

Original Research Article

Action Research on Use of bilingualism (English & Dzongkha) as medium of Educational Instruction for teaching Social Studies in Grade Six Students.

ABSTRACT

The Ministry of Education has initiated for intersection of Geography and History curricula as Social Studies in lower classes for providing opportunities to explore students' prior learning with historical and geographical content designed to support in acquisition goals of learning History and Geography as segregated subjects in higher classes. Such integration of subject is deemed as socio-cultural, geographical and historical knowledge are gathered and accumulated from home and community settings.

Therefore, to instill concepts and facts in the children at early stage, bilingual educational instruction has felt very necessary for primary students so that they can grasp the essential and core concept of subjects to determine for enhancing their cultural and historical facts. This miniature action research evaluated the outcomes of using bilingual educational instruction for imparting knowledge of social studies contents. The targeted population for this action research was grade VI children studying in Dangchu Primary School under Wangduephodrang Dzongkhag.

This study explored benefits of using bilingual educational instruction for teaching by adopting National Language (Dzongkha) for explaining and discussion for clarifying details. The Scaffolding and Trans-language were applied during the social studies periods and positive results were recorded after the intervention and benefits were observed on the overall academic performance, class participation and conceptual clarity of the experimental group who were taught in bilingualism. Conclusively, bilingual educational instructions proved to be aided that supported learning.

Key words: Dzongkha; English; educational Instruction; Medium; National language; academic

1. INTRODUCTION

Language is the base of communication and it is the medium of instructions for disseminating knowledge, information and content. Whatever discipline, subject and content may be, it required instructional language for the delivery. The education system of our country demands English as medium of instruction based on the materials such as text books, supplementary readers and etc were prescribed in English except Dzongkha subject (National Language).

This has always been a major challenge for the educators, weak conversational skills hinder the academic performance of learners because they face difficulties in learning with foreign language. First is to understand English as an instructional language and second is to further comprehend the contents. Specifically, the education of an individual is measured broadly with the yardstick of language acquisition and ones' ability to communicate in English. Menken and Solorza (2014), in their research, argued over the implementation of education reforms in foreign languages and reported that Education reforms whether it was Education for All or No Child left behind, all turned out to be language implementation policies and became invasive programs in the USA. Due to the state compulsion, when these were implemented, state schools turned their bilingual teaching programs into English language instructional plans. This in turn demotivated the bilingual learners. Moreover, NCLB was implemented with English instructional approach where bilinguals were completely ignored as the schools discontinued their bilingual teaching methods in the name of implementing NCLB. Short, Fidelman and Loguit (2012) recorded persistent under achievement as a result of executing these reforms under the passed legislation. Many previous researches have reported that student's self-efficacy about their competencies has an impact on their motivational level for learning. Students with low self-efficacy experience difficulty in comprehending and understanding.

On the other hand, those who think of themselves as more efficacious perform better. Schunk (1991) reported in his research how higher sense of efficacy leads students to perform those activities which resulted in extensive learning. Their belief in themselves, that they could learn, enhanced their competencies in learning material, moreover, resulted in an increase in efficacy and motivation. In present times teaching has become much more challenging due to the heterogeneous classrooms particularly during the subjects in which explanation, discussion and participation requires English proficiency. The understanding of subject content will be enhanced

if teachers use bilingual of teaching social studies in the classroom. To authenticate the aims of improving social studies content, this action research is carried out.

1.1. Objectives of Study

- a) To understand the quality of learning social studies by grade six children.
- b) To analyze the reasons that hinders learning of social studies by grade six children.
- c) To study the effectiveness of using bi-lingual instruction to improve quality of learning social Studies of the grade six children.

1.2 Action Research Questions

How can I improve teaching social studies in class VI?

- a) Are bi-lingual instruction results good performance in social studies?
- b) Why does social studies subject require bi-lingual instructions?
- c) What are common learning difficulties faced by the grade six children in social studies?

2. RECONNAISSANCE

Grundy (1995) has pointed out that reconnaissance often

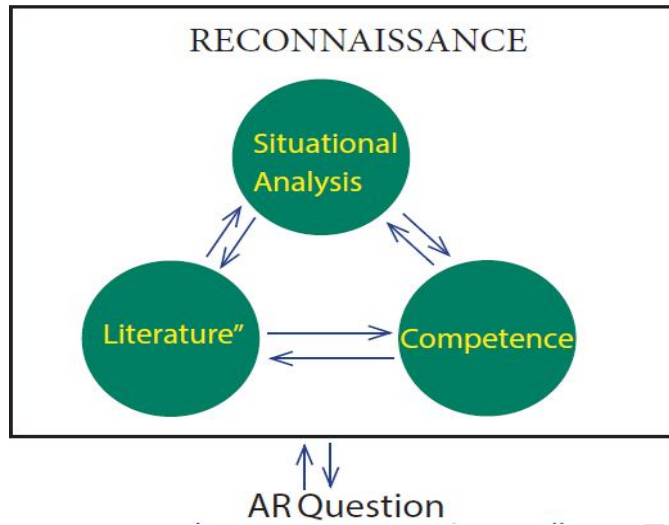


Image 1 : **RECONNAISSANCE**

consists in going backwards and forwards for a while between reflections and collecting evidence (p13). Moreover, Maxwell (2003) explained that reconnaissance consists of three parts such as situational analysis that analyze the situation in terms of a range of factors such as resources and practices; competences that describes the profile and competences of researcher; and Literature review that links with the previous work in this field and their findings. “Reconnaissance is preliminary information gathering. It consists of analysing the situation in which the problem is identified, competence of the teacher researcher and participants, and relevant literature to produce research questions that will lead to improvement. All the three components are interconnected to clarify, review and strengthen the formulation of AR questions. The three components are usually completed over the same period of time.” (Royal Education Council) These three components of reconnaissance are discussed below.

