

Short Research Article

**Study on standard of English in Primary School pupils with Special reference to teachers professionalism”.**

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## **ABSTRACT**

The intended purpose of this particular research study, firstly, is to explore the standard of English in primary school children. Secondly, this research also focused on the teacher's professionalism. Thirdly, this research examines the possible detrimental factors affecting the standard of English in primary children. Fourthly, it also scrutinizes the teacher's competency to teach English primary children in pursuit of quality education.

This research was conducted purely based on the non-experimental design-descriptive survey method with a quantitative approach to cater to the efficient and effective collection of the data. For ensuring the consistency of reliability, the pre-testing of survey questionnaires were carried out.

This research was done based on my own teaching experiences. The research basically undertaken in Bhutan under the department of school education. The research was initially embarked on 18th of December, 2020 and completed on 18th May, 2021.

To ensure the study's more reliable and authentic generality, rationale the total of 60 samples were collected randomly from different levels of teachers who were currently teaching in the primary schools or grades irrespective of genders.

For the data analysis, the researcher used SPSS and the Microsoft Excel sheet for tabulations and interpretation of data. The findings, recommendations, and limitations were totally based on the 60 sample collections.

After having done this research, the researcher understood the detrimental factors affecting the standard of English in primary school children. Besides, the research also proved that the standard of English in primary school children depended on the competency of teachers. Furthermore, it also proved that frequent changes in curriculum and acute shortage of teaching-learning resources hinder the low performance of English.

**Keywords:** [ *Standard, professionalism, researcher, quality, competency, curriculum, hypothesis, sampling* ]

## 1.INTRODUCTION

*This study explores issues surrounding the preservation and promotion of culture in the context of the secondary school English curriculum in Bhutan. The languages of Bhutan carry a rich and diverse tradition of oral literature, but these genres and the cultural values they embody may disappear if they are not promoted.*

*In Bhutan, schools are an active culture preservation site. For this reason, and also since English is the language of curricula for most subjects taught in school, we assumed that one of the ways in which Bhutan's diverse cultures can be honored and enlivened is through the study of folk literature in the English curriculum. We asked two questions: (1) "How do secondary English teachers perceive the long-term role of Bhutanese folk literature as a source of cultural knowledge in the English curriculum?" and (2) "What knowledge and attitude do secondary students show following three months of learning about Bhutanese folk literature in the secondary English curriculum?" To address the first question, 38% of all secondary English teachers (n=181) responded to a purpose-built questionnaire followed by in-depth interviews undertaken with six (expert) teachers. The second research question was addressed using action research conducted with twenty-four Class 11 science students over three months in a higher secondary school in south Bhutan. Three important perspectives on the role of English in culture maintenance were identified. First, the latter can create opportunities for students to learn English in culturally familiar contexts. Second, using folk literatures that exist in different languages but translated into English as pedagogical catalysts will not only promote the values of cultural diversity in school but will also ensure the intergenerational*

*continuity of Bhutanese culture through the education of children. Third, since English is a global language and a language of growing popularity in Bhutan, English translations of oral literature will promote cultural diversity and continuity in the face of globalization.*

## 1.2 CONCEPTUAL BACKGROUND

*Since Bhutan started its development activities in 1961, the country has experienced (and continues to experience) considerable changes in its social, political and economic conditions. Today's young people live in an environment which is very different from the one in which their parent's generation grew up. This paper focuses on, amongst many socio-economic changes, changes in the role of education (and people's perception of it) in the society and its relationship to students' future careers, and aims to understand the relationship among three different components of Bhutan's human resource development, namely: the education system, the government grading system of civil service (which is the largest employer of the country), and changes in young people's preferences in terms of their career, which appears to be changing following socio-economic changes of the country.*

*In the current scenario, there are three kinds of education in Bhutan, namely English medium education, Dzongkha (Bhutan's national language) medium education and monastic education. All three different kinds of education systems which are currently*

*prevail in the country for the development of the society as a whole*

*Modern English medium education is the dominant mode of education today and encompasses the largest number of schools and students of the three types of system. Formal secular education, according to Driem, was introduced into Bhutan by the first king, Ugyen Wangchuck (1862-1926; regn. 1907-1926), with the opening of two schools. This number was expanded to five schools during the reign of the second king, Jigme Wangchuck (1905-1952, regn. 1926-1952). In the English medium schools therefore can be seen as the dominant view among young people in Bhutan. In modern English education students are taught science,*

*mathematics, English and social studies in English. The structure of English medium education at the time of my fieldwork consists of one year pre-primary, six years of primary education, four years of secondary education (two years in junior high school level and two years in high school level), two years of the junior college programme and three years in the under-graduate programme. Courses in training institutes are available for students who have passed various levels of education, however most courses are for those who have passed Class 10. English medium education is seen as the mainstream mode of education in Bhutan not only because of the number of students enrolled in the system but also in terms of the social attention given to it.*

## **Purpose of the study**

*The Progress being made to enhance education is hindered by the increasing population. The difficult mountainous terrain, climate, lack of transport system and a scattered settlement pattern are the hurdles for accessing primary education. The success of expanding primary education is now placing pressure on the secondary and post secondary levels with an ever increasing number of students moving up the education ladder. The current scenario, Bhutan has much to do with the outcome of our education system. With the implementation of the Education system, the language policy and advancement of modern technology has had a greater impact on the standard of English. Though English language is the second language of the Bhutanese people and also English is the international language, the government has given the paramount importance to the education for the improvement of Standard English.*

*From my teaching experiences of the 18th year in remote parts of schools, I came to understand and observed that the standard of English in primary school children is comparatively poor as compared to rural and city children. With this very problem, I want to study the standard of English in primary school children.*

## **2.2 THE OBJECTIVES OF THE STUDY**

The following are the objectives that have to be achieved from this particular research.

The objectives which are mentioned below are based on the type of sample collection and the objectives are achievable and specified.

1. To find out the strength and weakness which hinders the standard of English?
2. To identify the teaching competency (teacher competency)
3. To find out resource constraint or defect in teaching and learning process
4. To identify the relevancy and constraint that hinders the implementation of curriculum
6. To find out the teacher's professionalism (work ethics).

Research Questions:

1. What are the detrimental factors affecting the standard of English in primary children?
2. What are the perceptions of primary school teachers with special reference to the teaching of English?
3. What are the perspectives in regard to their professionalism?
4. What are the perceptions on the existing curriculum?
5. What are the strategies of the ministry of education to improve the standard of English in primary school children?

### 3.LITERATURE REVIEW:

**Dukpa(2005:62)** says that the demand for quality education was raised during the second Annual Conference in Paro in 2002.As a result of the concern raised thereafter, massive curriculum review is being conducted and standard drawn for each subject for each subject for all levels of schooling.

The standard for English is completed, which is being followed by other subjects. A National level education review is being conducted to gauge and measure the health of the education system in Bhutan. There is now a drive towards provision of quality education by drawing up standards, making the content relevant and responsive to the needs of the youths of the nation.

**Dukpa (2008:69)** found that the public felt that the overall quality of education provided at primary level was poor. For example, most of the students in class II and III could not read or write alphabets properly. Some children studying in class IV/V were not able to write their own names correctly. Public said that while they

were in class III, they were able to read story books and could write letters in both Dzongkhag and English. And some people even claimed to have written official documents such as agreements while they

were in class V, whereas the students at the same level now could not read or write simple sentences correctly.

With regards to secondary and tertiary education, he observed that the present secondary school students and graduates are superficial in their knowledge. They knew a little bit of everything without any depth. There was quantity but no quality in education now. Class XII students could not express themselves properly in written or spoken language. Students in class X/XII could not speak fluently or write anything correctly. Even the graduates faced difficulties in writing sentences properly. They were not able to do well in public competitions.

***Dukpa (2008:69-73) also observed that there were six factors which are major contributions to the decline of standard of English in Primary school.***

### **3.1. Policy and System**

It is pointed to the NAPE (New Approach for Primary Education) system as the factor that had contributed to the decline. Public say that though excellent in principle and philosophy, was out of place in Bhutan due to huge class sizes, lack of resources and unprepared teachers. The NAPE system could not be implemented effectively in the field as the teachers were not properly

trained and inadequately prepared in the system.

