

Traveling Teacher Support

English Education in Cambodia: Sustainable
Programs, Government Partnership



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PEPY

PEPY (Promoting Education, emPowering Youth) is a 501(c)3 organization registered in the United States and based in Cambodia. We began in 2005, with a mission to improve access to quality education in rural Cambodia, and primarily ran projects supporting government schools in Kralanh District, Siem Reap Province. Over time, our mission and focus has evolved to meet community needs and to leverage on our strengths. As a result, some of our programs are expanding, and several of our programs that no longer align with our goal, are now drawing to a close. This has coincided with a process of localization, and in 2014 our Cambodian-led team created a new local organization, with their own mission statement, core values, and vision. The overall approach to programs remains the same, with commitments to providing education and youth empowerment initiatives for young people in Kralanh District. We are very happy to support their new programs!

We are also proud of the programs that PEPY-US has created and implemented in Kralanh over the past eight years. These manuals describe several programs that PEPY-US created and implemented in Kralanh, Siem Reap. They share the lessons we've learned, the successes we have had, the challenges we have faced, and tips and best practices for those interested in implementing similar programs.

To learn more about where we have been and where we are headed, visit:

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Traveling Teacher Support:

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About This Guide

Traveling Teacher Support is a program designed by PEPY to make it's English teaching programs more sustainable. Rather than directly teaching English to students, the program empowers local schools through collaboration with the District Office of Education, principals, and teachers across Chanleas Dai Commune, Kralanh District, Siem Reap Province. The program is designed to:

Help 5th and 6th grade teachers deliver the English Curriculum required by MoEYS standards. These 1 hour per week English classes are rarely offered in any government school, even though they are part of the government curriculum, as most 5th and 6th grade teachers don't have the confidence and know-how to feel effective at offering these classes

The program looks like this:

- A paid "Traveling Teacher" who has at least a very basic knowledge of English and is an effective, confident, and personable trainer is employed to give bi-weekly trainings to the local government teachers
- The lessons are broken down into two week chunks, so that the teachers themselves are able to learn vocabulary for that week as well as practice successful teaching methods
- When not conducting trainings, the Traveling Teacher visits the classes offered by the teachers in the program, initially helping to co-teacher, and later just observing and giving feedback.

Eventually, when this program runs smoothly, the government teachers in 5th and 6th grade feel confident in delivering the government's English curriculum, and in many cases they also take the new activities and teaching techniques they learn into their other classes as well.

We created this guide as a way to help others learn from our program's successes and failures. Please read on for a full program overview and analysis as well as all of the training and implementation resources one would need to offer this program, or an adapted version of it, in a new location.

Overview

The beauty of the Traveling Teacher Support program is its simplicity and sustainability. It is a way to quickly and efficiently provide high quality English instruction to students at many schools using one staff member, a small materials budget, and whatever resources you use to get buy-in from the teachers. It also aims to have lasting effects beyond it's implementation, as teacher training is known to do. Below is a quick overview of the steps to starting Traveling Teacher Support program. For detailed explanations, read the main sections of this guide.

- **Identify an excellent English teacher** who is skilled at teaching both children and adults in ways that are encouraging and engaging, understands all of the material to be taught, has the time and capability to travel between schools, and is excellent at giving constructive feedback.
- **Get buy-in from principals and teachers.** This is one of the most important and most difficult steps. Although an excellent traveling teacher will encourage participation, if the participation never comes, the program cannot function.
- **Scheduling!** This is an important step that can't be overlooked. You have to schedule the training sessions at a time when all participating government teachers can attend. It's also very important to make sure each of the participating teachers has their English class at a time when the traveling trainer can be there! Depending on how many schools and teachers you plan to work with, this seemingly simple task can take a whole afternoon. But! The more carefully you do this in the beginning, the more success you'll have keeping teachers involved and running a successful program.
- **Plan for each training session and make materials for classes.** It's better to have everything ready to go at the beginning of the year, but, at the very least all materials should be ready to go before the training sessions.
- **Conduct your trainings.** We did ours every two weeks, preparing teachers for the two hours of English class they would be teaching between training sessions.
- **Travel** to classes in between trainings to observe and/or co-teach during each English lesson for each teacher.
- **Review and Evaluate** the teachers' performance and the performance of the program as a whole. Just like when teachers need to take responsibility and work harder if students aren't learning, the program team needs to work harder if teachers are dropping out of the program or don't value the methods being shared. Always ask what you can better first!
- **Redesign and Improve.** No one's perfect. While this means mistakes are okay, it also means that you never get to stop working harder to get better.

Section I: Understanding TTS

Traveling teacher Support (TTS) is a simple and effective way to help many schools in a single area. TTS uses a single staff member, the “traveling teacher.” The traveling teacher’s job is to help teachers prepare for and co-teach one English lesson per week. Over time, co-teaching is replaced with observation. This results in teachers who can teach English on their own once the program is complete.

1.1 Traveling teacher support: history and context

Traveling teacher Support (TTS) first began 2009 after several years of successful English teaching at a primary school in Kralanh district, Siem Reap. The classes were so successful that other schools in the commune requested they be taught for them as well.