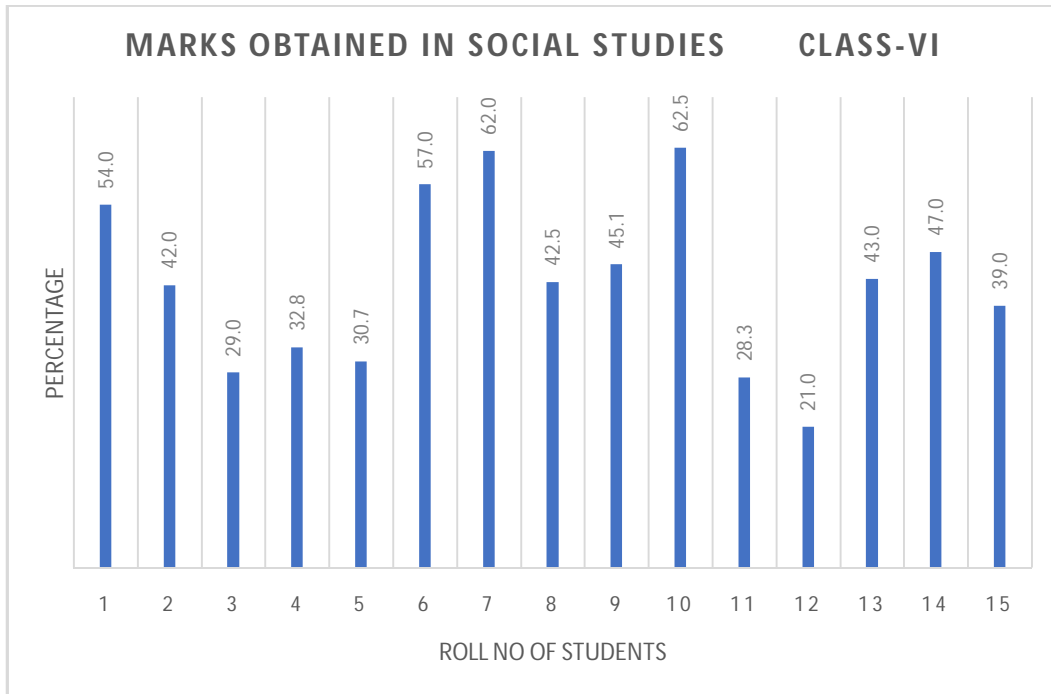
2.1 Situational Analysis

The researcher felt that Dangchu Primary School which is located in the western part of the country under Wangduephodrang District would be the best school to carry out research since students are acquainted with Dzongkha language. The school provides education to from Pre-Primary till sixth grade students, following the national prescribed curriculum. The performance in social studies of learners, especially in upper primary in Dangchu Primary School are found declining and it has become questionable towards students' academic achievement in social studies subject. Growing number of students with poor perception of values and moral incorporate in subject has become concern against the goal of providing quality of education. The nature of subjects in the education system are maximum used English as Medium of Instruction (Mathematics, Science, Social Studies) wherein that requires sufficient proficiency to capture true of subject for better performance in academic.

As per the Academic Learning Scorecard (ALS) of the grade six in the annual Examination 2021 in Social studies indicates that the average score in written exam is 42.4% and the ALS target set by the school for the academic year 2021 was 58% and target was not achieved. Was it failed from Teacher or students? If action research is not carried out by this time, the students of class in 2022 will land up in similar situation as ALS target is remained same (58%). Students were found difficulty in understanding medium of instruction since the school is located in semi-remote of the country wherein less exposure to Second language (English). The existing norms and curriculum policies in the school articulates social studies must be taught in English as medium instruction. The diagram below shows ALS for grade VI in 2021. This diagram determines that the grade VI students are lagging behind in social studies performance.

Diagram 1(from the result analysis of annual exam, 2021)

Figure 1 Reconnaissance (Maxwell, 2003, p9)



Thus, the study is focused on the analyzing students' improvement in learning social studies through experiences in teaching learning system of students and teachers. To explore deeper in the system to find reasons behind students poor performing, this action research will communicate the areas need to be improved.

2.2 Competence

Almost two decades in teaching services and a school leader made the researchers aware of the education curriculum and standards that the children should be competent. I gained skills to carry out certain research during master degree program whereby program contains both action research and conventional research module. Similarly, various universities and ministry of Education have conducted training and workshop on action research for all the teachers across the country wherein I was one of the participants as well. I am novice to the classroom action research but I do have basic skills and knowledge to carry out study and analyze the problems to enhance students learning atmosphere.

After analyzing the exam paper of 2021 and present performance of the students, the researcher found that there is a need to study on why students are lacking performance in social studies. The genuine interventions are required to uplift and improve performance of the students

at early stage. Therefore, the researcher wanted to find certain way forward to enhance and improve teaching strategy of the researcher ultimately performance of the students will lifted.

