



**ROYAL UNIVERSITY OF PHNOM PENH
INSTITUTE OF FOREIGN LANGUAGES**



DEPARTMENT OF ENGLISH



**STUDENT
INFORMATION BOOKLET**

2016-2017

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Welcome Message

The Department of English, IFL would like to extend our very warm greetings and welcome to you to the Royal University of Phnom Penh, Institute of Foreign Languages and, particularly, the Department of English for 2016-2017.

The Department of English, IFL is one of Cambodia's most respected, prestigious and reform-oriented English language institutions. It offers such programs as: MA in TESOL (Teaching English to Speakers of Other Languages), Bachelor of Education in Teaching English as a Foreign Language (B.Ed, TEFL), Bachelor of Arts (BA) in English for Work Skills, certificate courses and professional English language training programs. It is noteworthy that so far the Department has conducted 8 out of the 9 Japan Development Scholarship (JDS) Pre-departure Training courses. The Department also teaches special short Courses for employment purposes.

You can learn effectively at IFL in a learner-friendly, safe, tranquil and caring environment. We have a wide variety of facilities and resources, including two well-equipped Japan-funded language laboratories and a well-resourced Self-Access Centre. Moreover, our faculty has been professionally trained both overseas, mostly in English-speaking countries, and in Cambodia. They have extensive experience in teaching English and take pride in nurturing their students' progress and helping students to attain academic and life goals.

We do our best to ensure that your study at The Department of English, IFL is a highly rewarding experience. We aim to prepare our students to become well-rounded citizens, to be competent in English and to gain considerable world knowledge and work skills which are required in today's job market.

We sincerely hope you will enjoy learning with us and find the knowledge and experience gained at DOE, IFL rewarding and responsive to your needs.

We wish you great success with your study!

Department of English

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BACKGROUND

The Royal University of Phnom Penh (RUPP), formerly the Royal Khmer University, was founded on 13th January 1960. It opened with a faculty of Letters and Humanities and a faculty of Science and Technology. The language of instruction in this period was French.

In 1970, the Royal Khmer University became Phnom Penh University. At that time, there were nine faculties: Letters and Humanities, Sciences, Pharmacy, Law and Economics, Medicine and Dentistry, Commerce, Pedagogy, Language Institute, and the National Administration School.

The University was re-opened as the Teacher Training College in 1980 and as the Foreign Language Institute (FLI) in 1981. In 1988, the College and the FLI merged to create Phnom Penh University, and in 1996 it was renamed the Royal University of Phnom Penh.

In recognition of the future trend that students in secondary schools must learn foreign languages, either English or French, the Ministry of Education with an Australian NGO called the Quaker Service Australia (QSA) established a Cambodian English Language Training Program (CELT) to provide English language training to government officials and train foreign language teachers for secondary schools in Cambodia.

CELT began in 1985 when QSA undertook development of English language training in Cambodia, sponsored by the Australian government. The project grew significantly over the three phases of 1985-88, 1988-1991, and 1991-1993, expanding from 15 to 150 students by 1993. The program was taught by a Cambodian teacher in 1985 and then by Australian teachers.

The Department of English was established with financial and academic assistance from QSA to provide training in English and teacher training. The department was managed by QSA until 1993, then handed over to a joint project between International Development Program (IDP) Education, Australia, and the University of Canberra. This project was funded by the Australian Agency for International Development (AusAID) until the end of 1996. When the joint project took over the department in 1993, a four-year B.Ed (TEFL) degree curriculum for the program was designed and prepared with consultants from the University of Technology, Sydney (UTS), Australia. In 1997, a four-year BA in English for Work Skills was introduced to enhance English knowledge and skills for current and future employment.

Regarded as Cambodia's leading English language institution, today, IFL's Department of English has graduated over 4,000 students.

VISION AND MISSIONS

VISION

The Department of English will be a national leader in English language, education, and research with regional and international quality standards.

MISSIONS

1. To develop highly-qualified and creative human resources with marketable skills and moral disciplines.
2. To promote patriotism, community service and life-long independent learning.
3. To effectively respond to market demands for IT-assisted EFL education, research, and management.
4. To constantly enhance stakeholder satisfaction through high quality professional development and services.
5. To expand local, regional, and international partnerships.

FOUNDATION YEAR OVERVIEW

CE101-102: Core English 1

By learning this subject, students will be able to develop intermediate English proficiency in the four macro-skills. More specifically, the students will be able to use intermediate-level tenses and other grammar points and vocabulary to communicate in spoken and written English fluently, accurately and appropriately, and to comprehend listening and reading texts effectively. The main textbook is *New Headway Intermediate* (fourth edition) by Liz and John Soars.

WS101-102: Writing Skills 1

From this subject which is closely linked to Core English, the students will be able to write accurate and effective English sentences and paragraphs. This can be achieved through lecturers' input on sentence mechanics and paragraph structures and more importantly through students' practice in writing different kinds of sentences and paragraphs. Students will be introduced to process writing that covers several steps or stages, including brainstorming, drafting, and editing.

ISK101: Introduction to Sociology 1

This unit enables the students to understand the different concepts of sociology and how they are related to development and to interpret the evolution of society. It deals with the evolution of human beings and the creation of society in human history in the world. Students will also be able to express in English their views regarding customs, traditions, beliefs, and religions clearly and logically and to analyze and reflect on crucial aspects of foreign cultures particularly in relation to Cambodian culture.

DEG101: Demographic and Economic Geography 1

After learning this subject, students will be able to know the concepts, sources, and evolution of demography and to measure some demographic indicators such as birth rate, mortality rate, migration, and population growth rate and its consequences. A compilation of texts from various textbooks is used in this subject, one of which is *Demographic Methods and Concepts* (2003) by Donald T. Rowland.

KG101: Khmer Grammar 1

This subject is intended to prepare students for office work and formal communication in Khmer, mainly in a written mode, by introducing them to simple mistakes people make in writing Khmer texts and by teaching them how to use words and punctuation in sentences accurately and appropriately and spell commonly misspelled words correctly. It covers themes such as Parts of Speech, Word Classes, Sentences and Punctuation. Its main text is a handbook prepared by IFL Khmer Studies lecturers who are specialized in Khmer Literature and Linguistics.

KRH101: Khmer and Regional History 1

The aim of this subject is to promote students' understanding of Cambodia's unique national identity through its history, which is one of the oldest in Southeast Asia and of the development of the histories of other countries in the region through interaction with outsiders, political tendencies and acculturation and cultural transformation. Students will examine, discuss and analyze: (1) the role of two great civilized countries in Asia, India and China, in influencing the region in the ancient time (2) how certain countries in the region emerged and developed their ancient and modern states before and after the emergence of Western Superpowers and (3) the rise in nationalism in Southeast Asia during and after World War II.

IEK102: Introduction to Environment 1

This subject covers a wide range of topics regarding global contemporary environmental issues including Environmental Pollution, Global Environmental Changes, and Natural Resources. Through intensive and extensive reading and discussions as well as frequent individual, pair, group and whole class work, students will be able to use language appropriately for various environmental contexts. The main objectives of the course are to (a) sharpen students' language skills, particularly reading and speaking, and (b) broaden their understanding and knowledge of today's global environmental issues.

