fostering collaboration, and highlighting the significance of empathy and respect toward others [\(Reiman & Peace, 2002; Talapatra et al., 2019\)](#). When students are appreciated and welcomed in the classroom, they are more likely to build a positive self-image and a feeling of belonging, which are crucial for personal development [\(Kathryn et al., 2016\)](#).

Teacher-led orientation has a positive impact on students' academic development, in addition to promoting personal growth [\(Korthagen & Vasalos, 2005\)](#). A study by [Hughes and Kwok \(2007\)](#) discovered that high school students who were provided with substantial support and guidance from their teachers or school staff showed greater academic achievement and engagement when compared to those who did not receive similar assistance. Hence, teacher engagement in guiding students toward their educational journeys, like selecting suitable courses, exploring career choices, and establishing achievable objectives, has the potential to result in improved academic results. Therefore, teacher involvement in orienting students toward their educational pathways [\(Prestridge, 2017\)](#), such as choosing appropriate subjects, discussing career options, and setting realistic goals, can be able to lead to better academic outcomes [\(Field et al., 1998\)](#). Moreover, educators have the potential to assist students in cultivating a growth mindset, which involves believing that one's skills and intellect can be enhanced through hard work and effective learning techniques [\(Nalipay et al., 2021\)](#). By encouraging a mindset focused on growth, educators can help students feel empowered to tackle challenges, continue despite obstacles, and see mistakes as chances to learn and develop. Other studies demonstrated that students who have a growth mindset exhibit more resilience, and motivation, and attain greater levels of personal development in comparison to those with a fixed mindset [\(De Castella et al., 2013\)](#).

3.4 Enhancing education growth

Another significant advantage of teacher participation in guiding high school students toward personal and educational growth is the improvement of educational outcomes [\(Croninger & Lee, 2001\)](#). Students can achieve academic success and reach their educational goals by involving teachers in the education process for their knowledge, expertise, and guidance

(Marzano, 2007). One method for teachers to improve educational development is by delivering high-quality teaching and feedback. Teachers can meet the varied needs of their students and guarantee they are getting a quality education by using different teaching strategies and accommodating various learning styles. Studies indicate that successful teaching methods, such as concise explanations, student participation, and prompt feedback, are linked to improved academic performance (Hattie, 2008). Teachers can also play a vital role in creating a positive educational setting that promotes student participation and drive (Hennessy et al., 2007). Teachers can encourage active participation and collaboration among students by establishing a supportive classroom environment (Darling-Hammond et al., 2017). When students are appreciated and inspired in class, they are more inclined to participate in their learning and experience greater academic progress (Jennifer et al., 2004).

In addition, educators can assist students in establishing academic objectives and enhancing their study habits. Teachers can support students in maintaining focus and motivation during their educational journey by instructing them on establishing attainable and practical goals. Moreover, instructors can prepare students for academic success by offering advice on useful study methods, time management, and organization (Zimmerman, 1998). Teachers have the potential to serve as examples and advisors to students as they provide both teaching and support (Gaunt et al., 2012). Teachers can inspire students to cultivate a passion for learning and dedicate themselves to their field through demonstrating a passion for education and a diligent work ethic (Copolillo et al., 2010; Hughes & Kwok, 2007). By building strong bonds with their students, teachers can serve as mentors providing guidance, support, and encouragement. Studies have indicated that strong connections with teachers are associated with increased educational goals, higher motivation in academics, and better academic achievements (Debra et al., 2011).

Additionally, educators can aid in the advancement of education by providing chances for students to reflect on and assess themselves (McMillan & Hearn, 2008). Teachers can support the development of metacognitive skills and self-directed learning by prompting students to contemplate their learning experiences, establish objectives, and evaluate their progress (Gaunt et al., 2012). This procedure of introspection and self-evaluation empowers students to be in control of their education and cultivate a feeling of empowerment in their learning (Dutta et al., 2023).

4. Empowering education: The impact of teacher involvement on student growth

Through the reviews, this article highlights the significant impact of teacher involvement on students' personal and educational growth. The development of strong teacher-student relationships, guidance in orienting students toward their goals, and support for personal and educational growth were consistently identified as influential factors (see Pianta et al., 2012).

The initial analysis showed that building strong teacher-student relationships is essential for fostering personal and educational development. The article discovered that students who have positive and supportive relationships with their teachers are more comfortable, motivated, and engaged in their learning. These relationships create feelings of security and inclusion, allowing students to be more willing to take chances, inquire, and reach out for help when necessary. The results indicate that forming a strong emotional bond and trust between teachers and students leads to the best conditions for personal and educational development. Moreover, the study underscored the importance of teachers guiding students to align with their goals. The article then indicated that when teachers engage in assisting

students in recognizing their interests, strengths, and goals, students gain clarity and guidance in their academic journey.

Secondly, teachers play a crucial role in helping students set achievable goals, develop strategies, and track their progress. Teachers provide students with the means to take charge of their education and make informed choices about their future objectives.

Moreover, the article highlighted the importance of teacher assistance in personal and educational development. Then it was indicated that teachers who create a positive classroom atmosphere, support teamwork, and champion a mindset of continuous improvement positively impact students' development and success. These teachers who offer support provide chances for students to enhance their abilities, consider fresh viewpoints, and conquer obstacles. The research showed that teacher assistance is crucial in improving students' drive, belief in themselves, and achievement in academics.

At large, this article emphasizes how teachers' participation greatly influences students' personal and academic development. The factors that are consistently recognized as influential were the building of strong relationships between teachers and students, helping students focus on their goals, and providing support for personal and educational development. These consequences highlight the important function of teachers as facilitators, guides, and advocates in establishing an ideal educational setting that promotes students' overall growth. By acknowledging the importance of teachers being involved, schools can focus on methods to improve teacher-student relationships and support students' development both academically and personally.

5. Implications for schools and policymakers

The conclusions of the article have important significance for schools and policymakers. Schools need to focus on establishing a supportive atmosphere that fosters strong connections between teachers and students, as well as motivating teachers to be actively engaged in students' personal and academic development (Darling-Hammond et al., 2017; Keane & Evans, 2022). Policymakers must make sure that teachers are provided with professional development programs so that they have the essential skills and knowledge to effectively assist and lead students. Comprehending these results can impact educational policies, steer school practices, and support the adoption of successful strategies that boost students' overall growth.

The conclusions emphasize the importance of prioritizing and investing in relationships between teachers and students. Educational institutions and policymakers need to understand the significance of promoting positive and supportive teacher-student relationships in the education system. This objective can be accomplished by offering teachers' chances for development, promoting communication between teachers, students, and parents, and establishing a school environment that values constructive relationships. Policymakers can back teacher-student relationships by incorporating signs of these connections in school evaluation criteria and offering resources for teacher training and development focused on this topic.

Additionally, the article emphasizes the importance of providing guidance and career counseling initiatives within educational institutions. Policymakers need to make sure they focus on establishing thorough guidance and counseling programs to help students recognize

their strengths, interests, and future objectives. This may include offering chances for career exploration, giving access to information on different educational and career options, and ensuring students have support from trained professionals for guidance. Schools need to dedicate resources to create and sustain counseling departments that address the specific needs of students and offer continuous support during their academic experience.

Furthermore, the article highlights the significance of establishing a welcoming and diverse learning atmosphere in schools. Policymakers need to support policies that boost a positive school environment and focus on methods that enhance feelings of belonging and involvement for every student. This could involve putting into practice anti-bullying campaigns, backing social-emotional learning initiatives, and advocating for inclusive classroom strategies. Schools need to offer chances for students to have a say and be involved, implement disciplinary methods that prioritize restorative justice, and offer training for teachers on developing inclusive and culturally sensitive classrooms.

Additionally, the article highlights the significance of emphasizing education and support for teachers. Educational institutions must improve their teaching skills, instructional abilities, and classroom management techniques, and support students' overall development, and holistic growth.

The article then underscores the importance of schools and policymakers prioritizing teacher involvement in guiding high school students toward personal and educational growth. Schools and policymakers can support students' overall development and success by valuing teacher-student relationships, offering career counseling programs, fostering a positive learning environment, and investing in teacher training and professional growth. By focusing on these specific areas, the education system can effectively assist students in their personal and academic development path.

6. Conclusion

This article highlights how crucial it is for teachers to be involved in promoting students' all-encompassing development, emphasizing the key benefits that come from strong teacher-student relationships, help with setting goals, and backing for both personal and academic progress. Emphasizing the essential importance of strong connections between teachers and students in creating a feeling of inclusion and drive ultimately fosters engaged student involvement in their academic experience. By acknowledging, valuing, and assisting students, teachers stimulate motivation and involvement while also enabling increased levels of personal and academic growth. In addition, the research emphasizes the crucial support teachers offer in assisting students in identifying their strengths, interests, and goals, thus contributing to setting achievable objectives and promoting academic achievements. Moreover, it emphasizes the important responsibility teachers have in establishing a supportive learning atmosphere that values working together, enthusiasm for learning, and mental health - all of which greatly impact students' achievements and ability to bounce back from challenges. These results highlight the importance of educational institutions and policymakers focusing on methods that improve teacher involvement, like creating inclusive atmospheres, aiding professional development, and encouraging collaboration between teachers and students. Investing in teacher training and support can help educational systems establish an empowering learning environment, enabling students to acquire crucial life skills and be ready for success beyond typical academic standards. Therefore, it is essential to acknowledge and cultivate teacher-student relationships to promote a positive and fulfilling

academic journey, guaranteeing that students are well-equipped for success in both high school and beyond.

7. Recommendation

This article offers some recommendations that can be made to support schools, educators, and policymakers in their efforts to promote student development. These recommendations aim at maximizing the positive impact of teacher involvement on students' personal and educational growth.

- a. Encourage collaborative learning environments: Cultivate settings that promote collaboration, student involvement, active participation, and peer interaction. Schools should provide opportunities for students to work together on projects, resolve issues, and participate in group conversations. This promotes the development of teamwork, critical thinking, and effective communication skills necessary for personal and educational progress.
- b. Offer training sessions for teachers to improve teaching abilities to acquire knowledge on instructional methods, and grasp student-focused strategies with professional development programs must prioritize creating strong connections between educators and students, encouraging a growth-oriented mindset, and incorporating social-emotional learning into the academic curriculum. Educators who consistently engage in continued learning and development can impact students' results and the advancement of the education sector.
- c. Establish all-encompassing guidance and counseling services in schools, making sure that there are well-equipped departments with trained professionals to offer students thorough support. This encompasses providing guidance on career paths, creating academic schedules, and giving emotional assistance. By meeting both the personal and academic needs of students, schools can assist in their holistic growth and aid in guiding them toward informed choices for their education and future aspirations.
- d. Foster a positive school environment through the creation and upkeep of a safe, welcoming, and respectful atmosphere for every student, preventing bullying, encouraging tolerance, fostering a sense of belonging in students, applying restorative justice techniques, conducting routine climate assessments, and involving students in decision-making, a positive school environment can be established to help students achieve their personal and academic aspirations.
- e. Foster teachers and teacher collaborations: Encourage collaborations and networking among teachers to facilitate the sharing of best practices, resources, and experiences. Schools can facilitate teacher collaboration by providing dedicated time for professional learning communities, interdisciplinary teaming, and collaborative planning to enhance teacher development and promote a consistent and coordinated approach to supporting student growth.
- f. Promote student reflection and goal setting: Encourage students to engage in reflection and goal setting to enhance their self-awareness and ownership over their learning. Schools should provide structured opportunities for students to reflect on their strengths, areas for growth, and progress toward their goals, incorporating regular goal-setting exercises and self-assessment strategies into the curriculum can empower students to take responsibility for their personal and educational growth.
- g. Finally, schools and policymakers need to consider these recommendations and tailor them to the specific needs and contexts of their educational system. By prioritizing teacher involvement, fostering supportive environments, and providing resources for

student development, schools can create an educational experience that promotes personal and educational growth for high school students.