Although it wasn’t possible to provide the class for every school in the district, PEPY created TTS as a solution to a larger problem: The government required weekly English classes for grades 5 and 6 but teachers didn’t know enough English to teach them. Also, providing English at only one school meant that our students went to lower secondary school with much higher abilities than their peers. This made creating English classes at the upper levels difficult as well.

TTS was designed to be a sustainable way to provide English to every school in the commune while also increasing the capacity of teachers. The model allowed PEPY to train every English teacher in the region using a single staff member and minimal resources. The program was designed to build teacher’s independence so that they would continue to be successful once it ended.

One PEPY teacher, Chim Seng, became the “traveling teacher.” His job was to demonstrate the new English lessons to all of the 5th and 6th grade teachers in the program two times per month. He also traveled to each school during the rest of the week to help the teachers with the lessons.

MoEYS? MoEYS!

One of the most important parts of this program is that it aligns with the Ministry of Education Youth and Sport’s (MoEYS) curriculum for government schools. In fact, it was designed in part because MoEYS had set a minimum requirement for English teaching in primary schools that many schools in our area were unable to meet: 1 hour of English instruction per week.

One of the reasons the program was so successful is that it’s end result wasn’t something extra added to the school day, but instead something the teachers were already required, but unable, to teach. Although you’ll be asking teachers to add some work into their day, for many of them it will be the only way to successfully fulfill the requirements set out by MoEYS. This can help get buy-in from teachers and principals.

1.2 Goals and purpose

The goal of TTS is to improve the quality of English classes and increase the skill of teachers using model English lessons. Lessons are taught to teachers who are then supported in the classroom with observation and co-teaching. With a high level of participation and commitment, these teachers will learn not only how to give English lessons but also how to apply great teaching to other subjects.

The program works to slowly make the teachers more independent. As time goes on, the traveling teacher slowly co-teaches less and observes more. By the end of the year, the teachers should be teaching on their own.

1.3 Core values of the project

Honesty

Information is important for the program to be successful. Honest and fair evaluations of the government teachers, and the program as a whole, are an important part of planning. Honesty from teachers and principals about their commitments and plans is important to getting the work done.

Mutual Effort

The traveling teacher should not replace the government teachers. If the traveling teacher teaches every lesson, the teachers will not learn to teach on their own. The teachers should teach at least part of every lesson, and should be in the classroom all the time when the traveling teacher is teaching.

Sharing

Teacher trainings are not just for learning from the traveling teacher. Every teacher should come with ideas and successes to share. During classroom lessons, teachers should write down the games and activities that worked in their classroom to share with the group.

Sustainability

The most important part of the TTS program is the training, not the resources it provides. Most of the money allocated to the program should be used for training, not physical resources. Work to create re-usable resources, like posters that can be used for many years. Find ways to use resources that the school already has. Be careful with textbooks and do not write in them.

Communication

It is important that the traveling teacher is clear about when and where trainings are held, and that teachers are clear if they will or will not attend. The traveling teacher needs to communicate the teachers' progress to the principals, and the teachers need to tell the traveling teacher if they

are having problems in their English lessons. It is also important to keep clear records. Recording successes, failures, attendance, and other information will help with planning for next year, or even deciding that the program is finished.

Teamwork

Everyone wants the students to receive a good English-language education, so it is important to work together. The TTS program needs support from the traveling teacher, government teachers, and principals. Every stakeholder must play their part.

- The principal should help enforce TTS training attendance; he should only pull teachers away from training if there is a valid reason.
- The traveling teacher and government teachers should work together to solve problems. For example, if students are not passing their tests, the traveling teacher and the government teacher should cooperate to find the root cause of the problem instead of playing the blame game.
- Government teachers must be willing to teach lessons themselves without relying on the traveling teacher.

1.4 Qualities of a great English teacher

TTS uses English teaching as a way to improve overall teaching skills. Participating teachers should come to class on time and regularly, check attendance, teach with enthusiasm, have all materials, prepare a lesson plan for every lesson, follow their curriculum, seek to improve their skills, and reflect on their teaching.

Come to class on time and regularly

Teachers should only cancel class in an emergency. Teachers should be ready to teach when it is time for the class to begin and should teach until it is time for the class to end. They should not start late or let students out early.

Check attendance

Students will come to class more often if the teacher takes attendance every day. Teachers should also show interest when a student is absent by asking the student's friends the reason why. If the student hears that the teacher has noticed, the student might return to class.

Teach with enthusiasm

Sitting behind a desk and reading from a book does not help students learn a language. Teachers should speak loudly and clearly, praise students for correct answers, and use activities that make students excited about learning English.

Have enough materials

If a teacher wants to have an activity that needs colored paper, chalk, mini-boards, or other materials, the teacher should make sure that there is enough for everyone. Some materials, like markers, can be shared. Still, the teacher must have enough so that every student has the chance to participate and do their own work.