Similarly, frequent changes in the overall education policies had resulted in the lack of focus, lack of coordination and created confusions in the system and added to the poor performance of English. There has always been confusion over prioritization. Where was the primary focus- on academics or non academics? In

the pretext of wholesome education, the schools had been burdened with all kinds of requirements from various divisions that derailed the activities and responsibilities taking away teaching and study time. He further observed that the national goal-education for all (up to class X) was predictably in contrast with the quality education. While pursuing the quantity education for all, quality education had been compromised. And in the same pursuit, there had been frantic and ad-hoc up-gradation of schools without proper infrastructural development, facilities and properly trained teachers in place.

### **3.2. Curriculum**

School curriculum had been thought as another major factor for the downfall of quality education in Bhutan. He noticed that the curriculum was "too tentative"- frequent changes brought about in the textbooks had

made the curriculum weak and faltering. Low standard of language syllabus, teaching of word before alphabet (“Apple” before “A”), doing away with the teaching of English grammar, absence of graded readers(text book) and introduction of Druk English Series(Textbook) in the primary and junior levels had weakened the standard of English in primary children.The gap in the syllabus between class VII&VIII and IX&X caused by, for instance, the introduction of integrated science (for VII&VIII) and huge syllabus against incompetent (content-wise) teachers had also been factors.

### **3.3. Assessment and Evaluation**

The defects in the assessment and evaluation process had also been pointed out as the contributors to the decline. These included changes of ICSE/ISC board to BBE board, introduction of continuous assessment and easy promotion system up to class X. The testing and examination such as multiple choice questions have encouraged students to gamble instead of studying and removal of class tests and monthly tests had made students incompetent in their studies.

### **3.4. Resources and Facilities**

One of the greatest challenges that Bhutanese education had been grappling with was the teacher shortage against

heavy student enrollment.The teacher shortage was felt at all levels of schools and more acutely in remote areas. Educational facilities at the disposal of schools were incongruent with the heavy task of delivering quality education. The large class sizes in most of the Bhutanese schools were unmanageable and affecting the quality education.

### **3.5Teacher and Teacher Training**

The factors related to teachers, teacher training and teaching had also been strongly cited. Quality and qualification of teachers have been questioned and blamed as unqualified, incompetent in teaching, not adequately trained, young and immature, weak in professionalism, lack in care and attention for students. The teacher training system had also been indicted for ineffective training of teachers including weakness in the selection of training candidates. In many cases, the decline had also been caused due to lack of strong headmasters in the school system.

### **3.6. Social and Environmental Factors**

He expressed concerns about the modern distractions that were increasing every year that impeded the proper development of students both mentally and physically. Other social and adolescence associated problems affected the smooth education of

the children today. In the face of such a problem, most of the parents in Bhutan were incapable of providing appropriate care and guidance to their children. Some pointed out that for many children the unfriendly atmosphere at home such as broken families, parents' indulgence in gambling, drinking and fights, lack of parental care and attention to their children had increasingly affected the quality of education in Bhutan.

**Zangpo and Dorji(2006), mentioned that in 2004,** the Ministry of education took a bold step to review and reform the English curriculum from classes PP(Pre Primary) to XII.The revised curriculum is expected to make teaching learning process student centred and enable our students to learn language skills in the modern idiom. While the ministry's intent is on upgrading and enriching curriculum and making teaching learning process more vibrant, there is mild undercurrent of fear in some critical observers that the curriculum content is watered down a little in the same name of skills development in the students.

In a bid to determine and monitor the quality of education in the country, the Bhutan Board of Examinations is in the process of doing the National Education Assessment in Literacy and Numeracy. In this system wide study, English is one of the first subjects to be put under the microscope.

The next target is the mathematics curriculum from the classes PP to xii.The National Education Assessment at class VI level was completed in 2003.The National Educational Assessment at class X level is underway.

From 2005, the ministry of education started a post graduate diploma in the teaching of English for in-service teachers of classes IX and X.This programme was initiated to boost the teachers' teaching skills and upgrade their professionalism and qualifications.

#### **4. Research Methodology**

The researcher used the questionnaire tool of closed form that was administered to my fellow teachers of some schools in three Districts of Bhutan because the researcher thought that teachers would be in a better position to provide the views on the standard of English with the special reference to the teacher profession. Teachers are the stakeholders of the school education system in the country.

For this research, I have used the Descriptive Survey Method used for my present study.

#### **4.1 Sampling Method**

To fulfil the above aforementioned objectives, I am going to use more

specifically a simple random sampling method which is more convenient for me to collect the information very effectively. For gathering the data or information basically, I will be focusing on the teachers who are teaching in primary school and Lower Secondary Schools three primary schools both rural and urban across the country. I will be collecting the data at the minimum of sixty teachers irrespective of genders and type of schools.

#### 4. STATISTICAL TECHNIQUES:

Researchers used the simple percentage method. Simple percentage is calculated based on the data collected from the respondents. Although it is said that use of percentage may lead to wrong conclusions, it is quite a simple and c

#### 4.1. DATA PROCESSING

The data collected during research has to be processed and analyzed as laid down in the research plan. The processing of data primarily means editing, coding, classification and tabulation of data, so that they are agreeable and open to discussion.

#### 4.3. Data Analysis:

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. This forms the heart of the report. The data collected are analyzed, results obtained and discussed. The data has to be classified, properly tabulated and then treated with a suitable scientific method to obtain the results. Usually, results are reported in tables, graphs, with the text describing in such a way that the hypothesis must get its authentication.

#### 4.2 THE VARIABLE OF THE STUDY

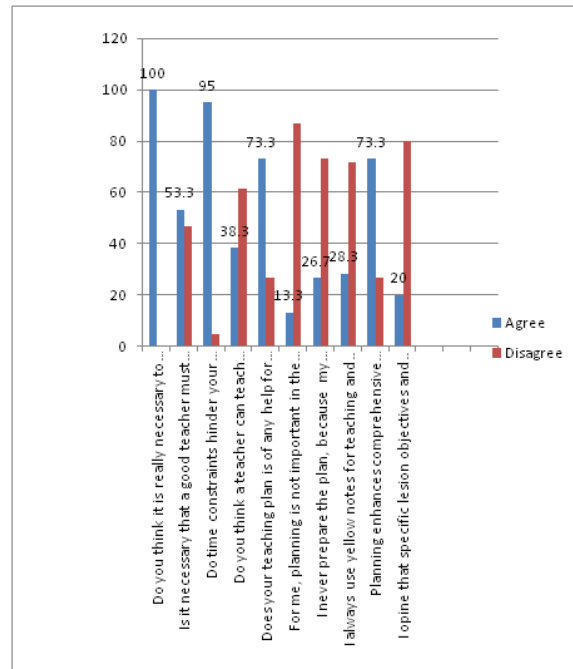
Sl.No	Type of school	Pry	LSS	Total
1		32	28	60
2	Location	Rural	Urban	
		10	40	60
3	Qualification	PTC	B.Ed s/M.Ed	
		12	48	60
4	Gender	Male	Female	

		39	21	60
5	Teaching Experience	Less than 10years	More than 10years	
		43	17	60
6	Age	29	31	60

**Table a : Percentage of independent variables.**

Statement	Agree	%	Disagree	%	T
1	60	100	0	0	60
2	32	53.30	28	46.70	60
3	75	59	3	5	60
4	23	38.30	37	61.70	60
5	44	73.30	16	26.7	60
6	8	13.30	52	86.70	60
7	16	26.70	44	73.30	60
8	17	28.30	43	71.7	60
9	44	73.30	16	26.7	60
10	12	20	48	80	60

**Table b. Comparison of percentage scored by each statement.**



**Graph a. Represents the percentage comparison on Planning.**

1. 100% of the respondents agreed that it is really necessary to prepare yearly, block and weekly plans for effective teaching.

2. About 53.30% of the respondents said that it is necessary that a good teacher must teach according to a planned plan. About 46.70% of the respondents disagreed that a good teacher must not teach according to a planned plan.