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Implementing a school-based mentoring program at a secondary resource school in Takeo province, Cambodia

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Abstract

Mentors encourage mentees' personal and professional development by sharing their expertise and experience. Mentoring is sharing life and training experiences with teachers (mentees) to improve their classroom practices and teaching professions. The tasks require mentors to implant positive views in mentees effectively. The current study utilized a qualitative case study design to examine the existing mentorship program and its impact on a secondary resource school's teaching and learning processes. Interviews at Samdach Ouv, a high school, provided the data. The study presents findings that aim to investigate the requirements and methodologies employed by mentors in mentoring novice teachers, ascertain the responsibilities of mentors in the mentoring programs at a secondary resource school, and determine the advantages of such mentoring programs. The findings also suggested that school-based social colleagues are keenly interested in mentoring programs that foster academic achievement and positive social conduct among teenagers. As these programs are new, members may see specific benefits. As a result, the outcomes of mentorship programs play a vital role in establishing a nurturing and cooperative educational setting. The benefits extend to mentees, mentors, and the entire school community. Ultimately, the author suggests that the most effective processes thoroughly examine methodologies and evaluate the study's findings. Future studies should employ other designs and more participants at the same school or different schools.

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1. Introduction

Mentoring is the “one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee’s expertise and to facilitate their induction into the culture of the profession” (Hobson et al., 2009, p. 207). As mentoring services become more popular, the role of the mentor is consistently increasing in terms of professional development. Mentoring is a critical component of teaching reform, including providing support for beginning teachers and a new professional responsibility for experienced teachers (Ambrosetti et al., 2014; Kent et al., 2012).

1.1. Background information

By sharing the knowledge and insights gained over the years, a mentor facilitates personal and professional growth in an individual. The desirable achievement of sharing life experiences is also referred to as mentoring, in which the mentor has a knack for making teachers (mentees) think positively about their classroom practices and their teaching profession (Sanfey et al., 2013; Sowell, 2017). The role of a mentor in the mentoring program is characterized by some aspects such as (1) encouraging reflection, (2) discussing matching-discipline strategies toward a professional code of conduct, (3) providing continuous social and emotional support, (4) providing opportunities for teachers to learn and grow, (5) providing direct assistance for continuous professional development, and (6) being a role model for teachers (mentees) toward professional teaching careers and independent teachers (Ambrosetti & Dekkers, 2010; Sanfey et al., 2013). Moreover, the mentor is the one who helps the school improve, so that is why the strengthening teacher education programs in Cambodia (STEPCam), jointly implemented by the Ministry of Education, Youth and Sport (MoEYS) and UNESCO with financial support from the Global Partnership for Education (GPE), aim to improve the professional support mentors provide to teachers. Under component two, in-service training for early grade (EG) teachers, STEPCam is currently working with MoEYS to develop an early grade mentoring package that will engage master mentors and school-based mentors to support teachers in improving their teaching skills and practice, with a particular focus on early grade mathematics and Khmer literacy (UNESCO, 2020).

1.2. Research gap

In 2019, MoEYS, in collaboration with Kampuchea Action to Promote Education (KAPE), the largest local NGO in Cambodia's education sector, publicly established the mentoring problem in Cambodia in response to the growing global prevalence of mentoring services and their positive impact on educational development. The New Generation School Training Center (NGSTC), which trained experienced teachers to become mentors, celebrated the mentoring program and changed its name to the New Generation Pedagogical Research Center (NGPRC) (KAPE, 2020; NGPRC, 2019). After one year of training, the mentors work at a different location at a secondary resource school, where they face many problems. To solve the issues, this study aims to find out the causes. However, the challenges of ongoing commitments in mentoring regularly emerge as mentors intentionally want some changes from the mentees (Ellen, 1988; Sarah & Sharon, 2005). As mentors in the educational sector shoulder the significant responsibility of fostering teachers' professional growth and advancing schools for students' education, they may raise questions about developing mentees and supporting school development (Kim, 2005). Additionally, assisting in the development of mentoring perceptions is crucial, leading to an examination of more specific practice-based experiences in educational mentoring to enhance the awareness of new mentors (Rodgers & Skelton, 2014; Stan, 1997).

Jo-Ann and Carol (2009) examined a mentoring needs assessment that validates mentorship in nursing education. Carolyn et al. (2010) investigated mentoring adjunct faculty using the cornerstones of effective communication and practice. Additionally, Peter (2013) conducted a study on mentoring to foster professional development that benefits both the mentor and the mentee. Similarly, Angelina et al. (2014) explored the potential of mentoring as a framework for pre-service teacher education, focusing on leadership development through mentoring in higher education. Heewon et al. (2014) conducted a collaborative auto-ethnography of leaders of color for mentors, while Rodgers and Skelton (2014) explored the role of professional development and mentoring in enhancing teacher retention—most research studies on

mentoring below need to focus on different research topics and explore various research sites. Thus, there needs to be an existing gap in the Cambodian content, especially in the provincial areas.

1.3. Research objectives

This study aims to understand how the current mentoring program affects the working culture at a secondary resource school. The study aims to achieve three specific research objectives.

1. To explore the needs and techniques of mentors regarding mentoring new teachers.
2. To identify the roles of mentors in mentoring programs at a secondary resource school.
3. To find out the benefits of the mentoring program at a secondary resource school.

1.4. Research questions

To achieve the objectives, three specific research questions are asked:

1. What are the needs and techniques of mentors concerning mentoring new teachers?
2. What are the roles of mentors in school-based mentoring programs to improve teachers' professional development at a secondary resource school?
3. What are the benefits of mentoring programs at a secondary resource school?

1.5. Significance of the study

Mentoring has helped the school improve the quality of its education and professional development. Mentors must exert more effort in working closely with their mentees, who are teachers, to understand their needs and make necessary improvements. However, since school-based mentoring is helpful for the educational sector in enhancing professional development, this study offers the most importance to the relevant stakeholders, like beginning teacher mentors, mentees, school principals, policymakers, and curriculum developers involved in school-based mentoring programs. Significantly, beginning teacher mentors will be able to seek further roles and responsibilities to improve the professional development of the school-based mentoring program. Subsequently, the mentees can determine the specific duties and roles for which they are willing to accept the mentors in the school-based mentoring programs. Next, school principals who participated in the mentoring programs will gain an understanding of the mentor's roles within the school, enabling the teacher mentors to perform more effectively during the mentoring process. Most importantly, this research guides school principals to recognize the mentors' workload in mentoring practices. Finally, it allows policymakers and curriculum developers to review their plans and seek reforms to make the mentoring processes in school-based mentoring programs more practical and efficient.

2. Literature review

2.1. The history of mentoring

To understand why mentoring is used extensively today, it can be helpful to know about its history. The story, which is widely known as the concept of mentoring, originated with the mentor character in Homer's *Odyssey*. In this ancient Greek epic poem, dating back around 3000 years, Odysseus entrusted his young son Telemachus to the care of his mentor, his trusted companion, when he went to fight in the Trojan War. Unexpectedly, he was away for decades,

and during that time, his mentor nurtured and supported the boy, establishing mentoring (Barondess, 1995).

The concept of mentor was developed from one decade to another since mentoring was known as the associated teaching during the 1970s as the associate teachers were coming for help for their teammate teachers when the problem occurred and there was a need for help (Dziczkowski, 2013). The role of associate teaching was then moved to collaborative teaching in the 1980s since worksheets, roles, and responsibilities of teachers were increased. The collaborative teachers worked closely with the classroom teachers by providing feedback, teaching techniques, how to draw students' attention, and training teachers (Colley, 2002). In the 1990s, as the demand for students increased, teachers became busier than before, and challenges regarding teaching practices also emerged. This was a time when collaborative teaching was updated to contribute teaching knowledge since many teachers encountered problems in their teaching practices (Colley, 2003). As many other teachers in different contexts also faced problems with their teaching techniques and how to engage the students, it was a time of success for those who received the service of contributing teaching knowledge (Garvey, Strokes, & Megginson, 2010). Just so, the mentoring service emerged during the 2000s, providing support and encouragement to other teachers and educators through mentoring service programs to overcome their obstacles.

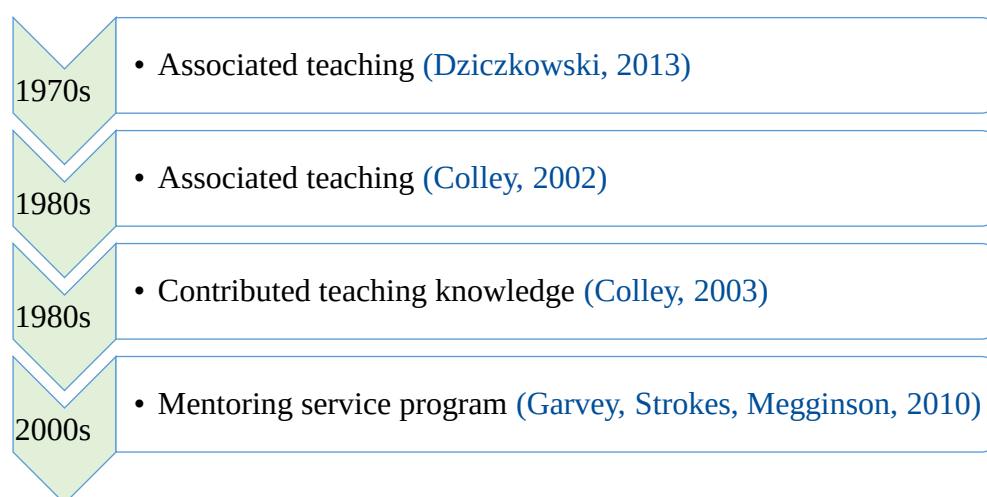


Figure 1. A brief history of mentoring

2.2. School-based mentoring program in Cambodia

As mentoring services are becoming worldwide due to their positive impacts on educational development, the mentoring problem has been publicly established in Cambodia since 2019 under the cooperation of MoEYS with KAPE, the largest local NGO in the education sector. The program of mentoring was celebrated by NGSTC training experienced teachers to become mentors, and NGSTC then changed its name to NGPRC (KAPE, 2020; NGPRC, 2019).

The New Generation Pedagogical Research Center is an autonomous unit within the National Institute of Education (NIE) that MoEYS has empowered to confer a Master's Degree of Education in Professional Ethics, Teaching, and Mentoring upon graduates who complete a one-year course. The course is 'intensive' and comprises 30 modules of one credit each plus a two-month practicum of 15 credits that will be set at the New Generation School at Preah Sisowath High School, Prek Leap High School, and other New Generation Schools as the partnership in Phnom Penh (Houn et al., 2022). The curriculum framework of the center

features four modular streams comprising a total of 30 modules and 89 subtopics. The trainees will study the modular program for nine months, followed by a two-month practicum in which they will practice mentoring techniques using the latest educational software. The course is designed to be cutting-edge and includes many high-tech features to bring Cambodia's education system into the 21st Century. The modular program comprises four curricular streams as follows (KAPE, 2019; NGPRC, 2019).

- a. Professional ethics and mentoring: These modules cover the basis for ethics in the teaching profession and use many interactive materials, such as videos and software, to frame provocative discussions. This is followed by modules on how to become a good mentor in any context including when working with younger or older teachers or any subject.
- b. English for research: These modules help acquaint trainees with the nature of research and read the many articles they will encounter as part of their reading assignments. The module prepares students to conduct a mini-thesis that will count toward the degree requirements of the center.
- c. ICT in education: These modules introduce trainees to the many educational software programs that are used in the New Generation School context, especially a new software called Observic that uses cutting-edge techniques to support teachers in improving their teaching practice.
- d. General methodological systems and principles: These modules help trainees gain insight into how certain key methodologies, such as constructivist learning, cooperative learning, and project work, are effectively used in the New Generation School setting. This knowledge will be critical to providing adequate mentoring support to other teachers.
- e. The purpose of mentoring is to tap into the existing knowledge, skills, and experience of senior or high-performing employees and transfer these skills to newer or less experienced employees to advance their careers.

