

**EXPLORING STRATEGIES TO IMPROVE ENGLISH COMMUNICATION SKILLS IN
DAMPHU CENTRAL SCHOOL**

By

Santosh Kumar Biswa

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Prof. Dr. Gokhan Serin and Prof. Dr. Archana Vadeyar

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LIST OF ABBREVIATIONS

APA	American Psychological Association
CAPSD	Curriculum and Assessment Policy and Standards Division
CERD	Centre for Educational Research and Development
DCS	Damphu Central School
ECS	English Communication Skills

ABSTRACT

Developing spoken English abilities is of utmost importance for students of Damphu Central School (DCS). By researching the current curriculum, its effectiveness in improving spoken English, and the primary factors of the students' proficiency, the goals of this study were to provide significant recommendations for developing the English language curriculum. A thorough analysis was conducted using input from all three stakeholders--students, parents, and teachers. As a result, the findings of this study highlighted the need to prioritize spoken English proficiency, construct a supportive learning atmosphere, and initiate conversations to amplify overall language skills (Li & Li, 2020). Moreover, the study pointed out critical areas including grammar, pronunciation, and fluency that require further attention as a means of improving spoken English (Nunan, 1998). In order to fully understand the implications of this study, it is essential to note that all recommendations are specific to the DCS context (Richards & Rodgers, 2001). As such, the research suggests that educators should emphasize speaking exercises in the classroom, ensure a positive learning climate and address any individual language obstacles. Furthermore, this investigation has proved the importance of continuous teacher development and similar studies to refine and extend approaches in improving English Communication Skills (ECS) in the school system.

INTRODUCTION

Purpose of the Study

This study aims to enhance English-speaking skills among Damphu Central School (DCS) students by investigating and devising effective strategies. Despite English being the primary instructional language in Bhutan for over 50 years, students' speaking abilities, especially in English, remain significantly poor (Singay, 2018). Wangdi (2022) highlights vocabulary gaps, inefficient teaching methods, and an unsuitable learning environment as contributors. However, proficient English communication is vital for academic success and potential economic prospects in Bhutan (Tshering, 2019).

The study seeks to identify the causes of poor English-speaking proficiency and formulate effective measures to enhance these skills. Previous research reveals that lecture-based methods, rote learning, and memorization contribute to persistently low English proficiency (CERD, 2009). Understanding the reasons for Bhutan's low student achievement, particularly in English (CERD, 2005), and exploring psychological factors like anxiety, shyness, lack of confidence, and motivation that hinder speaking abilities (Juhana, 2012) are also integral.

Through examining inadequate English teaching resources, limited language exposure, and insufficient speaking practice, the study aims to propose remedial measures to improve English communication skills at DCS (CERD, 2002). Enhancing English communication could significantly impact academic and professional growth (Cummins, 2000). Additionally, the research contributes to education by addressing language acquisition, teaching approaches, and evaluation themes (Ellis, 2008; Richards & Rodgers, 2001), with diverse assessment tools used to gauge language proficiency.

Context

Focused on grades nine to twelve (ages 12 to 21) at DCS in Damphu, Bhutan, this research aimed to enhance English-speaking abilities. Despite academic repute, challenges like large class sizes (1:36), limited English exposure, materials, and qualified teachers hindered proficiency. Although programs like English language groups and teacher training were implemented, notable improvements were lacking. The study sought to uncover root causes and design solutions for improved English communication skills, potentially involving refined teaching methods, increased resources, and enhanced speaking opportunities.

Considering Bhutan's culture and DCS's context, the research targeted older students primed for higher education or the workforce. Diverse student body, skilled faculty, and emphasis on extracurricular activities formed the backdrop for strategic interventions. The study aimed to shed light on English teaching challenges and develop effective strategies to enhance DCS students' English communication prowess.

Statement of the Problem

The problem was that students at DCS struggled to communicate verbally in English, with their speaking abilities falling below national expectations (CERD, 2009). Despite school efforts, students faced challenges in speaking English clearly and confidently, impacting their academic success and future career prospects (Yusica, n.d.). Weak English-speaking abilities affected their overall English proficiency and academic performance, hindering their competitiveness in the global labor market (Cook, 2013). Factors contributing to the issue included inadequate teaching materials, a shortage of qualified English teachers, and limited exposure to English outside of school (Tshering and Subba, 2018). The study aimed to identify the elements affecting students' spoken English proficiency and develop effective techniques to enhance it. The research intended to address the difficulties faced by the school in teaching English as a second language and provide practical methods to improve students' English language proficiency at DCS.

Rationale

This study addresses the pressing issue of poor English-speaking skills among DCS students, with cascading effects on individuals, the school, and the Bhutanese community (Ministry of Education, 2019). Students' struggles with comprehension, exam performance, motivation, and long-term prospects are consequences of inadequate English communication (British Council, 2016). The problem holds critical importance for the school, impacting academic results, reputation, and enrollment rates (Stephen et al., 2004). Notably, the issue's ripple extends beyond DCS, affecting Bhutan's economic growth and development (Ministry of Education, 2019). This study aims to dissect factors influencing students' poor English proficiency and craft practical solutions. It contributes to the corpus of knowledge on teaching English as a second language, supporting effective methodologies and policies for Bhutan's education system. Addressing psychological hurdles impeding speaking skills, the research equips English educators with actionable strategies. By rectifying speaking deficiencies, this research aspires to enhance

academic achievement and global employability, nurturing both the educational ecosystem and the wider Bhutanese society.

Prior Interventions

Poor English language proficiency among students at DCS was a serious issue that had an impact on both the students' academic performance and their future employment prospects in the global market. The researcher made several efforts by conducting staff meetings and student awareness speeches to address the said issues in the school with the design of the school language policy, but the issues remained the same.

Research Questions

For the Applied Research Study on the subject of "Poor ability to utilize English for Speaking Communication at DCS," the following research questions were developed based on the issue and justification stated:

- To what extent does the English curriculum at Damphu Central School support the development of spoken English skills among students? (Quantitative research question)
- What are the factors that contribute to the existing ability to use English for spoken communication among students at Damphu Central School? (Qualitative research question)
- How can the English language curriculum be improved to better support the development of spoken English skills among students at Damphu Central School? (Qualitative research question)

These research questions directed the collection and analysis of data for the study to shed light on the variables influencing students at DCS's poor spoken English proficiency and to suggest appropriate remedial measures.

Significance of the Study

This study's significance stems from its potential to rectify deficient spoken English proficiency among DCS students, underscoring the necessity for a student-centered English language education in Bhutan. By pinpointing contributing factors and formulating effective strategies to enhance oral skills, this research benefits students, teachers, and policymakers. It aids English curriculum designers in fostering a conducive language-learning environment, where English assumes primacy in education (CAPSD, 2007). The findings hold value for Bhutanese and similar contexts, guiding educators, managers, and policymakers to address challenges faced by DCS students and the nation at large. Study outcomes will drive informed decisions, promoting enhanced service quality (CAPSD, 2007).

For students, bolstered English communication skills yield heightened academic achievement and expanded prospects in the global arena. The research augments the existing knowledge on language education, guiding future studies and advancing effective language pedagogies. This study's importance lies in its response to a critical language teaching challenge, offering valuable insights for shaping practice and policy, transcending borders to resonate not just within Bhutan, but across analogous educational landscapes worldwide.

LITERATURE REVIEW

Introduction

Heyneman (1997), as well as Cheng and Tam (1997), have claimed that poor educational quality is a global issue. This comment makes one wonder about the academic performance of students at DCS in Bhutan. Bhutan's second language is English, which is also one of the nation's official languages. For Bhutanese students to succeed in their academic and professional careers and to explore foreign opportunities, fluency in English is essential. However, a serious issue that has to be addressed is the students of DCS's lack of spoken English competency.

The topic " Exploring Strategies to Improve ECS in DCS " refers to the students at this secondary school in Bhutan who struggle to speak English fluently. In a range of international contexts, including business, academic, and social settings, English is a crucial language for communication. According to Rao (2019), speaking is a crucial part of language learning and helps students in developing their communication ability. Students must be able to speak English fluently if they want to thrive academically and professionally. However, a lot of students at DCS have difficulty speaking English, which can impede their academic success and constrict their options for the future.

This literature review aims to identify the reasons for poor English language proficiency among students at DCS and to suggest strategies to improve their spoken ECS. The review will explore the factors that contribute to this problem, such as inadequate teaching methods, insufficient exposure to English outside the classroom, and a lack of motivation among students. The review will propose recommendations, including the adoption of effective teaching methods, increasing exposure to English through extracurricular activities, and creating a culture of English language learning in the school.

The literature review is organized into five topics. The first topic discusses the factors affecting the speaking habits of students and the possible reasons for their lack of interest or fear of making mistakes. The second topic highlights the lack of proficiency of students in the English language, which affects their communication and analytical skills. The third topic addresses the feasibility of the school language policy, which is not taken seriously and remains only on paper. The fourth topic focuses on peer influence, which affects students' attitudes toward and fear of practicing English in front of their peers, teachers, and parents. Lastly, the absence of speaking opportunities in the classroom and the fact that English is only taught for exam reasons are two concerns with speaking that are covered in the fifth subject. The insufficient proficiency of DCS students in speaking English is a serious issue that requires attention. The review of the literature

will point out the causes of this issue and offer solutions for enhancing oral communication abilities in students.

The Factors Contributing to Poor Spoken English Competency among Students at DCS and Proposing Strategies for Improvement

English proficiency plays a pivotal role in academic and professional success on a global scale. However, students at DCS in Bhutan face challenges in developing fluent spoken English skills. Given that English is both Bhutan's second language and an official language, the limited ability of students to communicate orally in English is a concerning issue. Fluency in English is essential for academic success, professional growth, and global opportunities. However, many students at DCS struggle to speak English fluently, hindering their overall development and limiting their prospects. This literature review aims to identify the reasons behind the poor English language proficiency among students and provide strategies to improve their ECS. This review identifies various factors contributing to poor spoken English competency among students at DCS focusing on factors affecting speaking habits, student incompetency, the feasibility of school language policy, peer influence, and problems related to speaking, and proposes strategies for improvement.

Factors affecting speaking habits

The mode of instruction in schools across all disciplines in Bhutan is English. However, students at DCS who struggle with speaking the language tend to perform poorly in written work since they are unable to express themselves clearly. Therefore, urgent measures need to be taken as English language education in Bhutan has not progressed as much as it should have, despite being a core theme in schools for decades. Dendup and Onthanee (2019) have stated that students who lack confidence in their ability to speak English and who are not motivated to learn English are more likely to be hesitant to communicate in English. They also pointed out other factors such as environment, vocabulary, pronunciation, and cultural factors that have a significant impact on students' speaking habits. Currently, student performance in writing in English is fairly good, but when it comes to responding to questions, they struggle. Is it because they lack interest in

speaking, are not eager to learn about other cultures (Kieran, 2012), or enjoy their local accents? Could psychological factors such as fear of making mistakes, anxiety, shyness, lack of confidence, and motivation be hindering students from speaking (Juhana, 2012), or are they simply not given enough opportunities to speak in the classroom? Rao (2019) states that challenges faced by both learners and teachers in developing speaking skills in English language classrooms include learners' fear of making mistakes, a lack of opportunities for speaking practice, and inadequate training for teachers to effectively teach speaking skills.

Yusica (n.d.) has noted that English teaching and learning standards are frequently questioned, while Choeda et al. (2020) added that the teaching style of the teacher can have a significant impact on students' speaking habits. Students view English as an extra-curricular activity and give it less importance than it deserves. They also possess negative attitudes towards English due to their fear of fixing errors or being shy to practice it. Similarly, Korat James has pointed out that very few scholars have any plans to use their acquired English skills in their later lives, and even fewer have any thought at all about what profession they will select in the future. "Something is holding us back from being proficient in English" (Pola, 2012). English is taught to students so that they can pass exams, not so that they can communicate with the world.