3. Almost 95% of the respondents agreed that time constraints hinder your preparation of a teaching plan. Only 5% disagreed that the time constraints do not hinder the preparation of the teaching plan.

4. About 38.30% of the respondents think that a teacher can teach effectively without a teaching plan. Nearly 61.70% of the respondents disagreed that a teacher cannot teach effectively without a teaching plan.

5. About 73.30% of the respondents agreed that, teaching plan is of any help for their actual teaching. 26.7% of the respondents disagreed that the teaching plan is not helpful for actual teaching.

6. Barely 13.30% responded that planning is not important in primary school. But, almost 86.70% of the respondents disagreed that planning is important in primary school.

7. About 26.70 % agreed that they never prepared the plan, because my principal does not insist on it. Around 73.30% of the respondents responded that they prepared the plan as the principal insisted on them.

8. Only 28.30% of the respondents agreed that they always use yellow notes for teaching and learning. 71.70% of the respondents do not use yellow notes for teaching and learning.

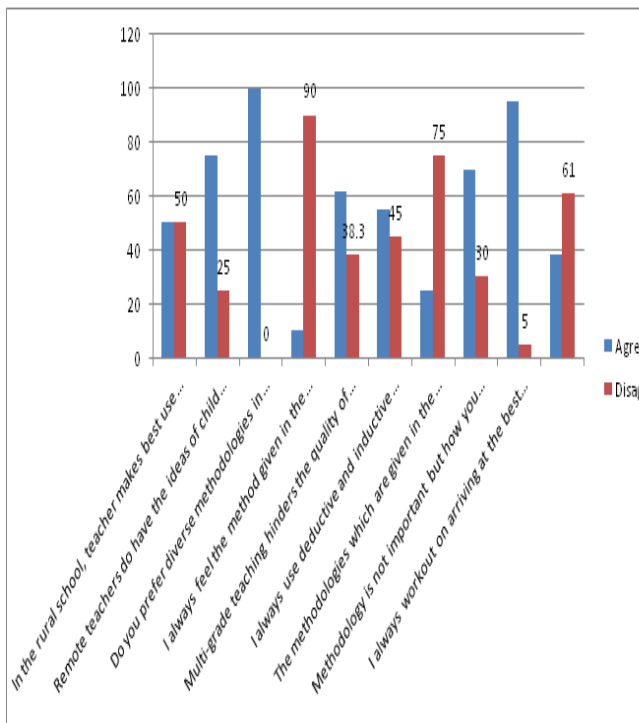
9. About 73.30% agreed that planning enhances comprehensive understanding of the lesson. Only 26.7% disagreed that planning does not enhance comprehensive understanding of the lesson.

10. Merely 20% of the respondents agreed that specific lesson objectives and learning activities need not be given much importance in lesson plan writing. About 80% of the respondents disagreed with the statement.

**4.5. PART-B: INTERPRETATION OF IMPLEMENTATION ON TEACHING METHODOLOGY.**

Statement	Agree	%	Disagree	%	T
1	30	50	30	50	60
2	45	75	15	25	60
3	60	100	0	0	60
4	6	10	54	90	60
5	37	61.7	23	38.30	60
6	33	55	27	45	60
7	15	25	45	75	60
8	42	70	18	30	60
9	57	95	3	5	60
10	23	38.3	37	61	60

**Table C. Comparison of percentage scored by each statement.**



**Graph b. Represents the percentage comparison on Teaching Methodology.**

1.The 50% of the respondents agreed that in the rural school, teachers make best use of a teacher centred approach. The 50% of the respondents disagreed about the

statement.

2.About 75% of the respondents agreed that remote teachers do have the ideas of a child centred approach. Only 25% of the respondents disagreed that remote teachers do have the ideas of a child centred approach.

3.Absolutely 100% of the respondents agreed that they prefer diverse methodologies in teaching the lesson?

4.Only 10% of the respondents agreed that they feel the method given in the textbook is

best for teaching. Almost 90% of the respondents disagreed that they feel the method given in the textbook is best for teaching.

5.About 61.70% of respondents agreed that multi-grade teaching hinders the quality of learning. Another 38.30% of the respondents disagreed that multi-grade teaching hinders the quality of learning.

6.About 55% of respondents responded that they always use deductive and inductive approaches in my teaching. About 45% of the respondents responded that they do not use deductive and inductive approaches in my teaching.

7.Only 25% of the respondents responded that the methodologies which are given in the textbook are irrelevant to the children. About 75% responded that the methodologies which are given in the textbook are irrelevant to the children.

8.About 70% of the respondents agreed that Methodology is not important but how you disseminate the concept is important. Another 30% disagreed that Methodology is not important but how you disseminate the concept is important.

9.Almost 90% of the respondents agreed that they always work out the best method to teach my students in an easy and understandable way. Only 10% disagreed about the statement.

10. About 38.30% of the respondents agreed that the traditional method of teaching is much better than present approaches. What else only 61% of the respondents disagreed.

#### 4.6.PART-C : INTERPRETATION ON TEACHING LEARNING MATERIALS.

Statement	Strongly Agree	Percentage %
1	4	6.70
2	23	38.30
3	0	0
4	9	15
5	0	0
6	20	33.30
7	55	91.70
8	48	80
9	47	78.70
10	16	26.70

Statement	Agree	Percentage %
1	7	11.70
2	8	13.30
3	0	0
4	45	75
5	4	6.70
6	22	36.70
7	5	8.30
8	12	20
9	12	20
10	13	21.70

Statement	Strongly DisAgree	Percentage %
1	28	46.70
2	6	10
3	50	83.30
4	3	5
5	26	43.30
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0

Statement	Disagree	Percentage %
1	21	35
2	23	38.30
3	10	16.70
4	3	5
5	30	50
6	18	30
7	0	0
8	0	0
9	1	1.70
10	21	35

strongly disagreed and 35% of the teachers disagreed.

2. About 38.30% of the respondents strongly agreed that they hardly use teaching-learning materials which are available in the school. Only 13.30 % agreed, only 10% strongly disagreed and 38.30% disagreed. TLMs do not bring any impact on children's learning.

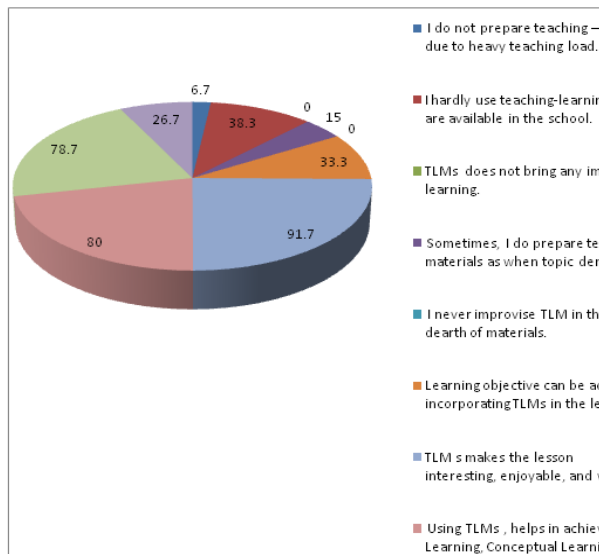
3. About 83.30% of the teachers strongly disagreed and 16.79% disagreed that TLMs do not bring any impact on children's learning.

4. Sometimes, 50% of the teachers prepare teaching-learning materials as when the topic demands and only 10% of teachers do not prepare teaching learning materials.

5. About 75% of the teachers agreed that they should never improvise TLM in the school due to the dearth of materials.15% strongly agreed, 5% strongly disagreed, and 5% of the teachers disagreed.

6. About 50% of the teachers disagreed that Learning objective can be achieved by only incorporating TLMs in the lesson plan.43% strongly disagreed, and only 6.70% agreed.

7. About 33.30% of the teachers strongly agreed that TLMs makes the lesson interesting, enjoyable, and worthwhile learning.30% disagreed and only 3.70% agreed.