GAM102: General and Applied Mathematics 1

Modern technology yields large amounts of data which can be well understood with the help of statistics. The main objective of this subject is to provide an accessible introduction to statistics. It starts with the concept of 'data': what it is and how it can be collected and summarized. There is a brief review of the basic concepts of probability. Students will study important statistical tools and their use by solving specific applied problems. Its other content includes describing data: frequency distribution, measures of dispersion, and normal probability distribution. The textbook used is *Australian Business Statistics (3rd ed.)* by Antony Selvanathan, Saroja Selvanathan, Gerald Keller and Brian Warrack.

KC102: Khmer Civilization 1

Khmer Civilization is concerned with Khmer culture and how it has been influenced by foreign cultures since the ancient time. Its themes include the Relationship between Cambodian Culture and Foreign Cultures, Religion, Architecture, Arts, Belief, and Ritual Ceremonies. It aims at helping students to appreciate Cambodian cultural identity and distinguish it from foreign ones. In addition, students will learn how to spread Cambodian culture in the global context appropriately and know how to link it with some world and regional cultures. The course book is a collection of texts from various sources, including *Cambodian Culture and History* and *Cambodian and Indian Cultures*.

YEAR TWO OVERVIEW

CE201-202: Core English 2

This unit focuses on the improvement of students' macro skills: reading, listening, writing and speaking, and knowledge of grammar, e.g. the tense system, gerunds and question forms. It also stresses the ability in using more complicated vocabulary. *New Headway Upper-Intermediate* (fourth edition) by Liz and John Soars is its core textbook.

WS201-202: Writing Skills 2

This subject focuses on essay writing skills including the process of essay writing, and various types of essays and necessary academic writing skills such as paraphrasing, summarizing, quoting and documenting sources. Besides, students are also taught how to write graph interpretation.

LS201-202: Literature Studies 2

The main aim of the subject is to assist students to become effective, independent readers with a capacity to analyze and respond critically to what they read. It provides intensive and extensive practice in reading and speaking, and in analysis of language, which complements the Core English subject. Students will also develop knowledge of major literary genres of English Literature and an ability to identify linguistic features of texts (both fiction and non-fiction). The major stories include: *The Hitchhiker*, *Poison*, *The Necklace*, *The Happy Prince*, *The Story of an Hour*, *Not Poor, Just Broke*, *The Rain Came*, *On Loan*, and *Cry Freedom*.

GS201-202: Global Studies 2

Global Studies 2 aims to introduce contemporary global issues and develop knowledge in specific content-based language. Students will be able to use language appropriate for each of the issues and debate about concepts and issues related to them. It includes such themes as Families, ASEAN, Landscape and Environment, Tourism, Industry and Food Resources. Through individual, pair, group and whole-class work, the students will be able to develop the four macro-skills, especially reading and speaking.

YEAR THREE OVERVIEW

CE301-302: Core English 3

The instruction of this subject is based on *New Headway Advanced* (New edition) by John Soars, Liz Soars and Mike Sayer, which concentrates on advanced grammatical and lexical aspects and covers all the four language learning macro-skills. Students are required to complete homework, assignments, tests, etc. and to give oral presentations in addition to their semester examinations.

RM301302: Introduction to Research Methods 3

This subject is intended to provide students with essential research concepts and designs and to help them conduct basic research mainly in the fields of linguistics, education, and business in their final year at DOE and perhaps in their further education or their work.

GS301-302: Global Studies 3

This subject is based on a diverse range of themes including Gender Issues, Politics and Government, Education, War & Peace, and Development. The course aims at helping improve students' general knowledge of contemporary world issues and English language skills at the advanced level.

LS301-302: Literature Studies 3

Literature Studies 3 intends to enable students to become effective, independent readers with capacity to analyze, read and respond critically to the texts. It helps develop students' skills in reading and expressing ideas in both speaking and writing. It also helps students understand aspects of the cultures in the English speaking world. Students are required to complete their class work, homework, assignments and associated tasks. The stories used are *The Village by the Sea*, *The Pearl*, *Romeo and Juliet* and *The Good Earth*.



YEAR FOUR OVERVIEW

B.Ed. (TEFL) PROGRAM

The overall purpose of this program is to develop trainees' professional skills in teaching English as a foreign language (TEFL) at the secondary school level. It consists of the following components.

TM401-402: Teaching Methodology 4

This subject has been designed to provide trainees with knowledge in teaching principles and techniques that they can apply in their own classes. Its main themes include Teaching Techniques, Classroom Management, Lesson Planning and Delivery, Syllabus and Materials Design, and Language Testing. Trainees will also have practical experience through their school observation visits.

AL401-402: Applied Linguistics 4

This subject has been designed to give theoretical support to the Teaching Methodology subject. Describing Learners and Teachers, Phonetics and Phonology, Discourse Analysis, and Language and Society are some of its topics. Students need to prepare well before each week's classes by reading and thinking critically about the topics/themes assigned by their respective lecturers.

FE401-402: Foundations of Education 4

This subject deals with the philosophies and aims of education in general, and focuses on theories of Social and Cognitive Development. Students will investigate the influence of Nature and Nurture on Human Growth and Development and other aspects of Educational Psychology. Moreover, students will study School Management, which covers the factors affecting the success or failure of schools, and reflect their understanding of this topic.

TP402: Practicum (Teaching Practice)

The practicum begins in Semester 2 and lasts for 6 weeks. Trainees are expected to apply the teaching techniques and theories they have learnt in class to the real classroom situations. Each trainee will work closely with an associate lecturer teaching at Foundation Year level and with a supervisor who is a faculty member of the English Department.

RP402: Research Project

Students who are admitted to B.Ed. by research are required to conduct a research project related to English language teaching. Each student is assigned to work closely with a supervisor who is a faculty member of the Department of English.

YEAR FOUR OVERVIEW

BA PROGRAMS

The overall aim of these programs is to develop students' English proficiency and professional English-related skills.

B.A. IN ENGLISH FOR PROFESSIONAL COMMUNICATION

This program is designed to consolidate students' English skills as well as offer critical thinking, communication & collaboration and social & cross-cultural skills which are necessary to succeed in work and life in our increasingly integrated world in the 21st century. Specifically, it is NOT intended for students who wish to be English teachers, translators/interpreters, or business people but to work more effectively and efficiently in an array of English-medium professional settings (particularly occupational ones).

PW401: Proposal Writing 4

With *Winning Grant: Step by Step* (2008) by Mim Carlson and Tori O'Neal-McElrath and *How to Write a Grant Proposal* (2003) by Cheryl Carter New and James Aaron Quick as the main course books, this course gives students a step-by-step guide to planning and writing successful business, academic, and grant proposals. Students collaborate to turn theories into practice proposing either business, NGO or academic projects which will actually get executed in the second semester.

CM401-402: Communication Skills 4

This course improves students' oral and written communication skills through preparation and presentation of written and oral information. For the first semester, the themes range from types of communication, public speaking to networking. Students will be able to use this knowledge and skills to communicate effectively in the workplace in both oral and written forms and to establish and maintain a working relationship. In the second semester, the themes include *Applying Communication Principles in the Workplace*, *Negotiation and Conflict Management*, *Working in Teams*, and *Job-seeking skills*.