Speaking English is a crucial component of English language proficiency, which is important for communication and academic success in many fields. According to a study by Wilsenach and Rudnick (2018), poor speaking skills can lead to difficulties in expressing oneself clearly, which in turn can affect one's academic performance and career prospects. The factors affecting speaking habits can be psychological, such as fear of mistakes or lack of confidence, or due to the lack of opportunities to practice speaking in the classroom. The way that students view English also matters, for example, if they see it as an extracurricular activity or whether they have a bad attitude towards correcting mistakes (Göbel and Häcki Buhofer, 2020). The issue of English

language proficiency is crucial for future employment chances as well as academic performance. Thus, the teaching and study of languages should receive more attention.

Incompetency of Students

The national mean mark for English every year indicates that many schools are performing below the average in English language proficiency, both in basic and advanced academic skills, which include lacking basic communication and analytical skills (CERD, 2009). According to CERD (2009, p. 92), a good teacher does not quench students' thirst for knowledge but rather makes them thirsty. However, many students lack the thirst to read or communicate in English, despite realizing they cannot express themselves when speaking the language. This is because students have not been adequately encouraged to think critically, use logic or analytical skills, or be inquisitive. Learners are not motivated enough as there are only whispers on paper and no concrete action or solutions being taken (Wiriyachitra, n.d.). Choeda et al. (2020) pointed out that several factors contribute to the incompetency of students in English communication in Bhutan, including limited exposure to English outside of the classroom, inadequate teaching methods, limited resources, and language anxiety. Pola (2012) stated that something is preventing students from becoming proficient in English.

Weaknesses in ECS can significantly impact students' academic performance and future employment opportunities. The Bhutan Education Blueprint created by the Ministry of Education (2014) highlights that students with weak ECS might face challenges in higher education, where English is the primary language of instruction, and they may have difficulty finding employment in jobs that require English proficiency. The National Education Assessment Framework 2019 by the BCSEA (2019) emphasizes the importance of prioritizing the development of students' ECS to improve their academic and career prospects and prepare them for the globalized world. Therefore, the issue of student incompetency in English needs to be addressed in the broader context of language education and development.

Strong communication and analytical skills, as well as the ability to think critically and logically, are all linked to language proficiency. Therefore, addressing the issue of incompetency in English is crucial for the education system as a whole. Teachers play a crucial role in developing students' language skills, and their competence and commitment are critical to ensuring quality education through the quality of language instruction (Ministry of Education, 2014). Thus, the teachers' strong English language skills and teaching methods should also be taken into consideration when addressing the issue of student incompetency in English (Namgyel, 2015). Additionally, the issue of incompetency in English is not limited to Bhutan or any particular country or region but is a global issue. English is an essential language for international communication and is widely used in academia and business. Therefore, students' competencies in English are vital to their global competitiveness, and the incompetency of students in English can have a broader impact on a country's international relations and economic growth.

Feasibility of the Use of School Language Policy

Although school language policies are meant to be taken seriously, they often end up being left on paper after just a few months, leaving it unclear as to who is responsible - the teachers or the students - since it is unknown whether all parties take the matter seriously. Nonetheless, Dendup and Onthanee's (2019) research reveals that students struggle with using English, particularly concerning pronunciation, due to the inadequate opportunities to use English outside of the classroom. This suggests a significant lack of English language proficiency among students.

Effective language learning requires exposure, but students often display reluctance to use English and show a preference for their native language. Hence, the issue arises about the efforts made by teachers to address this. Pola (2012) argues that students are typically instructed to pass exams instead of being trained to communicate effectively with the wider world. This raises doubts about the purpose of implementing school language policies. Furthermore, despite the Ministry of Education's (2014) Bhutan Education Blueprint emphasizing the growing significance

of English as a language of international communication and trade, it is noted that many teachers still use Dzongkha as a medium of instruction, even for subjects that should be taught in English. Consequently, English proficiency is indispensable for students to excel in higher education and prospective careers. The difficulties in implementing school language policies may stem from the inadequate attention given to language education in schools and the inefficient execution of policies. Therefore, implementing a school language policy may not be a practical solution, given the individuals responsible for its implementation.

Peer-influence

The influence of peers can significantly shape the ECS and conduct of students, either positively or negatively. As per Choeda et al. (2020) and the Ministry of Education (2014), peers can have a considerable impact on a student's academic performance, social development, and behavior. However, Yusica (n.d.) points out that many students exhibit negative attitudes toward English, which stem from the fear of making mistakes or being shy in front of peers, teachers, and parents. This attitude can result in limited encouragement from peers, and students may prefer to converse in their native language, even when communicating with teachers. Furthermore, students are often uninterested in utilizing their ECS in their future careers. Such attitudes can undermine the efficacy of English language learning policies.

To enhance English language learning, it is essential to create a supportive and positive learning environment that fosters positive peer influence while addressing the negative impact of peers. According to Singay (2018), when students are surrounded by peers who do not value English communication, they may lack the motivation to improve their speaking skills. Negative peer influence can lead to embarrassment and discouragement, which negatively affect a student's confidence and proficiency in English. To counter this, teachers should create a caring learning community in the classroom that promotes English dialogue and encourages positive peer influence. By doing so, teachers can improve English language teaching and learning outcomes.

Problems involved in speaking

Kuenga and Dorji's (2016) research indicates that the English language proficiency of students in Bhutan is generally poor, particularly in rural areas like Damphu. The researchers attribute this problem to inadequate teaching methods and insufficient exposure to English outside the classroom. As a result, many students are struggling to meet their grade-level expectations in English and lack fundamental communication and analytical skills (CERD, 2009). The CERD (2009) argues that an effective teacher should not simply impart knowledge but also stimulate a student's desire to learn. However, in the case of learning the English language, many students lack the motivation to acquire this skill. This is partly because they lack critical thinking abilities, which are not adequately cultivated in English language education. According to Singay's (2018) research, the primary cause of students' inadequate English communication skills is their limited opportunity to practice speaking in English classrooms. Teachers often prioritize completing the syllabus over providing students with sufficient speaking skills. Students face several challenges in developing their speaking abilities, such as fear of making errors, limited speaking practice, a limited vocabulary, cultural differences, and a lack of confidence (Rao, 2019) in their speaking skills, particularly in social or professional settings. These obstacles can impede students' progress in developing their speaking skills and hinder their involvement in classroom discussions and group activities. Moreover, the idiosyncrasies of Bhutanese English, which are characterized by significant grammar and pronunciation errors, are often unrecognizable to native English speakers (Kuensel, Feb. 19, 2019).

To tackle the aforementioned problems, teachers must use effective teaching methods to enhance students' ECS. Kuenga and Dorji's (2016) research recommends the adoption of methods like task-based language teaching and increasing English exposure through extracurricular activities. Additionally, creating a culture of English language learning in schools can positively impact students' attitudes toward language acquisition and motivate them to improve their proficiency (Harkins, 2012). The lack of analytical skills and curiosity among students can also

hinder language learning and communication. Incorporating critical thinking skills into language teaching can improve language learning outcomes, as found by Ellis and Shintani (2014). Moreover, Li and Li's (2020) research suggests that promoting curiosity in language learning can increase student engagement and motivation. Therefore, teachers must focus not only on teaching English as a subject but also on fostering critical thinking and curiosity to improve overall language learning outcomes.

Conclusion

The seriousness of DCS students' underdeveloped English language skills resonates at the center of Bhutan's educational scene. To succeed academically and open up future professional opportunities on the international stage, one must master English communication (Choeda et al., 2020; Ministry of Education, 2014). Since this problem is so serious, it needs to be acknowledged, and educators must take the lead in fixing it. Teachers have the authority to create a supportive learning environment and to employ instructional strategies that encourage good attitudes, critical thinking, and unrelenting curiosity (CERD, 2009; Singay, 2018). The effort to raise ECS levels goes beyond the walls of the classroom; it is a harmonious symphony of instructional skill and a reenergized learning environment.

The study shows a way to real solutions that are in line with Bhutan's educational system and the special requirements of DCS. A lively culture of English language learning, engaging extracurricular activities, and dynamic teaching methodologies must be weaved into the pursuit of improved speaking abilities (Kuenga & Dorji, 2016; Harkins, 2012). Notably, encouraging curiosity and integrating critical thinking into language training are effective catalysts for enhancing language learning overall (Ellis & Shintani, 2014; Li & Li, 2020). Therefore, bridging the gap in English language competency at DCS goes beyond a simple academic issue; it is a call to develop global citizens. Beyond classrooms and hallways, the reverberation of effective English communication may be felt in the corridors of future prospects, international alliances, and a

country's status. As academics and educators, it is our responsibility to enable DCS students to realize their language potential and set off on a path to unshakeable success in the classroom and the global workforce.

METHODOLOGY

Study Population

The research adopted the survey type of research, in which a sample of the targeted people (principal and vice principal, teachers, students, and parents) was used for the study. In total, a sample of 28 elements (for qualitative) and a sample of 222 elements (for quantitative) were selected from the targeted population of 710. The study population for this research included the following participants:

Table 1: *The study population for the research*

	Interview			Questionnaire		
	Male	Female	Total (n)	Male	Female	Total (n)
Students	6	6	12	93	109	202
Teachers, Principal, VP	6	4	10	15	5	20
Parents	3	3	6			

Population Justification

The study selected participants based on their relevance and potential to offer valuable insights. The principal, vice principal, teachers, students, and parents from DCS were involved as key stakeholders. Their contributions addressed research questions in various ways. The school's English curriculum and policies were discussed by the principal and vice principal, highlighting challenges impacting ECS. Teachers shared their strategies to support spoken English development. Students provided firsthand experiences, identifying factors hindering language communication. Parents offered perspectives on their children's learning experiences and home support. The diverse participant group ensured a comprehensive understanding of English

language learning issues at DCS, considering different perspectives, ages, genders, and ethnicities.

Intervention Plan

To address the issue of poor English-speaking skills among students at DCS, an intervention plan will be implemented as shown in the table below:

Table 2: *The Table Representing the Intervention Plan*

Step	Description
Step 1	Conduct a comprehensive review of the English language curriculum at Damphu Central School.
Step 2	Administer surveys to teachers and students to identify factors contributing to poor English-speaking skills.
Step 3	Conduct in-depth interviews with teachers, students, and school administrators.
Step 4	Analyze survey and interview data to determine the extent and underlying causes of the problem.
Step 5	Develop effective strategies for improvement, such as additional teaching resources and English language clubs
Step 6	Implement strategies and assess their effectiveness through ongoing evaluation and monitoring
Step 7	Present research findings and proposed strategies to school administrators and teachers

The goal of this intervention plan is to address the issue of poor English-speaking skills among students at DCS, intending to develop effective strategies to improve their spoken English abilities, which could have positive implications for their academic and professional success. The plan involves collecting data through surveys and interviews, analyzing the data, and implementing strategies based on the findings to enhance English language learning at the school.

Research Procedure

Cohen et al. (2018) stressed the need for school official approval in educational research. The researcher will request approval from the school principal, outlining the study's topic and objectives. Permission to access classrooms and students, if applicable, will also be sought, along with detailing data collection procedures and potential disruptions to the school day. Participant selection will follow the principal's approval, involving students or teachers based on predetermined criteria aligned with the research question. The researcher will determine the ideal

sample size and seek candidates meeting the requirements to ensure reliable and representative study results (Cohen et al., 2018).

Soliciting Participants

After selecting participants, the next step involved seeking their involvement. To obtain parental permission, the researcher communicated through letters, emails, or permission slips, outlining the study's objectives and voluntary nature. Potential risks and advantages were explained, and participants were assured of their right to withdraw at any time. The researcher ensured clear and concise information, enabling participants to decide whether to join the study willingly. The ultimate goal of this phase was to ensure participants understood the study's purpose and willingly chose to participate.

Informed Consent

Obtaining informed consent from participants was a crucial ethical consideration in the research. Once the participants were solicited, the researcher explained the study's purpose and research question to the parents of the participating students. Detailed descriptions of data collection procedures, potential risks, and benefits were provided. Confidentiality procedures were outlined to protect participants' data and privacy (Arellano et al., 2023). Parents were given ample time to decide whether to consent to their child's participation and asked to read and sign the consent forms. For participants under 18, parental permission was necessary, while those over 18 were directly asked for permission. In cases where signatures couldn't be obtained, alternative methods like verbal consent were recorded, noting the date, time, and source. Consent forms and documentation were stored securely to maintain confidentiality.