2.2 Literature Review

2.3.1. Bilingualism instruction.

It is significant to understand how bilingualism is currently viewed and its relationship to a medium of Educational instruction. Research in the 20th century indicates that, on the one hand, speaking in more than one language confuses the learner (Baker & Wright, 2017) while on the other, students speaking and studying in more than one language are 'smarter', have more developed cognitive skills, and can better process information from the environment and thus show more of an ability for learning than that of monolinguals (Bartolottie & Marian, 2012; Bhattacharjee, 2012; Baker & Wright, 2017; Dooly, 2007). Spolsky (1978) had proposed a theory and model for bilingual educational instruction but at the same time highlighted its complexity and its dependency on certain factors and situations. However, the designed curriculum and language used demands English to be used as medium of Educational Instruction for teaching Social Studies. Putting the non-linguistic factors aside, the world, and especially in Lebanon, has become even more bilingual and multilingual as people and students travel, and emigrate to seek better opportunities. It is not surprising that many researchers support a bilingual educational instruction. Golash Boza (2013) argues that a bilingual educational instruction has advantages over a monolingual educational instruction, and its advantages, especially for grasping and comprehending core content of subjects, are far reaching in helping those limited in English to complete a university.

2.3.2. Policy on Bilingual Education:

To what degree bilingualism as the medium of instruction is effective has not been without debate. Recently, some studies have cautioned the fast-growing introduction of English as the medium of instruction (EMI) at all levels of education and in many countries worldwide (see Dearden, 2016). These studies point out that governmental language policies that 'impose' EMI seem to be 'eradicating' the national language and/or the minority languages and in turn the heritages and cultures of the country concerned. English as a lingua franca indirectly is challenging national languages as it quickly spreads as the global language for communication, markets and education worldwide. Thus, bilingual education felt necessary to promote national language and better cognitive development. Recently, however, Dearden

(2016 among others) noted that in a study carried out on 55 Western and Eastern countries that, although students and instructors favored English Medium of Instruction (EMI), more prevalent in private institutions though, they would prefer having the national language along with English and thus bilingual education.

In countries with significant indigenous populations, including the United States for example, assimilation into the dominant language has been strategically achieved through a process of deculturation where the use of indigenous languages was suppressed (Spring 2012). Only gradually have the linguistic human rights of indigenous peoples been recognized by the United Nations (UN) through various declarations (Spring 2000). More rarely are these rights recognized and acted on by the UN's member states (Arias and Wiley forthcoming). Although the use of "mother tongue" education for initial or primary literacy instruction has become endorsed and used in bilingual education programs, often, the ultimate goal of these "transitional" programs is to promote instruction in dominant or national languages. The use of mother tongue education is only an accommodation. Thus, even though bilingual education is available in many countries, it remains controversial largely for political reasons, particularly for minoritized, politically subordinated populations. Often the educational goals for such programs have involved varying degrees of voluntary, or even coercive, assimilation (Spring 2008).

Wiley (2013) identified several language policy orientations which influence the selection of languages in schools. By viewing language policies in terms of the desired outcome – promotion, tolerance, restriction, or repression – we can anticipate the type of support there will be for student bilingualism and teacher preparation for language minority students. Restrictive- and repressive-oriented language policies both perceive minority languages as a problem. They differ by degree. Repressive language policy orientations were exemplified in the Bureau of Indian Affairs (BIA) schools in the United States which sanctioned the use of indigenous languages and fostered linguistic assimilation (Wiley 2007). Restrictive language policies do not seek to eliminate the language, but they set sanctions on the use of minority language. Tolerant language policies are neutral with regard to minority language use, neither restricting nor supporting it. Promotion-oriented language policies, in theory, view language as a resource and provide financial and legislative support for development of either minority or dominant languages. In practice, however, it is often only the dominant language that is

promoted. Minority languages are more likely to be used for “expediency” as in transitional bilingual programs that use a minority language as a temporary means of moving students to the dominant language.

There are several insights into bi/multilingual education in postcolonial contexts which can be drawn from this vignette. First, the fact that more than half a century after Kenya’s independence, Kimbeere teaching and learning materials have not been developed is a microcosm of “mother tongue education quandary” (Mwaniki 2014, p. 1) in postcolonial contexts in which “planning tends to be equated with policy-making alone, while implementation tends to be treated with lack of serious concern or even downright levity” (Bamgbose 1999, p. 18). This approach also entails “‘implementation avoidance strategy’ which consists of policy-makers formulating a policy, which they have no intention of implementing (or know they cannot be implemented), building into the policy escape clauses, and leaving implementation strategies unspecified as to modalities, time frame, and measures to ensure compliance” (Bamgbose 1999, p. 19). Second, the assumption that colonial languages adopted as languages of teaching and learning in much of the postcolonial world are the only hindrance to the actualization of bi/multilingual education does not always hold true. Dominant indigenous languages are worthy accomplices in subverting the implementation of bi/multilingual education for minority children; often riding on the power of the governing elite (and their networks in academia/ research) to determine what code constitutes a language/dialect and thus a mother tongue worthy of being included in the curriculum and in effect worthy of being resourced from the national fiscus. A third insight from this vignette would entail an invitation to critically question the complicity of postcolonial elites, especially from dominant political and ethnolinguistic groups, in pursuing educational policies that are inimical to the educational needs of ethnolinguistic minority children as part of colonialism’s aftereffects. The “policy” that keeps Kikuyu teaching and learning materials in Mbeere schools more than 50 years after Kenya’s independence is a material and discursive legacy of postcolonial indigenous domination of minorities. A last insight, but not any less important, relates to how teachers and learners negotiate the problematic learning situation created by the lack of Kimbeere teaching and learning materials. In line with research literature on bilingualism and bilingual education, the concept of “diglossia without bilingualism” (Fishman 1972, 1980; Baker 2011) could be used to