2.3. Efficiency of mentors' roles in the school-based mentoring program

According to Ambrosetti and Dekkers (2010) and Hall et al. (2008), the roles of the mentors are relatively complex and numerous based on the mentors' and mentees' perspectives. In this case, mentors consider their roles to provide support for the mentee since they have to give feedback, involve the mentees in a comfortable learning environment, and share ideas to improve their professional skills in teaching and learning. Moreover, the support meant by the mentors was presented in two different types: emotional support and professional support. Mentors help the new teachers figure out their professional support by giving resources for files, ideas for planning and management, and modeling.

2.4. The needs and techniques of mentors regarding mentoring new teachers

2.4.1. The needs of mentors regarding mentoring new teachers

- a. Building relationships: Building relationships is the prioritized need for mentors to start the journey of mentoring teachers. Each mentor emphasized the value of developing confidence in a mentoring relationship for both instructional support and teacher retention. Building a relationship with the new teacher increases the mentor's ability to work with, and support new teachers in a positive manner (Sowell, 2017). Moreover, the findings of Hudson (2016) showed that 33 participants wrote that mentors need a

way to develop a professional relationship through goals, visions, and clear parameters for mentees to engage in their work. In addition, building relationships in the pre-mentoring phase such as expectations, goals, roles, and communicative processes are formal relationships. Anyway, some mentors and mentees have problems in relationships. Nonetheless, both mentee and mentor should appreciate that as the relationship evolves, and mentees progress along their career paths, their needs may change in a direction that leads them away from their mentors. It should be regarded positively as evidence of the success of the mentoring relationship (Sanfey et al., 2013).

- b. Common grade level: Establishing mentoring processes, in similar fields (subjects of profession) as common grade level, is essential for mentors. According to the research and interviews, having a similar grade level is critical for a good mentor-mentee relationship. Teachers may discuss common curriculum, data, and testing, which strengthens these bonds. When a standard grade level is not accessible, new teachers must search for grade-level-specific assistance elsewhere. This may or may not be a problem, depending on new teachers' personality. Outgoing new teachers would have no trouble finding solutions to any problems they encounter. Without someone in their grade level to help them in their first year of teaching, shy or withdrawn teachers may feel bewildered and frustrated (Ambrosetti et al., 2014; Manning, 2011; Sowell, 2017).
- c. Developmental components: The need for a mentor is developmental components, which means they need to strengthen their professional development as a mentor. Ambrosetti et al. (2014) noted that developmental needs may include both professional and personal goals. However, it is the functions and processes that the mentor and mentee employ within the relationship that will provide opportunities for the development of goals.
- d. Education and training: Spooner-Lane (2017) stated that mentors are an experienced person at school. Moreover, Certo (2005), Davis and Higdon (2008), and Stanulis et al. (2012) provided specific information about the education, training, and continued professional development offered to mentors. One of the more rigorous studies in terms of education and training was reported by Stanulis et al. (2012). Beginning teachers were not given prepared, fully-released mentors to assist them in learning how to lead higher-order classroom discussions. Moreover, Stanulis et al. (2012) found that, unlike the beginning teachers who were given mentors with explicit training and guidance, the control group did not show significant differences in their ability to lead higher-order classroom discussions throughout the program.

4.4.2. The techniques of mentors regarding mentoring new teachers

- a. Establishing relationship: Mentors first have to establish a positive relationship with their mentees. The relationship could help mentors to get to know their mentees as who they are, where they are from, what kind of people they are, what appreciation and ways to work they have, and who they are as mentees. This getting-to-know process provides mentors with such a piece of fundamental information that mentors could use as a bridge to get into the mentoring process. Angelina et al. (2014), Barrera et al. (2010), and Straus et al. (2009) mentioned that establishing positive relationships makes

mentees open their minds to share what they have inside regarding their problems, challenges, and concerns with their mentors and look for help, support, and encouragement.

- b. Identifying mentees' needs: Mentoring new teachers requires identifying their needs and demands. As new teachers begin their teaching profession, they face challenges since everything seems to be new for them. In this case, they need the one (mentor) they trust to consult what they need to do to fulfill their profession. In addition, [Hudson and Hudson \(2018\)](#) and [Sanfey et al. \(2013\)](#) pointed out that identifying the mentees' needs could help the mentor examine and contextualize the right demands of the mentees toward finding solutions. The mentees' needs are recognized as the specific clues for the mentors to walk on the right track as a means to organize the mentoring cycles.
- c. Conducting meaningful mentoring: According to [Ambrosetti et al. \(2014\)](#), conducting mentoring involves three main components (see Figure 2). First, the mentor needs to establish the relationship to produce such interpersonal understanding for a desirable improvement through encouragement, inclusion, collegiality, advocacy, and support. Second, operational development approaches through sharing information, reflective practices, conducting assessments, providing feedback, and giving opportunities to learn and grow are implemented to develop functional and practice processes of meaningful mentoring.

Mentoring components	Description	Mentoring actions
Relational	The interpersonal relationship that occurs between the mentor and the mentee	• Support • Inclusion • Encouragement • Collegiality • Advocacy
Developmental	The functions and processes used to develop the personal and professional goals of the mentor and mentee	• Reflection • Sharing • Guidance • Role modeling • Communicating • Provision of opportunities • Assessment and feedback • Reflecting
Contextual	The setting of the mentoring in which the mentee is immersed in	• Work of a teacher • Behaviors of a teacher

Figure 2. Mentoring components in the pre-service teacher education context (Ambrosetti et al., 2014, p. 233)

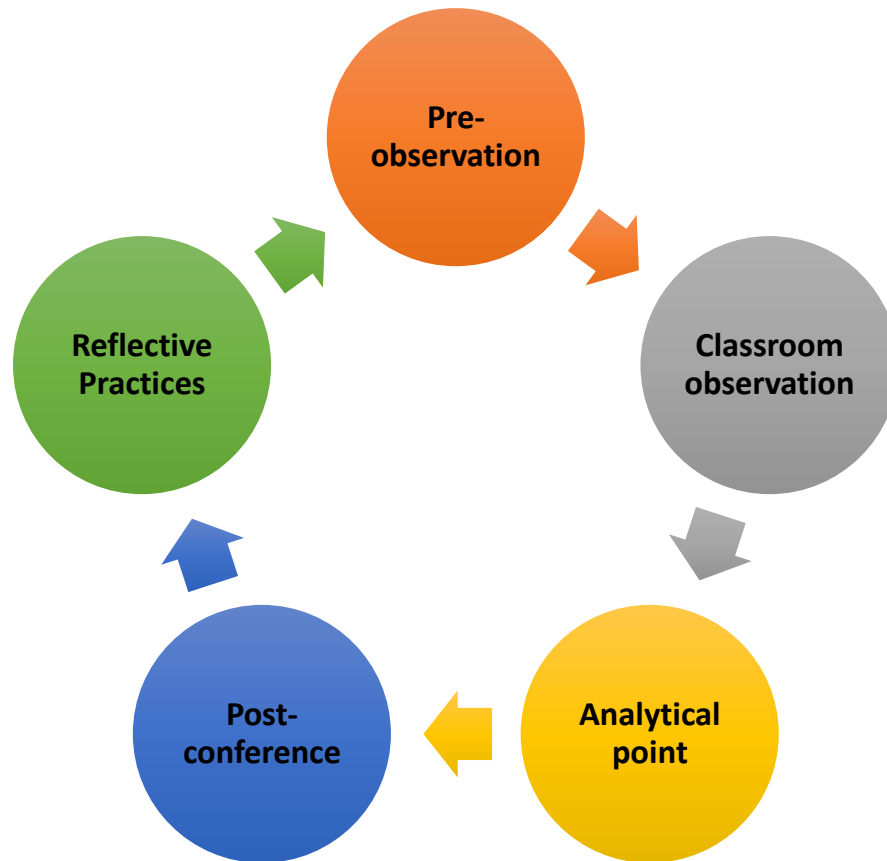


Figure 3. Coaching cycles of mentoring teachers

Similarly, [Ambrosetti et al. \(2014\)](#) noted that the mentoring process is categorized into four phases such as (1) preparing for mentoring, (2) pre-mentoring, (3) mentoring, and (4) post-mentoring (see Figure 3). At the preparation stage, the mentor needs to provide such pieces of training to their mentees to ensure that they are ready for the new context of school context and procedural work since new teachers need to be trained to get to know their roles and responsibilities for their socio-cultural working context. The second phase is pre-mentoring, meaning the mentors need to work with their mentees to identify needs, expectations, goals, and schedules for their mentor-mentee conference. At this phase, the prioritized point for further improvement is to be recognized as a means to look for practical strains for classroom practices. The third phase is about providing opportunities to practice and reflect on their classroom teaching procedures in which encouragement, communication, and development come together toward improvement. The last phase of the mentoring process is about the completion of relationships and practices in which the mentees are encouraged to reflect on their practices compared to the target goals having been aimed to have such assessments, reflection, and further improvement of their teaching performances ([Ambrosetti et al., 2014](#)).

Preparation for mentoring	Training for mentors and mentees before the participants meet	Training that centers on: • The nature of mentoring • Processes of mentoring • Roles of the mentor and mentee • Conflict resolution
Pre-mentoring	Initial meeting before the professional placement begins	• Defining expectations for the relationship • Outlining goals for each participant • Defining roles for the mentor and mentee • Mapping out a time line • Setting up communication channels • Setting up meeting schedule • Induction (to the school) • Socialization
Mentoring	Development of the relationship and progression towards the achievement of goals	• Opportunities for development of competencies and capabilities (skills, knowledge and processes) through teaching and coaching, active participation and collaboration • Feedback approaches • Reflective opportunities • Interactions that endorse reciprocity (sharing, modeling, facilitation)
Post-mentoring	Continuation or completion of the relationship	Continuation: • Progress review (formal tasks and duties) • Redefining needs/goals and mentoring roles Completion • Assessment • Relationship evaluation

Figure 4. Phase focus and considerations (Ambrosetti et al., 2014, p. 235)

- Providing meaningful support: Meaningful support is one among other techniques that provide mentees such trust and relationships. Supporting teachers is understood as the process of encouragement, help, protection, collaboration, assessment, reflection, and facilitation. During the mentoring processes, providing support could help mentees overcome such challenges and difficulties as they face in their daily practices of teaching. [Ambrosetti and Dekkers \(2010\)](#) mentioned that one of the roles in meaningful support is to support teachers (mentees), and the mentors need to cooperatively associate with their mentees by providing advice, suggestions, and recommendations. In this sense, the mentors also provide meaningful support through various roles such as supporter, role model, facilitator, assessor, collaborator, friend, trainer or teacher, protector, colleague, evaluator, and communicator (see Figure 4).

Table 1. Mentor's roles in meaningful support (Ambrosetti & Dekkers, 2010, p. 48)

Roles of mentor	Description of roles
Supporter	• Assists in the mentee's personal and professional development • Provides inclusion and acceptance of the mentees • Outlines expectations

	• Gives honest, critical feedback • Provides advice during task performance • Protects from unpleasant situations • Advocates for the mentee
Role model	• Assists the mentee by example • Demonstrates the behaviors of the profession • Demonstrates tasks • Sets and maintains standards • Integrates theory and practice for the mentees
Facilitator	• Provides opportunities to perform the task/job • Allows mentee to “develop their sense of self” • Provides guidelines and offers support
Assessor	• Provides criteria-based grades/marks on mentees' performance • Makes informed decision on progress
Collaborator	• Uses a team-like approach • Provides a safe environment for the mentee • Share and reflect with mentees • Gives assistance to mentees • Identifies needs with the mentee
Friend	• Acts as a critical friend • Provides companionship or camaraderie • Encourages the mentee to try new tasks or challenges • Provides advice about weaknesses in a constructive manner
Trainer or Teacher	• Provides specific instructions about performing tasks • Teaches basic skills • Provides resources • Uses explicit teaching to pass on skills and knowledge
Protector	• Looks after the mentee • Raises mentees' profile with others • Shields the mentee from unpleasant situations • Defends mentees' actions
Colleague	• Treats the mentee as one who is already part of the profession • Advocates for the mentee in the organization
Evaluator	• Appraises the mentees' progress • Provides feedback • Engages in mutual evaluation with mentee
Communicator	• Shares professional knowledge and skills • Provides a variety of communication methods • Provides feedback on progress to further develop learning

- **Meaningful listening:** Meaningful listening is one of the mentoring strategies to develop the effectiveness of understanding the mentees' contextual practices as well as learning how they face problems, challenges, and successes to collect the information and contextualize problem-based situations toward convenient solutions. Similarly, [Weimer \(2019\)](#), and [Taherian and Shekarchian \(2008\)](#) noted that the mentor as the active listener

within a power of information receiving may need to pay deep attention to what the mentee is speaking about. In this case, the mentors may take a deep thought about what is happening to the mentees as a means to get a complete understanding to find appropriate solutions for them. In addition, the mentors could express their facial expressions through their body language and gestures to show that they are listening to the mentees. In this sense, the mentees may feel comfortable as they have people listening to their problems and trying to be a part of solutions (Bova & Phillips, 1984; Crasborn et al., 2011).