Data collection procedures

To ensure a thorough investigation of the study issues, a combination of quantitative and qualitative methodologies was used in the data-gathering procedures. A multifaceted method was used to assure the quality and dependability of the data that was gathered.

For the quantitative aspect, a carefully chosen cohort of participants, including both students and teachers from DCS, were given a structured survey questionnaire. The poll had 202 responses in total, which represents a representative sample of the school population. The online poll was made possible using Google Forms, which allowed for simple data collection inside the school's IT lab. The survey's closed-ended questions were carefully constructed and calibrated on a Likert scale to determine respondents' levels of agreement or disagreement. These inquiries were carefully matched with the study's goals, checked for clarity, and evaluated for internal consistency. Notably, this quantitative technique made it easier to perform numerical research and provided quantifiable information on the contribution of the English curriculum to the growth of ECS.

In-depth interviews with a few chosen participants were used to gather qualitative data concurrently, enriching the examination of underlying variables and nuances. These interviews were done in private locations to protect the participants' privacy and create a safe space for open communication. The interview followed a carefully planned procedure that was filled with open-ended questions. This methodology guaranteed that every interview followed the same procedure, promoting consistency and enabling data comparison. This qualitative component gave the research findings depth and context by enabling participants to express their experiences, viewpoints, and recommendations.

It's important to remember that the data collection process involved several different data collection locations and covered a clearly defined period. Accounting for logistical issues and participant availability, the survey administration took about a week, whereas the interview phase lasted for around ten days. The researcher overcame scheduling difficulties throughout this period by matching their availability with that of the participants, displaying a dedication to objectivity and the integrity of the data they collected.

Careful steps were taken at every stage of the data collection process to guarantee data security, confidentiality, and ethical rigor. Access to the complete records of the acquired data was

only permitted to authorized people. This careful method underlined the researcher's commitment to observing the strictest ethical guidelines.

The research findings were given a multi-dimensional perspective thanks to the interaction between quantitative data collected through surveys and qualitative insights obtained through interviews. The identification of the curriculum's strengths and limitations was facilitated by this well-rounded approach, which finally resulted in informed and nuanced recommendations for strengthening the English curriculum's effectiveness in promoting ECS. The study's comprehensive approach made sure that the recommendations that came out of it were supported by both solid empirical data and deep experiential knowledge, which increased their usefulness and potential influence.

Ethical Considerations

During the intervention phase of the research, several ethical considerations were paramount to protect the rights and well-being of the participants (APA, 2017).

Considerations During Intervention:

- The proposed intervention for enhancing spoken English proficiency was evidence-based and appropriate, supported by the literature review (Mede, 2015).
- Ethical considerations included obtaining informed consent from participants, ensuring cultural sensitivity, and maintaining privacy and confidentiality (Sullivan & Wong, 2016).
- Monitoring and adjustments were made to ensure effectiveness and adherence to research standards, following APA 7 guidelines (APA, 2017).

Considerations During Data Collection:

- Informed consent was obtained from all participants, ensuring they understood the study's purpose, procedures, and risks.
- Confidentiality and anonymity were maintained, and data protection measures were followed (Beauchamp & Childress, 2001).

- Participants were not exposed to undisclosed risks, and any distress or harm was closely monitored.
- The selection was based on objective criteria, avoiding discrimination based on personal characteristics (APA, 2017).

Considerations Regarding Researcher Bias:

- Potential researcher biases were acknowledged, and rigorous, transparent methods were employed to prevent biases (Shuttleworth, n.d.).
- A diverse and representative sample was maintained through appropriate sampling strategies.
- Objective interview and survey questions were used to elicit unbiased responses, considering cultural differences.
- Transparency, data sharing, and participant engagement were emphasized to mitigate biases and uphold research integrity (APA, 2017).
- Peer review and collaboration provided external perspectives and improved the research's overall quality and validity (Creswell, 2013).

Summary

The methodology of this study involved investigating the reasons for poor English-speaking skills among students at DCS and developing effective strategies to improve their spoken ECS. A survey-type approach was used with a targeted population, including the principal, vice principal, teachers, students, and parents, representing key stakeholders in the education system. The intervention plan included multistage stratified sampling, appropriate survey question design, and online survey tools for data collection and analysis. Closed-ended Likert scale questions collected quantitative data on the English curriculum's support for spoken English skills. Interviews provided qualitative data on factors contributing to poor spoken English and ways to enhance the curriculum. Ethical practices included obtaining informed consent, ensuring cultural

sensitivity, privacy, and confidentiality, as well as monitoring the intervention's progress, and ensuring unbiased results. Participants were debriefed on the study's purpose and results.

DATA ANALYSIS AND RESULTS

The data collection process used a comprehensive approach, incorporating quantitative and qualitative methods to address research questions. Quantitative data was collected through surveys from students and teachers, while interviews with students, parents, and teachers gathered qualitative insights. SPSS Statistics 22 software was employed to analyze Likert scale data and categorical attributes, presenting results through tables and graphs. Qualitative data were categorized using color coding to identify themes and ideas. Validity and reliability were ensured, and descriptive findings were presented in separate sections for students and teachers, covering demographics, English curriculum, language proficiency evaluations, motivation levels, and assessed proficiency. The qualitative section provided detailed information on challenges, opportunities, and suggestions related to English language proficiency. The report concluded with the implications of the results in the educational context.

Data Analysis Procedure

The researcher employed SPSS Statistics 22 software to analyze the questionnaire data. The Likert scale variables with a continuous scale of measurement were analyzed using descriptive statistics, including the mean, median, standard deviation, maximum, and minimum, depending on the data distribution. Categorical variables were categorized under different themes and reported as frequencies and proportions. The data analysis process involved representing all data numerically in tables and graphically for clarity and visualization.

For the interview data, themes were identified, and ideas from the interviews were grouped using color coding. This approach facilitated the analysis of the qualitative data by allowing the researcher to identify patterns and common threads within the responses. By organizing the data

based on themes, the researcher gained a deeper understanding of the factors affecting English communication skills.

The chosen data analysis procedures were appropriate because they provided a systematic and comprehensive approach to analyzing the collected data. The use of SPSS Statistics 22 software enabled accurate and efficient analysis of the quantitative questionnaire data, presenting key statistical measures to summarize the data. Categorizing the qualitative data into themes and utilizing color coding enhanced the analysis of the interview data, enabling the researcher to identify significant patterns and draw meaningful insights. By representing the data both numerically and graphically, the researcher ensured clear and concise reporting, making the findings easily understandable and accessible to the audience.

Validity and Reliability

To ensure the validity of the results, several measures were taken. First, the survey questionnaires were carefully designed to align with the research questions and were assessed for clarity and reliability. Additionally, the researcher followed an interview guide consisting of open-ended questions, maintaining consistency across interviews. These measures aimed to minimize bias and ensure that the data collected accurately represented the participants' perspectives.

Reliability was ensured by employing systematic and consistent data collection procedures. The researcher followed a specific protocol while administering the survey questionnaires and conducting the interviews, ensuring that each participant received the same instructions and opportunities to provide their responses. This standardized approach minimized variations in data collection and enhanced the reliability of the results.

Results

The results section presents the study's findings through a variety of methods, including tables, graphs, theme-based analysis, and other appropriate approaches. Quantitative data obtained from the survey questionnaires were organized into tables, displaying numerical information such as frequencies, percentages, means, and standard deviations. Graphs, such as pie charts and bar graphs, visually illustrated the qualitative data, aiding in the comprehension of patterns and trends. The qualitative data collected from interviews were thematically analyzed, identifying recurring themes and patterns, which were presented in an organized manner along with supporting quotes. Depending on the research questions and data, other approaches like content analysis or narrative analysis were used. This multi-faceted presentation of results provided a comprehensive understanding of the research outcomes.

Descriptive Findings

1. Quantitative Data from Students

Quantitative data was collected from a sample of 222 people (202 students and 20 teachers), providing valuable insights into various aspects related to the English curriculum and its impact on students' language skills.

1.1. Demographics

The majority of participants in the study were between the ages of 12-25 (99.5%, n= 202). In terms of gender, there were slightly more female participants (54.0%, n=202) than male participants (46.0%, n=202). Regarding the grade level, the distribution was fairly even, with the highest percentage of participants in Grade 9 (30.2%, n=202) followed by Grade 12 (30.2%, n=202), Grade 11 (21.3%, n=202), and Grade 10 (18.3%, n=202). In terms of English ability, the majority of participants rated their ability as average (58.4%, n=202), followed by good (34.2%, n=202), very good (4.0%, n=202), poor (3.0%, n=202), and very poor (0.5%, n=202).

Table 3: Age, Gender, Grade, and English Ability of Students

<i>Age</i>					<i>Grade</i>						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12-25	201	99.5	99.5	99.5	Valid	9	61	30.2	30.2	30.2
	26-35	1	.5	.5	100.0		10	37	18.3	18.3	48.5
	Total	202	100.0	100.0			11	43	21.3	21.3	69.8
							12	61	30.2	30.2	100.0
							Total	202	100.0	100.0	

<i>Gender</i>					<i>English Ability</i>						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	93	46.0	46.0	46.0	Valid	Very poor	1	.5	.5	.5
	Female	109	54.0	54.0	100.0		Poor	6	3.0	3.0	3.5
	Total	202	100.0	100.0			Average	118	58.4	58.4	61.9
							Good	69	34.2	34.2	96.0
							Very Good	8	4.0	4.0	100.0
							Total	202	100.0	100.0	

1.2. English Curriculum Experience

Participants provided ratings on several aspects related to their English curriculum experience. The mean ratings indicate that participants perceived their English teachers' performance as well ($M=3.80$, $n=202$) and considered the English curriculum to be moderately effective in helping them improve their language skills ($M=3.49$, $n=202$). Participants reported moderate enjoyment in learning English in school ($M=3.60$, $n=202$) and moderate confidence in their ability to use English in real-life situations ($M=3.09$, $n=202$). They also perceived a moderate improvement in their English skills since primary schooling ($M=3.72$, $n=202$).

Table 4: Table Representing English Curriculum Experience

<i>1. How well do you think your English teachers did their jobs?</i>					<i>3. How much did you enjoy learning English in school?</i>						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very poorly	2	1.0	1.0	1.0	Valid	Not at all	3	1.5	1.5	1.5
	Poorly	11	5.4	5.4	6.4		Slightly	7	3.5	3.5	5.0
	Neutral	53	26.2	26.2	32.7		Moderately	76	37.6	37.6	42.6
	Well	95	47.0	47.0	79.7		Very much	98	48.5	48.5	91.1
	Very well	41	20.3	20.3	100.0		Extremely	18	8.9	8.9	100.0
	Total	202	100.0	100.0			Total	202	100.0	100.0	

2. How effective do you think the English curriculum was in helping you improve your language skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly effective	25	12.4	12.4	12.4
	Moderately effective	76	37.6	37.6	50.0
	Very effective	79	39.1	39.1	89.1
	Extremely effective	22	10.9	10.9	100.0
	Total	202	100.0	100.0	

4. How confident are you in your ability to use English in real-life situations?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all confident	10	5.0	5.0	5.0
	Slightly confident	32	15.8	15.8	20.8
	Moderately confident	97	48.0	48.0	68.8
	Very confident	55	27.2	27.2	96.0
	Extremely confident	8	4.0	4.0	100.0
	Total	202	100.0	100.0	

5. How much do you think your English skills have improved since your primary schooling?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	1.0	1.0	1.0
	Slightly	12	5.9	5.9	6.9
	Moderately	53	26.2	26.2	33.2
	Very much	109	54.0	54.0	87.1
	Extremely	26	12.9	12.9	100.0
	Total	202	100.0	100.0	

1.3. Assessment of English-Speaking Skills and Curriculum

Participants' perceptions regarding the English-speaking skills and curriculum were assessed. The results indicate that participants felt there was sufficient support for developing English speaking skills (35.6% agreed, 8.4% strongly agreed, n=202) and that the English curriculum was challenging to promote the development of speaking skills (33.2% agreed, 8.4% strongly agreed, n=202). Participants also reported that lack of practice opportunities (21.3% agreed, 8.4% strongly agreed) and lack of exposure (32.2% agreed, 11.9% strongly agreed, n=202) hindered their development of speaking skills. They expressed concerns about the excessive use of other languages impeding their ability (38.1% agreed, 16.3% strongly agreed, n=202). However, they generally agreed that the teaching methods used were effective (31.2% agreed, 5.9% strongly agreed, n=202), although they felt the curriculum was too focused on grammar and reading rather than speaking skills (23.8% agreed, 15.3% strongly agreed, n=202). Participants indicated a moderate level of motivation to improve their speaking skills (32.2% agreed, 14.9% strongly agreed, n=202) and perceived an improvement in their English-speaking skills (25.7% agreed, 5.0% strongly agreed, n=202).