Prepare a lesson plan

Lesson plans are important because they make sure that the teacher is organized and has enough activities to fill the whole class. Teachers should show their lesson plan to the traveling teacher at the beginning of every English class. You can learn about how to make a lesson plan later in this book.

Follow the curriculum

The curriculum is like a lesson plan for the whole year, telling you what order to do the lessons in. It helps to keep the whole class organized. A good teacher should have a curriculum and should use it to plan classes.

Look for ways to improve their skills

TTS teachers should try to attend other trainings to improve their teaching. If they can, they should take outside English classes or study English on their own.

Reflect on their teaching

After every lesson, the teacher should write down notes explaining which parts of the lesson plan went well and what they should do to improve for next time. This will help them find the activities that are useful, and their teaching will improve.

Section 2: Establishing the Program

2.1 Before the program begins

One of the first and most important people to get involved in the program is the principal. TTS cannot work without principals and teachers who want to be in the program. In our case, we had a good relationship with the principals thanks to our other programs and they were the ones who requested that we establish an English program in their schools.

In situations where you have less interest from principals it is important to encourage their investment as soon as possible. This can be done by explaining how the program works, how the school will benefit, and what the school needs to do be involved.

The principals need to promise:

- That they will not assign other training to their staff at the same time as TTS training
- That they will make time in the schedules of grades 5 and 6 for once-a-week English classes.
- That the teachers who have been trained in TTS to teach 5th and 6th grade English will not be re-assigned to a different grade where English is not taught.
- That they will help to solve the problem if their teachers are not taking TTS training seriously.
- That they will report any problems with the English classes to the TTS staff.

Individual teachers need to be involved in the discussions about TTS. It is important that the teachers want to participate, so that they will come regularly to training and teach with enthusiasm.

The teachers need to promise:

- That they will come to TTS training to learn about the next lessons.
- That they will tell the traveling teacher if they cannot attend training or will be absent for the English lesson at the government school.
- That they will act like quality teachers in class. Quality teachers are explained above. At every lesson, they should come to class on time, have a lesson plan prepared, and take attendance.
- That they will always be in the classroom during English lessons, even when the traveling teacher is teaching.

The organization that establishes TTS needs to promise:

- That they will hold TTS training regularly and tell the teachers and principals if it will be canceled.
- That they will communicate the successes and problems of TTS to the principals.
- That they will evaluate teachers in TTS and give reports on these evaluations to the teachers and the principals.
- Additional promises may be made (such as a per Diem) as a way to encourage buy-in from participating teachers.

Remember:

Whenever a new program is considered, the District Office of Education (DOE) should be a partner in deciding when/where/how the program is rolled out, so we recommend building a strong relationship with your local DOE from the start. We didn't prioritize this in our initial years of programming, but eventually began monthly meetings with the DOE which improved our relationship with the community and principals and also improve the effectiveness of our programs.

2.2 Selecting and preparing the traveling teacher

The traveling teacher needs to have a lot of energy to go to different schools around the commune. He or she also needs to be good at teaching both adults and children. Of course, the traveling teacher must also have a good understanding of English. Our traveling teacher had a grade 12 education and 2 years of experience as a primary school teacher. To help him prepare, we sent him to observe the English classes at a well-respected school for two weeks. He also received training on classroom management, phonics teaching, and resource creation.

The traveling teacher needs to have a motorcycle or another way to go to each school. The Teacher also needs a cell phone with credits provided because he or she needs to call the government teachers to remind them of training and to make sure that the government classes have not changed their schedules.

Our traveling teacher also uses ABC cards, vocabulary flashcards, whiteboard markers, paper, scissors, crayons, mini-boards and chalk, and a laminator. Additionally, a computer and printer are useful to create homework, organize lessons plans, and translate materials to give to the teachers, and an internet connection is useful to look for pictures, songs, and other resources to give to the teachers. These are not absolutely necessary to create a traveling teacher program, but they increase what the traveling teacher can do.

2.3 Writing the curriculum and picking a textbook

The curriculum plans out the year's lessons so that everyone knows which subjects will come first and which subjects later. Our TTS curriculum was written by a team. This team included the traveling teacher, the manager in charge of the TTS program, two government teachers, and an American consultant. We believe it is a good idea to include the government teachers when writing the curriculum. They might know the levels of their students better than the traveling teacher, they might have ideas for activities, and this will help them to realize that TTS is a program that they are partners in, not just a program that other people are doing for them.

We based our curriculum on the Let's Go book series. For the first year, we used the Let's Go Starter for both Grade 5 and Grade 6. After that, we started to use Let's Go 1 in Grade 6 and continued the Let's Go Starter with Grade 5. Our TTS program provided the books to the classrooms we teach in. We give a book to the students at the beginning of the year that they are allowed to take home, and we collect it at the end of the year.

For every lesson, our curriculum includes:

- The objective: what do you want students to learn from this lesson?
- The resources: what do teachers need to have to teach the lesson (chalk, paper, flashcards...)
- The activities: what games should teachers play to help the students understand and remember the new English ideas that you're teaching them?

The Let's Go series has good points and bad points.