explain how teachers and learners negotiate this problematic situation. However, because the use of Kikuyu learning materials is restricted to mother tongue classes, and not other subjects or other interactions outside the classroom, the most apt description would be “restricted diglossia 10 M. Mwaniki et al. without bilingualism,” a description that would explain why there is no noticeable Kimbeere-Kikuyu bilingualism or language shift to Kikuyu. In this complex setting, in which teachers are seemingly left to their own devices, the implementation and actualization of a semblance to bilingual education rests almost entirely on the ingenuity/circumspection of teachers in implementing official policy. This in itself is a matter for further research.

2.3.3. Technology based Teaching and Students Learning:

The importance of Information and Communication Technology (ICT) was given priority during the post-second world war by the developed countries to increase the efficiency level as well as to give flexible production system (Garrey, 1997 as cited in Büyükbaykal, 2015). Since then, the use of ICT has become popular in many developed countries, particularly in development of knowledge based economies (Kong & Li, 2009) through advancement of knowledge based societies which was possible through quality education system. Education plays a vital role in building knowledgeable society and ICT plays a significant role as it has ability to enhance the quality of learning process and development of both teachers and students in education for more than a century (Passey, 2006; Wang, 2008). Wager (1992), in his seminal work on which much future research in the field has been based, defined educational technology as the process of crafting successful instruction by incorporating computer technology and media. The use of technology based teaching approaches, such as video clips and PowerPoint presentation slides have been positively welcomed in every field of study. Thus, the use of technology for educational and instructional purposes is very important to students as they can do extremely well in learning in any educational context (Christen, 2009). Nevertheless, these tools have great potential to increase learners’ satisfaction, retention and understanding concepts and theories (Choi & Johnson, 2005; Koong & Wu, 2011). So, the use of technology as a tool for enhancing learning has been widely accepted in many countries. For instance, it has been known for many years that technology based teaching approaches could increase and improve students’ learning achievements (Christmann & Badgett, 2000; Courduff, 2011). They help to develop positive

attitudes towards the subject they learn (Behroozian & Sadeghoghli, 2017), because technology based instruction positively impacts cognitive, psychological and knowledge learning Shanlax International Journal of Education 108 <http://www.shanlaxjournals.com> (Harris, Al-Bataineh & Adel Al-Bataineh, 2016; Loes & Saichaie, 2016). In addition, it has been suggested that students' improved performance may be due to the interactive learning environment resulting from the use of technology (Barak, 2006).

Generation of teachers to effectively use the new learning tools in their teaching practices. For many teacher education programmes, this daunting task requires the acquisition of new resources, expertise and careful planning. In approaching this task it is helpful to understand:

- The impact of technology on global society and the implications for education.
- The extensive knowledge that has been generated about how people learn and what this means for creating more effective and engaging student-centred learning environments.
- The stages of teacher development and the levels of adoption of ICTs by teachers.
- The critical importance of context, culture, leadership and vision, lifelong learning, and the change process in planning for the integration of technology into teacher education.
- The ICT competencies required of teachers related to content, pedagogy, technical issues, social issues, collaboration, and networking.
- The importance of developing standards to guide implementation of ICTs in teacher education.
- The essential conditions for successful integration of ICTs into teacher education.
- Important strategies to consider in planning for the infusion of ICTs in teacher education and managing the change process. The document provides a framework for ICTs in teacher education and describes the essential conditions that must be met for successful technology integration. It offers case studies illustrating the variety of approaches that may be used in integrating ICTs into teacher education and provides guidelines for the development of a high quality strategic technology plan.

Lastly, it discusses the importance of planning and managing the change process and building a broad base of support among all stakeholders to achieve the goals of integrating ICTs into the teacher education programme. It is in this work that this study is located. It will seek to explore the impact of implementing technology based teaching approaches in 6th grade social studies learners in Bhutanese classroom settings.

3. Sampling:

Only one section comprising of 14 students of grade six were selected for sampling my study. The focus sampling is used for the purpose of study and to get authentic result. The participants' age ranges from 10 years to 13 years old. All selected participants are used for experimenting on analyzing the academic performance in social studies and to provide necessary interventions for improvement. The most of the children came from uneducated family and few from working class family. Therefore, the mixed family backgrounds often hindered understanding of the local word meaning translated in English where essence of concept is lost. The selected group of sections are of 'mixed ability grouping'.

4. TIME FRAME

This study was carried out from first week of May, 2022 to last week of last week of July, 2022. It was designed based on the result analysis of 2021 and analyzing the class/ chapter/unit test answer scripts, finding the need of the children in grade six children. The table below shows the time frame of the study on analyzing social studies performance and way forward improving the performance.

