

<b>Dissertation Title</b>	EFL Teachers' Technology Self-Efficacy and Integration: Case of New Generation Schools in Cambodia
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## **ABSTRACT**

Technology plays a paramount role in teaching and learning English as a Foreign Language (EFL), so it has become a must-have for EFL teachers to integrate it into their classroom instructions. A wealth of research has revealed that teachers' Technology Self-Efficacy (TSE) is a good predictor of Technology Integration (TI). In addition, the factors affecting teachers' TSE and TI can be interrelated. Therefore, identifying the factors affecting both constructs is at play in helping teachers to successfully integrate technology into their classroom instructions. Moreover, the effective training and Professional Learning Communities (PLCs) concerning TI can help teachers become tech-savvy which is of significance in enhancing teachers' TSE and TI. This study thus attempted to identify the factors affecting EFL New Generation School (NGS) teachers' TSE and TI and the roles of training and PLCs in determining EFL teachers' TSE and TI. The survey questionnaires, interviews, and classroom observation were utilized to collect the data. The participants included all EFL teachers (N=15) teaching an English subject at two NGSs in Cambodia, 354 students from 15 different classes, and one ICT Team Leader.

The study yielded three factors: teacher-related factors, student-related factors, and school-related factors. Teacher-related factors comprised their technological knowledge and experience with TI, perceptions of technology, and expertise in technology-integrated

classroom management. Student-related factors included students' technological knowledge, possessing devices, feedback, and engagement/interest. School-related factors include technological resources, time support, internet connection/frequent electricity outages, and feedback from the school principal. Moreover, students' family-related factors including household duties assigned by their parents and their parents' restriction on device use could determine EFL teachers' TSE and TI.

The current study also revealed that PD training partly played in helping EFL teachers to integrate technology into their EFL classrooms. EFL teachers suggested effective training for TI in their EFL classes encompass several aspects, namely being the subject focus, offering hands-on experience, providing them the opportunities to learn various types of new technology, and allocating sufficient time in the training. Moreover, they reported that PLCs in their schools played a crucial role in helping them learn technology. That said, they expressed the lack of opportunities for discussions on technology integration due to other additional administrative duties imposed by their respective schools. Accordingly, for effective PLCs, they recommended more allocated time for discussing and sharing the technology integration in addition to the active involvement of all members in sharing and assisting one another.

The study would offer a bird's-eye view of what contributes to the development of EFL teachers' TSE, resulting in the improvement of TI in their English classes. In addition, the study suggested improving training programs and providing necessary support for effective PLCs where teachers could learn and share TI in their EFL classrooms.

**Keywords:** Cambodian Education System, New Generation School, EFL Teachers, Technology, Technology Integration, Self-Efficacy, Technology Self-Efficacy, Professional Development, Training, Professional Learning Communities

English language—Study and teaching—Foreign speakers

Educational technology

Career development

Self-perception

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