On the good side, it is easy to find in Cambodia and it has a lot of pictures, which beginners like. It is organized to teach the sounds of the alphabet, which many students don't know yet. The Let's Go series also has very thorough teacher manuals that can greatly aid in lesson planning.

On the bad side the words it teaches are often not very important to Cambodian students (igloo and kangaroo, for example). It is best for students who don't know the sounds of the alphabet already. It does not explain any rules that would help in learning to read English (like the "magic e" at the end of words that changes the sound of vowels).

Before you pick a textbook, you need to consider what resources you have. Do you already have books available? Is your traveling teacher able to explain language points, lead activities, and create work for the advanced students, or does he/she need a book to help with this? You also need to consider what the level of your students and teachers are. Are they mostly starting off with zero knowledge of the alphabet or are some of them ready to write sentences?

2.4 Training and in-class support

Trainings

Twice per month the traveling teacher should hold two separate two hour training sessions, one each for the grade 5 and 6 teachers. The training should be held in a central location. In our program, five out of six of the schools send teachers to attend this training—the other, which is too far away to send its teachers, is trained by our traveling teacher at a different time, also for 2 hours per week. We provide per diem money to pay the teachers for spending their free time at training instead of using it to make money somewhere else. This helps us to make sure that teachers attend this training.

This training is divided into:

Reviewing last week and discussing any problems:

This is pretty simple. If teachers did not have the chance to give the week's lesson (because classes were canceled, for example), they should tell the traveling teacher.

Doing a practice run of next week's two English lessons:

This is the most important part of the training session. The traveling teacher shows the teachers every step of the lesson. For our grade 5 lesson, the traveling teacher first introduces the new letter of the day, shows how to get the students to draw that letter, and asks what the sound of the letter is. Then several minutes are spent on three vocabulary words: the traveling teacher shows how to get the students to guess the words based on the spelling, uncovering a hidden word letter by letter, and may write some easy sample sentences using the vocabulary (i.e.: A bird lives in a nest. I eat nuts. You write in your notebook.)

After finishing with the new letter, the traveling teacher discusses the second part of the grade

5 lesson, new vocabulary. For example, if today is about “there is” versus “there are”, the traveling teacher demonstrates using flashcards. Students given a card with one truck will stand up when the teacher says “There is” and shout “There is a truck,” and students holding a card with three cars will stand up and say “There are cars.”

The traveling teacher also models creative activities: for example, the students could make their own cards, drawing one pencil and writing the sentence “There is a pencil,” and two backpacks with the sentence “There are backpacks.”

Finally, the traveling teacher models physical activities. To practice numbers, for example, he demonstrates a game to play outside the classroom where the students are told to gather in groups (“Make groups of 8 students!” “Make groups of 3 students!”) and then are asked how many boys and girls are in each group.

Learning new teaching skills:

This is the section of the training for improving general teaching skills. Sometimes you can practice making lesson plans. Sometimes the traveling teacher can actually teach students in the primary school for 30 minutes and have the government teachers practice doing an evaluation. After the lesson, we all discuss the evaluations and exchange ideas about what makes a good teacher. We also show the teachers how to ask concept-checking questions, which are questions at the end



of the activity where the teacher makes sure that everyone understands what the lesson was about. Finally, we discuss why it's important to review last week's material with the students.

Explaining new classroom vocabulary that the teachers will need:

Since the government teachers may not speak very much English, the traveling teacher should take time to teach them how to say useful classroom phrases. Each week, we introduce 3-5 new phrases. These could include:

Manners	Instructions	Questions and commands
good morning	use your minibboards	Don't forget the letter__
good afternoon	write on your small boards	What letter did we learn last week?
goodbye	write in your books	What does it mean?
sorry	put your hands up	How do you spell __?
thank you	put your hands down	Who knows the answer?
please	work in groups (of four)	Is this right?
Praise	help each other	Don't look at your friends' paper
well done	sing a song	Please pass out the chalk
very good	draw a picture (of a cat)	Do you have the homework?
good try	come here	breaktime
not quite	go back	In the classroom
awesome	read with me	the board
try again	do your best	eraser
excellent	write neatly	ruler
much better	draw quickly	chair, desk
wrong	listen carefully	pencil sharpener
right	speak slowly	crayon, marker
nearly correct	speak clearly	scissors
About English	speak loudly / quietly	flash card
letter	group 'a' ask a question	picture
consonant	group 'b' answer	pen, pencil
vowel	one more question	door, window
sound	ask each other	homework
spell	write in the air	notebook, paper
word	write on the desk	chalk

Lessons to improve the general English level of the government teachers:

If possible, we also recommend offering general English lessons so that the government teachers can learn more English than the letter writing and basic vocabulary taught at the grade 5 and grade 6 levels. You could have phonics lessons to improve the pronunciation of the teachers, lessons on making questions and positive/negative responses, reviewing the pronouns and who they include (your mother= she, my pen=it, my brother + his wife=they), and other subjects that give the

teachers more control over English and make them more comfortable with it.