Table 1 Time frame of the AR study

Sl. No.	Activities	Timeline (From)	Timeline (To)	Status
1	Analyzing result of 2021 social studies	May 1 st	May 20	Done
2	Data collection	May 23	June 17	Done
3	Pretest	4 th week of June		Done
4	Error analysis	1 st week of July		Done
5	Lesson Intervention	1 st week of July after error analysis.	2 nd week of July	Done

6	Posttest	3 rd of Week of July		Done
7	Post error analysis	3 rd week of July		
8	Focus group discussion	4 th Week of July		Done
9	Data analysis	1 st week August	20 th August	
10	Findings and Conclusion	22 nd August	10 th September	

5. METHODOLOGY

The classroom action research is one of the practical studies to create a school better performer through the collaboration of researchers, students, teachers and other related stake holders. Such action research would enhance and encourage teachers to use strategies and methodologies generated from this research. The qualitative method is used in this research to find the quality of teaching strategies of social studies for grade six children and some of the strategies to be developed for further implementation. The researcher used this design to bring out the methods and strategies to improve the teaching after analyzing their standards. These methods are one of the best for the researchers to generate aimed and required for the research to have meaningful and measurable outcome.

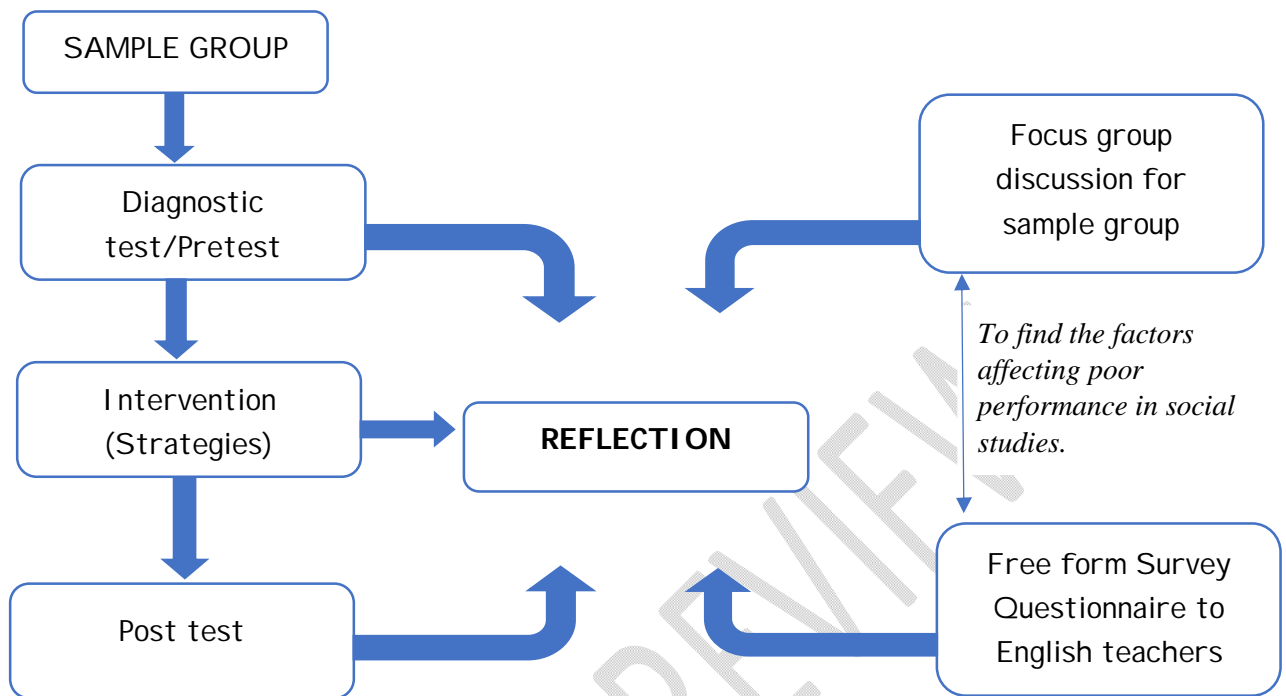


Figure 2 Concept map of the process of Action research

6. Research Instrument

The Qualitative study is employed in this research process. The instruments used in this study are result analysis to get clear picture problem, pretest and posttest of content from social studies for intervention purposes, use of ICT in teaching the subject as instrumental strategies in 21st century and focus group discussion with the students in groups of eight members to get better part of research. The lesson plans are used as the instructional instruments to intervene practically and the pre and posttest, researcher's discussion and ICT teaching are used for triangulating the findings of the study. The researcher perceived with these many research instrument will truly generate good result from this action research which ultimately benefits teachers and students in their days to day learning teaching.

6.1 Analysis of result.

The social studies result for 2021 was thoroughly analyzed based on questions paper designed by the teachers for annual examination of 2021 academic year and lesson plan as well. The result analysis articulates that common error made in exam was mainly chapter/topics/concept having National Language (Dzongkha) terminology which basically explained and translated in English. It seems students are unable to grasp correct meaning of term. It also indicates that less marks were scored with open ended questions whereas most of the closed questions were answered.