IG401: Introduction to Globalization 4

Designed to expand on comprehensive knowledge gained from Global Studies in second and third years, and it also informs senior students in B.A. programs about a global relational force that touches us in different aspects with varying degrees. This course is to enable the participants to discern critical concepts of globalization. While the textbook guides us through the historical, economic, political, cultural, and ideological dimensions of 'globalization', participants are expected to gain substantial knowledge in the dynamics of these globalization perspectives. Its main course book is *Globalization: A Very Short Introduction* (2003) by Manfred Steger.

CT401: Critical Thinking 4

This course is about learning to think and fluently and accurately expressing that thinking within the context of global issues. A foundation of critical thinking theory supports its practice and habituation as civic, economic, business and health literacies are developed through intensive exploration of global issues. It offers practice in identifying faulty logic such as double standards and doublethink as well as a range of logical fallacies. It is based on *Critical Thinking for Global Issues and Local Development* (2016) by Roger Nault.

AE401-402: Advanced English 4

Based mainly on *Outcomes Advanced*, Hugh Dellar and Andrew Walkley (2012). this subject helps students consolidate their advanced English knowledge in terms of vocabulary and grammar as well as the four macro skills. It is suitable for students who wish to improve their English for work, studies and social lives.

RW402: Report Writing 4

In this course, empirical studies proposed and approved from PW401 will be executed. Data will be collected, analyzed, and key findings will be included in a final written report. Report Writing focuses on writing the introduction, body, conclusion and recommendations of reports as well as the presentation of key findings. The course is based on *Writing a Report: How to Prepare, Write and Present Effective Reports* (2011) by J. Bowden.

IE402: Introduction to Ethics 4

This subject is based on *Ethics for Life: A Text with Readings* (2001) by Judith A. Boss, which is a multicultural and interdisciplinary introductory ethics textbook that provides students with an ethics curriculum that has been shown to significantly improve students' ability to make real-life moral decisions. Its primary objective is to provide students with a broad overview of the major world moral philosophies.

IC402: Intercultural Communication Skills 4

Knowing how to navigate cultural differences is an increasingly valuable skill that will make you a more valuable employee. Encounters among members of different cultures frequently fail simply because of basic cultural differences, such as the importance of time, nonverbal language, decision making, language use, or intercultural negotiation. This course is designed to equip participants with the key skills and ways of thinking to enable you to communicate, negotiate and continue to learn across diverse social and cultural settings and prepare for work in intercultural environments. Through this course, participants will be able to understand how communication processes differ among cultures, to identify challenges that arise from these differences in intercultural interactions and learn ways to creatively address them, and to describe and use scholarly and professional terminology related to language and culture. Its main course book is *Intercultural Communication in the Global Workplace* (2008) by Linda Beamer and Iris Vannrner.

B.A. IN TRANSLATION AND INTERPRETING

This program is designed for students who wish to become translators and/or interpreters. It also aims to enable students to learn different approaches to translation and interpreting, and gain insights into the nature of translation and interpreting, language, and cross-cultural communication.

TI401-402: Translation and Interpreting 4

The course aims to enable students to learn different approaches to translation and interpreting. They also learn about the decoding of the original (source of language) text to the creation of a language-universal semantic representation and its subsequent re-encoding as the target language through a multi-stage process involving the syntax, semantics, and pragmatics of both English and Khmer.

CM401-402: Communication Skills 4

This course improves students' oral and written communication skills through preparation and presentation of written and oral information. For the first semester, the themes range from types of communication, public speaking to networking. Students will be able to use this knowledge and skills to communicate effectively in the workplace in both oral and written forms and to establish and maintain a working relationship. In the second semester, the themes include Applying Communication Principles in the Workplace, Negotiation and Conflict Management, Working in Teams, and Job-seeking skills.

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among cultures, to identify challenges that arise from these differences in intercultural interactions and learn ways to creatively address them, and to describe and use scholarly and professional terminology related to language and culture. Its main course book is *Intercultural Communication in the Global Workplace* (2008) by Linda Beamer and Iris Vannner.

B.A. IN ENGLISH FOR INTERNATIONAL BUSINESS

Students learn to use English effectively and confidently for daily business transactions. They will be able to develop abilities in reading, writing, speaking and listening skills as well as basic terms and vocabulary that are used in commercial business through a range of tasks that closely reflect business work.

IB401-402: International Business 4

This course is designed to provide students with the knowledge of English used in business contexts. It enables the students to identify and to effectively use their English for various business sub-disciplines including management, production, marketing, finance and economics and so forth. Not only does the course assist the student in choosing the right languages for business, but it also familiarizes them with the real-life tasks in business environment; the students will be endowed with opportunities to practice what they have learnt in simulations, role-plays, presentations and other work designs. At the end of the course, the students should be able to learn a pool of essential vocabulary central to different business operations, to acquire the knowledge of contemporary, global issues that affect business sectors and to excel in the four macro skills of English within the context of business studies.

CM401-402: Communication Skills 4

This course improves students' oral and written communication skills through preparation and presentation of written and oral information. For the first semester, the themes range from types of communication, public speaking to networking. Students will be able to use this knowledge and skills to communicate effectively in the workplace in both oral and written forms and to establish and maintain a working relationship. In the second semester, the themes include Applying Communication Principles in the Workplace, Negotiation and Conflict Management, Working in Teams, and Job-seeking skills.

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ACADEMIC POLICIES AND DISCIPLINES

In accordance with standard university assessment procedures, each subject is assessed separately in each semester. Students are notified at the end of each semester whether they have satisfied the program requirements.

1. ASSESSMENT AND EXAMINATION

Students' academic performance is assessed by semester. In other words, a pass or good score in one semester cannot compensate for a fail or poor score in the other. Students are assessed in two ways:

- **On-going assessment (50%)** based on class tests, homework, assignments, oral presentations and class participation, and
- **Formal Examinations (50%)** taken by all students at the end of each semester.

2. PROMOTION

Students must fulfill all academic and attendance requirements in order to be promoted to the next year level.

In order to pass a subject, students have to achieve a score of **AT LEAST 50%**. This means that 50% is a borderline pass. Read the following policy carefully to avoid any possible problem.

- a) All students are eligible for all semester exams. However, if a student has failed the attendance of any subject, his or her exam score (no matter how high) will be considered invalid and s/he will have to repeat that subject automatically and will NOT be eligible for its supplementary exam (see the Attendance Regulations below). In this case, both the attendance and score columns will be marked 'FA' (Failing Attendance).
- b) If a student fails any subject in any semester, s/he will be allowed to sit for a supplementary examination for that semester provided that s/he has fulfilled the attendance requirements.
- c) If a student has failed **THREE** subjects or more in only one semester after taking supplementary exams, s/he will have to repeat all the subjects in that semester.
- d) If a student from any year level fails **THREE** subjects or more in both semesters, s/he is required to repeat all those subjects and will **NOT** be promoted to the next year level. In this case, students are free to retake all the subjects. However, students are allowed to repeat only **ONE** whole year for each year level.
- e) Under no circumstances can students take more than 6 years to complete the Bachelor's degree.