In-class support (co-teaching & observation)

The traveling teacher goes to each school to observe and participate in the weekly lessons. At first, the traveling teacher co-teaches with the government teacher; each one does some teaching. When a teacher first begins TTS training, maybe they won't be able to teach very much of the lesson by themselves. However, even at the beginning, the government teacher should be able to teach the 5-10 minute review of last week's lesson, since it is language that both they and the students have seen. Once they have practiced doing that for a few weeks, the government teacher can also begin to teach other parts of the lesson, like the last five minutes where the teacher asks questions about the day's lesson to make sure that the students have understood. After a few more months, the teacher has learned enough to present parts of the new lesson by themselves and to make their own lesson plans. The traveling teacher should take over if the government teacher runs out of ideas and activities, or if the government teacher is making serious mistakes and asks for help. By the end of the year, the teacher should be able to present the lesson and lead the activities without help.

2.6 Establishing quality teaching

The traveling teacher should model quality teaching for the government teacher.

Lesson plans

When the Traveling teacher arrives before the class begins, he or she should ask to see the government teacher's lesson plan to make sure that the teacher has made one. When a teacher first begins TTS, perhaps the traveling teacher will make the lesson plans and share them with the teacher. However, after a few months, the government teacher needs to make their own lesson plans. If the teacher does not have one, the traveling teacher should note that down. If it happens many times, s/he should discuss the problem with the principal.

Attendance

The traveling teacher should make sure that the teachers take attendance.

Punctuality and attitude

The traveling teacher should set a good example by always arriving on time, teaching for the whole class time, and teaching with enthusiasm.

While the traveling teacher is modeling how to teach, the government teacher must be in the classroom so that they can learn to do this lesson themselves.

Teacher, Grade, and School	Date and Time
----------------------------	---------------

Class Begins on Time: in class/online
 Class Ends on Time: Student Attendance: ___/___

10 Minutes: _____	30 Minutes: _____
Number of Students Most Engaged: _____	

Instructions
<ul style="list-style-type: none"> ➤ Devote the teacher for 30 minutes ➤ Every time they exhibit a behavior put a tally mark ➤ At the end, put the total number of tally marks in the + and - column ➤ If they have more tally's then the number to the right of the "/" & counts as a "+" or a "-" ➤ Add any comments ➤ A "+" is a strength, a "-" is a weakness

Area	Behavior	Frequency (+)	Frequency (-)	Behavior	+	-	Comments
Knowledge (Ka)	Teacher understands material			Mistakes are made with material	___/10	___/2	
Timing (Ti)	Transitions are fast and flow well			Transitions are slow and distracting	___/5	___/2	
Fluency (Fl)	Teacher Speaks English			Teacher Speaks Khmer	___/10	___/5	
Clarity (Cl)	Students follow directions 1st time			Instructions must be repeated	___/5	___/2	
Manner (Ma)	Teacher is positive and easy to hear			Teacher is negative or difficult to hear	___/5	___/1	
Equity (Eq)	Teacher calls on a new student			Teacher calls on the same student	___/10	___/2	

Positivity (Po)	Effectiveness (Ef)										
<table border="1"> <tr> <td style="width: 50%;">Student/class answers correctly</td> <td style="width: 50%;">Student/class can't answer or is wrong</td> </tr> <tr> <td style="text-align: center;">No Praise</td> <td style="text-align: center;">Left Wrong</td> </tr> <tr> <td style="text-align: center;">___/10</td> <td style="text-align: center;">___/2</td> </tr> </table>	Student/class answers correctly	Student/class can't answer or is wrong	No Praise	Left Wrong	___/10	___/2	<table border="1"> <tr> <td style="width: 50%;">Lead to answer</td> <td style="width: 50%;">Left Wrong</td> </tr> <tr> <td style="text-align: center;">___/10</td> <td style="text-align: center;">___/2</td> </tr> </table>	Lead to answer	Left Wrong	___/10	___/2
Student/class answers correctly	Student/class can't answer or is wrong										
No Praise	Left Wrong										
___/10	___/2										
Lead to answer	Left Wrong										
___/10	___/2										

Score: ___/___ + / -	Weaknesses
Strengths	



2.7 Evaluation

When the government teacher is teaching, the traveling teacher should evaluate their performance using the observation form. Our original observation form was very subjective and asked the traveling teacher to rate certain areas as “positive,” “neutral,” or “negative.”

This led to several difficulties. Firstly, marking teachers poorly was uncomfortable and the process made it difficult to discuss problems openly. Second, it wasn't very objective. Teachers observed received marks based on how the traveling teacher felt about their teaching, rather than giving teachers an opportunity to look at their behaviors in a definite way. Finally, it made tracking progress and showing growth, both to participating teachers and through our monitoring and evaluation systems, difficult.

The form to the right is much more objective and actually quite simple to use. During the lesson the observer makes no opinions or judgment calls about what is happening, they simply record behaviors. Some behaviors are positive, others are negative. Each time a behavior is observed, a mark is put into the appropriate box. At the end of the lesson, the observer uses the marks to determine the teacher's strong and weak points.