6.2. Pretest and posttest

To examine understanding of the children, students are conducted pretest with variety of question types (both closed and open ended questions). They were assessed on the following criteria: 1) closed questions, 2) opened ended questions, 3) translated term in English. This pretest was conducted as the diagnostic test to analysis and find out performance of individual student. After analyzing pretest result, the researcher come up with the intervention strategies. Finally, posttest was conducted to find out children's improvement in academic performance of social studies. The post test was conducted with the same questions as pretest. Pretest and posttest identify the current level of academic performance in social studies of the students and their improvement.

6.3. Use of ICT as teaching strategy

The school being located in semi-remote place, teachers are deprive of using ICT as teaching strategy. However, the researcher took advantage of having few computers and arranged for the class during social studies periods so that further recommend to higher authority if intervention of using ICT improves in learning social studies.

6.4. Focus Group Discussion

The focus group discussion (FGD) consists of 2 groups of 7 members each and during discussion the researcher posed open ended questions to guide discussion, taking notes and answering the questions so that the information provided is analyzed. Cohen and Crabtree (2006)

have defined focus group discussion as an effective qualitative data collection tool, where a group of people with similar background are brought together to discuss and share their attitude, perception, perspective and satisfaction on a specific topic. Therefore, the FGD informed the factors effecting low performance in social studies and provides researchers the clear picture to intervene for effective teaching strategies. This data triangulates the children's reason that hinders in learning.

6.5. Questionnaires

The purpose of setting questionnaires is basically to acquire the real learning and understanding of the concept of social studies from the participants. The participants are selected from class IV, V and VI since these classes are having social studies as subject. Total participants are as below:

Table 2 : Total participants

Sl No	Class	Gender		Total
		Boys	Girls	
1	IV	5	9	14
2	V	7	4	11
3	VI	6	8	14
Total		18	21	39

The ratio of participants in gender is almost equal ratio is used to avoid gender responsiveness and the consent was sought from the subject teacher for participants to participate for collecting data through questionnaires. The questionnaires were focus mainly for uses of bilingual educational instruction in teaching social in the class.

7. ACTION PROGRAM

Based on my personal experiences and thorough analysis of the classroom teaching and through the error analysis of their work in pretest and focus group discussion, the certain intervention strategies were implemented to answer the question: what are the effective strategies to be

adopted to improve performance in social studies? The intervention program was scheduled daily in fall semester from 1st week of July to third week of July, 2022. The lesson plans and interventions were based on the findings of the pretest, questionnaires and FGD conducted.

7.1. Use of bilingual (both English and Dzongkha):

The teacher used both English and Dzongkha as medium of instruction in teaching social studies in grade VI. The students were given equal opportunity to speak and discuss both language during social studies period. Even digital presentation in the ICT lab were done in both and guest speakers were invited locally to share their views in related topics in National language.

7.2. Use of ICT as teaching strategy:

Use of ICT in teaching any subject has become necessary and important strategy to enhance cognitive level of thinking and inculcate vast knowledge content. The students were exposed for browsing content of social studies related from the Google through video clips, power point, word documents and etc. Encouraged student to use mobile phone to brows important topics at home and parents were informed to share mobile to their children for educational usage.

7.3. Group discussion activities in both language.

The group discussion activities were inspired as one of strategies to learn content in social studies though all the materials supplied by the Ministry are in English but students were allowed to discuss and share among their friends either in English or Dzongkha. During presentation the use of language was not restricted.

8. FINDINGS AND DISCUSSIONS

This section presents the data analysis and findings from different research instruments that are collected from different sources. The findings are based on the AR questions stated above so that the researcher attains correct and alternative strategies to enhance teaching in the classroom ultimately improve academic learning of the students.

8.1 Diagnostic pretest, questionnaire and focus group discussion

As per the reflection of the diagnostic test, the following weaknesses of the teacher that affect learning social studies. To intervene weakness, the strategies for learning teaching social studies, the researchers conducted pretest after reflecting the ALS of the social studies that demonstrates that children of grade six really need to improve.

The learning of social studies was assessed on the topic tradition and culture and implemented during the diagnostic test (pretest).

8.1.1. Misconception of Terminology used in Dzongkha.

Basically students were unable to grasp or comprehended the Dzongkha terminology used in the textbook as teacher delivers in English. The Dzongkha Terminologies were not explained in 1st Language Dzongkha.

8.1.2. Minimal use of ICT

The students were not exposed to the usage of ICT as learning and teaching strategies especially in Social studies since this subject is considered as minor subject. The content provided in the subject are related to past history, civics and geological formation.

8.2 Analysis of Posttest

After the diagnostic test (pretest), researchers discussed and implemented the intervention program using ICT as strategies and explaining Dzongkha Terminologies in Dzongkha. To find the effectiveness of intervened strategies, posttest was conducted to survey the standards of learning. The posttest reflects the AR question. The posttest indicates that there were lots of improvement in the test as it happened due to encouragement of discussion and explanation in Dzongkha since all the students understand Dzongkha better than English.