3. Methodology

3.1. Research design

Beyond the characteristics of research objectives and research questions, this study conducted a case study of qualitative research because the researcher investigates the current mentoring program and how the mentoring program affects teaching and learning at a secondary resource school. Qualitative research is focused on understanding the meaning people have constructed and normally engages an inductive strategy to analyze data (Merriam, 1998). Bromley (1990, as cited in Maree, 2007, p.75) defined a case study as a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. Therefore, a case study was deemed relevant as the study sought to explore the school leaders' and teachers' perceptions of mentoring programs.

3.2. Samples and sampling techniques

This study was conducted in Takeo province in Cambodia. Mentors, teachers, and school leaders at Samdach Ouv high school (There are secondary resource schools in Cambodia) were asked a consent to participate in the study. The researcher used purposive sampling techniques to collect data. Mack et al. (2005) noted that the purposive sampling technique, choosing groups of participants, depends on a preselected standard related to particular research questions where the sample size depends on the resources and time available.

Table 2. Samples

Participant code	Gender	Education level	Position	Experience
SL1	F	Bachelor	Principal	Twenty five years
SL2	M	Bachelor	Deputy Principal	Feifteen years
T1	M	Master	Teacher of English	Seven years
T2	F	Bachelor	Teacher of English	Ten years
T3	M	Bachelor	Teacher of English	Five years

T4	M	Bachelor	Teacher of English	Two years
M1	M	Master	Mentor	Six years
M2	F	Master	Mentor	Seven years

As revealed in Table 2, various individuals participated in this study, each contributing distinct viewpoints and backgrounds to the discussion. The group consists of participants with diverse educational backgrounds and different positions in the education system, such as a principal, a vice principal, experienced teachers, and mentors. Significantly, the individuals have considerable combined knowledge, averaging years of experience in the education sector. The variety and extensive range of experiences offer valuable perspectives on the studied topic, guaranteeing a thorough and detailed comprehension of the research results.

3.3. Instruments

As this study employed a qualitative design, the semi-structured questionnaires were distributed to all respondents face-to-face with the researcher. Both semi-structured and unstructured interviews elicit the information (Creswell, 2017). That is, the in-depth interviews were conducted individually. At the same time, some probing questions were added during the interview to find more insights related to exploring the mentoring program and to find out some perceptions of the implementation of the mentoring program. The time for each of the participants' interviews was around 40 minutes. Interviews were recorded, with the consent of the participants, using the researcher's voice recorder; they were later noted and transcribed through word processing. NVivo 12 Software, a qualitative software program, was used to help with qualitative data analysis.

3.4. Data collection procedures

This section was designed to collect the data. The data collection was done in two stages as follows.

- In stage one, the researcher prepared two letters to ask for permission from the school principal to collect data.
- In stage two, the letter of permission was signed and sent to inform the participants at school.
- What is more, the researcher planned to have the interviews conducted in the library or the conference room and during teacher and students' break time.

3.5. Data analysis

The researcher used semi-structured interviews to obtain the primary data and embark on a careful and multi-stage process of organizing, categorizing, synthesizing, analyzing, and interpreting the data. Berg (2009) introduced many types of qualitative analyses, including content analysis. Content analysis was applied in this study to identify themes and develop categories based on the careful coding of data. According to Berg (2009), content analysis is used to examine and code the language patterns used in the communication exchange. Transcriptions were imported to facilitate coding and analysis of the data sources.

3.6. Ethical consideration

This study was conducted by paying great attention to confidentiality and anonymity. However, the researcher selected the proper research site, sought an in-depth description of the research topic, and carefully collaborated with the participants (Creswell, 2017).

In addition, the researcher selected teachers and school leaders to be the samples and all of them volunteered to join in this study, and they were made aware that they had the right to stop or reject to join at any time, before or within the interview. The researcher explained to them very clearly whatever they answered they were safe (no threats, no failure of their examination because of their comments, nor would they lose any marks, and so on).

Moreover, before the researcher started interviewing and recording their voices, the researcher asked permission from them to record and explained to them that the recording would be deleted after the study was finished. Furthermore, in the interview's transcript sheets, the names that were used were invented names instead of their real names (Teachers' name = T, School leaders' name = SL, Mentor = M). Finally, all the data that had been collected from this study had been kept confidential and would be destroyed once the study had been finally finished.

4. Findings

4.1. Building relationship

Among eight participants in the school-based mentoring, SL1, M1, and M2 stated that:

Building relationships is the prioritized need for mentors to start the journey of mentoring teachers. Each mentor emphasized the value of developing confidence in a mentoring relationship for both instructional support and teacher retention. Building a relationship with the new teacher increases the mentor's ability to work with, and positively support the new teachers. Moreover, mentors need a way to develop a professional relationship through which goals, visions, and clear parameters for mentees to engage in their work. In addition, building relationships in the pre-mentoring phase such as expectations, goals, roles, and communicative processes are formal relationships.

Some mentors and mentees have problems in relationships. But both mentee and mentor should appreciate that as the relationship evolves, and mentees progress along their career paths, their needs may change in a direction that leads them away from their mentors. It should be regarded positively as evidence of the success of the mentoring relationship. However, mentors and mentees have failed in a relationship that impacts their career progress and productivity.

4.2. Common grade level

SL2, M1, M2, T4 stated that:

Establishing mentoring processes, in similar fields (subjects of profession) at a common grade level is essential for mentors.

Having a similar grade level is critical for a good mentor-mentee relationship. Teachers may discuss common curriculum, data, and testing, which strengthens these bonds. When a standard grade level isn't accessible, new teachers must search for grade-level-specific assistance elsewhere. This may or may not be a problem, depending on the new

teacher's personality. Outgoing new teachers would have no trouble finding solutions to any problems they encounter. Without someone in their grade level to help them in their first year of teaching, shy or withdrawn teachers may feel bewildered and frustrated.

4.3. Developmental components

SL1, SL2, M1, M2, T2, T3 indicated that:

The need for a mentor is a developmental component which means that they need to strengthen their professional development as a mentor.

The developmental needs may include both professional and personal goals. However, it is the functions and processes that the mentor and mentee employ within the relationship that will provide opportunities for the development of goals. As such the roles that the mentor and mentee undertake determine the opportunities that occur. Within a reciprocal mentoring relationship, the mentor and mentee would work together as a team to develop the needs of both the preservice teacher and the mentor. Thus, the roles of the mentor teacher include collaborator, facilitator, teacher, and role model, and the pre-service teacher in return actively participates and collaborates.

4.4. Education and training

Seven participants among eight indicated that:

Mentors as experienced and trained. In addition, mentor education and training appear to be important components of effective mentoring for beginning teachers. Mentors require knowledge, skills, and dispositions across several areas. (SL1, T1, T2, T3, T4, M1, M2)

I have started to have a reading habit; therefore, I like reading now. I can win my ego, temperament, and insecurity, so I have started to love working with other people. (T2)

More is needed to have expertise in teaching, they also need to be competent at mentoring. (SL1)

It would seem that mentors who do not receive adequate formal training find it more difficult to provide direct feedback and instigate changes in the mentee's beliefs and teaching practices. (SL2)

It would be good to have extra training or at least every other year to provide some because things change. (M1)

4.5. Establishing relationship

Eight participants indicated that:

Mentors first have to establish a positive relationship with their mentees. The relationship could help mentors to get to know their mentees as who they are, where they are from, what kind of people they are, what appreciation and ways to work they have, and who they are as mentees. This getting-to-know process provides mentors with

such fundamental information that mentors could use as a bridge to get into the mentoring process. (All samples)

Establishing positive relationships makes mentees open their minds sharing what they have inside regarding their problems, challenges, and concerns with their mentor and looking for help, support, and encouragement. (M1)

as the first sign of a relationship, the mentor may need to organize a meeting with the mentee for small talk. During the process of this small talk, the mentor first needs to inform the mentee about the actual time and the purpose of the meeting. The mentor could then ask the mentees about their strengths on what they have done well in their teaching careers. By doing this, the mentees may feel comfortable and start to be closer to the mentors to share their potential strengths as they both (mentor and mentee) understand each other within relationship and trustworthiness. (M2)

4.6. Identifying mentees' needs

Five participants among eight mentioned that:

Mentoring new teachers requires identifying their needs and demands. As new teachers begin their teaching profession, they face challenges since everything seems to be new for them. In this case, they need the one (mentor) they trust to consult what they need to do to fulfill their profession. (SL2, T3, T4, M1, M2)

Identifying the mentees' needs could help the mentor to examine and contextualize the right demands of the mentees towards solution finding. The mentees' needs are recognized as the specific clues for the mentors to walk on the right track as a means to organize the mentoring cycles. That is why mentors need to have pre-observation conferences to identify classroom activities in which mentees prepare for the classroom operation and to continue with post-observation conferences to observe how mentees run and manage the class. Having been through these two observations, the basic demands of the mentees could emerge so that it would be applicable for mentors to provide such reflective practices of the mentees' teaching as well as proposing respectful treatment known as suitable solutions for the mentees to have further improvement. (M1)

4.7. Conducting meaningful mentoring

Six participants indicated that:

Conducting meaningful mentoring is recognized as the conventional procedure in which mentors apply to establish mentees' improvement. The meaningful mentoring cycle is categorized into three phases pre-observation, observation, and post-observation. During the pre-observation conference, the mentor needs to work with mentees discussing the classroom procedures and their preparations within relevant materials, sources, and engagement techniques in alignment with target points to be improved (specific points that the mentee is willing to improve). As an observation phase, the mentor needs to visit the classroom to observe how the mentee implements the techniques, classroom management, or how to engage as discussed in the pre-observation conference. In this phase, the mentor collects the information, focusing on the target points to improve and preparing them as evidence to talk about after the

observation phase. Collect the information, the mentor may need to use some essential tools to support the process of collecting the information such as observation field notes, students' setting maps, lesson plans, relevant materials during the class, and voice and video records. The last phase of the mentoring cycle is known as the post-observation conference which refers to the process of reflection and improvement. The mentor may not ask the mentee directly to change their procedures since some points to be improved occurred, but the mentor needs to use such prompt questions to ask the mentees to reflect on what they have practiced in the class and to ask the mentees to find solutions of their own. At the phase of the post-observation conference, the mentor could also provide some convenient solutions within extra sources related to target points to be improved for the mentees to study more for continuous development. (SL1, T2, T3, T4, M1, M2)

Conducting mentoring involves three main components. First, the mentor needs to establish the relationship to produce such interpersonal understanding for a desirable improvement through encouragement, inclusion, collegiality, advocacy, and support. Second, operational development approaches through sharing information, reflective practices, conducting the assessment, providing feedback, and giving opportunities to learn and grow are implemented to develop functional and practice processes of meaningful mentoring. (SL1)

4.8. Providing meaningful support

Six participants among eight mentioned that:

Meaningful support is one among other techniques that provide mentees such trust and relationships. Supporting teachers is understood as the process of encouragement, help, protection, collaboration, assessment, reflection, and facilitation. During the mentoring processes, providing support could help mentees overcome such challenges and difficulties as they face them in their daily practices of teaching. (SL1, SL2, T3, T4, M1, M2)

One of the roles in meaningful support is to support teachers (mentees) in which the mentors need to cooperatively associate with their mentees by providing advice, suggestions, and recommendations. (M1)