- f) Foundation Year students will not be promoted to year 2 if they fail even ONE single subject after taking the supplementary exam.
- g) For years 2 & 3, if a student fails fewer than **THREE** subjects after taking supplementary exams in a semester, s/he will have to repeat only those subjects and can still be promoted to year 3 and year 4 respectively.
- h) Year 3 students who repeat more than one subject in any year and have studied in the Department of English for five years will be promoted to year 4 and have to retake all those subjects. However, they will not be awarded a Bachelor's degree if they still fail even ONE single subject in any year.
- i) Year 1-3 semester 2 exams and supplementary exams cover only semester 2 contents, whereas year 4 final exams and supplementary exams, which are administered in semester 2, cover the contents of **BOTH** semesters with a much more focus on semester 2.

3. ELIGIBILITY FOR YEAR 4 PROGRAMS

Students can choose to take B.Ed (TEFL) Program or one of the B.A Programs.

To be eligible for B.Ed (TEFL) Program, students must have an average score of 60 in Semester 1, Year 3. Students who fail any subject in Year 2 or Year 3 are not allowed to take B.Ed (TEFL) Program.

To be eligible for B.Ed (TEFL) Program by Research, students must have an average score of 70 in Semester 1 and Semester 2, Year 3 with RM score of 70. Students who fail any subject in Year 2 or Year 3 are not allowed to take B.Ed (TEFL) Program.

To be eligible for B.A. Program in Translation and Interpreting, students must have an average score of 65 in Semester 1, Year 3.

Students cannot take two majors in their fourth year simultaneously. They may enroll in another B.Ed or BA one-year program **only after** they have received a Bachelor's Degree from the Department of English.

4. REWARDS

To enhance competitive spirit and learning quality, the department has unanimously adopted a student reward system in which students are rewarded on the basis of their overall academic performance, the Department's English Proficiency Test scores, and lecturers' evaluation of other qualities.

Awards of Excellence and gifts in-kind will be presented annually to the most outstanding students in each shift of the first three years during the Opening Ceremony/Orientation of each new academic year and to the most outstanding students in year 4 in their Graduation Ceremony.

Three most outstanding students in each shift of the first three years will be awarded. By contrast, ten most outstanding year 4 students from the B.Ed (TEFL) program, one from the BA (English for International Business) program, one from the BA (Translation and Interpreting) program, and five from the BA (English for Professional Communication) program will be awarded.

5. RULES OF CONDUCT FOR TESTS AND EXAMS

Throughout the Test or Examination period:

- Students must follow any instructions given by invigilators.

Before the Test or Examination:

- Enter the room quietly and sit at the place assigned by the invigilators at least five minutes before the test or examination starts.
- Do not talk once you have entered the test or examination room.
- Leave all personal belongings on the shelves/desks at the front or back of the room.
- Do not begin reading and writing until the invigilators indicate to do so.

During the Test or Examination:

- Do not cheat or attempt to cheat (see the Academic Penalties below.)
- Turn off your phone and put it away from you during the whole test/examination period.
- Do not talk to or communicate with your classmates by whatever means.
- Do not borrow pens, erasers or other stationery.
- Do not use correction pens or cover fluid. If you want to change your answers, just cross them out and write new ones.
- Write all your answers clearly in blue ink, not pencil.
- Raise your hand if you have a problem. An invigilator will come to your desk to help you.
- Do not leave the test/exam room throughout the whole exam period.
- You may use dictionaries only if course lecturers have specifically stated that they may be used for a particular section or part of a test or examination.
- If you have finished early, leave the room quietly after having carefully checked every item in your test or exam paper. Do not disturb others.

At the end of the Test or Examination:

- Stop writing immediately after the invigilator has said “pens down” or “stop writing”
- Remain silently seated whilst papers are being collected and checked.
- Leave the room when the invigilators indicate that everything is in order.

6. ACADEMIC PENALTIES

Cheating in all forms is a serious crime, and so is plagiarism (an act of stealing or copying another person’s idea or part of their work and pretending that it is your own). Penalties for a student’s act(s) of cheating or plagiarism are:

warning, mark deduction, invalidation of particular work (such as homework, assignments, tests and examinations), repetition of the subject(s) that student was found cheating or plagiarizing, or even repetition of the whole year. In the most serious cases, a student can be expelled from the department.

Please carefully read Penalties for Cheating (warning and mark deduction) in Tests and Exams below, which are strictly enforced with NO exception.

<u>Behavior</u>	<u>Action to be taken</u>
a. An attempt to cheat	Warning
b. First cheating	50%
c. Second cheating	100% (paper invalidated)

7. RESULT ANNOUNCEMENTS

All semester results shall be announced not later than **one** month after the exams are administered. And all supplementary exams shall be administered not later than **TWO** weeks after the semester results are released. Students who miss any supplementary exam during this period will not be allowed to take any supplementary exam if they take leave **NOT** permitted by the Department of English.

8. DISCIPLINE

To become a full-fledged intellectual and well-rounded citizen of a nation, one needs to be both well-educated and well-disciplined. It is, therefore, your obligation to avoid any misconduct or immoral acts below or you will face consequences and/or disciplinary action.

- a. Sexual harassment and other improper sexual behaviors, for example, kissing and hugging on the RUPP/IFL campus
- b. Cursing, vulgar or disrespectful words, immoral facial expressions and body language, especially those directed to lecturers
- c. Carrying guns and other weapons on the RUPP/IFL campus
- d. Wearing sexy, see-through, and skimpy clothes on the RUPP/IFL campus
- e. Wearing jeans or T-shirts on the RUPP/IFL campus
- f. Wearing flip-flops in classrooms
- g. Negative attitudes towards and malicious acts against others

ATTENDANCE REGULATIONS

Attendance is mandatory for all the subjects as it largely maintains the quality of all the programs in the Department of English. Therefore, observe the following attendance regulations carefully and comply with them strictly. Non-compliance with any of these regulations will result in the invalidation of leave forms and, more seriously, a Fail in attendance, which leads to a Fail in a subject.

1. Use the leave forms which are available at Room 03.
2. Your class patron or subject lecturers may **NOT** grant leave for more than **ONE** day. Leave of more than one day has to be requested from the Bachelor's Programs Coordinator in person or submit a leave form in Room E1.10.
3. Before you submit a request for leave for more than 1 day, make sure that you attach a valid supporting document; otherwise, the request will be rejected.
4. You need to produce two copies of one-day leave if the two sessions are taught by two different lecturers.
5. Reasons in phrases are not accepted. They must be written in full sentences in a formal way.
6. Class monitors are **NOT** allowed to write in the 'Official Use Only' box and/or grant leave to their classmates.
7. For one-day leave, the starting date and the ending date must be the same.
8. The period of leave should indicate the number of days or sessions, excluding public holidays and weekends.
9. Write a class code **NOT** a room number – for example, E1.1 **NOT** T101.
10. Write dates **NOT** days, for example, 12 December 2016 **NOT** Monday October.
11. You must write a leave form by yourself.
12. If you change the class during a semester, show your new class's lecturers your former class attendance records and academic scores (if any).
13. Absence on a test/exam without permitted leave will incur a score of zero (0) for that test/exam.
14. Only students absent from a test with permitted leave will be allowed to take a make-up test/exam.
15. Any student who is granted leave from any semester exam well before the exam takes place is qualified for its supplementary exam and for his or her actual exam score (not a borderline pass of 50%), but is not allowed to take any other additional exam.
16. A leave form submitted **LATER THAN TWO DAYS** after returning from leave is not accepted.