For example, if a teacher never has to repeat themselves and students always follow directions the first time, we know that they are clear. On the other hand, if every transition takes two or three minutes, they probably don't have all of their materials ready and would benefit from being more prepared.

Section 3: Makings of a good teacher

3.1 Lesson plans

TTS doesn't only focus on skills specific to teaching English. To deliver excellent English lessons we also need to train the government English teachers in general teaching skills, especially making lesson plans.

Lesson plans should consist of:

Before Class

- The objective of the lesson: what language points do you want to teach?
- The materials necessary: flashcards, colored pencils, chalk and mini boards, and anything else the students and teacher will need to have the lesson.
- Preparation before the class: does the teacher need to write questions, make a poster to show a point, or bring objects to class to play a game or explain a grammar point.

During Class

- Review: what words did we learn last time? What game or questions do you want to use to review?
- New ideas: What methods will you use to present the new words or grammar?
- Activity 1 to practice new language (If this activity is a new game for the students, write down in your lesson plan how you will explain the rules of the game so that they understand.)
- Activity 2 to practice new language
- [Add more new ideas and activities if necessary]
- Review what we just learned—ask questions to check that the students understood the concept.
- What will the homework be?

Lesson planning should be a regular part of the twice-a-month TTS training. If teachers create their lesson plans during training, they can work together to create them and the traveling teacher can be sure that the teachers have a lesson plan finished before English class.

3.2 An effective language classroom

Nobody learns if the teacher is speaking to the board, if students can only participate by repeating words as a class, or if copying and memorization are the main activities. A good English program needs to have students using English, not simply hearing it. Let's talk about a few points that are especially important to language learning.

Classrooms, lessons, and teachers should be positive and engaging

This is not optional. Just like you can't have class without a teacher, you can't have class without happy students. It is not enough to have students at their desks. They also need to want to learn.

Lessons should be based on activities, not rote memorization.

Some teachers think that writing words on the board and having the students repeat them is the normal way to teach. Actually, students learn very little by repeating as a group. TTS lessons should teach ideas in many different ways. Activities using drawing, movement, and song are important because every student thinks and learns differently, and some remember better if they have the chance to move or draw. We have included a small list of activities that we use frequently in our TTS program but we suggest that you work with your traveling teacher and government teachers to make a larger list of activities that are successful in your classrooms. Add this list to your curriculum.

Group and pair work are important parts of the TTS program.

Even beginners need to practice using English. Group and pair work helps students understand that English is not only for answering a teacher's questions. It teaches them that they can use Eng-

lish to communicate on their own. Plan activities that involve the students speaking to their friends, not only the teacher speaking to the students.

Teachers should bring visual aids and materials.

This helps students to understand and remember the language that they are learning, and makes a lesson more exciting. A teacher who comes to class with a basket of clothes will get more attention than one who comes to class with a book. Pictures that you use for visual aids can also be put on the walls after the lesson to remind students of what you have already studied.

3.3 Games and activities

Chain drill - practicing questions or language that goes together

Students make two lines. One side asks a question and the other answers. For example, one side says “here you go,” and the other says “thank you,” or one side says “where is the marker,” and the other side (looking at the teacher who is demonstrating at the front) says “on the chair,” or “behind the chair,” or “under the board.”

Board race – practicing spelling and counting.

Students form two teams and two lines in front of the board. The teacher shows an item e.g. 3 fingers, 5 pencils, etc. The two students count and run to the board to write the words and the number. To win a point they must also be able to say what they have written. This game could also be used to review vocabulary words. The teacher prepares in advance big pieces of paper with familiar sentences on them. Then the students have to pick the vocabulary word that goes in the space and spell it correctly.

Four questions mingling activity – practicing making questions

Students draw a picture of a vocabulary word they know (for example, a tree). Then they need to ask one friend “Is it a flower?” And another friend “Is it a ball?” Each student needs to ask four students and one teacher.

You can also do this without pictures. For example, students can go around and ask “how many fingers?” Or they can find a partner, go around in groups of two, and ask “who is this?” or “Is this Sopea?”

Sorting by number – practicing writing numbers and words

The teacher creates an exercise on the board where students have to match the word “two”, the numeral “2” and a picture of two things (or two actual books, markers, etc. on a table). The students can write sentences of what they see: for example, 2) There are two pens. Or they can draw a picture of the two pens, and write the number and the word “two.”

Singular/plural line drill – practicing singular and plural, or there is/ there are

Students make two lines standing opposite from each other. One side is for singular, and one is for plural. If the teacher holds up a picture with three cows, the plurals shout “cows” but if the picture has only one cow, the singulars shout “a cow”. You can use this when you teach “there is/ there are,” by having the singulars shout “There is a pig” and the plurals shout “There are pigs.”

Hot potato – practicing counting or lists of nouns (days of the week, etc.)

Students stand in a circle and throw a ball to the person next to them. One student starts the count and passes to the next. When it is the turn of a student they must say the next number. Students must pretend that the ball is very hot so it must be passed quickly to the next person. If they hold it too long they will burn their hands and they are out. If they drop the ball they are out. This can be used to practice vocabulary, not just numbers; you can have the students call out the days of the week, the vowels in the alphabet, animals, people in a family, etc.