4.9. Meaningful listening

Meaningful listening is one of the mentoring strategies to develop the effectiveness of understanding the mentees' contextual practices as well as learning how they face problems, challenges, and successes to collect the information and contextualize problem-based situations toward convenient solutions. (M1, M2)

4.10. Guidance

The guidance refers to advice or information provided by a mentor of experience, to solve a problem or improve the mentee. The guidance refers to the process of helping the mentee discover and develop their potential in a teaching career. (SL1)

4.11. Advice, feedback, and support to the mentees

Feedback should be given in some ways for both mentor and mentee to assess their relationship at defined times. First is to be clear and use specific, non-judgmental, descriptive language. One more thing is to avoid using the passive voice. Moreover, the mentor should use the value of feedback respectfully and politely and then let the mentee know to expect it. (SL1)

4.12. Cultivate a teacher and pupil relationship

Both the mentor and the mentee must have teaching experience. This means that a mentor should be able to provide advice effectively in addition to serving as a good role model. Similar to a mentor, a mentee should be eager to learn and teachable. It's important to listen to the mentor's advice rather than just dismissing it. The mentee must give the shared knowledge time to sink in before putting it to use. The mentor/mentee relationship succeeds because of these qualities or well-defined roles because it is all about giving and receiving. (SL1, SL2)

4.13. Accomplish goals

A mentor's priority whether considering becoming one or seeking a mentor themselves is to support their mentees in achieving their objectives. Although mentors have a variety of duties, one of them is to assist their mentees in achieving their goals. One of the duties of a mentor is to offer support, direction, feedback, and advice to the mentee. In addition to being their mentor, instructor, counselor, advisor, sponsor, advocate, and ally. Mentors will provide mentees with all the resources they need to develop into better versions of themselves. (SL1, M2)

4.14. Build trust through engagement

A mentee should constantly be open to listening, and a mentor should lead by example. Engagement is the key to any successful mentor-mentee connection. A mentor's job is to foster their mentee's creative instinct since a mentee wants to learn how and why. The mentee should be open to hearing and investigating fresh creative ideas at the same time. This increases the level of trust between the mentor and the mentee, and in the end, both parties benefit from the encounter. (SL1)

4.15. Benefits of the mentoring program at a secondary resource school

Mentors have the opportunity to gain knowledge and practical experience from a seasoned employee who has already achieved the level of expertise they aspire to achieve. Mentors have the opportunity to expand their professional knowledge and skills through their guidance and the support of others. The school has the opportunity to further develop and disseminate the wealth of talent, skills, and knowledge of its teachers. All participants mentioned that a mentoring program at a resource high school had three-way benefits.

Five participants added that benefits for the mentee (Teachers). (T1, T2, T3, T4)

- Receive guidance and support from a respected member of the school community.
- Career development opportunities.
- Increase confidence.
- Improved pedagogy knowledge and understanding of how the school works, and how things are done.

- Raise awareness of alternative methods of doing things. Build a network of peers and expand your knowledge of different areas of the organization.
- There is a secret soundboard for ideas and challenges.

SL1, T1, T2, T3, T4, and M2 added benefits for the mentors.

- Provide satisfaction by helping others and contributing to the development of the school.
- Expand your network of colleagues on campus and build community.
- Support the use and development of key skills that lead to growth.
- Encourage new ideas and perspectives on his leadership role.

The mentoring program has some benefits for the school facilitating the growth and development of high-potential leaders. It is also beneficial to demonstrate a clear commitment to teachers' development and continuous learning, transfer and maintain organizational knowledge, and foster an inclusive, diverse, and collaborative environment. (SL1, SL2)

5. Discussion

One part of the findings of the current study is in line with [Sowell \(2017\)](#) who argued that the needs and techniques of mentors regarding mentoring new teachers are the school-based mentoring program emphasizes the paramount importance of building relationships between mentors and mentees, prioritizing confidence and support in instructional practices for teacher retention. Alignment of mentors and mentees in similar grade levels enhances collaboration, curriculum discussions, and support networks. Moreover, developmental components underscore the need for ongoing mentor education to address professional and personal goals. In addition, effective mentoring involves identifying and addressing mentees' needs, conducting meaningful mentoring cycles, and providing tailored support, meaningful listening, guidance, and constructive feedback. However, one part of the findings is different from [Higdon \(2008\)](#) who found that beginning teachers were not given prepared, fully-released mentors to assist them in learning how to lead higher-order classroom discussion.

Similarly, the findings of this study align with [Taherian and Shekarchian \(2008\)](#) who argued that the role of the mentor in school-based mentoring programs is the active listener within a power of information receiving may need to pay deep attention to what the mentee is speaking about. In this case, the mentors may take a deep thought about what is happening to the mentees as a means to get a complete understanding to find appropriate solutions for them. However, one part of the findings is different from [Ambrosetti and Dekkers \(2010\)](#) who found that the role of the mentor is an evaluator by engages in mutual evaluation with mentees.

The findings are crucial for society, especially for mentoring services because the program offers extensive benefits including professional growth, confidence building, pedagogical enhancements, and community development for mentors and mentees, while also contributing to school-wide leadership development and fostering an inclusive learning environment. Furthermore, this finding will offer importance the most to the relevant stakeholders like beginning teacher mentors, mentees, school principals, policymakers, and curriculum builders who are involved in school-based mentoring programs. Significantly, beginning teacher mentors will be able to seek further roles and responsibilities to improve the professional development in the school-based mentoring program. Subsequently, the mentees can determine

the specific responsibilities and roles in which they are willing to accept the mentors in the school-based mentoring program. Next, school principals who participated in processing the mentoring program will be aware of the mentor's roles in school so that the teacher mentors will be able to produce more effective work in the mentoring process. Most importantly, this research will be a guide for school principals to recognize the mentor's workload in the mentoring practice. Finally, it is an opportunity for policymakers and curriculum builders to examine their planning and seek a reforming mentoring process in the school-based mentoring program to be more practical and efficient.

6. Conclusion and recommendation

The mentors guide the school-based mentoring programs, focusing on teaching and learning that incorporates recommendations from best practice models for all high schools. However, questions remain about dosing, program outcomes, and other issues specific to school-based mentoring programs. These findings also suggest that evidence supporting the benefits of school-based mentoring programs has contributed to the school to improve the quality of education and professional development. This study explored the needs and techniques of mentors in mentoring new teachers to identify the mentors' roles in the mentoring programs at a secondary resource school and to determine the benefits of the mentoring program at a secondary resource school. The article concluded the analysis of data collected through interviews at Samdach Ouv High School.

Therefore, mentoring programs are pivotal in shaping a supportive and collaborative educational landscape. The benefits extend to mentees, mentors, and the school community. Mentees experience professional growth, mentors find satisfaction in contributing to their colleagues' development, and schools establish a continuous learning and collaboration culture. Embracing and expanding such programs ensures educators' holistic development and contributes to educational institutions' overall success and vitality.

School-based mentoring programs that promote academic success and social behaviors in adolescents are of interest to school social workers. Because these programs are relatively new, there are some benefits for participants. The article compared findings and outcome evaluations of school-based mentoring programs with those without them, assessing whether the program service structure incorporated best practices. The article determined the best practices, established assessment methods, and evaluated the outcomes of the participants. However, the next generation of researchers should use more rigorous research methods to confirm these findings. The article also presents recommendations for school academic outcomes based on program design and evaluation.

7. Limitations and future studies

Some schools in Cambodia conduct mentoring programs. However, this study focuses only on a high school (the SRS in Cambodia). The study's limitations include the inability to generalize the research results as the survey was conducted solely in one school, and the findings might not be consistent across other schools. In addition, there was the potential for sampling bias because the researcher tried to find participants with a set of response criteria.

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Enhancing English language learning in Cambodia: Exploring scaffolding strategies in mixed-ability classes

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Abstract

Teaching mixed-ability English language classes has presented many challenges for teachers to deal with. That said, scaffolding strategies have been recognized for their potential to assist teachers in overcoming such challenges. The current study thus attempts to review the various challenges the teachers encountered in teaching mixed-ability English classes and scaffolding strategies that teachers could adopt to deal with those challenges. The study also aims to review the challenges teachers face when adopting scaffolding strategies. The study clarifies the importance of raising teachers' awareness and readiness to work in mixed-ability English language class settings to reduce the number of students' low learning achievements in lower grade levels and, consequently, to pioneer for higher grade levels. Moreover, teachers could use the results to equip them with the necessary skills to tackle challenges in such classes. The study also contributes to further research on the effects of scaffolding strategies on student performance in the context of Cambodia. Furthermore, the study serves as a useful reference for future research and motivates academics to carry out additional research in the field, particularly among Cambodians, to determine the effects of scaffolding strategies on boosting students' performances and discover a deterrent solution to mixed-level classes. Finally, researchers may conduct future studies using different designs to explore various aspects of scaffolding activities for learning and teaching in Cambodia.

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1. Introduction

1.1. Navigating challenges and strategies in mixed-level classrooms

Ability grouping has a long and contentious history, and many studies have been done over the years to determine whether or not children learn better when placed in ability-based or mixed-ability groups (Hallam & Ireson, 2005). Nevertheless, this remains a subject of discussion. It has been acknowledged that high-ability groups provide students with increased freedom and choice, discussion opportunities, and the chance to take responsibility for their work. Low streams typically take on work that is more meticulously planned. Mixed-level classes, where

students have varying abilities, backgrounds, and interests, present one of the largest problems for teachers. Up to 12 students and students from roughly the same level make up the ideal language class in a student-centered environment. However, not all classes can do this, and English teachers frequently deal with classrooms full of more pupils whose levels of English proficiency are very different from one another (Bekiryazıcı, 2015).

In addition, in mixed-level classrooms, teachers occasionally offer higher-level students more work while giving less to lower-level students. This is rarely motivating for advanced students because they may feel as though they have more work to complete, while the other students may feel inferior. Therefore, tailoring the assignment's quantity to students' demands is typically less effective than tailoring the assignment's type to match their needs (Tomlinson, 2001). Students should be assigned diverse responsibilities in their Zone of Proximal Development (ZPD) assignments, where they need assistance from their peers. To that end, scaffolding plays an important role in mixed-level classes. Bekiryazıcı (2015) also acknowledged that to increase student performance in mixed-level classrooms, scaffolding entails the instructor modifying their behavior according to the demands of the learners. Furthermore, an adult or more experienced peer can simplify things for the youngster, gradually guiding the child through the process. However, this simplification focuses more on the learner's involvement in the task than on the work itself. As previously mentioned, Vygotsky asserted that children could learn in the ZPD but required assistance there. In classes with a significant gap between the top and lower half of the class, it is not always practicable for the teacher to lecture within each student's ZPD. In this case, a more experienced peer assists the learner. Teachers should encourage students to help one another throughout tasks in light of Vygotsky's theories. Accordingly, there has been a pressing concern regarding what scaffolding strategies should be applied to mixed-ability classes. Therefore, this study set out to help teachers identify such concerns by reviewing the challenges of teaching mixed-ability English language classes and the scaffolding strategies that teachers could adopt to deal with such classes.

2. Literature review

2.1. Navigating language policy and educational reform in Cambodia

Cambodia has undergone massive political and economic turmoil in recent years, and people have suffered greatly (Em & Mao, 2022). While recovering from the tragic past, the government and people of Cambodia have chosen English as a significant foreign language to communicate and do business with people across borders. In this respect, Cambodia shows a clear example of language policy and its impact on the people's lives, education, and future of a country in transition (Igawa, 2008).

Neau (2003) stated that English is a foreign language in Cambodia. The Khmer Republic (or Lon Nol regime) introduced English to Cambodia between 1970 and 1975, incorporating it into the curriculum. Then, when the Khmer Rouge (or Pol Pot regime) government took power between 1975 and 1979, they forgot about English.

Igawa (2008) emphasized that communist pressures prohibited the learning and teaching of English and French. Teachers and students of these languages were considered criminals and faced execution. Instead, this period encouraged the study of Russian and Vietnamese languages.