17. Leave for the maximum period of 6 weeks may be granted to fee-paying students and 4 weeks to scholarship students per semester for missions and other serious situations as proved by valid supporting documents. With this maximum leave period, the leave taker shall receive only a borderline pass in attendance in all the subjects. In these cases, one week leave incurs 5% deduction of attendance in each subject.
18. Once you apply for long leave, number of sessions absent with leave granted in class are no longer valid.
19. You are obliged to ask your lecturers whether you are about to exceed or have exceeded the absence limit before each exam period. If your lecturer has informed you that you have failed the attendance in his or her subject, there is no use taking the semester exam (although you can if you wish) because your score will be considered invalid.
20. If you fail the attendance of any subject in any semester, you will fail both the subject and its attendance. You will not be allowed to take its supplementary exam and you will have to repeat the subject.
21. There is no guarantee that the leave you request is accepted. They are granted on the merits of your reasons and supporting documents.
22. Notification after taking long leave without informing any relevant lecturer in advance is not accepted even if the leave form is submitted within two days after returning from leave.
23. **Three** 15-minute late attendances without permitted leave are equal to one absence.
24. Only evening students are allowed to request for 30-minute late permission. To apply for the late permission students must submit the request for late permission to the Bachelor's Programs Coordinator in person or submit a leave form in Room E1.10. The late permission is only applicable for one semester.

NUMBER OF ABSENCES ALLOWED

Scholarship Program (Foundation Year)

Subject	No. of sessions absent with leave granted	No. of sessions absent without leave granted	Attendance Percentage	Percentage deduction for each disallowed absence or excess absence
CE	8	4	80%	5%
KC WS	4	2	80%	10%
GAM IEK DEG ISK KG KRH	2	1	80%	20%

Fee-paying Program (Foundation Year)

Subject	No. of sessions absent with leave granted	No. of sessions absent without leave granted	Attendance Percentage	Percentage deduction for each disallowed absence or excess absence
CE	8	8	70%	4%
KC WS	4	4	70%	7.5%
ISK IEK KG KRH GAM DEG	2	2	70%	15%

Fee-paying Program (Years 2 & 3)

Subject	No. of sessions absent with leave granted	No. of sessions absent without leave granted	Attendance Percentage	Percentage deduction for each disallowed absence or excess absence
CE	8	8	70%	4%
WS RM GS LS	4	4	70% 70% 70%	7.5%

Scholarship Program (Years 2 & 3)

Subject	No. of sessions absent with leave granted	No. of sessions absent without leave granted	Attendance Percentage	Percentage deduction for each disallowed absence or excess absence
CE	8	4	80%	5%
WS RM GS LS	4	2	80%	10%

Fee-paying Program (Year 4)

Subject	No. of sessions absent with leave granted	No. of sessions absent without leave granted	Attendance Percentage	Percentage deduction for each disallowed absence or excess absence
TM401	8	8	70%	4%
AL401	6	6	70%	5%
FE401	6	6	70%	5%
TM402	5	5	70%	6%
AL402 FE402	4	4	70%	7.5%
IB(1) TI(1)	8	8	70%	4%
CM/AE IG/IB(2) IC/TI(2) RW/PW CT/IE	4	4	70%	7.5%

Scholarship Program (Year 4)

Subject	No. of sessions absent with leave granted	No. of sessions absent without leave granted	Attendance Percentage	Percentage deduction for each disallowed absence or excess absence
TM401	8	5	80%	4%
AL401	6	4	80%	5%
FE401	6	4	80%	5%
TM402	5	4	80%	5%
AL402 FE402	4	3	80%	7%

FINANCIAL POLICY

A. PAYMENT

The fee paid by year is **USD590** and the fee paid by semester is **USD295**. Fee payment should be made at the beginning of each academic year or at the beginning of each semester. If the payment is not made by the due date, there will be an extra charge of USD10.

Please note that classes are arranged according to the ‘first come, first served’ basis. This means that if you want to stay in your previous class or in a different class with your friends, you must register and pay together. In order not to harm our quality and image, there is a limit to the size of each class. If a class is over-sized, certain students will be moved to other small classes on this ‘first come, first served’ basis.

Semester 1:

Students are required to apply for their studies and pay their tuition fees for a new academic year by the closing dates specified by the institute so that classes and times they chose can be arranged in time.

Semester 2:

Students have to make their payments by the closing dates set by the institute, which is **NOT LATER THAN 10 DAYS** after the release of semester one results. If s/he fails to do so, s/he will have to pay a penalty of USD10 (ten).

B. FEES FOR SUBJECTS REPEATED

- 1) Fee-paying students who fail any subject and wish to attend their repeated classes again must pay at the following rates.
- 2) Scholarship students who fail one or more subjects in each semester and can attend those subjects at the shift/group assigned must pay USD40.00. However, scholarship students who fail one or more subjects in a semester but **cannot** take those subjects in the shift/group assigned must pay at the same rates as fee-paying students do.

SUBJECT	Per Semester	Per Year
Writing Skills 1	\$60	\$120
Introduction to Environment	\$30	N/A
Introduction to Sociology	\$30	N/A
Khmer Grammar	\$30	N/A
Khmer and Regional History	\$30	N/A
Demographic and Economic Geography	\$30	N/A
General and Applied Mathematics	\$30	N/A
Khmer Civilization	\$60	N/A
Core English 1, 2 & 3	\$120	\$240
Global Studies 2 & 3	\$60	\$120
Writing Skills 2 & 3	\$60	\$120
Literature Studies 2 & 3	\$60	\$120
Teaching Methodology	\$120	\$240
Applied Linguistics	\$90	\$180
Foundations of Education	\$90	\$180
Practicum	\$60	N/A
Communication Skills	\$60	\$120
Intercultural Communication Skills	\$60	N/A
Introductory Research Methods	\$60	\$120
English for International Business 1	\$120	\$240
English for International Business 2	\$60	\$120
Translation & Interpreting 1	\$120	\$240
Translation & Interpreting 2	\$60	\$120
Introduction to Globalization	\$60	N/A
Advanced English	\$60	\$120
Report Writing	\$60	N/A
Proposal Writing	\$60	N/A
Critical Thinking for Reading	\$60	N/A
Introduction to Ethics	\$60	N/A

- 3) If a student does not have time to retake repeated classes, they have to pay the following fees for examinations for each semester. But, this does not apply to those who failed attendance because they have to attend classes and pay the fees specified in (2).