Grouping game – practicing “how many” and counting

Students walk around the class individually. The students ask the teacher “How many?” and the teacher answers with a number. The students have to listen to this number and form a group of students of the same number. Any students not in a group are out of the game and must sit down.

Drawing dictation – practicing memory skills and names of shapes

The students divide into groups or pairs. One student from each group comes to the front of the room. The teacher tells them a number and a shape (for example: four triangles, three hearts) and the students have to remember what the teachers said, return to their desk, and draw it without speaking. The other students have to guess what it is.

Circle drill – practicing new vocabulary

Students stand in a circle and the teacher calls out new vocabulary. The students then act that out on the spot. Afterward, the student to the teacher’s right calls out a word and everyone acts it out. Then you continue with the other students.

Repeat- practicing personal questions

The Students stand in a circle. Student A asks Student B, “What is your name?” Student B then answers, “My name is...” Student B then turns to Student C and asks the question again and Student C answers. Repeat this procedure around the circle until all students have asked and answered. The activity should end with Student A giving the last answer.

Teacher Says (sometimes called “Simon Says”)

This helps to practice verbs for actions and parts of the body. Teacher gives instructions to students that are then followed and repeated. For example, the teacher says “teacher says stand up” and students repeat the sentence and perform the action. If the teacher does not say “teacher says,” but simply says “touch your ears,” the students should not repeat or do the action. If they do, those students are out of the game.

Section 4: Challenges & Solutions

Organizing and running a TTS program is not without challenges. This section outlines the challenges we have faced in the past and our solutions to them.

The teachers won't come.

Sometimes we have trouble getting teachers to come to training. At the beginning, we held TTS training every week but many teachers were too busy to come once per week. Switching to holding

Lessons learned - an overview

- The principal of each school and DoE play a very important role in enabling the project to run properly. In order to make sure that our project works well and the teachers are more committed, it is important to get a high level of involvement from the DoE and principal of each school at the beginning of the project because all teachers mostly do things according to their bosses' wishes.
- We have found that, in general, many of the younger teachers seem more enthusiastic about learning and teaching English than some of the older teachers. When you are selecting teachers for your program, you often do not have a chance to select based on enthusiasm, as if the principal has already assigned a teacher to the local 5th or 6th grade class, than that is likely the person you need to work with. If the teacher is less enthusiastic about learning or teaching English, the Traveling Teacher should do their best to make that teacher feel confident that they will be able to learn enough in the trainings to effectively run the program. Should a teacher continue to be unenthusiastic about the program throughout the whole year, the Traveling Teacher should consider reporting back to the principal as to which teachers have high or low commitment to the program, in an effort to get more interested teachers involved the following year.
- Whenever we provided extra English lessons to teachers they expressed that they really liked it. We would recommend providing them with more English classes whenever possible.

a training every two weeks helped this problem considerably. We still have teachers missing training, though, especially from January-April when there are a lot of weddings. When teachers don't attend, the traveling teacher sometimes has to teach more of the class in the elementary school because the government teacher hasn't learned the lesson.

- Offer a per diem. Money to pay the contract teachers for the personal time that they spend in training can let them know that you believe their time is valuable. It also means that teachers do not skip training to work elsewhere.
- Call the teachers early in the week and on the day of the training to remind them to come.
- Take note of teachers' absences and report it to the principal. If a teacher is absent many times, call a meeting with the principal and the teacher.

Teachers leave the school.

It is hard to create long-term change at a school when the teachers we train do not stay in the same school. However, maybe this isn't a problem: if the teachers go to teach in a different district it means that the students there will have a teacher who can teach English better. It is more of a problem when teachers stop being teachers to do a different job.

- Discuss with teachers at the beginning of the program about their future plans.
- Work with the principals and the community to make the teachers feel respected and important so that they wish to continue in their jobs.
- Other programs that supplement teacher's salaries have also been implemented by PEPY in the past. These can bring as many problems as they solve, but may be worth considering, though only if your organization has the bandwidth, proximity, and commitment to effectively monitor and evaluate teachers and only offering bonuses to those who turn up to school, take their teaching seriously, or commit to other pre-established effective teaching practices. Some of the least successful teacher bonus programs we observed or were involved in were when bonuses were given as a blanket offering and commitment to attendance and teaching were not considered.

Nobody here speaks English!

Government teachers are not chosen because they are good at English. In fact, some of our teachers don't speak very much English and they get nervous when they try to teach it. Government teachers who are nervous about teaching English should be supported to understand that this program is only teaching VERY basic vocabulary. They should be repeatedly reminded not to feel embarrassed or self-conscious of their own English abilities, but rather be proud that they are taking on this fantastic opportunity to set their students up for success in Lower Secondary School. This confidence can be built through positive reinforcement by the Traveling Teacher in the ongoing trainings.