**Pie Chart a. Represents the percentage of Teaching- learning.**

1. Only 6.70% responded that they strongly agreed that they do not prepare teaching –learning materials due to heavy teaching load. About 11.70% agree.46.70%

8. About 91.70% of the teachers said that, using TLMs , helps in achieving Observational Learning, Conceptual Learning and Perceptual learning and only 8.30 % agreed.

9. About 80 % of the teachers strongly agree that, use teaching-learning materials for my effective teaching. Only 20% of the teachers also agreed.

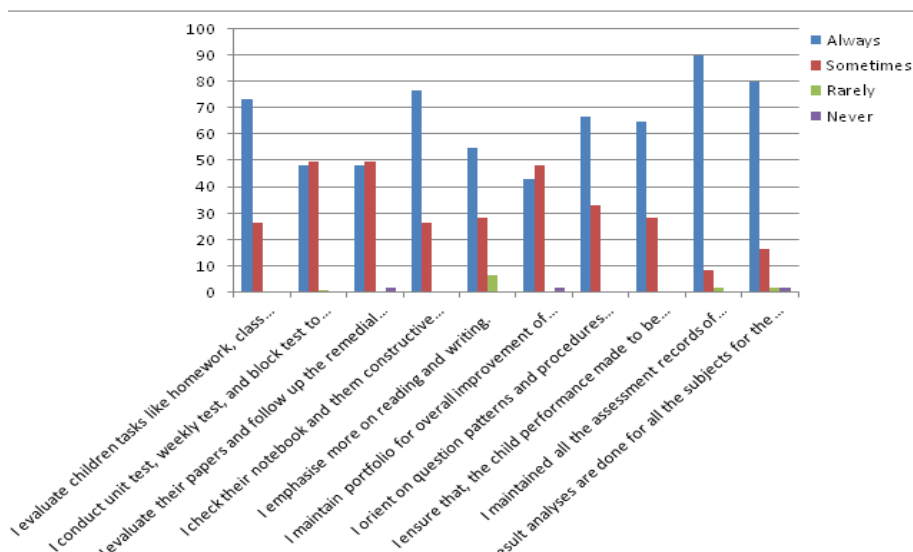
10. Nearly 78.70% of the respondents strongly agreed that lessons without the TLMs have no impact on children's learning. 20% of the teachers agreed and only 1.70 disagreed.

#### 4.7. PART-D: INTERPRETATION AND ANALYSIS ON ASSESSMENT

Total	60	60	60	60	60	60	60	60	60	60
Statement	1	2	3	4	5	6	7	8	9	10
Always	44	29	29	46	33	26	40	39	54	48
P(%)	73.3%	48.3 %	48.3 %	76.7%	55%	43.3 %	66.7%	65%	90%	80%
Sometimes	16	30	30	16	17	29	20	17	5	10
P( %)	26.6%	50%	50%	26.7%	28.3%	48.3 %	33.3%	28.3%	8.3 %	16.7%
Rarely	0	1	0	0	0	4	0	4	1	1
P( %)	0%	1.70 %	0%	0%	6.70%	0%	0%	6.70%	1.7 %	1.7%
Never	0	0	1	0	0	1	0	0	0	1

P(%)	0%	0%	1.7%	0%	0%	1.7%	0%	0%	0%	1.7%
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**Table E. Comparison of percentage scored by each statement.**



**Graph C. Represents the percentage comparison on assessment.**

1. About 73.30% of the respondents said that they always evaluate children's tasks like homework, class work, and projects for grading. But only 26.6% said they do sometimes.

2. About 48.30% of the teachers always conduct unit tests, weekly tests, and block tests to see the comprehensive understanding of the topic. 50% teachers do sometimes, and only 1.7% do rarely.

3. About 48.30% of the teachers always evaluate their papers and follow up the remedial classes. But 50% of the teachers do sometimes and only 1.70% teachers never do.

4. About 76.70% of the teachers always check their notebook and give them constructive feedback for improvement. Only 26.70% do sometimes.

5. About 55% of the teachers always emphasise more on reading and writing. On the other hand only 28.30% do sometimes and only 6.70% rarely.

6. About 43.30% of the teachers always maintain a portfolio for overall improvement of children's performance. About 48.30% of

the teachers do sometimes, and only 1.70% never do.

7. About 66.70% of the teachers always orient on question patterns and procedures before carrying out any type assessment for better performance. On the other hand, only 33.30% do sometimes.

8. About 65% of them always ensure that the child's performance is made to be transparent to their parents for future improvement. About 28.3% do sometimes and only 6.70% do rarely.

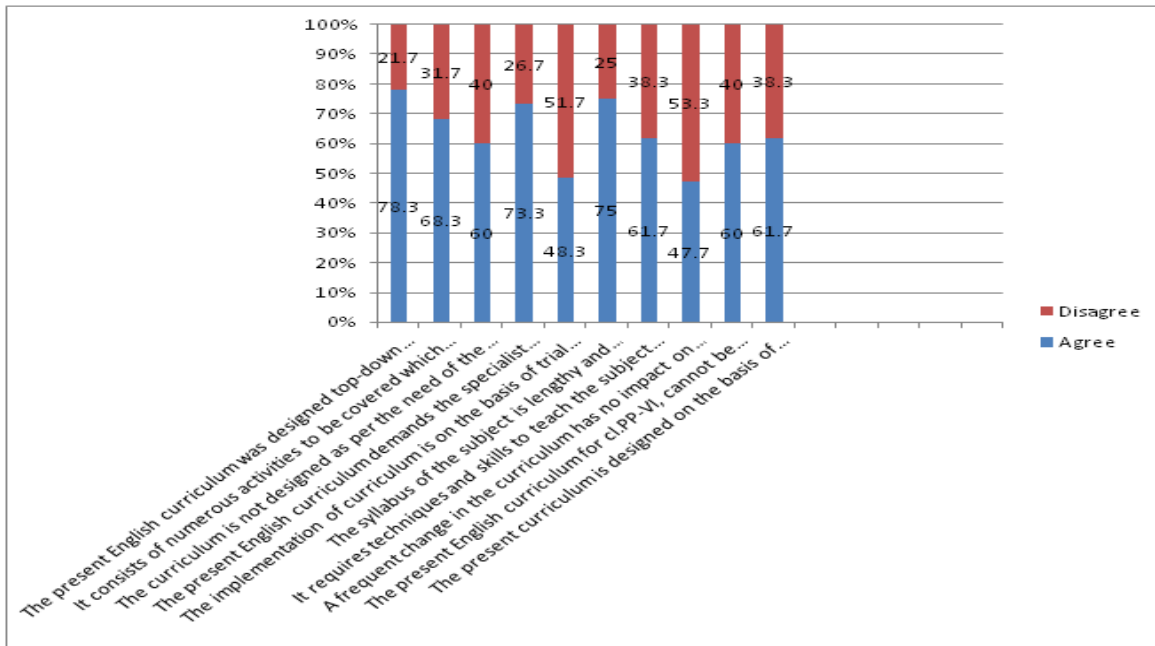
9. Almost 90% of the teachers always maintained all the assessment records of individual children for future reference to update. Only 8.30% do sometimes and merely 1.70% do rarely.

10. About 80% of the teachers always do the result analyses for all the subjects for the future enhancement. But about 16.70% do sometimes and 1.70% in rarely and 1.70% never.

#### 4. 8.PART-E: INTERPRETATION AND ANALYSIS ON CURRICULUM IMPLEMENTATION.

*Table F. Comparison of percentage scored by each.*

Total	60	60	60	60	60	60	60	60	60	60
Statement	1	2	3	4	5	6	7	8	9	10
Agree	47	41	36	44	29	45	37	28	36	37
Percentage%	78.3 0%	68.3 0%	60 %	73.3 0%	48.3 0%	75 %	61.7 0%	46.7	60 %	61.70 %
Disagree	13	19	24	16	31	15	23	32	24	23
Percentage %	21.7 0%	31.7 0%	40 %	26.7 0%	51.7 0%	25 %	38.3 0%	53.3 0%	40 %	38.30 %



**Graph D. Represents the percentage comparison on curriculum implementation.**

1. About 78.30% of the teachers agreed that the present English curriculum was designed top-down based and of high standard. Only 21.70% of the teachers disagreed.