SUBJECT	Semester 1	Semester 2
Writing Skills 1	\$15	\$15
Introduction to Environment	N/A	\$15
Introduction to Sociology	\$15	N/A
Khmer Grammar	\$15	N/A
Khmer and Regional History	\$15	N/A
Demographic and Economic Geography	\$15	N/A
General and Applied Mathematics	N/A	\$15
Khmer Civilization	N/A	\$15
Core English 1, 2 & 3	\$20	\$20
Global Studies	\$15	\$15
Writing Skills 2 & 3	\$15	\$15
Literature Studies 2 & 3	\$15	\$15
Introduction to Research Methods	\$15	\$15
Teaching Methodology	\$20	\$20
Applied Linguistics	\$15	\$15
Foundations of Education	\$15	\$15
Practicum	N/A	N/A
Communication Skills	\$15	\$15
Intercultural Communication Skills	N/A	\$15
Introduction to Globalization	\$15	N/A
Advanced English	\$15	\$15
Report Writing	N/A	\$15
Proposal Writing	\$15	N/A
Critical Thinking for Reading	\$15	N/A
Introduction to Ethics	N/A	\$15
English for International Business 1	\$20	\$20
Translation & Interpreting 1	\$20	\$20
English for International Business 2	\$15	\$15
Translation & Interpreting 2	\$15	\$15

FACILITIES AND RESOURCES

SELF-ACCESS CENTRE

One of the main objectives of all our programs is to promote students' independent learning. The Self-Access Centre (SAC), which is being expanded, is an excellent place to provide the opportunity for this. The SAC is open from 7:30 am to 7:30 pm on weekdays and from 7:30 am to 11:30 am on Saturdays. The SAC assists you to overcome your language and content area difficulties. You can spend your free time by reading books, magazines, periodicals and other reference materials. You can also have discussions with friends or sometimes with lecturers, listen to the radio or tapes, watch news or videos in English. The Teacher's Reference Library (TRL) is for lecturers' use only. And the MA section in the SAC is for MA students only.

DOE LEARNING SUPPORT UNIT

DOE Learning Support Unit consists of a group of lecturers, from Department of English, who dedicate their time to provide consultation services and assistance to students. Currently, this unit organizes workshops of various academic topics to help the students to maximize their learning. Moreover, this unit also offers mentor programs for students who have low academic performance.

INTERNET FACILITIES

Internet and word processing are available on the ground floor (behind room 03 with reasonable fees.

LANGUAGE LABORATORIES

Students and lecturers have access to a wide range of resources in our two Language Laboratories, which are funded by the Japanese government. These include video shows, slide and PowerPoint presentations, and listening-interpretation resources.

USING THE FACILITIES AND RESOURCES

All IFL buildings have been maintained in very good condition. It is, therefore, very important that everyone take pride in the institute so that it can be kept in its present condition. It is expected that everyone using it will have respect for the property and consideration for others by looking after the building and its facilities. The following points must be observed:

1. Toilets

Use the toilets which are assigned for your use. Certain toilets are reserved for staff and for female students only. Please show consideration for others by using the facilities properly and making sure that you leave the toilet clean for the next person.

2. Smoking

Smoking is not permitted anywhere inside the building.

3. Spitting

No spitting is allowed anywhere inside the building or on the terraces.

4. Eating

Students are not permitted to consume any food, even chewing gums, in classrooms. Food must be consumed in the canteen behind the main building of IFL (Building E).

5. Rubbish

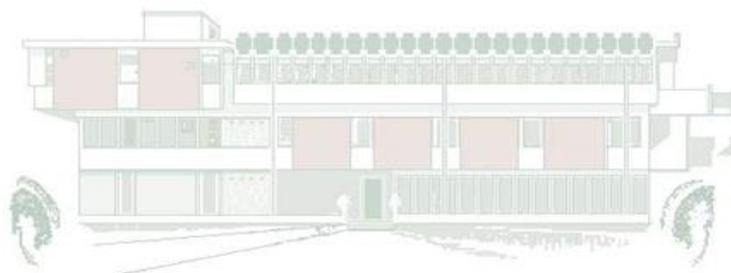
Always use the bins provided for rubbish. Please show responsibility and consideration for others by keeping all classrooms and common areas clean and tidy. To achieve this, you must use fewer tissues at the canteen and not write, draw or paint anything on classroom or toilet walls, chairs, and tables.

6. Parking

Students are not permitted to park under Building E or in front of Building G. These areas are reserved for staff only. Secure parking for motorbikes is available behind Building B; and parking for cars is available behind Building A, in front of Building B, and behind Building C. If you use any other areas for parking, no responsibility will be taken for your vehicle and motorcycle/bicycle loss or damage. Please observe all traffic rules and follow all signs on the campus.

7. Property damage

All furniture and facilities are now in good condition. Please treat them with care and respect. Students who cause damage to them will be asked to pay the cost of replacement or repair.



ASSIGNMENT GUIDELINES

As a student of the English Department, you will be required in all subjects to submit assignments at regular intervals throughout the course. Grades on these pieces of written or oral work will become part of your '**On going Assessment**' which will provide 50% of your final course marks. Therefore, it is extremely important that you be clear about what lecturers expect in assignments.

Assignment work is one of the most important aspects of your life as a university student. It is your chance to develop and show your own ideas and skills.

Reading and following the general guidelines on this page will enable you to plan and present your assignments well. In addition, you will need to note the requirements specific to each subject, task and lecturer.

ASSIGNMENT DOS AND DON'TS

Preparation of assignments

You should allow yourself at least one week to prepare for an assignment.

- Read the topic/question carefully and if uncertain ask your lecturer or fellow students for clarification.
- Note the particular requirements of the assignment especially genre, length and due date.
- Think and read about the topic well before you write, making notes as you read.
- Collect information and brief quotations by always noting book names and authors for use in your essay footnotes and bibliography.
- Reread your assignment and edit it carefully before making a final copy for submission.

Presentation of Assignments

Neat, clear assignments are expected from all students.

- Always write or type clearly and legibly in black or blue.
- If you write by hand, use line notebook paper with straight edge. Always leave margins on both sides free for comments by lecturers.
- Complete, check and hand in your assignment by or on the due date.

Grading of Assignments

All major assignments will receive a score or grade.

- Each lecturer might have his or her own style of marking but all lecturers will give you a numerical mark. Care will be taken to maintain consistency of marking and weighting of assignments in any one subject across a year level.
- Class participation, assignment and test marks will form the basis of the mid semester feedback given on your progress as well as of the final 'on going assessment'.
- Marking penalties will apply if you do not hand in an assignment on time unless illness or other emergencies occur. In those cases, you must bring a note of explanation to your lecturer.

CLUBS AND EXTRA CURRICULAR ACTIVITIES

It is quite common knowledge that to become well-rounded and useful citizens of a nation, particularly a developing one, and to release stress, school and university students should participate in extra-curricular activities and social events such as New Year celebrations, Fun-Raising Event, Clean-Up Day, charity trips, community service, and sports. The following clubs and programs were established or are being established to achieve this goal.

IFL DEBATE CLUB

Recognizing the need for students to develop strong English communication skills in order to compete in the regional and international arenas, the English Department founded the Debate Club in February 2001 with the aim of developing skills in education, business, communication and networking, through participation in ASEAN events, such as the ASEAN Varsity's Debate, the All Asians' Debate, the Austral-Asian Intervarsity Debate Championship, and AUN Young Speakers Contest.

The club's members can improve their English language competence, general knowledge about ASEAN nations and the rest of the world, and their reasoning, analytical and critical thinking skills. They exchange ideas and experiences with one another and develop confidence in public speaking, particularly expressing and defending ideas before large audiences.