Table 5: Assessment of English-Speaking Skills and Curriculum*Sufficient support for developing English speaking skills*

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	3	1.5	1.5		1.5	
	Disagree	22	10.9	10.9		12.4	
	Neutral	88	43.6	43.6		55.9	
	Agree	72	35.6	35.6		91.6	
	Strongly Agree	17	8.4	8.4		100.0	
	Total	202	100.0	100.0			

English curriculum is challenging to promote the development of speaking skills

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	4	2.0	2.0		2.0	
	Disagree	29	14.4	14.4		16.3	
	Neutral	85	42.1	42.1		58.4	
	Agree	67	33.2	33.2		91.6	
	Strongly Agree	17	8.4	8.4		100.0	
	Total	202	100.0	100.0			

English curriculum is too focused on grammar and reading, rather than speaking skills

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	8	4.0	4.0		4.0	
	Disagree	35	17.3	17.3		21.3	
	Neutral	80	39.6	39.6		60.9	
	Agree	48	23.8	23.8		84.7	
	Strongly Agree	31	15.3	15.3		100.0	
	Total	202	100.0	100.0			

I receive enough feedback

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	18	8.9	8.9		8.9	
	Disagree	53	26.2	26.2		35.1	
	Neutral	100	49.5	49.5		84.7	
	Agree	26	12.9	12.9		97.5	
	Strongly Agree	5	2.5	2.5		100.0	
	Total	202	100.0	100.0			

Lack of practice opportunities hindered my development of speaking skills

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	3	1.5	1.5		1.5	
	Disagree	44	21.8	21.8		23.3	
	Neutral	95	47.0	47.0		70.3	
	Agree	43	21.3	21.3		91.6	
	Strongly Agree	17	8.4	8.4		100.0	
	Total	202	100.0	100.0			

Lack of exposure has hindered my development of speaking skills

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	6	3.0	3.0		3.0	
	Disagree	15	7.4	7.4		10.4	
	Neutral	92	45.5	45.5		55.9	
	Agree	65	32.2	32.2		88.1	
	Strongly Agree	24	11.9	11.9		100.0	
	Total	202	100.0	100.0			

I feel motivated to improve my speaking skills

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	6	3.0	3.0		3.0	
	Disagree	28	13.9	13.9		16.8	
	Neutral	73	36.1	36.1		53.0	
	Agree	65	32.2	32.2		85.1	
	Strongly Agree	30	14.9	14.9		100.0	
	Total	202	100.0	100.0			

My English-speaking skills have improved

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	10	5.0	5.0		5.0	
	Disagree	34	16.8	16.8		21.8	
	Neutral	96	47.5	47.5		69.3	
	Agree	52	25.7	25.7		95.0	
	Strongly Agree	10	5.0	5.0		100.0	
	Total	202	100.0	100.0			

The excessive use of the other language has impeded my ability

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	8	4.0	4.0		4.0	
	Disagree	16	7.9	7.9		11.9	
	Neutral	68	33.7	33.7		45.5	
	Agree	77	38.1	38.1		83.7	
	Strongly Agree	33	16.3	16.3		100.0	
	Total	202	100.0	100.0			

Teaching methods used have been effective

Valid		Frequency		Percent		Cumulative	
		Frequency	Percent	Valid Percent	Percent	Valid Percent	Percent
	Strongly Disagree	3	1.5	1.5		1.5	
	Disagree	28	13.9	13.9		15.3	
	Neutral	96	47.5	47.5		62.9	
	Agree	63	31.2	31.2		94.1	
	Strongly Agree	12	5.9	5.9		100.0	
	Total	202	100.0	100.0			

1.4. Motivation and Support

Participants' perceptions regarding motivation and support in learning English were examined. Participants reported varying levels of support from their teachers, with 28.7% (n=202) agreeing and 42.1% (n=202) being neutral. They expressed moderate levels of motivation to practice speaking (30.2% agreed, 36.1% neutral, n=202) and considered the available resources helpful (33.7% agreed, 37.6% neutral, n=202). Participants reported receiving constructive and helpful feedback to a moderate extent (30.7% agreed, 48.5% neutral, n=202). They also indicated a moderate level of supportiveness in the school environment (21.3% agreed, 55.0% neutral, n=202).

Table 6: Motivation and Support

<i>Receive enough support from my teachers</i>					<i>Resources available are helpful</i>						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3.0	3.0	3.0	Valid	Strongly Disagree	11	5.4	5.4	5.4
	Disagree	38	18.8	18.8	21.8		Disagree	23	11.4	11.4	16.8
	Neutral	85	42.1	42.1	63.9		Neutral	76	37.6	37.6	54.5
	Agree	58	28.7	28.7	92.6		Agree	68	33.7	33.7	88.1
	Strongly Disagree	15	7.4	7.4	100.0		Strongly Disagree	24	11.9	11.9	100.0
	Total	202	100.0	100.0			Total	202	100.0	100.0	

<i>Motivated to practice speaking</i>					<i>Feedback received is constructive and helpful</i>						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	3.5	3.5	3.5	Valid	Strongly Disagree	2	1.0	1.0	1.0
	Disagree	35	17.3	17.3	20.8		Disagree	22	10.9	10.9	11.9
	Neutral	73	36.1	36.1	56.9		Neutral	98	48.5	48.5	60.4
	Agree	61	30.2	30.2	87.1		Agree	62	30.7	30.7	91.1
	Strongly Disagree	26	12.9	12.9	100.0		Strongly Disagree	18	8.9	8.9	100.0
	Total	202	100.0	100.0			Total	202	100.0	100.0	

<i>School environment is supportive</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	3.0	3.0	3.0
	Disagree	33	16.3	16.3	19.3
	Neutral	111	55.0	55.0	74.3
	Agree	43	21.3	21.3	95.5
	Strongly Disagree	9	4.5	4.5	100.0
	Total	202	100.0	100.0	

1.5. English Speaking Proficiency and Assessment

Participants' perspectives on English-speaking proficiency and assessment were analyzed. Participants expressed mixed opinions about the accuracy of measuring students' abilities (23.3% agreed, 53.5% neutral, n=202). They reported receiving constructive feedback to a lesser extent (17.8% agreed, 48.5% neutral, n=202). Participants perceived the English-speaking proficiency assessment as somewhat focused on grammar (29.7% agreed, 41.6% neutral, n=202). Regarding fairness, participants had varying views, with 17.8% (n=202) agreeing and 50.5% (n=202) being neutral about whether the assessment was unfair to students with language barriers or different backgrounds. They felt that the assessment accurately reflected their progress to some extent (26.7% agreed, 52.5% neutral, n=202).

Table 7: English Speaking Proficiency and Assessment

<i>Accurately measuring students' abilities</i>					<i>Unfair to students who may have language barriers or different backgrounds</i>						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.5	2.5	2.5	Valid	Strongly Disagree	12	5.9	5.9	5.9
	Disagree	31	15.3	15.3	17.8		Disagree	35	17.3	17.3	23.3
	Neutral	108	53.5	53.5	71.3		Neutral	102	50.5	50.5	73.8
	Agree	47	23.3	23.3	94.6		Agree	36	17.8	17.8	91.6
	Strongly Agree	11	5.4	5.4	100.0		Strongly Agree	17	8.4	8.4	100.0
	Total	202	100.0	100.0			Total	202	100.0	100.0	

<i>Receive constructive feedback</i>					<i>Accurately reflects my progress</i>						
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	4.5	4.5	4.5	Valid	Strongly Disagree	4	2.0	2.0	2.0
	Disagree	52	25.7	25.7	30.2		Disagree	25	12.4	12.4	14.4
	Neutral	98	48.5	48.5	78.7		Neutral	106	52.5	52.5	66.8
	Agree	36	17.8	17.8	96.5		Agree	54	26.7	26.7	93.6
	Strongly Agree	7	3.5	3.5	100.0		Strongly Agree	13	6.4	6.4	100.0
	Total	202	100.0	100.0			Total	202	100.0	100.0	

<i>English-speaking proficiency assessment is too focused on grammar</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	5.9	5.9	5.9
	Disagree	30	14.9	14.9	20.8
	Neutral	84	41.6	41.6	62.4
	Agree	60	29.7	29.7	92.1
	Strongly Agree	16	7.9	7.9	100.0
	Total	202	100.0	100.0	

The findings highlight both positive aspects, such as perceived teacher performance and moderate improvements in language skills, as well as areas for improvement, including the need for more practice opportunities and a greater focus on speaking skills in the curriculum. These findings are instrumental in addressing the research question and can inform efforts to enhance the English curriculum and support students' spoken English skills effectively.

2. Quantitative Data from Teachers

2.1. Demographics

The majority of participants in the study were between the ages of 26-35 (40.0%, n=20), followed by the age range of 36-45 (50.0%, n=20) and 46-55 (10.0%, n=20). In terms of gender, there were more male participants (75.0%, n=20) than female participants (25.0%, n=20). The distribution of participants across different grade levels was fairly even, with Grade 12 having the highest percentage (45.0%), followed by Grade 11 (40.0%, n=20), Grade 9 (10.0%, n=20), and

Grade 10 (5.0%, n=20). In terms of English ability, the majority of participants rated their ability as good (55.0%, n=20), followed by average (20.0%, n=20), very good (10.0%, n=20), and very poor (15.0%, n=20).

Table 8: Age, Gender, Level Teaching, and English Ability of Teachers

<i>Age</i>				
		Frequency	Percent	Cumulative
			Valid Percent	Percent
Valid	26-35	8	40.0	40.0
	36-45	10	50.0	90.0
	46-55	2	10.0	100.0
	Total	20	100.0	100.0

<i>Level Teaching</i>				
		Frequency	Percent	Cumulative
			Valid Percent	Percent
Valid	9	2	10.0	10.0
	10	1	5.0	15.0
	11	8	40.0	55.0
	12	9	45.0	100.0
	Total	20	100.0	100.0

<i>Gender</i>				
		Frequency	Percent	Cumulative
			Valid Percent	Percent
Valid	Male	15	75.0	75.0
	Female	5	25.0	100.0
	Total	20	100.0	100.0

<i>English Ability</i>				
		Frequency	Percent	Cumulative
			Valid Percent	Percent
Valid	Very Poor	3	15.0	15.0
	Average	4	20.0	35.0
	Good	11	55.0	90.0
	Very Good	2	10.0	100.0
	Total	20	100.0	100.0

2.2. Language Use and Environment

In terms of language use in the classroom, participants generally agreed that the English language is used frequently (75.0%, n=20) and consistently across all subjects (35.0%, n=20) in the school. However, there were mixed opinions regarding teachers creating a safe and non-judgmental environment for students to practice their spoken English skills, with 40.0% (n=20) agreeing and 30.0% (n=20) disagreeing. Participants felt that the school provides limited opportunities for students to interact with native English speakers (10.0% strongly agree, 20.0% agree, n=20).