According to [Em \(2022\)](#) and [Em and Nun \(2022\)](#), the curriculum would also include English, starting with early childhood education. Despite English being a mandatory subject in Cambodia's high school curricula since 1989, English teachers and students, particularly those residing in rural areas, still face significant challenges in learning and teaching the language.

2.2. Addressing the challenges of mixed-ability classrooms through collaborative learning

The mixed-ability classroom refers to students with varying achievement levels, involvement, and language readiness. This type of class necessitates teachers to furnish diverse explanations or elucidations. Some consider them equivalent to multi-level or heterogeneous classes where students' levels and achievements vary ([Al-Shammakhi & Al-Humaidi, 2015](#)). Mixed-ability classes are classes where students have various academic achievement and learning levels ([Heng et al., 2023](#)).

Moreover, the students in these classes differ in strengths and weaknesses and have different approaches to learning. Using various views garnered from various learning situations, different researchers have described this subject in many different ways ([Al-Subaiei, 2017](#)).

One of the largest problems for teachers is mixed-level classrooms, where students have varying skills, experiences, and interests. Since no two students are the same, all courses can be considered mixed, which makes it challenging for teachers to address each student's requirements ([Hasa, 2023](#)).

The mixed-ability classes presented numerous challenges. Students differed in their abilities and motivations for learning English ([Phann et al., 2023](#)). [Al-Shammakhi and Al-Humaidi \(2015\)](#) did several activities with the students to strengthen their interactions and help them realize the value of supporting one another while attempting to demonstrate the advantages of collaborative learning and peer tutoring. They discovered that collaborative learning and the opportunity to truly transition from a teacher-centered to a student-centered methodology in the classroom were what children in mixed-ability courses needed. Then, rather than being competitive, the learning atmosphere would be collaborative.

2.3. Effective scaffolding strategies in language learning

Employing scaffolding in the classroom is crucial for ensuring the desired learning outcomes, but it requires caution. One must make use of it in a manner that is prudent, organized, and suitable. The term "scaffolding activities" refers to completing certain tasks in the classroom to improve the student's abilities. In this context, the term "scaffolding activities" encompasses a variety of devices that can effectively assist learners in their language learning journey. We have compiled a list of popular scaffolding activities and tools for use in a teaching and learning course ([Heydarnejad et al., 2022](#)).

Motivation is one of the most essential components of scaffolding ([Sor et al., 2022](#)). It can be defined as the internal motivation to carry out a certain action ([Bon et al. 2022](#)). Students find learning a language easier when they are eager to study, as it enables them to complete half of the learning process ([Em & Khampirat, 2024](#)). A motivated individual desires to achieve a specific goal exerts significant effort to achieve this goal and derives joy from the actions associated with achieving this goal ([Dörnyei, 2001](#)). Another essential tool in the scaffolding process is comprehensible input. Teachers can help, support, or assist their students by providing easily understood input. Providing the learners with intelligible input is the sole condition under which they will acquire knowledge ([Krashen, 1982](#)). The provision of

intelligible input for the language item under instruction is a prerequisite for the process of language acquisition. Interaction is a crucial tool for providing scaffolding to learners during the language acquisition process. Interaction generally aims to make the information understandable and prevent learners from becoming confused about the subject matter and language structures, respectively (Long, 1983). Including feedback in the scaffolding process is crucial. Feedback is the practice of sending information about a student's performance to the students themselves to evaluate that student's performance. Feedback not only gives students more opportunities to focus on production or comprehension but also provides them with insights into the success of their literacy skills (Hattie & Timperley, 2007).

The negotiation of meaning is the second major scaffolding technique that assists students in their learning. This assists students in gaining a better understanding of the material. The term "negotiation of meaning" refers to the effort during a discussion to bridge the existing understanding gap. Conversational patterns exert significant interactional efforts to guarantee a shared understanding between both parties (Ellis, 2021). The use of translation as a scaffolding technique in the classroom and the language acquisition process is becoming increasingly common. It assists the learners in avoiding uncertainty regarding the use of the target language, which is a significant benefit (Cook, 2010; Houn & Em, 2022).

Collaboration/Cooperation: The term "collaboration" or "cooperation" describes the joint activities or tasks that learners carry out with each other's assistance. According to Johnson and Johnson (2018), cooperation not only increases the range of thinking processes among group members, but also fosters mutual likes, improved communication, and high acceptance and support. Another crucial scaffolding tool, the provision of clues, aids students in their language acquisition process. While it refers to hints or recommendations, it intentionally does not provide a complete solution (Gibbons, 2015).

Classroom settings designed for language instruction can utilize modeling to provide students with scaffolding for language acquisition. Imitation refers to the process of providing behaviors for imitation, which may involve demonstrating a specific skill (Bandura, 2018). Questioning is a method of asking pupils questions that demand they provide an answer that is both linguistically and cognitively actively engaged. This allows the students to work more effectively to locate the answers to the questions (Chin, 2006).

Utilization of teaching materials "Things or objects used during instruction" is one definition of teaching materials. Materials are an extremely important factor when it comes to the success of teaching and learning. Word cards, phrase cards, discussion charts, pocket charts, and audio aids are some of the tools that instructors might use to scaffold the activities of their students. Instructors can effectively utilize not only the previously mentioned instruments as scaffolding tools, but also explanation, elaboration, role play, and simulation (Tomlinson, 2012).

2.4. The concept and application of scaffolding in language acquisition

Within the realm of education, the concept of "scaffolding" refers to the assistance or support that more educated persons, such as instructors, offer to pupils to assist them in acquiring new and more difficult learning tasks. That is to say, throughout the process of language acquisition, learners must receive aid and instruction from others, and any form of linguistic assistance is considered scaffolding. In the context of ZPD, this concept is of utmost significance. Simultaneously, the debate has established the metaphor of scaffolding to depict the nature of

another regulation within the Zone of Proximal Development, which is believed to be the most beneficial for the acquisition or assimilation of new concepts (Hammond & Gibbons, 2005).

Scaffolding is a collaborative discussion that helps learners learn by adjusting inputs, negotiating meanings, offering clues, providing feedback, providing psychological assistance, adopting supportive behaviors, and applying successful learning procedures (Walqui & van Lier, 2010). The name "scaffolding" refers to this type of dialogue. "Scaffolding" is the term that Van Der Stuyf (2002) uses to describe the processes that are essential for the development of human strengths and capabilities. Summarizing, interrogating, clarifying, and making predictions are all tasks that fall under this category. These phases are essential for the development of human capabilities because they make it possible to acquire knowledge and abilities via the combination of language and experience (van de Pol et al., 2010).

2.5. Understanding scaffolding language acquisition

One of the many elements of successful education that may be used in the context of language acquisition is scaffolding. Although the concept of "scaffolding" may excite instructors, it is important to remember that scaffolding encompasses more than just teacher support (Gonulal & Loewen, 2018). Oxford Learner's Dictionary defines the word scaffolding as 'poles and boards that are joined together to make a structure for workers to stand on when they are working high up on the outside wall of a building', while the workers are constructing a building, they stand on this platform, moving up and down while making the necessary changes. In educational terms, the term is used metaphorically. The child is seen as a building here, it is constantly being constructed and the scaffold is the support system around him/her to help the child construct new abilities.

Scaffolding is an interactional process related to learning, which is highly mentioned in many research studies. The concept of scaffolding, which was coined by Bruner (1980), and rooted in the work of the Russian psychologist Vygotsky, has become widespread in the discussion of second or foreign-language classroom instruction. Specific just-in-time assistance known as scaffolding offers pupils the pedagogical push they need to operate at a greater level of activity (Le & Nguyen, 2010).

In the context of language learning, scaffolding is defined as a temporary framework that supports a building during construction. When the structure is sturdy enough to be sturdy on its own, the scaffold is removed (Kim & Kim, 2005). In the context of education, scaffolding takes the form of coaching or modeling and supports students as they acquire new abilities or understand unfamiliar ideas. When the learner reaches competency, the help is cut off, and the student continues to advance his or her abilities alone (Gibbons, 2015).

Scaffolding, however, is not simply another word for help. It is a particular form of support that helps students advance to new abilities, understandings, or levels. Therefore, scaffolding is the temporary aid a teacher provides to a learner so that the learner will later be able to do a similar activity on their own; and also, future-oriented and aimed at increasing a learner's autonomy (Gibbons, 2015). As Vygotsky has said, what a child can do with support today, she or he can do alone tomorrow.

Vygotsky claimed that children can learn in the ZPD, and they need assistance in this zone. It is not always possible for the teacher to instruct within each student's ZPD, and this is especially difficult in classes where there is a wide gap between the upper and lower sections

of the class. Hence, scaffolding is one of the several aspects of effective instruction that can be applied. Through modeling, instructors provide students with realistic representations of what is expected of them, providing them with specific instructions. Along with tasks and activities, teachers might provide examples of appropriate language usage and terminology that students could encounter while doing tasks and activities. Teachers use bridging approaches to develop students' skills by drawing on their past knowledge. Bridging also develops a personal connection with students by drawing parallels between their experiences and the topic content (Gonulal & Loewen, 2018).

2.6. Enhancing learning in mixed-level classrooms through scaffolding

In mixed-level classrooms, teachers may offer higher-level students more work while giving less work to lower-level students. However, this is seldom motivating for the advanced students because they may feel like they have more work to complete and the other students may feel inferior as a result. Therefore, adjusting the assignment's quantity to students' demands is typically less successful than adjusting the assignment's type to match their needs (Tomlinson, 2001). That is why scaffolding gains importance in mixed-level classes. As students work in their ZPD where they need assistance, their peers help them to overcome problems, and students have different roles in the same task. Some essential features of scaffolding underlie the principles of it. Beed et al. (1991) listed these features as collaborative context, operating in the development zone, and gradual withdrawal of support. In simplistic terms, the term "collaborative context" refers to the assistance provided by an adult or peer and entails ongoing assessment of the learner's level of competency. For scaffolding to be effective, it should happen in the learner's zone of development as this is where learning occurs (Bliss et al., 1996). Lastly, as the learner strives to transition from his ZPD where he requires help to the zone where he can work alone, the support is gradually reduced as the learner begins to internalize information and work independently. Although ZPD and scaffolding may be used in schools with larger age groups as well, there has been some study on this topic despite Vygotsky's writings mostly focusing on child development. According to Daar (2020), teachers can assign various complementing assignments to differentiate the learner's role in a language classroom. For instance, after pairing up the students, the instructor can provide two jobs, one of which is harder than the other, and ask the pupils to select their preference.

For decades, scaffolding has been a subject of study in L2 contexts (Kayi-Aydar, 2013). As mentioned by Kayi-Aydar (2013), in an academic ESL advanced-level oral skills (listening and speaking) class, its purposes include describing, interpreting, and explaining how students seek, respond to, and direct scaffolding during (1) formal lectures, (2) small group work, and (3) student-led whole class discussions. The study also brings a new perspective to the understanding of scaffolding by concentrating on the relationship between power and authority in a classroom setting. Other studies examine scaffolding in interactions between language learners or learner groups with a particular focus on the impact of scaffolding on L2 development. Klingner and Vaughn (2000) examined the frequency and ways that bilingual students in a fifth-grade English class used a reading approach to assist each other and their less-skilled friends. Students were divided into groups, where they helped one another learn word definitions, grasp the primary idea, and ask and respond to questions. When compared to the outcomes of the pre-test, the findings of a post-test on English vocabulary revealed a considerable improvement in the student's performance.

Additionally, Kayi-Aydar (2013) also added that the instructor played the role of a facilitator and mediator throughout these exchanges with the whole class, allowing practically everyone

a chance to participate. However, while working with their peers, pupils did not contribute well. Outspoken students dominated talks in small groups or those that were student-led. Students did not appear to understand how to bid for a turn, invite their group members to the chat, or help someone else do a task when the teacher ~~was not present to~~ did not provide advice.