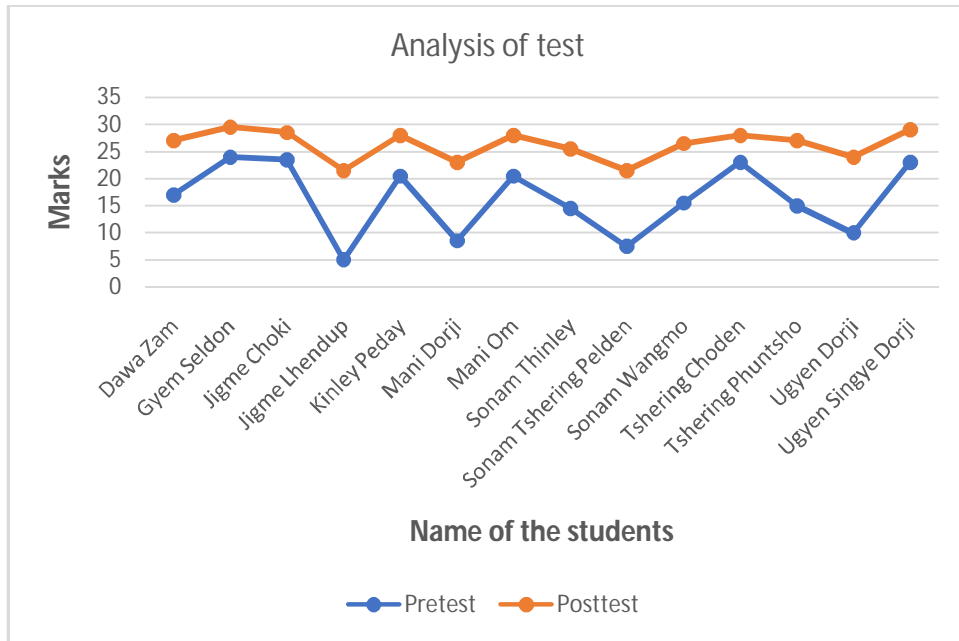


Figure 3 : Analysis of test

8.3 Analysis of Questionnaire for students

To investigate the current status of educational instruction in teaching social studies, competency of using English and Dzongkha language have been surveyed through questionnaires.

The below graphs (Fig: 3) shows that students use maximum of Dzongkha in their daily communication. They too prefer to use Dzongkha as medium of instruction in learning and teaching social studies.

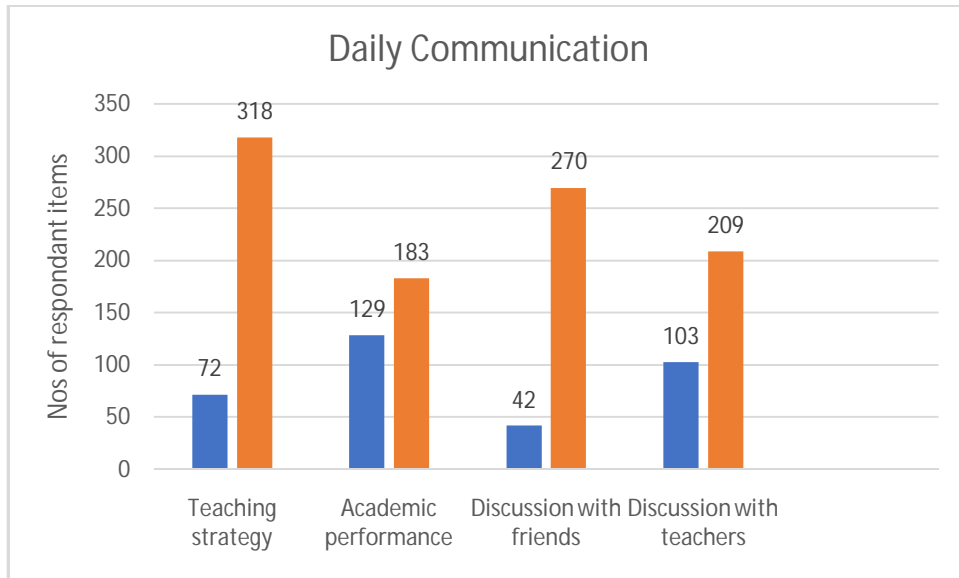
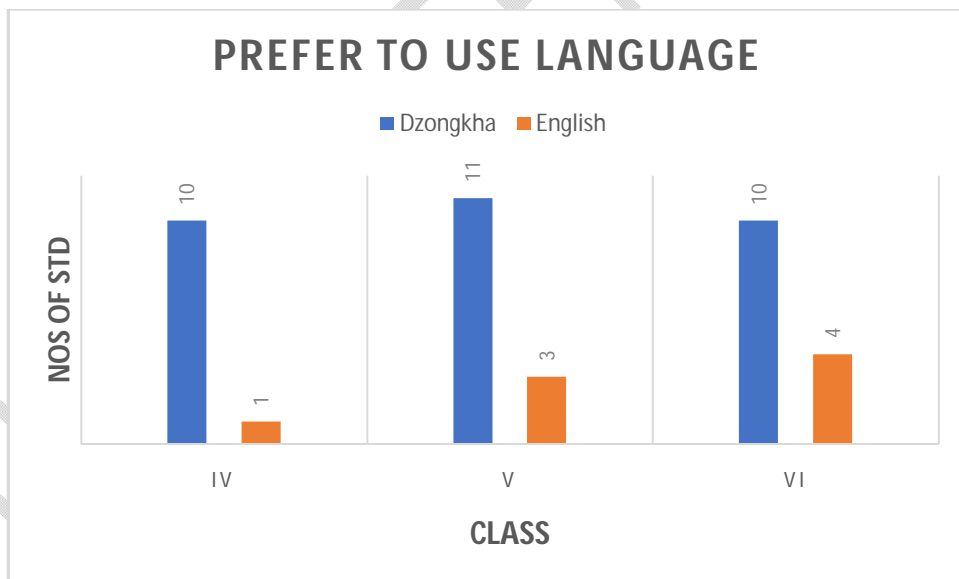


Figure 4 : Daily Communication

This figure 5 indicates that most of the students prefer to use Dzongkha as medium instruction while teaching and learning social studies. Out 39 students 31 students go with Dzongkha as medium instruction.