- Make sure the teachers prepare for their classes. If they have a lesson plan and they know what they are going to teach, they may be less nervous.
- When you do an evaluation try to pay more attention to everything the teacher does. Don't focus on every spelling mistake they made.
- Encourage the teachers to take English classes outside of TTS. If there aren't any English classes available, help them find things to read in English, or other ways to improve their language skills. If your teachers have sons or daughters in lower secondary school, have them help their children with their English homework. If you live near a city, ask your teachers to try to have a conversation with 2 foreigners every week.

Some teachers don't understand how to do activities with the children.

Many Cambodian schools do not use activities to teach children. Some teachers think that the best way to teach is by sitting at the desk and letting the students read on their own, or by writing words on the board and having students call them out together. Many teachers say that they don't know any activities to do with their children. In the end we found that many of the most receptive teachers were using the activities and tools they learned in TTS in their other classes as well.

- In training, explain the activities for this week's lesson very clearly. Have the teachers write them down if they need help remembering.
- Have the teachers do the activity themselves so that they understand all of the rules.
- Keep a big list of activities. Any time a teacher finds an activity that worked well in their classes, have the teacher explain it to the others in training. Have everyone write it down. If teachers are in class and they can't think of what to do for the last ten minutes, they can look at their list and use one of these activities to review a past lesson.
- Explain very clearly why we use activities in the classroom: because children learn in different ways, because students will remember things better if it was taught in a special way, because students that have fun will come to school more instead of dropping out, etc.

What to do when training is cancelled

The TTS model has the traveling teacher showing how to do the lesson in training and then watching and helping the teacher in the classroom. If the traveling teacher has to cancel training, some of the teachers won't know what to do in the classroom.

- Let them know in advance that there may come a time when the traveling teacher won't be able to hold a training before a given class. Teach them strategies to prepare for this.
- Show the government teachers that many lessons can be given in a similar way. Writing letters, teaching new sentences, and practicing phonics are probably a part of every lesson.

Have different teachers practice doing these parts of the lesson in training early in the year.

- Make sure the teachers have a copy of the curriculum that tells what they should do each week. Our curriculum already has suggestions of activities to go with each lesson.
- Tell the teachers as soon as you know that training will be canceled. It is nice if they have lots of time to prepare.

The government teachers aren't teaching, it's always the traveling teacher.

Our traveling teacher does a lot of the teaching in the classrooms. Sometimes, if the government teacher is responsible for two classrooms at once, the traveling teacher stays in one and the government teacher in the other. Other times, if the teacher was absent at training or is new to the program, the Traveling Teacher will teach the lesson because the government teacher doesn't know how, but this is sometimes a problem. For example, if the traveling teacher is doing more teaching than the government teacher, he/she doesn't have a chance to evaluate the government teacher. Also, if the government teachers don't practice giving the lesson, they won't learn how to do it themselves.

- Expect the government teacher to teach at least a part of every lesson. Even if they were absent at training, they can do the review from last time and the concept-checking questions at the end.
- If the traveling teacher and the government teacher are usually in different classrooms, as they are in the example above, try to plan a lesson involving both classrooms at once-- maybe a lesson with a big game, or with vocabulary that neither class has learned-- on the days that the traveling teacher wants to do an evaluation form.

Why don't the students speak English?

Our TTS program plans and trains for one English lesson per week. However, to be able to speak a foreign language, a student should be studying it every day.

- Set goals that are possible. We don't hope that a student who has finished TTS will be able to speak English. Our goal is to prepare the students for lower secondary school by introducing the English alphabet, teaching them to sound out words, and making them familiar with some singular and plural nouns.
- If your organization is able to give more than one lesson per week, that's great.
- Supplement TTS with other English learning opportunities. For example, you can help to organize child clubs where older students can help the younger students learn.

And everything else is going wrong, too.

Your traveling teacher will also face problems that are not only in TTS, but that are found in many other schools across Cambodia. For example, students dropping out of school at a young age, schools not having enough teachers, and the lack of supplies in poor schools are all things that will affect the results of your TTS program.

- The traveling teacher has a special position because they work with many different people and can bring ideas from one school to help another school. If, for example, the traveling teacher learns from his students that teachers have stopped coming regularly to school and the principal isn't doing anything to make them come, the traveling teacher can bring this to the attention of the District Office of Education.
- The traveling teacher should be excited when they teach, and should learn the names of the students as quickly as they can. Students who like school and who feel that their teachers care about them might stay in school longer.
- The traveling teacher should view the teachers and principals as partners in the program, and communicate any problems they see. Problems are easier to solve if everybody knows about them early.

In Closing

We hope this guide was useful. We created these toolkits as a way to spread the lessons we have learned and to try to help others avoid repeating work we had already done or mistakes we had already made. That said, we recognize that no two schools, communities, or teachers are exactly the same, and what might have worked in one place won't necessarily work exactly the same way in another place. We encourage organizations that are considering creating an English program to use whatever parts of these ideas are useful to them, and adapt and adjust as they see fit for their situation. Best of luck in program designing!

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Provisional Appendix:

Example Lessons