Table 9: Language Use and Environment

<i>The English language is used frequently in the classroom.</i>				
		Frequency	Percent	Cumulative
			Valid Percent	Percent
Valid	Strongly Disagree	1	5.0	5.0
	Disagree	1	5.0	10.0
	Neutral	2	10.0	20.0
	Agree	11	55.0	75.0
	Strongly Agree	5	25.0	100.0
	Total	20	100.0	100.0

<i>Teachers create a safe and non-judgmental environment for students to practice their spoken English skills.</i>				
		Frequency	Percent	Cumulative
			Valid Percent	Percent
Valid	Strongly Disagree	1	5.0	5.0
	Disagree	4	20.0	25.0
	Neutral	5	25.0	50.0
	Agree	8	40.0	90.0
	Strongly Agree	2	10.0	100.0
	Total	20	100.0	100.0

<i>The English language is used consistently across all subjects in the school.</i>				
		Frequency	Percent	Cumulative
			Valid Percent	Percent
Valid	Strongly Disagree	1	5.0	5.0
	Disagree	4	20.0	25.0
	Neutral	4	20.0	45.0
	Agree	7	35.0	80.0
	Strongly Agree	4	20.0	100.0
	Total	20	100.0	100.0

<i>The school provides opportunities for students to interact with native English speakers.</i>				
		Frequency	Percent	Cumulative
			Valid Percent	Percent
Valid	Strongly Disagree	4	20.0	20.0
	Disagree	4	20.0	40.0
	Neutral	9	45.0	85.0
	Agree	2	10.0	95.0
	Strongly Agree	1	5.0	100.0
	Total	20	100.0	100.0

2.3. Student Practice and Engagement

Participants expressed mixed opinions regarding the availability of practice opportunities for developing spoken English skills, with 35.0% (n=20) agreeing and 25.0% (n=20) disagreeing. They reported lower confidence in speaking English in the classroom (45.0% disagree, n=20) and limited encouragement from teachers to use English outside of the classroom (45.0% agree, n=20). Regarding individualized support for students struggling with spoken English skills, participants had a neutral stance (40.0% agree, n=20). However, the majority agreed that teachers provide opportunities for students to engage in real-life English language scenarios (55.0% neutral, n=20).

Table 10: Student Practice and Engagement

Students receive enough practice opportunities to develop their spoken English skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	10.0	10.0	10.0
Disagree	3	15.0	15.0	25.0
Neutral	6	30.0	30.0	55.0
Agree	7	35.0	35.0	90.0
Strongly Agree	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Students feel confident speaking English in the classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	10.0	10.0	10.0
Disagree	9	45.0	45.0	55.0
Neutral	5	25.0	25.0	80.0
Agree	4	20.0	20.0	100.0
Total	20	100.0	100.0	

Teachers encourage students to use English outside of the classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	5.0	5.0	5.0
Disagree	3	15.0	15.0	20.0
Neutral	7	35.0	35.0	55.0
Agree	9	45.0	45.0	100.0
Total	20	100.0	100.0	

Teachers provide individualized support to students who struggle with spoken English skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	10.0	10.0	10.0
Disagree	4	20.0	20.0	30.0
Neutral	8	40.0	40.0	70.0
Agree	5	25.0	25.0	95.0
Strongly Agree	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Teachers provide opportunities for students to engage in real-life English language scenarios, such as role-playing and debates.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	10.0	10.0	10.0
Disagree	1	5.0	5.0	15.0
Neutral	11	55.0	55.0	70.0
Agree	2	10.0	10.0	80.0
Strongly Agree	4	20.0	20.0	100.0
Total	20	100.0	100.0	

2.4. Assessment and Progress

Participants reported mixed opinions about the regularity of feedback given by teachers on their spoken English skills (45.0% agree, n=20) and the use of a range of assessment tools to measure progress in spoken English skills (35.0% agree, n=20).

Table 11: Assessment and Progress

Teachers regularly give feedback to students on their spoken English skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	10.0	10.0	10.0
Disagree	1	5.0	5.0	15.0
Neutral	9	45.0	45.0	60.0
Agree	7	35.0	35.0	95.0
Strongly Agree	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Teachers use a range of assessment tools to measure students' progress in their spoken English skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	10.0	10.0	10.0
Disagree	1	5.0	5.0	15.0
Neutral	9	45.0	45.0	60.0
Agree	7	35.0	35.0	95.0
Strongly Agree	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Resources and Support

Participants had a diversity of opinions among the participants regarding various aspects of the school's support for teaching and learning spoken English skills. When it comes to the provision of resources, participants were divided, with 40% (n=20) agreeing, 40% (n=20) being neutral, and 20% (n=20) expressing disagreement. Similarly, opinions were mixed regarding the creation of a supportive environment, with 35% (n=20) agreeing, 40% (n=20) being neutral, and 20% (n=20) disagreeing. The use of authentic materials also received mixed responses, with 25% (n=20) disagreeing, 40% (n=20) being neutral, and 25% (n=20) agreeing.

Table 12: Resources and Support

The school provides enough resources to support the teaching of spoken English skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	15.0	15.0	15.0
Disagree	1	5.0	5.0	20.0
Neutral	8	40.0	40.0	60.0
Agree	8	40.0	40.0	100.0
Total	20	100.0	100.0	

The school provides additional support, such as tutoring, for students who need extra help with their English language skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	10.0	10.0	10.0
Disagree	5	25.0	25.0	35.0
Neutral	9	45.0	45.0	80.0
Agree	4	20.0	20.0	100.0
Total	20	100.0	100.0	

The school provides a supportive environment for students to practice and develop their English language skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	10.0	10.0	10.0
Disagree	2	10.0	10.0	20.0
Neutral	8	40.0	40.0	60.0
Agree	7	35.0	35.0	95.0
Strongly Agree	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Teachers use technology to support English language learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	5.0	5.0	5.0
Disagree	5	25.0	25.0	30.0
Neutral	6	30.0	30.0	60.0
Agree	6	30.0	30.0	90.0
Strongly Agree	2	10.0	10.0	100.0
Total	20	100.0	100.0	

Teachers use authentic materials, such as English-language media and literature, to support English language learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	25.0	25.0	25.0
Neutral	8	40.0	40.0	65.0
Agree	5	25.0	25.0	90.0
Strongly Agree	2	10.0	10.0	100.0
Total	20	100.0	100.0	

The school offers extracurricular activities to support English language learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	15.0	15.0	15.0
Neutral	6	30.0	30.0	45.0
Agree	10	50.0	50.0	95.0
Strongly Agree	1	5.0	5.0	100.0
Total	20	100.0	100.0	

2.5. Teacher Training and Support

Participants had mixed views on the adequacy of training received by teachers for effectively teaching spoken English skills to students (45.0% agree, n=20). While some

participants reported that teachers use a variety of teaching methods to promote English language learning (40.0% agree, n=20), others had a neutral stance (30.0%, n=20). Additionally, participants expressed varying opinions about the extent to which the school encourages students to participate in English language competitions and events (55.0% agree, n=20). The incorporation of cultural aspects of English-speaking countries into lessons was viewed neutrally (45.0%, n=20).

Table 13: Teacher Training and Support

Teachers receive enough training to effectively teach spoken English skills to students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	15.0	15.0	15.0
	Disagree	4	20.0	20.0	35.0
	Neutral	3	15.0	15.0	50.0
	Agree	9	45.0	45.0	95.0
	Strongly Agree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Teachers use a variety of teaching methods to promote English language learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	5.0	5.0	5.0
	Disagree	5	25.0	25.0	30.0
	Neutral	6	30.0	30.0	60.0
	Agree	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

The school encourages students to participate in English language competitions and events.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	5.0	5.0	5.0
	Neutral	5	25.0	25.0	30.0
	Agree	11	55.0	55.0	85.0
	Strongly Agree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Teachers incorporate cultural aspects of English-speaking countries into their lessons to make learning more engaging and relevant for students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	10.0	10.0	10.0
	Disagree	3	15.0	15.0	25.0
	Neutral	9	45.0	45.0	70.0
	Agree	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

Teachers provide feedback to each other on their English language teaching practices.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	10.0	10.0	10.0
	Disagree	4	20.0	20.0	30.0
	Neutral	9	45.0	45.0	75.0
	Agree	4	20.0	20.0	95.0
	Strongly Agree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The school provides opportunities for teachers to participate in professional development focused on teaching English language skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	15.0	15.0	15.0
	Disagree	5	25.0	25.0	40.0
	Neutral	7	35.0	35.0	75.0
	Agree	4	20.0	20.0	95.0
	Strongly Agree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

2.7. Overall Attitude and Values

The data obtained from the survey reveals the participants' perspectives on the school's practices and values related to teaching English language skills. When it comes to opportunities for teacher collaboration and sharing best practices, opinions were diverse, with 55% (n=20) expressing a neutral stance, 30% (n=20) disagreeing or strongly disagreeing, and 15% (n=20) agreeing. This suggests a potential area for improvement in fostering a collaborative culture among teachers to enhance English language instruction. Regarding the school's prioritization of students' spoken English skills, participants exhibited a similar range of views. While 35% (n=20) agreed and 5% (n=20) strongly agreed, 15% (n=20) disagreed and 15% (n=20) strongly disagreed, with 40% (n=20) maintaining a neutral position.

Table 14: Overall Attitude and Values

The school provides opportunities for teachers to collaborate and share best practices for teaching English language skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	10.0	10.0	10.0
Disagree	3	15.0	15.0	25.0
Neutral	11	55.0	55.0	80.0
Agree	3	15.0	15.0	95.0
Strongly Agree	1	5.0	5.0	100.0
Total	20	100.0	100.0	

The school values and prioritizes the development of students' spoken English skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	15.0	15.0	15.0
Disagree	1	5.0	5.0	20.0
Neutral	8	40.0	40.0	60.0
Agree	7	35.0	35.0	95.0
Strongly Agree	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Overall, the survey findings indicated a mix of opinions among the participants. While there were areas where participants generally agreed, such as the frequent use of English in the classroom and the provision of resources, there were also areas where opinions were more divided, such as the availability of practice opportunities, teacher feedback, and the use of authentic materials. It was important for the school to consider these findings and further explore the reasons behind these varying perspectives to improve the teaching and learning of spoken English skills.

3. Qualitative Data (Interview – Students, Parents, and Teachers)

Qualitative data was collected from a sample of 28 people (12 students, 6 parents, and 10 teachers), providing valuable insights into the English language skills, challenges, opportunities, and suggestions for improvement in the educational context.

3.1. Ability to Use English

Students: 25% (n=12) of students felt comfortable and believed that using English helped in language development. 20% (n=12) were better at writing than speaking, and 15% (n=12) considered it a good idea as all students were familiar with English. However, 10% (n=12) felt that their English needed improvement and suggested more practice and reading. Overall, students had varying levels of self-perceived ability to use English.

Parents: 25% (n=6) of parents perceived their children as fluent in English, while 20% (n=6) believed their children needed improvement in fluency. Parents also mentioned challenges such as the influence of the dominant local language (15%, n=6) and the need for improvement in

fluency and grammar (15%, n=6). Some parents expressed satisfaction with their children's good speaking skills and frequent English communication (15%, n=6).