(Fig: 5): Prefer to use Language

8.4 Focus Group Discussions Analysis

This discussion helps the researchers to triangulate the findings of the AR question. The students do not enjoy teaching social studies in English as most of the social studies topics are in

the context our country such religious facts, environmental issues, social issues, governmental systems and few topics related to globally. Some of the students shared,

“I don’t enjoy explaining social studies in English because it is boring, difficult, and lack of knowledge in English Term”.

“I don’t feel like to attend class, since I am weak in English”.

Therefore, they consider social studies is boring subject and consider themselves below satisfactory in terms of English competency.

Most of the students express their views to explanation and discussion to be done both English and Dzongkha so that they understand better.

“I love to listen and discuss more when teacher gives opportunity to speak in Dzongkha.”

“I can do well in exam if social studies terminologies are explain in both languages”.

“It is very hard to express my views due to shortage of English Vocabulary”.

When the researcher analyzed their feelings, the weaknesses are termed as difficulty in understanding social studies. They are vulnerable in deteriorating their standards of performance better academic due to barrier of language used in text and explanation made by teachers.

Some of the external forces to be considered in low performance of social studies lack of guidance and support from teachers, parents and other stake holders as this subject is term as minor. Some they shared of their economic scarcity and problems faced in family matters that they do not get enough time to discuss with parents and other people and ultimately deprive of interests in studying. Some of the feelings shared are:

“All my family members speak Dzongkha at home”.

“My parents are not supporting me to study”

“The village people and parents explains in Dzongkha but when I come to class it is difficult for me to express in English.”

Students need support and guidance from external society to prop their learning and grasp concept of social studies locally or society available materials.

8 LIMITATIONS

This study was carried out only for grade six students in Dangchu Primary School and to study the effectiveness of intervened approaches to improve learning teaching social studies. It

also emphasized on studying the factors that hinders better performance in social studies. The result and findings are positive with the successful treatment sessions and data collections process. However, there were some important points to be noted to further strengthen the implications of study:

1) The time constraint: The study was limited to only a month long for intervention processes and it was observed that for better improvement in social studies performance adequate duration is required to study across the content of social studies.

2) Sample Participants: The number of participants in this research is limited to 14 students of grade six due to time constraint and less number of students in grade six. This finding cannot be generalized to all the grade in the school. The need of major participants should be given priority for better impact and for students from different schools.

3) Authenticity of findings: The findings in the research are may not be 100% accurate due to

9. RECOMMENDATION

Recommendations for implementation

1) Since the findings of the study were positive, social studies teachers are recommended to use the certain findings developed to enhance and improve performance of social studies.

2) The social studies teachers should study the existence problems and weaknesses through usage strategies comprehended in the study and should take appropriate measures for improvement.

3) Teachers are recommended to provide equal opportunities for the students to use both languages in group discussion and explanation based on their comfortable language.

Recommendations for future research

To conduct further research on this field, the researcher would like to recommend the teachers and future researchers as follows:

1) This study was limited to only grade six students and studied for only a month-long period. The similar research can be conducted with a larger sample population group in a

longer research period to get general consensus that can have greater implications to the majority of the students.

2) The future researcher may including students of same grade from other schools to get vital and larger perspective with varieties of strategies.

10. CONCLUSION

Action research can be used to bring about changes in an individual or in a community with the help of participation and collaboration. The action taken is based on direct results from the problem selected for study. The investment of time and energy by the participants provides a sense of ownership and connection to the process and outcomes. It is carried out in the problem area, in real life situation and provides immediate action for leading to the change in the existing situation. For better execution of the action research it is important to understand its process and the role of the researcher in the process. This study provides insights into the teaching social studies using bilingualism in the school to achieve high academic performance in social studies. Although the findings cannot be generalized to all the Bhutanese students, other schools and teachers can make connections to their own context and support their students using bilingualism as medium of teaching instruction. Findings from this study suggest that student's performance and learn better in by using both languages as educational instruction. Therefore, such finding calls for the attention of the Social studies teachers to take prompt and necessary actions. Teachers need to be aware that different students have different abilities. Considering the differences, teachers can help their students by exploring and explaining the kind of uses of both language as instruction. Findings from this study recommend some strategies that can help Bhutanese students overcome their difficulties in learning social studies. Finally, to help improve the standard of social studies learning in the schools, there is plenty of opportunities to conduct research by any stake holders.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

As per international standard or university standard written ethical approval has been collected and preserved by the author(s).

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12. APPENDICES

1. Pretest and posttest attached as annex:1
2. Consent letter as annex:2
3. Sample questionnaire as annex:3