2. About 68.30% of the teachers agreed that it consists of numerous activities to be covered which are not at all important for the children. Only 31.70% of teachers disagreed.

3. About 60% of the teachers agreed that the curriculum is not designed as per the needs of the children and not relevant to

the children. Only 40% teachers disagreed upon it

4. About 73.30% of the teachers agreed that the present English curriculum demands the specialist teacher. Only 26.70% of the teachers disagreed with the statement.

5. About 48.30% of the teachers agreed that the implementation of curriculum is on the basis of trial and error method. On the other hand, 51.70% disagreed with the statement. 6. About 75% of the teachers agreed that the

syllabus of the subject is lengthy and unimportant, whereby the teacher has to speed up to cover up the syllabus as mandated. But only 25% of the teachers disagreed with the statement.

7. About 61.70% of the teachers agreed that it requires techniques and skills to teach the subject which is not possible in the remote school. About 38.30% of the teachers disagreed.

8. About 46.70% of the teachers favoured that, a frequent change in the curriculum has no impact on children's learning. About 53% of the teachers disagreed with the statement.

9. About 60% of the teachers agreed that the present English curriculum for cl.PP-VI, cannot be implemented in the multi-grade situation.(because Realignment of topic is not done and teachers are incompatible to teach).And only 40% of the teachers disagreed with the statement.

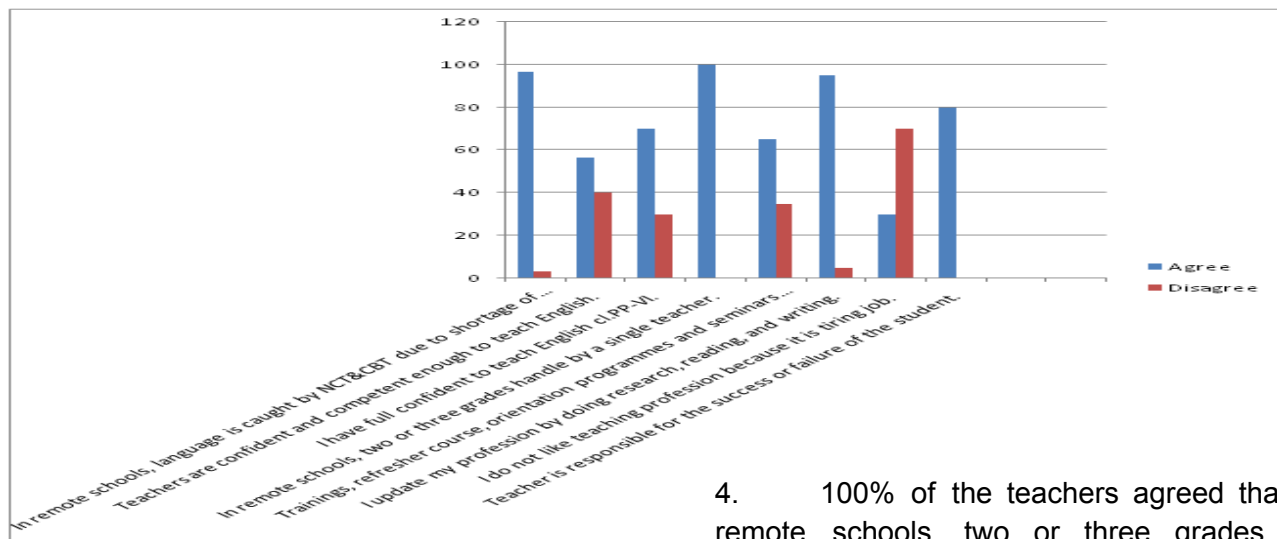
10. About 61.70% of the teachers agreed that the present curriculum is designed on the basis of simple to complex, age wise and level wise pattern.Only 38.30% teachers disagreed with the statement.

#### 4. 9.PART-F: INTERPRETATION AND ANALYSIS ON TEACHER COMPETENCY.

*Table G. Comparison of percentage scored by each statement.*

Total	60	60	60	60	60	60	60	60
Statement	1	2	3	4	5	6	7	8
Agree	58	34	42	60	39	57	18	48
Percentage	96.70%	56.70%	70%	100%	65%	95%	30%	80%

Disagree	2	26	18	0	21	3	42	12
Percentage	3.30%	43.30%	30%	0%	35%	5%	70%	20%



**Graph E. Represents the percentage comparison on Teacher Competency.**

1. Almost 96.70% of the teachers agreed that, in remote schools, language is caught by NCT or CBT due to shortage of teachers. Only 3.30% of the teachers disagreed with the statement.

2. About 56.70% of the teachers agreed that teachers are confident and competent enough to teach English. But about 43.30% of the teachers disagreed with the statement.

3. About 70% of the teachers agreed that they have full confidence to teach English cl.PP-VI. Only 30% of the teachers disagreed with it.

4. 100% of the teachers agreed that, in remote schools, two or three grades are handled by a single teacher.

5. About 65% of the teachers agreed that training, refresher courses, orientation programmes and seminars gave more priority to the urban teachers. Only 35% of the teachers disagreed with it.

6. About 95% of the teachers agreed that they update my profession by doing research, reading, and writing. Only 5% of the teachers disagreed with it.

7. Only 30% of the teachers agreed that they do not like the teaching profession because it is a tiring job. About 70% of the teachers disagreed.

8. About 80% of the teachers agreed that, teacher is responsible for the success or failure of the student. Only 20% of the teachers disagreed.

4.9. Hypothesis with respect to Gender

(H<sub>0</sub>): There is no significant difference in the opinion of male and female teachers on standard of English in primary children.

To study the above hypothesis the following calculations were done the result were tabulated as shown below:

*Table E: Comparison of scores with respect to male and female*

Gender	N	Mean	SD	MD	't'
Male	45	50.14	1.95	1.03	2.45*

The above table indicates that the 't' value 2.45 is greater than the table value 1.03 at 0.05 level of significance. There is no significant difference between male and female teachers on standard of English in primary school children. Here the Null hypothesis is rejected and an alternative hypothesis is accepted.

#### 4.10. Hypothesis with respect to type of schools

(H<sub>0</sub>): There is no significant difference in the opinion of LSS and PS teachers on standard of English in primary children.

To study the above hypothesis the following calculations were done the result were tabulated as shown below:

*Table F: Comparison of scores with respect to LSS and PS*

Type of School	N	Mean	SD	MD	't'
LSS	40	51.17	2.14	2.15	3.19*

LSS	40	51.17	2.14	2.15	3.19*
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significant at 0.05 level

The above table indicates that the 't' value 3.19 is greater than the table value 2.15 at 0.05 level of significance. There is no significant difference between LSS and PS teachers on standard of English in primary school children. Here the Null hypothesis is rejected and an alternative hypothesis is accepted.

#### 4.11. Hypothesis with respect to Location

(H<sub>0</sub>): There is no significant difference in the opinion of Rural and Urban teachers on standard of English in primary children. To study the above hypothesis the following calculations were done the result were tabulated as shown below

**Table G: Comparison of scores with respect to Rural and Urban**

Location	N	Mean	SD	MD	't'
Rural	39	49.81	1.34	2.19	3.16*
Urban	21	47.62	2.15		

*\*significant at 0.05 level*

The above table indicates that the 't' value 3.16 is greater than the table value 2.19 at 0.05 level of significance. There is no significant difference between Rural and Urban teachers on standard of English in primary school children. Here the Null hypothesis is rejected and an alternative hypothesis is accepted.

4.12. Hypothesis with respect to professional qualification.

(  $H_0$  ): There is no significant difference in the opinion of PTC and B.Ed teachers on standard of English in primary children. To study the above hypothesis the following calculations were done the result were tabulated as shown below:

Table H: Comparison of scores with respect to PTC and B.Ed

Professional Qualification	N	Me an	S D	M D	't'
PTC	15	47.17	2.15	3.07	2.89*
B.Ed	45	50.24	1.93		

\*significant at 0.05 level

The above table indicates that the 't' value 2.89 is greater than the table value 3.07 at 0.05 level of significance. There is no significant difference between PTC and B.Ed teachers on standard of English in primary school children. Here the Null hypothesis is rejected and an alternative hypothesis is accepted.