Figure 1

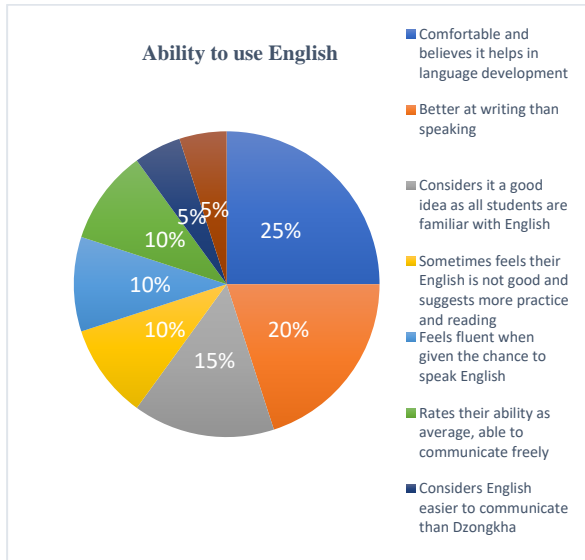
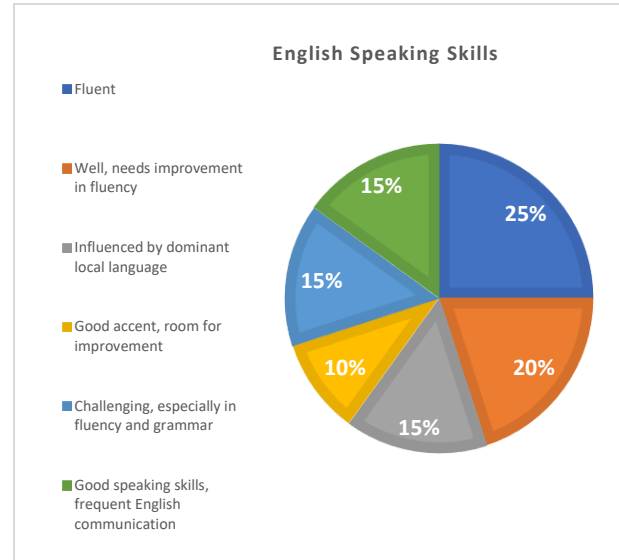


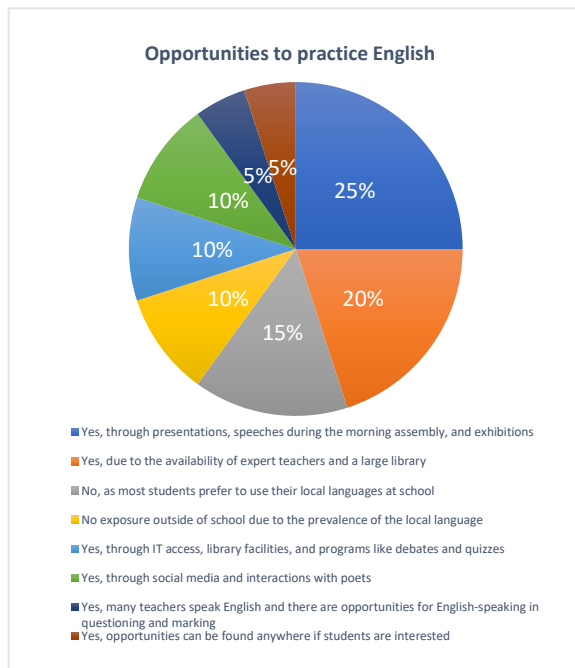
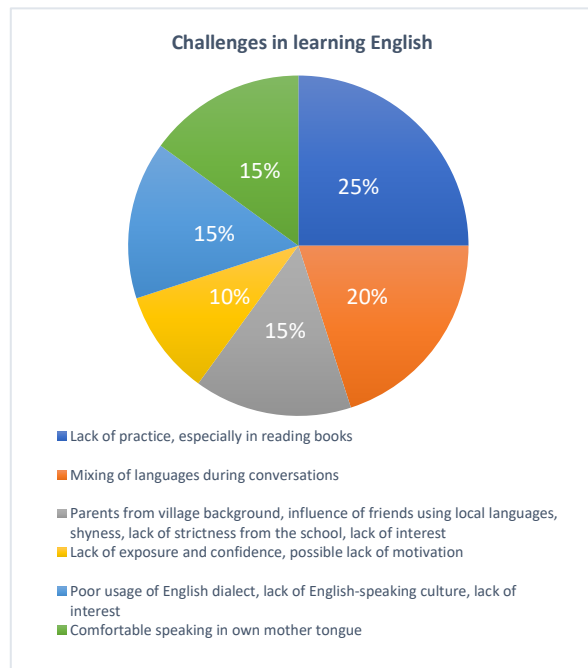
Figure 2



3.2. Opportunities to Practice English

Students: 25% (n=12) of students had opportunities to practice English through presentations, speeches, and exhibitions. Another 20% (n=12) had access to expert teachers and a large library. However, 15% (n=12) mentioned that most students preferred using their local languages at school. Some students had limited exposure outside of school due to the prevalence of the local language (10%, n=12). While there were opportunities through IT access, library facilities, and programs like debates and quizzes (10%, n=12), social media interactions, and interactions with poets (10%, n=12), and English-speaking teachers (5%, n=12), 50% (n=12) of students did not mention any exposure to spoken English.

Parents: It was not explicitly mentioned whether parents perceived opportunities for their children to practice English. However, they emphasized the lack of practice, especially in reading books (25%, n=6), and the mixing of languages during conversations (20%, n=6) as challenges in learning English.

Figure 3**Figure 4**

3.3. Support from Teachers

Students: According to students, teachers played a supportive role in their English language development. Teachers advised using English during school hours for better interaction (25%, n=12) and were available to teach and correct errors (20%, n=12). However, 15% (n=12) of students felt that some teachers primarily spoke the local language and only focused on completing the syllabus, indicating a lack of English language support from those specific teachers.

Parents: It was not explicitly mentioned whether parents perceived support from teachers in improving their children's English language skills. However, parents mentioned that maintaining a reading log helped (25%, n=6) and suggested interviews and English debates as beneficial activities. They also noted that teachers provided enough support based on improvement (10%, n=6) and had access to resources through the library, which encouraged reading (15%, n=6).

Figure 5

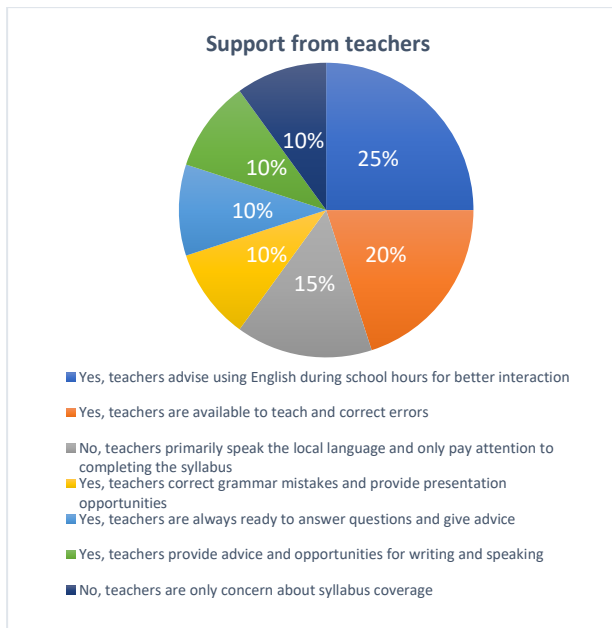
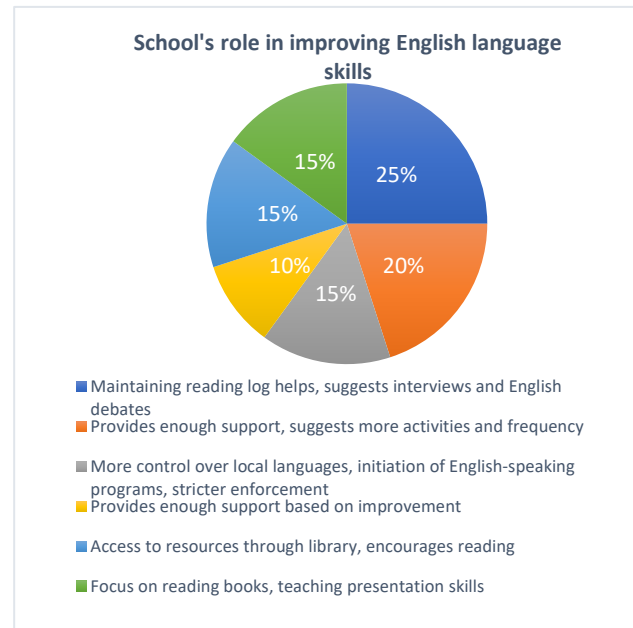


Figure 6



3.4. Challenges in Developing English-speaking Skills

Students and Parents: Both students and parents highlighted common challenges in developing English-speaking skills, including difficulties with grammar errors (25% students, 25% parents, n=12) and pronunciation and fluency (20% students, 15% parents, n=12). Other challenges included difficulty understanding bombastic words (15% students, n=12), hard words, and the need for daily reading (10% students, n=12), spelling and grammar errors (10% students, n=12), fluency and taking time to think (10% students, n=12), difficulty pronouncing certain words, and lack of reading opportunities (15% parents, n=12).

Figure 7

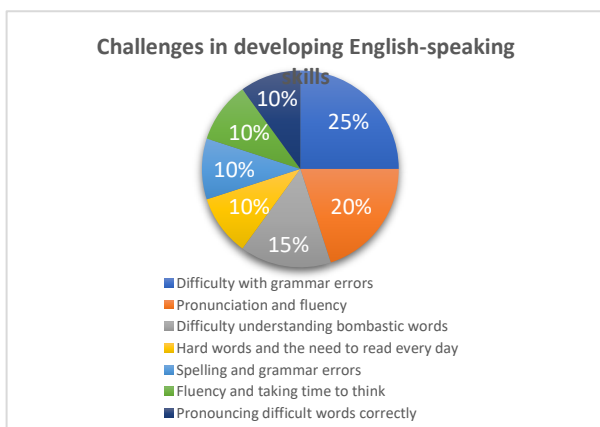
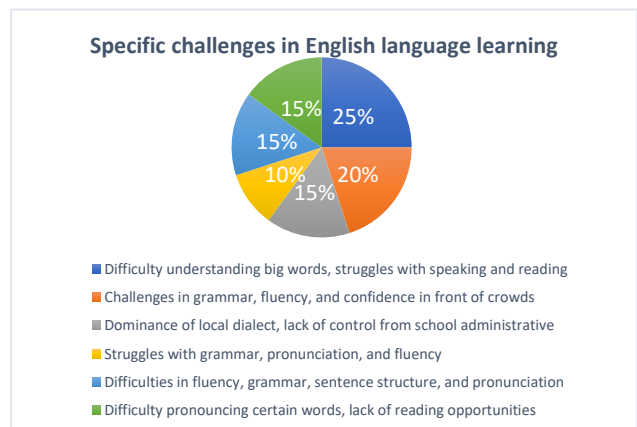


Figure 8



3.5. English Language Curriculum

Students: Students suggested various improvements to the English curriculum, such as making English compulsory and reducing the use of Dzongkha during English classes (25%, n=12). They also emphasized the importance of teachers speaking English and suggested punishment for students who communicate in languages other than English (20%, n=12). Other suggestions included introducing reading time and vocabulary learning activities (15%, n=12), establishing a reading day and encouraging daily reading (10%, n=12), and increasing English-speaking opportunities during morning assemblies (10%, n=12).

Parents: Parents perceived the English language curriculum differently. While 25% (n=6) considered it very good and emphasized the importance of student interest, 20% (n=6) were uncertain and suggested organizing more English-based activities. Some parents found the curriculum quite weak (15%, n=6) or noted a lack of discipline in following it (15%, n=6). Suggestions for improvement included more English-related activities, making English the primary language of communication (25%, n=6), and controlling the use of local languages and introducing English-speaking programs (20%, n=6).