2.7. Fostering global awareness through scaffolding in education

Today's students will live in a world that is more linked than ever in economy, politics, culture, the environment, and technology. The complexities of a global economy, technological advancement, environmental change, and shifting demography will all have an increasing impact on how they live. As mentioned by [Merryfield \(2008\)](#), some strategies used by social studies educators in the US to scaffold knowledge, abilities, and mindsets that gradually lead to global awareness and world-mindedness, of which mindsets that promote awareness of, interest in, and engagement with, global issues, local/global connections, and diverse cultures. Moreover, there are three strategies teachers use to scaffold the development of global awareness and engagement: (1) reflection on one's cultural assumptions and the frameworks in which other people make sense of the world, (2) learning from people and scholarship in other countries, and (3) making connections to engage as citizens of the world ([Merryfield, 2008](#)).

Scaffolding can extend learners' skill sets as they engage in the target task in collaboration with other individuals. From an activity theory perspective, scaffolding is a tool with which students can engage in collaborative problem-solving, and, by extension, generate the target, higher-order skills ([Belland, 2017](#)). By learning how to put early childhood theories and developmentally appropriate behaviors into practice in the classroom, students may build a greater understanding of both of these concepts ([Saracho, 2023](#)). They may design welcoming learning environments that promote active learning and exploration with the aid of these beneficial strategies and abilities ([Bon, 2022](#)). These approaches must take into account how to create learning environments for the students in their programs that are developmentally appropriate. Students need to know how to utilize real evaluations so they can figure out how to assist students keep improving and where they are on various levels of functioning. Knowledge of child development and national standards as part of the scaffold, when students have a clear understanding of child development, they are better prepared to work effectively with children in their zones of proximal development. Knowledge of child development helps to provide a framework for understanding what children may be capable of accomplishing at certain ages ([Saracho, 2023](#)). Additionally, it could link the prior knowledge of the pupils with an innovative concept. A new notion is first connected by scaffolding with students' prior knowledge. These advantages became apparent after the teacher used two types of scaffolding: schema building and bridging ([Dewi et al., 2023](#)). This claim is credible given that scaffolding, according to [Gibbons \(2015\)](#), creates a personal connection between the students and the subject matter by gathering data and exchanging experiences. This connection demonstrates how the new information is pertinent to the student's experience as an individual.

Personally, scaffolding helps students gain more self-confidence. The instructor asserted that when all strategies or scaffolding were used appropriately and when information had been successfully communicated across prior knowledge, students' self-confidence when performing tasks naturally rose. The scaffolds provided are activities and tasks that, encourage or stimulate the child's enthusiasm in completing the task, simplify the work to make it easier for a youngster to handle and complete, and provide the youngster some guidance so they may

concentrate on reaching the objective, indicate the specific differences between the student's work and the expected or ideal outcome, Reduce frustration and risk.

2.8. Navigating the challenges and benefits of instructional scaffolding

It is especially helpful since it relates scaffolding to how difficult the issue the learner is working on is intellectually (Gibbons, 2015). Gibbons also reveals that students may be working on intellectually demanding activities that need higher-order thinking in a high-challenge classroom, or they may be working on simple, low-level, or something in between in a low-challenge classroom. There are some obstacles to instructional scaffolding: (1) Scaffold planning and implementation require a lot of time (Verenikina, 2018); (2) choosing suitable scaffolding that supports students' various communication and learning styles (van de Pol et al., 2010); (3) recognizing the appropriate time to remove the scaffold so the student is not dependent on it (Lajoie, 2005); (4) not having adequate knowledge of the pupils' cognitive and emotional capacity to offer suitable scaffolds (Mercer & Howe, 2012).

Each learner may benefit from scaffold instruction as it is personalized. However, this is also the primary limitation for the instructor since it would take a lot of time to construct the supports and scaffold courses to fit the needs of each student (Verenikina, 2018). It would be difficult to provide personalized scaffolds in a classroom with a high number of students (van Merriënboer & Kirschner, 2018). Another downside is that a teacher may not successfully utilize scaffolding education if they are not adequately taught, and as a result, they may not fully experience its benefits (Hogan & Pressley, 1997).

Additionally, scaffolding calls for the instructor to hand over some control and let the students make mistakes. Teachers may find it challenging to complete this (Pea, 2004). Last but not least, the curriculum guides and instructors' manuals that I have access to do not include examples of scaffolds or descriptions of scaffolding techniques that would be suitable for the particular lesson topic. Although using scaffolding as a teaching approach has certain disadvantages, the benefits it may have on students' learning and development are much more significant (Mercer & Howe, 2012).

3. The importance and implementation of effective scaffolding strategies in education

Educators should improve and expand their ability to use scaffolding strategies such as complete input, modified input, simplified structure, hints, and explanation. We discovered that most instructors were using these tools ineffectively. Teachers must begin employing comprehensive input and simplifying classroom organization in order to avoid becoming their own weaknesses. Additionally, given that the vast majority of teachers lacked these resources, it is crucial that teachers always use audio and video resources in the classroom. The utilization of scaffolding resources in the classroom is something that teachers need to become more proficient at. One of the benefits of scaffolding is that it helps students make connections between new ideas and the information they already have. It also encourages students to participate in the learning process, which in turn reduces the amount of confusion they experience and increases their sense of self-confidence (Verenikina, 2008).

Another advantage of scaffolding learning is that it helps students become more engaged. Students actively build on their existing knowledge and develop new information when their instructors prompt them to do so (van de Pol et al., 2010). Teachers can provide positive feedback to youngsters who struggle with learning challenges and low self-esteem by saying

something like, "Look what you have just figured out!" As a result, children are no longer able to say, "This is too difficult," but rather feel more capable (Gibbons, 2015).

Effective scaffolding education has the potential to enhance educational outcomes for children. This training method also significantly lessens the student's discomfort. This is a crucial consideration because many children with special needs become easily frustrated, shut down, and refuse to learn anything further in that particular environment. Customized scaffold training has the potential to benefit all learners (Lajoie, 2005).

Students can develop their self-confidence through scaffolding, which involves providing the necessary support and gradually releasing responsibilities. Students' self-assurance in their capacity to utilize English increases as they achieve success in their studies. Students have the opportunity to familiarize themselves with a variety of perspectives and cultural traditions in collaborative learning environments. Through their experiences, they can widen their cultural competency, which is a quality that is extremely useful in today's globalized society (Mercer & Howe, 2012).

Collaborative work enhances the ability to communicate effectively. Students improve their capacity to communicate effectively, pay close attention to what others have to say, and clearly express themselves. Learning in a group setting fosters an increase in intrinsic motivation (Keo et al., 2022). The group's success motivates students to participate actively in the learning process. Scaffolding enables active language, improving speaking, listening, reading, and writing abilities (Pea, 2004).

Students develop essential skills for working together, such as the ability to solve problems, communicate effectively, and work together, which are applicable not just in the classroom but also in everyday life. Collaborative learning makes the classroom more interesting and joyful and encourages students to participate actively in their language education. This results in increased levels of motivation and engagement among students (Em, 2023; Rojas-Drummond & Mercer, 2003).

Scaffolding strategies have been widely recommended employing in English language education due to the numerous benefits they provide to this field. For instance, implementing scaffolding as a teaching approach within the context of English language training can significantly improve both collaborative learning and collaborative collaboration (Ban et al., 2023; Em et al., 2022). However, in order to facilitate more effective collaboration among students, teachers provide pupils with methodical direction, ultimately leading to improvements in students' language and cooperation skills (Puntambekar & Hübscher, 2005).

While scaffolding strategies have provided numerous advantages for the teaching and learning of the English language, they also have some drawbacks. One of the most significant potential downsides of using scaffolding in the classroom is the increase in student numbers, which can lead to time constraints, an increased burden for teachers, and other issues. It was difficult because of the limitations placed on the amount of time available and the expectations of the instructor (van Merriënboer & Kirschner, 2017). Another drawback would be the time investment required to construct the scaffolded lessons and supports necessary to meet the individual needs of each student. There would be a lot of difficulty involved in providing customized scaffolding for a large group of youngsters. Furthermore, if a teacher lacks the necessary knowledge, they may be unable to implement scaffolding training effectively, leading to a loss of all its benefits. Additionally, scaffolding necessitates that the instructor

relinquishes some control and permits the pupils to make mistakes with their work. For educators, this task may present significant challenges (Hogan & Pressley, 1997).

4. Enhancing learning outcomes in ESL classrooms through tailored scaffolding activities

This review categorizes activities into different levels according to students' language proficiency and targeted learning stage. Most importantly, the proposed activities have been custom-designed and targeted to meet the demands of ESL classrooms. Moreover, the experienced ESL teachers played a role in the proposed activities, and students' interest surveys were distributed to the real ESL class based on the activities. The feedback from the survey fetched recommendations and adjustments. The proposed activities serve as the scaffolding for an average learner and high beginner learners. Such activities can be adopted into the vocabulary lesson of other scaffold teaching stages. With the successful implementation of the proposed activities, teachers can further explore and extend the proposed plan to other English word introduction sessions in the ESL classroom.

From the findings mentioned above and the review of scaffolding activities, it becomes clear that activities tailored to specific target language learners, who can hugely vary within a single classroom based on their language proficiency and learning skills, also significantly enhance learning outcomes. This is true for English classes as well as for other language classes. Implementing scaffolding activities can help those students in need of extra support by assisting them at the next stage of learning. This proposed work suggests that it is beneficial to feed the class with different leveled scaffolding activities tailored to the student's learning abilities as an effective model for English classes, particularly in English mixed-ability classes in Cambodia.

Regarding scaffolding activities' implementation recommendations, teachers and students have played important roles in the class setting, interactions, topics and themes, materials, assessment, and feedback. The rise of modern technologies and moves towards student-oriented education provided a vast array of different instructional strategies to ensure that students receive enough challenging and appropriate levels of support from other students and teachers. It is not how much time the teacher spends with the young learners but how much effort and care the teacher exerts or provides to the students to achieve their learning goals. Therefore, this review article recommends that increasing the awareness of the importance and effectiveness of using scaffolding in mixed-ability classes and enhancing potential teachers' and students' ability to use the strategies appropriately for helping each other is a worthy act.

This article has reviewed the advantages and disadvantages of incorporating scaffolding activities in mixed-ability EFL or English classes. We found that the benefits of scaffolding strategies outweigh the drawbacks. Activities that focus on supportive teacher-student and student-student interactions lead to learners' knowledge and language learning, production, confidence, and problem-solving skills improvement and English-speaking environments. However, the potential shortcoming of employing scaffolding activities is that students' potential may be limited and/or negatively scaffolded by the powerful high ability. In general, to be beneficial, the scaffold support needs to become temporary and then withdrawn when necessary.

5. Conclusion

In English courses, students are frequently of varying levels of language competence. This diversity has numerous implications for teachers. Such English courses typically involve students of varying levels of English competence studying together within the same group, necessitating that language teachers construct, pilot, and supervise triangulated activities that offer support (active assistance) to all students, irrespective of their knowledge and abilities. This paper aims to briefly elaborate on the nature and importance of "scaffolded" strategies before exploring issues that scaffolding initiatives present, as well as providing some useful theoretical and practical pointers for practicing teachers. The paper is based on recent discussions and previous ideological cores from various theorists from the fields of linguistics, psychology, and TESOL.

Moving forward, there is a need for more studies to investigate the long-term influence of scaffolding strategies on students' performance and the outcomes of their learning, particularly in the context of English language instruction. Additionally, there need to be efforts made to promote awareness among educators about the benefits of scaffolding, and essential assistance and resources should be provided to educators for them to successfully use it. Ultimately, educators can enable students to attain their full potential and build a learning environment that is more equal and inclusive if they choose scaffolding as a pedagogical strategy.

Experienced and professional educators use scaffolding in language classes by responding to classroom talk, giving examples, and providing suggestions for understanding tasks that have the solution and not just the problem. Provided by skilled educators, scaffolding enriches the level of interaction among students. It empowers them to learn from each other and to develop metacognition, and it strengthens the connection between the students and the educator.

In terms of effectiveness, the present findings are consistent with earlier research suggesting that the use of scaffolding activities in novice language instructors is linked to better student achievement and more engaged student attitudes toward learning.

Scaffolding is educational support or assistance provided to students by educators to optimize the learning outcomes of students and promote their capacity to achieve learning objectives. Given the diverse learning levels that exist within groups of students, providing scaffolding in the curriculum is important. In courses such as English, in which a significant number of students have varying levels of linguistic ability, scaffolding activities that educators use to support students with less language proficiency are essential to building a more equitable learning classroom. These activities are supposed to support the learning objectives of high quality and assist students in being more engaged and motivated in the process of learning as well.