The club organizes two main events—Open Debate Forum and Debate Challenge. Open Debate Forum is organized to allow the club's members to show their debate skills to the public. Debate Challenge is a debate competition specifically for non-debate members.



www.facebook.com/ifl.debate.club

IFL DANCE CLUB

IFL Dance Club, which has been in existence for seven years, aims to provide students at IFL to learn and preserve traditional Khmer dance and music and to socialize with their fellow students across different year levels.

The Club's activities take place every Saturday morning from 8:00 to 11:00. Prior to 2006, the Club normally conducted a dance class in which participants learned Khmer popular dance. In 2006-2007 academic year, however, three distinctive classes were introduced: music (flute), Flag Dance, and Ploy. These three classes were run mainly to prepare students for their performance during the 2006-2007 Khmer Culture Day and New Year celebration and the 5th ASEAN Youth Cultural Forum in August, 2007.

The Club has instructors from the Royal University of Fine Art and the Royal University of Phnom Penh.

DEPARTMENT OF ENGLISH FOOTBALL CLUB

In its existence for more than half a decade, this football club has always participated in the annual RUPP Football Cup. It has won the Cup three times, won 2nd place once, 3rd place twice, and 4th place once. In spite of this victory, this club is not mainly about competition and winning; it is intended to maintain and improve its members' health and instill the spirit of friendship and sports that there are always winners and non-winners and that if one loses this time and wishes to win next time, one needs to put more effort.

Besides participating in the university's tournament, the club's members also play football and have friendly matches on campus almost every Sunday for both health and fun. Some 10 lecturers from the department frequently participate in this weekend activity.

IFL'S KHMER NEW YEAR CELEBRATION

Patriotism, joy, pride, preservation and lasting memories are all generated in this one-day event of the year, which showcases some of the best artistic, academic and cultural performances of students and lecturers from all the departments of IFL. Students never want to miss this event as it marks the celebration of the Khmer New Year, the summer break, and a strong unity within the IFL community.

FUND-RAISING EVENT

Initiated by the 2009-2010 IFL's Organizing Committee, this event extends IFL's lead in both academic and non-academic endeavors. Added to IFL's wide array of extra-curricular activities, the annual Fund-Raising Event unites IFL and non-IFL participants in efforts to raise funds to help the poor and needy. It provides opportunities for students, parents, educators, and even employers to give back to society through financial and material contributions. Funds raised by the event are used for charity trips to orphanages outside Phnom Penh.

IFL'S CLEAN-UP DAY

IFL loves "green" and it gets greener each time it holds the annual Clean-Up Day. Promoting environmental awareness and actions, this event attracts hundreds of attendees who are enthusiastic in restoring a better balance and sustainability to our environment.

DEPARTMENT OF ENGLISH'S JOB FAIR

The latest addition to the IFL's event calendar, Department of English's Job Fair was first organized in 2010, attracting over 300 3rd and 4th year students and more than ten leading private and public institutions/businesses. The Fair aims to provide opportunities for students, who are soon to graduate, to meet in person representatives from their potential workplaces. Presentations, Discussions, and Booth visits for job-searching tips as well as available job vacancies are the main activities during the fair.

DEPARTMENT OF ENGLISH'S MANAGEMENT TEAM

FORMER HEADS OF DEPARTMENT OF ENGLISH

1996 – 2002	Ms. Suos Man
2002 – 2004	Ms. Chan Sokluong
2004 – 2009	Mr. Roth Hok

DEPARTMENT OF ENGLISH'S MANAGEMENT

The number in parentheses indicates the year the Management or Faculty member began their teaching in the Department of English, RUPP

1. **Mr. Tith Mab (1995)** **Head of Department** (2009 – Present)
Higher Grad Dip (Higher Education Management), Chulalongkorn University Thailand 2002; MEd (Teaching Studies), University of Sydney, Australia 1999; B.Ed (TEFL) RUPP 1995
2. **Mr. Om Soryong (1993)** **Deputy Head of Department**
MSc (Instructional Design) Southern Illinois University, USA 2002; Grad Dip (TESOL), University of Canberra, Australia 1995; B.Ed (TEFL), RUPP 1993
3. **Dr. Keuk Chan Narith (1998)** **MA Program and Research Coordinator**
PhD in Linguistics, Macquarie University, Australia 2015; MA (Language and Literature), Ateneo de Manila University Philippines, 2006; Grad. Dip. in Applied Linguistics, RELC, Singapore; B.Ed (TEFL) RUPP 1998; BSc (Chemistry) RUPP, 1995
4. **Mr. Ros Vutha (2010)** **Bachelor's Programs Coordinator**
MEd (Higher Education), The University of Hong Kong, Hong Kong 2014; B.Ed (TEFL), RUPP 2010

FULL-TIME LECTURERS:

1. Dr. Bounchan Suksiri (1995) PhD in Linguistics, Macquarie Uni., Australia 2013; B.Ed (Primary) Macquarie Uni., Australia 2008; MA (Education), Macquarie Uni., Australia 1998; B.Ed(TEFL), RUPP 1995
2. Mr. Chan Sophal (1998) M.Ed (Educational Psychology), University of Hawaii, USA 2004; B.Ed (TEFL), RUPP 1998
3. Mr. Chau Samphas (1999) MA (TESOL), University of Illinois at Urbana Champaign, USA 2006; B.Ed (TEFL), RUPP 1999
4. Ms. Chey Sotharoth (2014) B.Ed (TEFL), RUPP 2014; BA (Finance and Banking), EFI 2014
5. Ms. Heng Puthchanroth (2011) MA (TEFL), RUPP 2013; B.Ed (TEFL), RUPP 2011
6. Mr. Hy Soksan (2013) MA (TESOL), RUPP 2013; B.Ed(TEFL), RUPP 2008