4.13. Hypothesis with respect to teaching Experience

( $H_0$ ): There is no significant difference in the opinion of children below 10 years and above 10 years on standard of English in primary children.

To study the above hypothesis the following calculations were done the result were tabulated as shown below:

Table I: Comparison of scores with respect to below 10 years and above 10years

Teaching Experience	N	Me an	SD	M D	't'
Below 10 years	36	49.17	2.41	2.05	2.67*
Above 10 years	24	47.12	3.16		

\*significant at 0.05 level

The above table indicates that the 't' value 2.89 is greater than the table value 3.19 at 0.05 level of significance. There is no significant difference between PTC and B.Ed teachers on standard of English in primary school children. Here the Null hypothesis is rejected and an alternative hypothesis is accepted.

5.1. INTRODUCTION:

In the preceding chapter the researcher has done a painstaking study by analyzing and interpreting the results which were made through statistical methods. This chapter tries to deal with the generalization to arrive at a favorable conclusion to the problems of the preceding chapter.

In this particular chapter the researcher needs to work out with vigilance in formulating conclusions and arriving at any generalizations in order to avoid the entire energy, time and resources into fruitless conclusion. The researcher has to interpret the results of the findings and recommendations for future improvement. The findings and

recommendations are entirely based on six areas such as planning, implementation on teaching methodologies, teaching-learning materials, assessment, curriculum implementation, and teacher competency to teach English.

## **5.2. FINDING PERTAINING TO THE PLANNING**

- ❖ Cent percent of teachers expressed their views that it is necessary to prepare yearly, block and weekly plans for effective teaching. About 53.30% of the teachers viewed that it is necessary that a good teacher must teach according to the planned plan but 95% of the teachers confessed that the time constraints really hinders their preparation of teaching plans.
- ❖ The majority of teachers said that a teacher cannot teach effectively without having the teaching plan and about 73.30% of the teachers admit that, teaching plan is helpful for their actual implementation of the lesson.
- ❖ Maximum teachers feel that planning is very important in the primary school and they prepare the plan as they are instructed by the principal.
- ❖ About 71.70% of the teachers never use the yellow notes for teaching and learning purposes as the planning enhances the comprehensive understanding of the lesson. Moreover, the specific objectives and learning activities need to be given paramount importance and

incorporated in the lesson plan writing.

## **5.3. FINDING PERTAINING TO THE IMPLEMENTATION OF TEACHING METHODOLOGY.**

- About 50% of the teachers in the rural schools make the best use of the teacher centre approach whereas, another 50% of the teachers prefer to use the child centred approach. The greatest number of teachers confessed that remote teachers do not have the ideas of a child centred approach.
- 100% of the teachers are preferable to use diverse methodologies (such as deductive and inductive approach) in teaching and learning process. Even considering the methods which are given in the textbooks are relevant or appropriate to the children and good at teaching the lesson.
- About 61.70% of the teachers feel that multigrade teaching in the remote parts of the country hinder their standard of language (English). About 70% of the teachers viewed that methodologies are not important but how you disseminate the concept is important.
- Almost 90% of the teachers' workout on arrival is the best method to teach their children in an easy and understandable way. The maximum number of teachers prefer to use the present methods of teaching rather than going for the traditional method.

## **5.4. FINDING PERTAINING TO THE TEACHING LEARNING MATERIALS.**

- Almost all the teachers prepare their teaching-learning materials for the effective deliberation of the lesson in spite of having heavy teaching loads. Most of the teachers hardly use teaching-learning materials which are available in the school.
- When the topic demands, teachers improvise and do prepare their teaching-learning in spite of having the dearth of materials owing to the fact that it brings greater impact on children's understanding or learning.
- The majority of teachers sense that integrating the TLMs in the lesson makes the lesson enjoyable, interesting, worthwhile, and effective in achieving the learning objectives. Nevertheless, it helps in achieving observational, conceptual, and perceptual learning.

#### **5.5. FINDING PERTAINING TO THE STUDENTS ASSESSMENT.**

- Almost all the teachers always assess their children's assignments such as homework, class work, and project work for promotion to higher grades. Besides, they also conduct unit tests, weekly tests, and block tests to see the comprehensive understanding of the topic and give constructive feedback, and

conduct the remedial classes for the low performers.

- To enhance the standard of English, the majority of teachers focus on the reading and writing activities. To ensure transparency, most of the teachers maintain the individual's portfolios and assessment records.
- Before the examination, about 90% of the teachers orient on question patterns and procedures to ensure better performance at the same time after the examination, result analysis done for the subjects for the future enhancement of teachers as well as for children.

#### **5.6. FINDING PERTAINING TO THE CURRICULUM IMPLEMENTATION**

- ★ About 78.30% of the teachers express their views that the present English curriculum was designed top-down based and of high standard and it consists of numerous activities that are mandated to cover up but not important for them.
- ★ About 60% of the teachers feel that, English curriculum is not designed as per the needs of the children and it really demands specialist teachers.
- ★ About 51.71% of the teachers confessed that the implementation of curriculum is not the basis of trial and error method but 75% of the teachers expressed that the syllabus is

lengthy and unimportant and they face tough time to cover up the syllabus.

- ★ 61.70% of the teachers favored that the English curriculum requires techniques and skills to teach which is not possible in the remote schools as English is taught by untrained teachers (CBT/NCT) . The majority of teachers feel that the frequent changes in the curriculum bring an impact on children's learning.
- ★ They also support that, the present English curriculum for PP-VI, cannot be implemented in the multi-grade situation as topic realignment was not done though the curriculum is developed on the basis of simple to complex, age wise and level wise pattern.

#### **5.7. FINDING PERTAINING TO THE TEACHER COMPETENCY TO TEACH ENGLISH.**

- About 96.70% of the teachers support that, in the remote schools language is taught by NCT/CBT due to the teachers' shortage in the country. They have full confidence to teach English classes PP to VI.
- 100% of the teachers agreed that, in the remote schools, two or three grades are handled by a single teacher whereby the standard of English is poor. Moreover, they confessed that

the training, refresher course, orientation programmes and seminars are given preferences to the urban teachers.

- The majority of teachers love the teaching profession they update their profession by doing research, reading and writing and they are the responsible for the success or failure of the children

#### **5. 8. FINDING PERTAINING TO THE GENDER**

- ❖ There is no significant difference with respect to male and female teachers on standard of English. The mean value of male is 50.14 which is less than mean value of female which is 51.72.

#### **5.9. FINDING PERTAINING TO THE TYPE OF SCHOOL**

- ❖ There is no significant difference with respect to LSS and PS teachers on standard of English. The mean value of male is 51.17 which is greater than mean value of female which is 49.2.

#### **5.10. FINDING PERTAINING TO THE LOCATION**

- ❖ There is no significant difference with respect to Rural and urban teachers on standard of English. The mean value of male is 49.81 which is greater than mean value of female which is 47.62.

### **5.11. FINDING PERTAINING TO THE PROFESSIONAL QUALIFICATION.**

- There is no significant difference with respect to PTC and B.Ed teachers on standard of English. The mean value of male is 47.17 which is less than mean value of female which is 50.24.

### **5.11. FINDING PERTAINING TO THE TEACHING EXPERIENCE.**

v There is no significant difference with respect to below 10 years and above 10 years teachers on standard of English. The mean value of male is 49.41 which is greater than mean value of female which is 47.12.

### **5.12. RECOMMENDATIONS PART-A: PLANNING**

- Time constraints are the main factor that hinders the preparation of the teaching plan, so if the concern is the Ministry to study the school before deploying the teachers to the school.

### **PART-B: INTERPRETATION AND IMPLEMENTATION OF TEACHING METHODOLOG.**

- ❖ Remote teachers do not have the ideas of a child centred approach, if the agency could provide the opportunities to participate in a child centre approach orientation program or any related workshops, seminars, and refresher course.