Figure 9

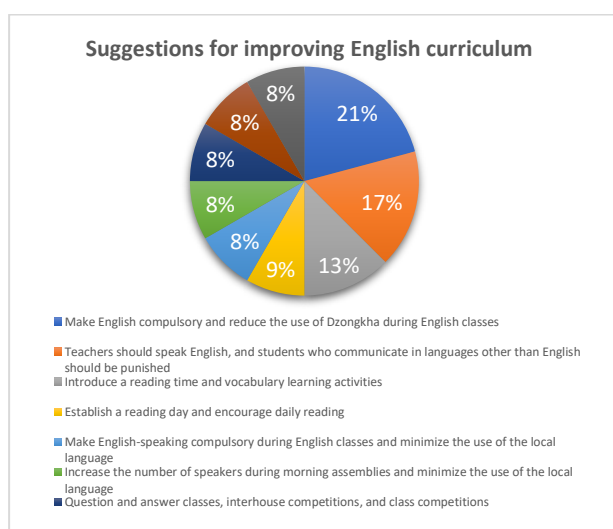
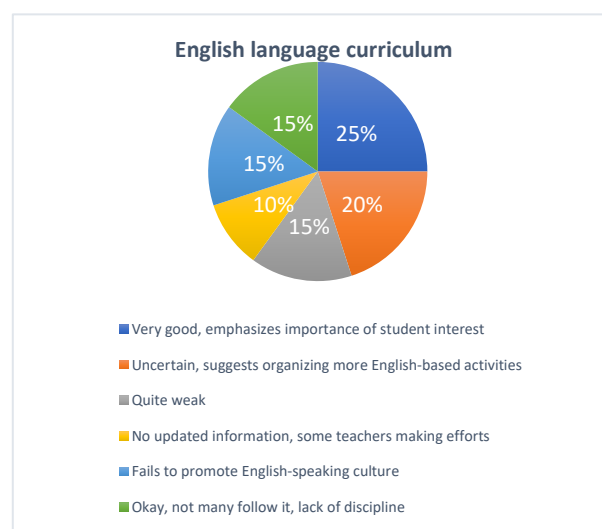


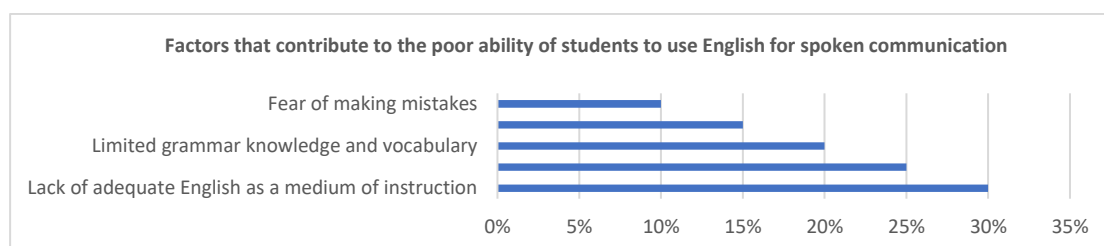
Figure 10



3.6. Teachers' Perspectives

Teachers identified several factors contributing to the poor English-speaking skills of students, including a lack of adequate English as a medium of instruction (30%, n=10), a lack of spoken and reading culture (25%, n=10), limited grammar knowledge and vocabulary (20%, n=10), lack of motivation (15%, n=10), and fear of making mistakes (10%, n=10).

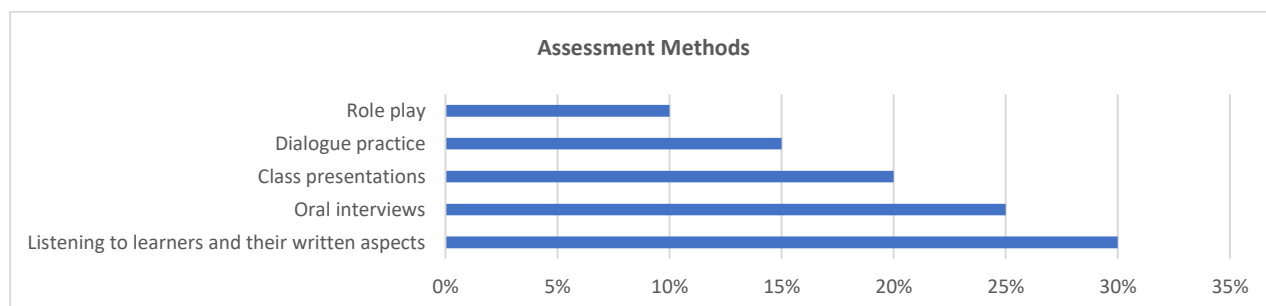
Figure 11



3.7. Assessment Methods

Teachers used various assessment methods, including listening to learners and their written aspects (30%, n=10), oral interviews (25%, n=10), class presentations (20%, n=10), dialogue practice (15%, n=10), and role-play (10%, n=10).

Figure 12



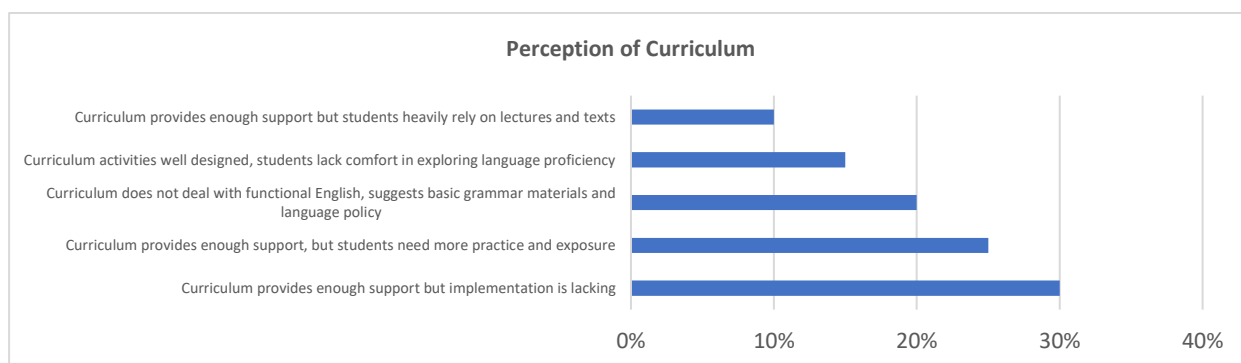
3.8. Perception of Curriculum

Teachers perceived the curriculum differently. While 30% (n=10) believed it provided enough support but lacked implementation, 25% (n=10) thought students needed more practice and exposure. Some teachers believed the curriculum did not adequately address functional

English and suggested incorporating basic grammar materials and a language policy (20%, n=10).

Others found the curriculum activities well-designed but noted that students lacked comfort in exploring language proficiency (15%, n=10), or that students heavily relied on lectures and texts (10%, n=10).

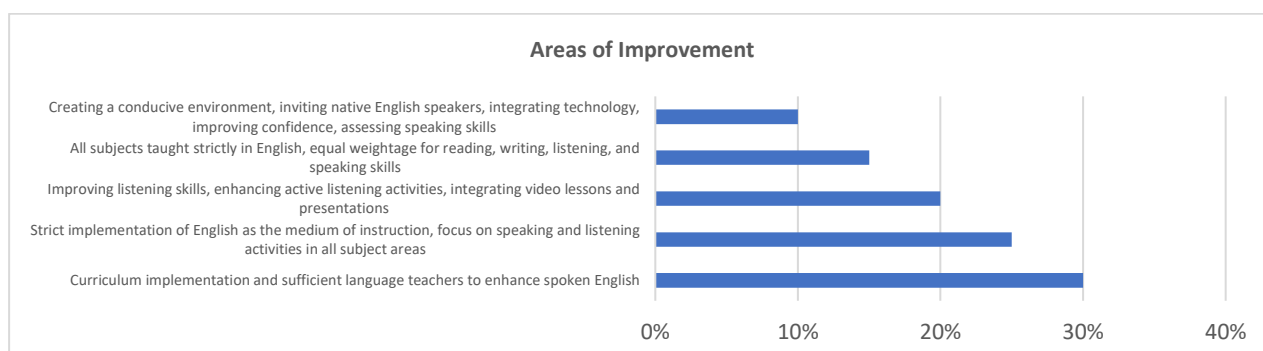
Figure 13



3.9. Areas of Improvement

Teachers suggested various areas of improvement, including curriculum implementation and sufficient language teachers (30%, n=10), strict implementation of English as the medium of instruction with a focus on speaking and listening activities in all subject areas (25%, n=10), improving listening skills and enhancing active listening activities with the integration of video lessons and presentations (20%, n=10), teaching all subjects strictly in English and giving equal weightage to reading, writing, listening, and speaking skills (15%, n=10), and creating a conducive environment, inviting native English speakers, integrating technology, improving confidence, and assessing speaking skills (10%, n=10).

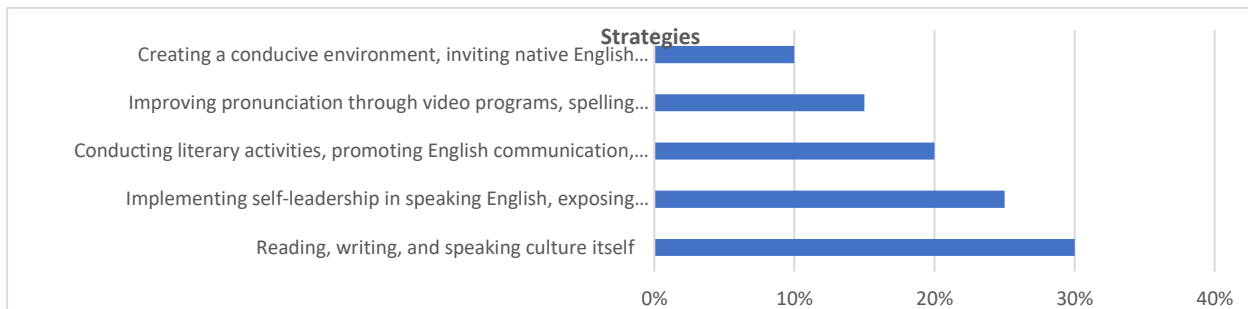
Figure 14



3.10. Strategies

Teachers proposed strategies such as promoting a reading, writing, and speaking culture (30%, n=10), implementing self-leadership in speaking English and exposing students to technology (25%, n=10), conducting literary activities and teaching grammar rules (20%, n=10), improving pronunciation through video programs, spelling competitions, letter writing, and good English movies (15%, n=10), and creating a conducive environment, inviting native English speakers, integrating technology, improving confidence, and promoting student-led discussions (10%, n=10).

Figure 15



While students expressed their comfort, challenges, and suggestions related to English language skills, parents highlighted their perceptions, challenges, and suggestions as well. Teachers, on the other hand, provided insights into the factors contributing to poor English-speaking skills, assessment methods, their perception of the curriculum, areas of improvement, and strategies. These findings collectively contributed to a comprehensive understanding of the then-current state of English language learning and provided valuable recommendations for enhancing English language education.

DISCUSSION AND CONCLUSION

This section analyzes the outcomes of the research, where the conclusions drawn from the data analysis are presented, addressing each research question and highlighting their significance in relation to the research objectives. It further explores the learning themes, reflecting on expected and unexpected outcomes, evaluating successful aspects, and identifying areas for improvement in future studies. The implications of the data collected are also explored, providing actionable steps to improve professional practice and education, outlining the next steps, and suggesting potential research directions. The conclusion provides a concise summary of the major outcomes and data analysis, emphasizing any gaps or insights uncovered and establishing the relationship between the literature review and the overall research findings, underscoring the significance and potential impact of the research.

Outcome Analysis

Analysis of Student Questionnaire Response

The efficiency of the English curriculum is examined, as well as how it affects students at Damphu Central School's ability to speak English. The study includes participants from the 12- to 25-year-old age range, giving it a wide-ranging perspective. The study's findings are more relevant and significant when gender representation is balanced.

Despite being generally favorable, the student's comments on the English program show that it could be more successful. The emphasis on spoken English in the curriculum is praised, which inspires a desire for more speaking chances and exposure to improve language abilities. Some worry that using other languages excessively will make it harder to speak English. The interaction between teachers and students is crucial because it illustrates how important educators are to guiding and motivating students. It is stressed that there must be a positive balance between student passion and instructor support. The study is a reflection of the changing nature of English

language evaluation, and it makes the case for thorough assessments that cover all language abilities, including oral communication. To help exam designs foster exceptional English speakers, timely and informative feedback is requested. The survey's findings create a tapestry of insight and possibility. It highlights opportunities for improvement while also recognizing achievements. This report provides a road map for enhancing English language instruction at Damphu Central School, arguing in favor of a more thorough curriculum, increased motivation, and an all-encompassing approach to assessment. The study is compelling as a realistic portrayal that captures the need for an enhanced learning experience within the prestigious school's halls.

So, what: The results of the data analysis highlight the need for a complete and well-rounded English curriculum that gives spoken English skills more priority. The study emphasizes the significance of developing an encouraging and inspiring learning environment in the classroom, expanding speaking practice chances, and matching assessment goals with language learning objectives. These findings have implications for instructional planning, assessment strategies, and curriculum design that will help students build their spoken English skills.