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BOOK REVIEW: Cooperative and work-integrated education: History, present, and future issues in Asia

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1. Introduction

“Cooperative and Work-Integrated Education in Asia: History, Present, and Future Issues” is a comprehensive edited book that explores the evolution and current landscape of cooperative work-integrated education (CWIE) in various Asian countries. Cooperative education (co-op), a well-established work-integrated learning (WIL) model, has been successfully implemented for decades across many countries in Europe and Asia. Despite its proven impact on a country's sustainability and economic growth, co-op education is not globally recognized yet. With its strong industrial base and history of success, Japan has implemented co-op education at a national level and has used the model to drive company universities in Thailand and the rest of South Asia. While these experiences provide useful teaching and learning cases, there is limited literature and research on the adoption and implementation of co-op education in industrial Asia. Edited by [Tanaka and Zegwaard \(2018\)](#), this book reports the state of the co-op and WIL environment in Asia, offering synthesis, analysis, and discussion on the present and the future of such a proven model. The content presented in this book is drawn from the input and insight of a vastly representative group of international researchers, educators, students, and governmental officials; a variety of publicly available reports and publications, and survey data collected from a broad range of Asian co-op programs. The findings would, definitely, help the Asia communities expand and reframe the conversation to address the key challenges, rethink

the ways and means of contemporary workforce preparation, and create innovative strategies to better integrate working experience into student education to produce work-ready and skill-ready graduates.

2. Summary of the book

The book entitled “Cooperative and Work-integrated Education in Asia: History, Present, and Future Issues” contains ten chapters.

In chapter one, [Tanaka \(2020\)](#) gave a thorough summary of the goals of the book, including examining the historical evolution, contemporary implementation, and forthcoming challenges of CWIE across various Asian countries. The chapter defined CWIE and highlighted its importance in filling in the skills gaps and improving employability opportunities by linking the gap between classroom teaching and real-world job experience. The chapter then emphasized the importance of collaboration between academic institutions, businesses, and governments while demonstrating the variety of CWIE practices impacted by various cultural, economic, and educational settings across Asia. Intending to provide insightful analysis and actionable suggestions for the development of CWIE in Asia, the chapter laid a strong framework for the in-depth analyses and case studies that follow.

In chapter two, [Xu \(2020\)](#) noted that co-op is an important part of university education in many countries. As the number of universities in China continued to increase and their students began to encounter difficulties in employment, China urgently needed an economic development model and a personnel training model, which had already been formed in foreign countries. With the help of literature interpretation, this chapter analyzed the implementation of co-op in China. The chapter indicated that, in addition to problems in specific local policies, co-op implementation might also be affected by the overall implementation capability of China's education practice. Moving forward, the related stakeholders should begin by improving the implementation capability of China and establishing a good coupling mechanism between schools and enterprises, persistently reforming the practice concept in China's general education mode.

In chapter three, [Tanaka \(2020\)](#) examined the growth and state of CWIE in Japan today. While tracing its historical origins, the chapter examined the social and economic forces that have shaped the development of CWIE in Japan. Thus, this chapter then reviewed the current status of CWIE, emphasizing major projects and programs carried out by Japanese universities and their collaborations with businesses. The chapter also noted the advantages and disadvantages of CWIE in Japan, including how to solve skills mismatches in the labor market and increase student employability. In order to improve the efficacy and accessibility of these instructional techniques, the chapter highlighted future concerns and possible solutions for improving CWIE in Japan, emphasizing the necessity of ongoing collaboration between academics, business, and government.

In chapter four, [Oh and Om \(2020\)](#) noted that the co-op model at Korea Tech is directly linked with its focus on the "education-at-work" mission for engineering students. Every student at Korea Tech was required to perform co-op for one year to graduate, so they had to participate in at least two school-and-industry co-op systems. Unlike school-based co-op internship systems in other nationally-funded universities in Korea, where graduation is entirely through the performance of a graduation project or performance at a designated partner company, schools using part of the academic index to calculate remaining semesters use co-op internship

systems. In other words, large-capacity enterprises, niche enterprises, and small and medium-sized enterprises belonging to region-based entrepreneurship centers are all divided into one type of work and three different types of work to manage the co-op system, each jointly supervised by one company Tech. Additionally, for the internship, shared administrators were selected from among students with volunteer experience, and the faculty were connected to each teaching institution and worked part-time. This chapter also aimed to analyze and evaluate the co-op at the Korea University of Technology and Education (Korea Tech) as a leading example of industry-university partnerships in Korea. As co-op was emerging as a key strategy for creating a skilled and experienced workforce, top universities in Korea were actively seeking to expand co-op programs. Korea Tech pursued co-op programs as part of its focus on education at work in its engineering curricula. Its cooperative education program was notable in that it offered multiple varieties of opportunities for internships based on the type or characteristic of work students perform, and each opportunity was supported by different stakeholders: company partnerships, the Korea Tech administration, student volunteers, and instructors.

In chapter five, [Tanaka and Lai \(2020\)](#) aimed to review the concepts and understandings of WIL as an international phenomenon and the development of WIL in Hong Kong. The regulatory environment in Hong Kong was described, and how vocational and professional education, as well as industry partnership under the WIL policy, differed from the current trend. The background and organizational framework of WIL for sub-degree (higher diploma) and degree (professional or vocational) education at the case study university, namely Hong Kong Polytechnic University, were used to illustrate the concepts and understandings represented in this chapter. A case was made for industry-university collaboration within the higher education system, where strategic commercial and academic knowledge creation should be aligned with the pragmatic needs of society and global communities.

In chapter six, [Nguyen et al. \(2020\)](#) provided an analysis of the composition and arrangement of Vietnam's educational system, stressing the many educational tiers and the functions of governmental bodies in regulating educational practices. The chapter examined the development of CWIE historically in Vietnam, outlining its beginnings and going over the opportunities and problems encountered throughout implementation. The chapter also examined the function of industry relationships, curriculum design, and student participation as they studied the present status of CWIE programs in Vietnamese universities and vocational schools. The chapter also addressed the possibility of CWIE's continued development and expansion in Vietnam, highlighting the significance of cooperation between government, business, and academia in order to meet the changing demands of the labor market and improve graduates' employability.

In chapter seven, [Srisa-an and Pramoolsook \(2020\)](#) discussed the development of co-op and WIL in Thailand and suggested ways in which the system might be further improved in order to benefit both students and industry in both the short and long term. The chapter also looked back at the establishment of co-op in the Thai higher education system and how its inherent structures were largely impacted by conditions prevailing at the time. It then examined the lessons learned, issues arising, and the pace at which students, industry, and educational institutions adapted during the course of its existence. The authors selected Thailand as a case for study and chose this country to provide insight into how co-op was being implemented in an Asian country outside the United States and the developed world. Having an English-speaking workforce was a challenging priority for Thailand, and WIL programs for university students were an essential means for achieving such a goal. The chapter suggested a

complementary initiative in science curriculum planning. Different results might be presented if the survey were done in a non-ASEAN developing country or a developed country, e.g. the United States.

In chapter eight, [Mahat et al. \(2020\)](#) noted that universities had a pivotal role in the 21st-century skills development agenda. Preparing future employees was a significant mission of higher learning institutions. Universities were under a lot of pressure to collaborate with their industry in order to produce work-ready and skill-ready graduates. Therefore, universities need to enhance their collaborations with industries. The chapter suggested that students be equipped with industrial knowledge and skills to form a competitive workforce. Universities needed to be aware of the latest tech requirements, and graduates equally needed to be cognizant of the different expectations of industries. The authors proposed that the Malaysian government should play the role of a policy driver to enhance the current collaboration programs managed by the Ministry of Education and also other related agencies. A longer-term strategic plan and streamlined quality control were necessary for the survival and excellence of the collaboration effort from both sectors.

In chapter nine, [Lee \(2020\)](#) noted that over the past thirty-five years, co-op and WIL had become firmly established ways of learning for university students in Singapore's higher education institutions. Over that period of time, Singapore emerged as a rapidly industrializing and developing country on the world stage, with a first-class education and training system. The rapid growth and scale of co-op and WIL in higher education and its developments were possible because of the close partnership and cooperation between employers and the public sector, including universities, polytechnics, and central and government agencies within the economic development division of the ministry. The chapter traced the development of higher education in Singapore and co-op, WIL in particular, through the example of the establishment and growth of a comprehensive co-op and WIL program at Nanyang Technological University. The Nantah example allowed an insight into how the operation and growth of such a program at one of the universities was effectively carried out from a systems perspective using a broad-based approach and involving a whole range of university amenities, company and business linkages, and on-campus communication services.

In chapter ten, [Zegwaard \(2020\)](#) noted the role of co-op in relation to current and future skills requirements in the Asian region. Based on the conclusions of the chapter and interviews with various stakeholders, four critical issues were identified if cooperative education was to be developed further in the region. Those were quality control, diversification, refocusing of strategies, and closer collaboration with industry. Enterprise-centered co-op, such as apprenticeship, day-release, and sandwich course attachments, had long been a work-based provision for knowledge and skills formation. Traditionally, it provided young people with a work-based alternative to school-based provision and enabled them to combine learning with the socialization process that took place in the worlds of work and home. With the globalization of the economy, the changing technologies, and increasingly complex and flexible production systems that require knowledge and more advanced and adaptable skills, the Asian business sector is demanding a highly skilled workforce. a workforce with higher skills.

3. Analysis and evaluation

3.1. Themes and style

The primary focus of this book is the evolution and relevance of CWIE in Asian education. The book covers a lot of aspects, including the role of public policy, the merits of collaboration between businesses and universities, and the pros and cons that both students and schools face. Thus, scholars, educators, and decision-makers are among the book's target audiences because of its professional but accessible style of writing.

3.4. Contributions

Every chapter offers insightful information on several CWIE aspects. For example, the chapter on the CWIE system in Japan provides a thorough examination of the ways in which cultural influences impact educational practices, while the chapter on Singapore looks at how CWIE is incorporated into the country's vocational education system. These case studies highlight both common problems and particular solutions found in many nations.

3.5. Cohesion and structure

The book has a consistent format even with its wide range of subjects and geographical emphasis. The chapters have been systematically ordered by the editors, starting with more general historical and theoretical debates and ending with focused case studies and practical issues. As the reader reads the book, this arrangement aids in the development of a thorough knowledge of CWIE in Asia.

4. Personal reflection

This book about CWIE in Asia is very interesting and educational, and we really liked reading it. The different points of view give a full picture of CWIE, and the in-depth research in each part adds new ideas even to people who already know a lot about the subject. That being said, some parts may have too many policy details for people who are not familiar with the subject.

5. Conclusion

The book provides great detail about how CWIE has grown, what it does now, and the problems it will face in the future in many Asian countries. Through thorough case studies and analyses, the book demonstrates how important it is for academia, business, and government to work together to improve educational results and job prospects. It makes the point that plans need to be flexible in order to keep up with the changing needs of the job market and give people useful information they can use. Educators at all levels can benefit greatly from this extensive book, as it provides both a comprehensive overview and specific examples of successful implementation of CWIE.

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Keywords

Cooperative and Work-Integrated Education (CWIE): CWIE is a collaborative curriculum between higher education institutions and external organizations. Its purpose is to equip graduates with the necessary skills and knowledge to meet the demands of the job market and to advance their careers in the present and future.

Cooperative Education (co-op): Co-op is an educational program that combines classroom learning with practical, hands-on work before graduation. The co-op program allows students to alternate between academic study and full-time employment, enabling them to get practical experience in their chosen field of study.

Work-Integrated Learning (WIL): WIL is an educational approach that combines a student's academic studies with practical experiences in a job or professional context. WIL experiences need the active collaboration of three key entities: an educational institution, a hosting organization, and a student. WIL may be implemented at either the course or program level. It involves the creation of student learning objectives and outcomes that focus on employability, agency, knowledge and skill mobility, and life-long learning.



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