- ❖ The school Administrator or HOD should encourage the teachers to make best of use methods or strategies which are given in the textbooks.

- ❖ The majority of teachers expressed their opinions that Multi-grade teaching hinders the standard of English so to uplift the standard of English, the Ministry must deploy the teachers according to the requirements of education policy or multi-grade teaching should be discontinued.

### **PART-C: TEACHING LEARNING MATERIALS**

- ❖ The school administrator should encourage the teachers to use the teaching-learning materials which are available in the school. At the same time the Ministry should provide materials for preparing teaching and learning aids.

### **PART-E: CURRICULUM IMPLEMENTATION.**

- As the present English Curriculum was developed top-down based and of high standard whereby teachers are not able to teach well-(untrained teachers and content is very high).As a result, the standard of English in primary children is not up to expectation. So to boost the standard of English, the

curriculum designers should design the curriculum from low level to high level; and its content should be simple to complex.

- The Ministry should also deploy at least one language teacher in the remote schools.
- While framing the curriculum, the designers should also coordinate with the field workers so that pros and cons will be taken care of.(For instance; lengthy syllabus, irrelevant activities and numerous activities).
- If the present English Curriculum should be implemented in the multi-grade situation, the concerned agency should realign the curriculum.

#### **PART-F: TEACHER COMPETENCY TO TEACH ENGLISH.**

- It would be better if the Ministry could deploy at least one trained teacher in the remote school or encourage and provide some trainings, refresher courses.
- Ministry should encourage teachers to serve in the remote schools to avoid teacher shortage.

#### **5.13. SUGGESTIONS FOR FUTURE RESEARCH.**

- A similar study may be carried out more emphasizing on specific topics such as reading or writing.

- A study may be done on the same topic, with special reference to the children.
- A study may be conducted with special reference to the curriculum designers.
- A Similar study can be done taking large samples from different schools from different schools so as to validate the present result.
- A similar study can be attempted on shortage of teachers with reference to standard of English.
- A study may be conducted in multi-grade schools or classes with reference to the standard of English.
- Case studies of teacher deployment could be studied.
- In the present study only standard of English but other aspects may be included in the study.

#### **5.14. CONCLUSION**

Although it was found that the standard of English was affected by the following factors such as frequent changes in curriculum, acute shortage of teachers in the remote parts of schools, insufficient teaching-learning materials, multi-grade teaching, and untrained teacher

Conversely, the Ministry of Education (MoE) is taking greater steps to overcome all those problems for the further improve the standard of English in the primary children. Moreover, the government has established a seven member commission to carry out the review work of the education sector. It has taken several research works at the national levels as well as various universities which will bring the improvement in the

standard of English. Nevertheless; this research work will also address the issue of standard of English in the country.

## 6.1 INTRODUCTION:

After the hypothesis is formulated, a researcher has to formulate a suitable research design. The important step in the formulation of a research design is the selection of a suitable methodology and guideline to proceed further. It clearly means the exact nature and character and course of the entire research work in a systematic manner and includes the structure of the entire research work.

Research design sketches out the entire research plan of sampling, designs, observational design, statistical design and operational design. Thus, it fetches researchers to organize his ideas with available time and money in a well planned framework. It illustrates the entire research plan.

**Singh, Y.K.(2005: 156-157)** explains the research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions. The role of the methodology is to carry on the research work in a scientific and valid manner. The method of research provides the tools and techniques by which the research problem is attacked. The methodology consists of procedures and techniques for conducting a study. Research procedures are of little value unless they are used properly. The tools and techniques will not get the work done. The proper use of the research method must be learned by the researcher.

## 6.2 STATEMENT OF THE PROBLEM

Since the implementation of the New Approach to Primary Education (NAPE) in the 1990s, the decline in the standard of English has been discussed at length. This issue is gaining the attention of more stakeholders each

day. The detrimental call centre interview of the high school graduates in 2006, further ignited this issue and presented a new dimension. Since then the issue was seen as real and everybody began to talk about it: policy-makers, education officials, representatives of the people (chimis), etc. Even the media kept on featuring stories on education quality and rightly played its apt role. Existing literature (Heyneman, 1997, Cheng & Tam, 1997) indicates that the standard of English is a universal issue. In the past one year, measures were initiated to address this problem at the highest level. For instance, there was an executive order from the Prime Minister's office issued to concerned agencies including the colleges of education to address this problem by working out short, medium and long term strategies. Educators, on the other hand, argue that the decline in the standard of English is more a misperception than a reality (CERD 2007). As such there is no evidence to show that the quality of English in Bhutan has really gone down. A proper study of the matter is therefore needed to establish the real situation. The United Nations International Children's Educational Fund discusses (cited in United Nations Educational, Scientific and Cultural Organization, 2004, p. 31) five dimensions of quality education: "healthy learners; conducive environments; relevant curricula; child-friendly pedagogy; and useful outcomes." Teachers play a crucial role in fulfilling these dimensions. In any educational reform geared towards improving the standard of English, it is important to understand that teachers' ways of teaching are of critical concern (UNESCO, 2004). This allows us to assert that teachers are at the heart of the education system. Cheng and Tam (1997) also comment that "education quality is a multi-dimensional concept and cannot be easily accessed by only one indicator" (p. 23). In effect, we intend to study the contribution and

impact of the 'teacher factor' to the standard of English in Bhutan. Given the multidimensional nature of the problem, we specifically focused on the pedagogical orientation of the teachers in the primary schools in the Bhutanese classrooms.

### **6.3 THE OBJECTIVES OF THE STUDY**

To study the opinion of teachers on standard of English in primary school children with respect to

- a) Planning
- b) Implementation of curriculum and Teaching Methodology
- c) Teaching Learning Material
- d) Assessment
- e) Teaching competency in English.

2) To study the opinion of teachers on standard of English in primary school children with respect to

- a) Gender
- b) Type of school
- c) Location
- d) Professional qualification
- e) Teaching Experience.

### **6.4 THE HYPOTHESIS OF THE STUDY**

There would be no significant difference in the opinion of teachers on standard of English in primary School children with respect to Planning, Implementation of curriculum and Teaching Methodology, Teaching

Learning Materials, Assessment and Teaching competency in English.

There would be no significant difference in the opinion of male and female teachers on standard of English in primary school children.

There would be no significant difference in the opinion of primary and Lower Secondary school teachers' opinion on standard of English in primary school children.

There would be no significant difference in the opinion of rural and urban school teachers' opinion on standard of English in primary school children. There would be no significant difference in the opinion of PTC and B.Ed school teachers' opinion on standard of English in primary school children.

There would be no significant difference in the opinion of those below 10 years and above 10 years teaching experience teachers on standard of English in primary school children.

### **6.5. THE VARIABLES OF THE STUDY**

#### **Independent Variables**

1. Gender
2. Type of School
3. Location

4. Professional qualification

5. Teaching Experience

#### **.6 RESEARCH METHODS:-**

Survey method is used in the present study

#### **6.7 RESEARCH TOOL:-**

An opinionnaire designed by the researcher himself is used in the present study. The opinionnaire consists of...

**Part A:** Planning (Item No's 1 to 10)

**Part B:** Implementation of curriculum and Teaching Methodology (Item No's 11 to 30)

**Part C:** Teaching Learning Material (Item No's 31 to 40)

**Part D:** Assessment (Item No's 41 to 50)

**Part E:** Teaching Competency in English (Item No's 51 to 60)

#### **6.8 SAMPLE AND SAMPLING TECHNIQUES:-**

A sample of 60 teachers was selected randomly from various schools of five Dzongkhags in Bhutan using simple random sampling techniques.