7. Ms. In Mayan (2007) MA (Policy Economics), William College, USA 2009; B.Ed (TEFL), RUPP 2007
8. Dr. In Vichea(2003) PhD in Literacy, Culture and Language Education, Indiana University Bloomington, USA 2012; B.Ed (TEFL), RUPP 2003
9. Mr. Keo Onn (2001) MEd (School Education), Tokyo Gakugei University, Japan 2006; Grad Dip in Applied Linguistics, RELC, Singapore 2000; B.Ed (TEFL), RUPP 1997
10. Mr. Khan Chandy (2003) MEd (Curriculum and Instructional Design), Simon Fraser University, Canada 2008; B.Ed (TEFL), RUPP 2003
11. Mr. Ky Sokheng (2009) MBA, AEU 2011; B.Ed (TEFL), RUPP 2006
12. Mr. Lim Chantha (2012) MBA, NUM 2009; B.Ed (TEFL), RUPP 2005
13. Ms. Monh Sarina (2005) MA (Educational Administration), Hiroshima Uni., Japan 2010; B.Ed (TEFL), RUPP 2005; BSc (Computer Science and Engineering), RUPP 2004
14. Ms. Mam Julina (2015) B.Ed (TEFL), RUPP 2015
15. Mr. Mom Pheng (2015) MEd, Victoria University of Wellington, New Zealand 2012, B.Ed (TEFL), RUPP 2005
16. Ms. Norng Lina (1999) MEd (Leadership and Management), Flinders University, Australia 2007; B.Ed (TEFL) RUPP 1999
17. Mr. Pak Vicheth (2008) Master of Education, HKU, Hong Kong 2012; B.Ed (TEFL), RUPP 2008
18. Mr. Pang Samanh (2012) M.Ed (Educational Leadership), Charles Darwin University, Australia 2014; MA (TESOL), RUPP 2012; BA (English Literature), Asia-pacific International University, Thailand 2004
19. Ms. Pauv Ampor (1995) MA (High School Education), Toyko Gakugei Uni., Japan 2001; B.Ed (TEFL), RUPP 1995
20. Mr. Phok Buntheoun (2006) MA, TESOL, Uni of Canberra, Australia 2014; BEd (TEFL), RUPP 2006; BBA (MIS), NUM 2005
21. Ms. Ping Songsouzana (2012) MA (English Language Teaching), University of Warwick, United Kingdom 2016; B.Ed (TEFL), RUPP 2012
22. Mr. Pouy Kheang (1998) Master of Laws (LLM), University of Ghent, Belgium 2004; MA (Governance) University of Antwerp, Belgium 2003; Bachelor of Laws (LLB), Royal University of Law and Economics 2001; B.Ed (TEFL), RUPP 1998
23. Mr. Prak Lungdy (2013) MA (TESOL), RUPP 2013; B.Ed (TEFL), RUPP 2011
24. Mr. Roger Nault (2008) MA (Development Studies), RUPP 2010; BBA Honors, Wilfrid Laurier University, Canada 1987
25. Ms. Ros Sokunmollika (2010) MSc (International Hospitality Management and Leadership, Singapore 2014; MA (Education and Communication, UK 2013; MA (TESOL), RUPP 2012; BEd (TEFL), RUPP 2009
26. Ms. Saint Metrey (1999) MEd (Leadership and Management), Flinders Uni., Australia 2008; B.Ed (TEFL), RUPP 1999
27. Dr. Sam Chanphirun (2006) PhD in Educational Development, Free University Amsterdam, the Netherlands 2016; MA in Educational Administration, Hiroshima University, Japan 2010; B.Ed (TEFL), RUPP 2004
28. Mr. Samleng Phearun (2014) BA (International Relations), UC 2014; B.Ed (TEFL), RUPP 2013
29. Ms. San Sotheary (1997) MEd (School Education), Tokyo Gakugei University, Japan 2003; B.Ed (TEFL), RUPP 1997

30. Ms. Sman Norany (2002) MEd (Curriculum and Instruction), Simon Fraser University, Canada 2008; Grad Dip (Applied Linguistics), RELC, Singapore 2004; B.Ed (TEFL), RUPP 2002
31. Ms. Sok Chanthou (2006) MA (Development Studies), RUPP 2010; B.Ed (TEFL), RUPP 2006
32. Mr. Sok Phoumy (2009) M.Ed (Educational Administration), University of Hawaii, USA 2014; B.Ed (TEFL), RUPP 2009
33. Mr. Song Bunmean (2008) MA (TESOL), RUPP 2009; B.Ed (TEFL), RUPP 2006
34. Mr. Song Panha (2015) B.Ed (TEFL), RUPP 2015
35. Mr. Sophal Pheareak (2008) MA (Management), National University of Management 2014; B.Ed (TEFL), RUPP 2008
36. Mr. Sou Savat (1998) MEd (Curriculum and Instruction), Simon Fraser University, Canada 2008; Grad Dip (Applied Linguistics), RELC, Singapore 2002; B.Ed (TEFL), RUPP 1998
37. Mr. Sum Sovanpanha (2010) B.Ed (TEFL), RUPP 2010
38. Ms. Taing Sok Kong (2010) MA (Comparative and International Development Education), United States 2016, B. Ed (TEFL), RUPP 2010
39. Mr. Thou Narong (2010) MEd (Educational Administration), UC 2006, B.Ed (TEFL), RUPP 2003
40. Mr. Thon Vithou (2004) Master of Education Studies, Uni of Canberra, Australia 2015; BEd (TEFL), RUPP 2004
41. Ms. Veng Mollika (2014) B.Ed (TEFL), RUPP 2014
42. Mr. Vutha Cedy (2015) M.Ed, RUPP 2016; B.Ed (TEFL), RUPP 2010

PART-TIME LECTURERS:

43. Dr. Bounchan Sumana (2001) PhD of Education, University of Newcastle, Australia 2014; MS (Student Affairs), Texas A&M University, USA 2007; B.Ed (TEFL), RUPP 2001
44. Mr. Chap Vikrant (2014) B.Ed (TEFL), RUPP 2014
45. Ms. Chenda Soviphea (2014) MA in TESOL, IFL 2015; B.Ed, RUPP 2012
46. Mr. Chuop Mithona (2012) MSc. (Management), Vrije Universiteit Brussel, Belgium 2016; B.Ed (TEFL), RUPP 2012
47. Mr. Heng Vileak MEd (TESOL), Charles Darwin University (CDU), Australia 2013; MEd (Educational Administration and Leadership) ,RUPP 2012; B.Ed (TEFL), RUPP 2008; BA (Tourism Management) from RUPP 2007
48. Mr. Kan Pengsong MA (TESOL), RUPP 2012; B.Ed (TEFL), RUPP 2010
49. Mr. Khan Chenda (2005) Master in Public Policy, NUS, Singapore 2011; B.Ed (TEFL), RUPP 2005; BA (Media Management), RUPP, 2006
50. Mr. Lim Lady (2013) MA in TESOL, RUPP 2015; B.Ed (TEFL), RUPP 2006
51. Mr. Mienh Bunnaroth MA (TESOL), RUPP 2012; B.Ed (TEFL), RUPP 2008
52. Mr. Ouk Vibol (2003) MEd (Curriculum and Instruction), Simon Fraser University, Canada 2008; B.Ed (TEFL), RUPP 2003
53. Mr. Seng Sangha (2009) MSc (Literacy Education/ESL and Bilingual Education), Northern Illinois University, USA 2009; Graduate Certificate of Public Management, Northern Illinois University, USA, 2009; B.Ed (TEFL), RUPP 2007
54. Mr. Soeung Samnang (2008) MA (TESOL), RUPP 2012; B.Ed (TEFL), RUPP 2008; BSc (Computer Science), RUPP 2008
55. Dr. Sok Soth (2001) Ph.D in Education, Victoria University, Australia 2014;

56. Mr. Srey Sokhdara (2012) M.A in TEFL De La Salle University, the Philippines (2005), BEd (TEFL), RUPP, 2000
MSc (Maritime Affairs), World Maritime University, Sweden 2016; MA (TESOL), RUPP 2013, B.Ed (TEFL), RUPP 2011
57. Mr. Tep Sothearith (2008) MA (English Language and Literature Teaching), Ateneo De Manila University, Philippines 2008; B.Ed (TEFL), RUPP 2005; BSc (Biology), RUPP 2002
58. Dr. Theam Rottanak (2001) PhD (Public Administration), The University of Sydney, Australia 2015; MBA (Finance, Management), The University of Akron, Ohio, USA 2004; BBA (Management), National University of Management 2001; B.Ed (TEFL), RUPP 2001
59. Ms. Thon Vimealea (2003) MA (Development Economics), Williams College, USA 2005
60. Mr. Vong Chorvy (1998) MA (TESOL), University of Technology, Sydney, Australia 2003; B.Ed (TEFL), RUPP 1998
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