#### **6.9. STATISTICAL TECHNIQUES:-**

**Descriptive:** Mean, SD, Percentages

**Inferential:** 't' test and 'F' test

#### **6.10.FINDING PERTAINING TO THE PLANNING**

- Cent percent of teachers expressed their views that it is necessary to prepare yearly, block and weekly plans for effective teaching. About 53.30% of the teachers viewed that it is necessary that a good teacher must teach according to the planned plan but 95% of the teachers confessed that the time constraints really hinders their preparation of teaching plans.
- The majority of teachers said that a teacher cannot teach effectively without having the teaching plan and about 73.30% of the teachers admit that, teaching plan is helpful for their actual implementation of the lesson.
- Maximum teachers feel that planning is very important in the primary school and they prepare the plan as they are instructed by the principal.
- About 71.70% of the teachers never use the yellow notes for teaching and learning purposes as the planning enhances the comprehensive understanding of the lesson. Moreover, the specific objectives and learning activities need to be given paramount importance and incorporated in the lesson plan writing.

#### **FINDING PERTAINING TO THE IMPLEMENTATION OF TEACHING METHODOLOGY.**

- About 50% of the teachers in the rural schools make the best use of the teacher centre approach whereas, another 50% of the teachers prefer to use the child centred approach. The greatest number of teachers confessed that remote teachers do not have the ideas of a child centred approach.
- 100% of the teachers prefer to use diverse methodologies (such as deductive and inductive approach) in teaching and learning process. Even considering the methods which are given in the textbooks are relevant or appropriate to the children and good at teaching the lesson.
- About 61.70% of the teachers feel that multi-grade teaching in the remote parts of the country hinder their standard of language (English). About 70% of the teachers viewed that methodologies are not important but how you disseminate the concept is important.
- Almost 90% of the teachers' workout on arrival is the best method to teach their children in an easy and understandable way. The maximum number of teachers prefer to use the present methods of teaching rather than going for the traditional method.

#### **FINDING PERTAINING TO THE TEACHING LEARNING MATERIALS.**

- Almost all the teachers prepare their teaching-learning materials for the effective deliberation of the lesson in spite of having heavy teaching loads. Most of the teachers hardly use teaching-learning materials which are available in the school.
- When the topic demands, teachers improvise and do prepare their teaching-learning in spite of having the dearth of materials owing to the fact that it brings greater impact on children's understanding or learning.
- The majority of teachers sense that integrating the TLMs in the lesson makes the lesson enjoyable, interesting, worthwhile, and effective in achieving the learning objectives. Nevertheless, it helps in achieving observational, conceptual, and perceptual learning.

#### **FINDING PERTAINING TO THE STUDENTS ASSESSMENT.**

- Almost all the teachers always assess their children's assignments such as homework, class work, and project work for promotion to higher grades. Besides, they also conduct unit tests, weekly tests, and block tests to see the comprehensive understanding of the topic and give constructive feedback, and conduct the remedial classes for the low performers.

- To enhance the standard of English, the majority of teachers focus on the reading and writing activities. To ensure transparency, most of the teachers maintain the individual's portfolios and assessment records.
- Before the examination, about 90% of the teachers orient on question patterns and procedures to ensure better performance at the same time after the examination, result analysis done for the subjects for the future enhancement of teachers as well as for children.

#### **FINDING PERTAINING TO THE CURRICULUM IMPLEMENTATION**

- About 78.30% of the teachers express their views that the present English curriculum was designed top-down based and of high standard and it consists of numerous activities that are mandated to cover up but not important for them.
- About 60% of the teachers feel that, English curriculum is not designed as per the needs of the children and it really demands the specialist teachers.
- About 51.71% of the teachers confessed that the implementation of curriculum is not the basis of trial and error method but 75% of the teachers expressed that the syllabus is lengthy and unimportant and they face tough time to cover up the syllabus.

- 61.70% of the teachers favored that the English curriculum requires techniques and skills to teach which is not possible in the remote schools as English is taught by untrained teachers (CBT/NCT). The majority of teachers feel that the frequent changes in the curriculum bring an impact on children's learning.
- They also support that, the present English curriculum for PP-VI, cannot be implemented in the multi-grade situation as topic realignment was not done though the curriculum is developed on the basis of simple to complex, age wise and level wise pattern.

#### **FINDING PERTAINING TO THE TEACHER COMPETENCY TO TEACH ENGLISH.**

- About 96.70% of the teachers support that, in the remote schools language is taught by NCT/CBT due to the teachers' shortage in the country. They have full confidence to teach English classes PP to VI.
- 100% of the teachers agreed that, in the remote schools, two or three grades are handled by a single teacher whereby the standard of English is poor. Moreover, they confessed that the training, refresher course, orientation programmes and seminars are given preferences to the urban teachers.

- The majority of teachers love the teaching profession. They update their profession by doing research, reading and writing and they are responsible for the success or failure of the children.

#### **FINDING PERTAINING TO THE GENDER**

- There is no significant difference with respect to male and female teachers on standard of English. The mean value of male is 50.14 which is less than mean value of female which is 51.72.

#### **FINDING PERTAINING TO THE TYPE OF SCHOOL**

- There is no significant difference with respect to LSS and PS teachers on standard of English. The mean value of male is 51.17 which is greater than mean value of female which is 49.2.

#### **FINDING PERTAINING TO THE LOCATION**

- There is no significant difference with respect to Rural and urban teachers on standard of English. The mean value of male is 49.81 which is greater than mean value of female which is 47.62.

#### **FINDING PERTAINING TO THE PROFESSIONAL QUALIFICATION.**

- There is no significant difference with respect to PTC and B.Ed teachers on standard of English. The mean value of male is 47.17 which is less than mean value of female which is 50.24.

#### **FINDING PERTAINING TO THE TEACHING EXPERIENCE.**

- There is no significant difference with respect to below 10 years and above 10 years teachers on standard of English. The mean value of male is 49.41 which is greater than mean value of female which is 47.12.

#### **6.12. RECOMMENDATIONS PART-A: PLANNING**

- constraints are the main factor that hinders the preparation of the teaching plan, so if the concern is the Ministry to study the school before deploying the teachers to the school.

#### **PART-B: INTERPRETATION AND IMPLEMENTATION OF TEACHING METHODOLOGY.**

- Remote teachers do not have the ideas of a child centred approach, if the agency could provide the opportunities to participate in a child centre approach orientation program or any related workshops, seminars, and refresher course.
- The school Administrator or HOD should encourage the teachers to make best of use methods or strategies which are given in the textbooks.
- The majority of teachers expressed their opinions that Multi-grade teaching hinders the standard of English so to uplift the standard of English, the Ministry must deploy the teachers according to the requirements of education policy

or multi-grade teaching should be discontinued.

### **PART-C: TEACHING LEARNING MATERIALS**

- The school administrator should encourage the teachers to use the teaching-learning materials which are available in the school. At the same time the Ministry should provide materials for preparing teaching and learning aids.

### **PART-E: CURRICULUM IMPLEMENTATION.**

- As the present English Curriculum was developed top-down based and of high standard whereby teachers are not able to teach well-(untrained teachers and content is very high).As a result, the standard of English in primary children is not up to expectation. So to boost the standard of English, the curriculum designers should design the curriculum from low level to high level; and its content should be simple to complex.
- The Ministry should also deploy at least one language teacher in the remote schools.
- While framing the curriculum, the designers should also coordinate with the field workers so that pros and cons will be taken care of.(For instance; lengthy syllabus, irrelevant activities and numerous activities).

- If the present English Curriculum should be implemented in the multi-grade situation, the concerned agency should realign the curriculum.

### **PART-F: TEACHER COMPETENCY TO TEACH ENGLISH**

- It would be better if the Ministry could deploy at least one trained teacher in the remote schools or encourage and provide some trainings, refresher courses.
- Ministry should encourage teachers to serve in remote schools to avoid teacher shortage

### **6.13. SUGGESTIONS FOR FUTURE RESEARCH**

- A similar study may be carried out more emphasizing on specific topics such as reading or writing.
- A study may be done on the same topic, with special reference to the children.
- A study may be conducted with special reference to the curriculum designers.
- A Similar study can be done taking large samples from different schools from different schools so as to validate the present result.
- A similar study can be attempted on shortage of teachers with reference to standard of English.
- A study may be conducted in multi-grade schools or classes with reference to the standard of English.

- Case studies of teacher deployment could be studied.
- In the present study only standard of English but other aspects may be included in the study.

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