Analysis of Teacher Questionnaire Response

Insightful conclusions that shed light on the state of English language instruction at the school have been drawn from the study of instructors' questionnaire responses. The gender dynamics or volunteer preferences that may have an impact on teaching methods are highlighted by the demographic makeup of teachers, which is primarily male and ages 26–45. Effective language instruction necessitates accepting different points of view, which improves the educational environment.

Diverging views exist on how to foster an English-speaking environment in terms of language usage and classroom ambiance. Consensus encourages regular use of English, requiring focused professional development for educators to foster an environment that supports confident English expression. The unanticipated dearth of chances for students to contact English-speaking

classmates highlights the need for creative activities that promote real-world language exposure, accelerating the learning process. Divergent viewpoints on possibilities for practice and instructor encouragement for extracurricular English language use highlight the value of engaging in dynamic activities that promote active language engagement. For theory and practical application to be connected, teachers' passion and students' encouragement to use English outside of the classroom are essential. Different opinions on the timing of feedback and the criteria for judging spoken English proficiency are sparked by evaluations and progress assessments. The importance of a personalized assessment of the resources available to establish an inclusive learning environment that is in line with varied learning needs is highlighted by divergent views on resource utilization, a supportive atmosphere, and appropriateness. Diverse viewpoints on pedagogical methods and teacher training emphasize the value of continual professional development, which enables teachers to improve their teaching strategies and maximize spoken English education.

The diversity of opinions regarding students' involvement in English language competitions and activities gives a chance to boost motivation and develop healthy classroom competitiveness, necessitating further study for efficient tactics. Overall, the unexpected revelations from the teachers' comments paint a picture of a setting that is ready for transformational improvement. The school must take a cautious course forward while embracing professional development, more contact with native speakers, fun activities, and ongoing teacher development. With the aid of fresh knowledge and a persistent dedication to fostering linguistic competence and a thorough education, Damphu Central School is prepared to advance its English language instruction initiatives.

So, what: The unexpected results from the instructors' questionnaire replies point to important areas where the school's English language curriculum needs to be improved. These revelations highlight the requirement for customized treatments, such as techniques to increase

exposure to native speakers, professional development, and resource expansion. By addressing these issues, we can create a learning environment for students that is more efficient, interesting, and encouraging.

Analysis of Students, Parents, and Teachers Interview Responses

Significant new insights into the complex environment of English language learning have emerged from a thorough review of interviews with students, parents, and teachers. These groups begin to understand one another, highlighting the common difficulties pupils have when learning English. These difficulties include a lack of outside practice opportunities, the need for a supportive learning environment, difficulties with grammar, pronunciation, fluency development, and grammatical error anxiety. Even though the obstacles are shared, there are differences across the three cohorts' perceptions. Students speak English more fluently, perhaps as a result of exposure to the language more frequently in daily life. However, parents take a more critical position, feeling that their kids' English skills need to be improved. This distinction can be the result of parents' constrained perspectives on their children's linguistic experiences within the house.

The variety of suggestions for improving the learning environment for English serves to further highlight how complex the opinions are. In line with their ardent desire to advance, students urge immersive speaking and attentive listening exercises to increase fluency. On the other hand, parents place a premium on proper grammar and pronunciation, which reflects worries about linguistic precision and academic success. These interviews offer a thorough understanding of the issues and viewpoints involved in learning English. This analysis acts as a compass to direct educators toward an educational method that is more successful and harmonious and that speaks to the individual needs and goals of children, parents, and teachers. This study outlines a route to a more fruitful educational journey by exploring the complex interplay of common issues and different viewpoints.

So, what: The data analysis emphasizes the necessity of addressing the noted issues while taking into account the various viewpoints of students, parents, and teachers. The results highlight the significance of developing a thorough language learning environment that combines exposure, practice, a friendly environment, and efficient teaching techniques.

Learning Themes

The study offered an array of insightful perspectives regarding the effectiveness of the English curriculum in fostering spoken English skills after reflecting on the research themes and surprising results. Investigating the nuances of phrase complexity and variation, the research concentrated on evaluating the level of support, determining the causes, and identifying areas that could use improvement (Alwi, 2023, p. 3). A complete picture of the experiences of students was painted on the canvas by the inclusion of participants from a range of ages. The disparity in viewpoints among students, parents, and teachers, however, begs for additional investigation and highlights the need to delve more deeply into this complex relationship. Despite favorable reviews of English teachers' performance, the program's impact was only minimally assessed. This shows untapped potential to increase its influence on students' language abilities. The participants' collective voice underlined the necessity for a larger emphasis on spoken English in response to the current shortage of exposure and practice opportunities (Celce-Murcia et al., 2015). These findings emphasize the value of developing a fully immersive learning environment and elevating spoken English in the curriculum.

The development of reliable evaluation and feedback mechanisms is essential for accurately measuring linguistic abilities and the efficacy of education (Alwi, 2023, p. 7). To encourage active engagement in honing spoken English abilities, motivation and support emerge as crucial pillars that must be nurtured in the classroom (Alwi, 2023, p. 9). A deliberate focus on ongoing professional development is necessary to address the various viewpoints on teacher preparation, and the development of a thorough action plan should include elements like

extracurricular practice opportunities, improved assessment criteria, and a structure for helpful criticism (Alwi, 2023, p. 11). Language skills and the overall educational experience can be strengthened more successfully through these careful approaches.

These observations follow the overall learning theme, which was obtained by considering various data flows and which suggests that Damphu Central School needs a drastic reform of its English language program. This fundamental shift encompasses many aspects, combining a series of events to create a symphony of transformation aimed at creating an educational environment that is helpful and effective as well as engaging. The findings' patchwork informs the following crucial areas for improvement:

- **Improving Spoken English Competency:** Spoken proficiency in English is highly emphasized within the curriculum. As students are eager to have more practice in conversations, immersive speaking exercises and active listening activities should be incorporated into the teaching framework.
- **Creating an Inspiring Learning Environment:** Students' and teachers' responses indicate that developing a comfortable and nurturing learning atmosphere is significant. Supporting teacher development is the foundation for fostering a climate in which self-confident English expression and constructive interactions between teachers and students can thrive.
- **Balancing Language Dynamics:** As there are varied perspectives about the use of language, it is not easy to find a middle path between supporting immersion in English and preserving linguistic fidelity. The solution would be to establish a lively learning environment in the classroom by using different linguistic activities.
- **Increasing Real-World Language Exposure:** The lack of English-speaking classmate's points to the necessity for innovative approaches that contribute to students' familiarity

with practical everyday language interactions. Dynamic activities such as language competitions and practical exercises give life to the learning process.

- **Customized Assessment and Curriculum Design:** Due to the variety of learning needs, assessments and plans for curriculum must be prepared separately for each student. Teacher empowerment through ongoing professional development ensures the use of efficient pedagogical methods that teach spoken English to maximize its effectiveness.
- **Involving Parents and Addressing Concerns:** Also, parents' roles as stakeholders and their issues should not be overlooked. It is possible to create a more encouraging and supportive learning environment by addressing parents' concerns about their children's language skills.
- **Holistic Pedagogical Landscape:** Wise insights from various sources point to taking a holistic approach. The combination of such tactics as exposure to native speakers, diverse language exercises and ongoing teacher training results in a learning tapestry that echoes the specific needs of those children.

Following these discoveries, the study not only reveals the intricate interaction of elements influencing English language instruction but also issues a plea for change. A revolutionary educational journey that meets the many ambitions of students, parents, and teachers can be paved by the collaborative integration of data-driven insights and adaptable techniques. Damphu Central School can travel the road to engaging and empowered English language instruction by incorporating this holistic method into the educational tapestry.

The research revealed both intended and unintended effects, contributing to the understanding of opportunities and challenges that are currently present. However, conflicting opinions among stakeholders—students and parents included teachers highlighted the fact that it is still difficult to keep a balance between language goals. Such an unexpected realization requires a more subtle approach to the design of curriculum, one that considers possibilities and divergences

but still reflects a common point. One of the strongest points in this research is thoroughness data collection, which implies that a broad age range and stakeholder involvement was used. This diversity gave a wide-ranging picture of how the curriculum is making an impact and what could be improved. The recognition of accomplishments, like the commendable emphasis on oral proficiency in English accounts provides a foundation for development and inspires continuation to effective procedures. The procedure could be made better in several aspects. The teachers and students' interviews provided valuable information, but the viewpoint concerning parents was rather restricted. A future version of this study can provide an opportunity to include parents so that a more detailed understanding about the linguistic situation in the family is achieved. Flexibility is also emphasized in the study, especially on gaps that are not anticipated like a student's interaction through English-speaking friends. This observation emphasizes that teaching methods and curricula should be flexible, in order to change adequate unforeseen difficulties.

Process improvements have a lot of potential going forward. Earlier participation of parents in the study process promises a more profound sense of expectations. Longitudinal studies' invaluable insights on the effectiveness of changes that have been applied throughout time would guide an ongoing cycle of improvement. In collaborative curriculum design, all stakeholders work together to develop a more balanced and adaptable educational framework.

Implications

The data obtained can be used to improve professional practice and education with numerous implications. Teachers have to include a range of sentence patterns and understanding levels in their lesson plans if they want to teach effective spoken English skills (Chastain, 2005). To achieve that, teachers should include both long and complex phrases along with shorter ones in their lesson plans Brown & Lee 2015. To foster active student participation, teachers should design welcoming yet spacious classroom settings as suggested by Tilbury et al. 2013. In tracking progress, students must be assessed based on certain parameters and feedback provided

periodically (Viriya & Sapsirin, 2014). For effective teaching of spoken English, professional development opportunities for instructors should encompass workshops and training sessions (Erdiana et al., 2019). Collaboration with parents should be encouraged and resources available, suitable to different student needs (Phon, 2017).

Based on the findings of the data gathered an action plan with clear strategies and deadlines should be created to direct future activities (IvyPanda, 2020). Teachers' ought to offer themselves opportunities for professional growth as well as opportunities for students to evaluate and receive updates on resources (Edubirdie, n.d.). Activities like language exchange and English clubs should be given priority in interventions (Brown, 2001). The school should keep including parents in team teaching and asking for feedback (Chastain, 1988). Research on how to best enhance spoken English skills could benefit from longitudinal monitoring to safely follow students' progress over time, comparative studies between schools and/or regions, experimentation with teacher preparation programs, and the use of digital resources. By putting the recommended changes into effect, conducting further research, and adopting cutting-edge techniques, DCS can support the students' meaningful oral language growth and give them important competency and educational experience.

The materials gathered through student surveys, teacher surveys and interviews with students, parents and teachers at Damphu Central School generate a comprehensive framework that could help in assembling an effective educational journey. The synthesis of viewpoints identifies critical areas for development, describes the following steps, and suggests new directions for further research:

- **Curriculum Improvement:** Adequate spoken English competency is gained through a balanced program that includes the practice of speaking, grammar and reading. Using these elements one can design a more immersive environment for language learning and better enhance their overall capability with the languages.

- **Classroom Climate:** The development of an encouraging and stimulating learning environment is very important. Highlighting the importance of open communication and involving themselves in hands-on practice can help establish an environment that facilitates language growth.
- **Assessment Relevance:** Tests should be matched to expected speaking skill levels. A robust language competence testing technique that includes in-depth speaking examinations guarantees accurate evaluation.
- **Strong student motivation and knowledgeable instructor guidance:** These two aspects enhance students' efforts to study a language. Prompt feedback, useful resources and helpful guidance make an effective learning environment.
- **Exploration of Future Research:** It will be important to consider the statement on how curriculum changes might impact students' ability to speak English fluently in future. Looking at the way that cultural and socioeconomic factors interrelate may result in shocking revelations which can be useful in enhancing understanding of education.

Next Steps and Potential Research Directions

- **Curriculum Refinement:** A friendlier teaching environment should make room for spoken English in the curriculum. Increase training for teachers to develop the perfect language learning setting.
- **Increased Exposure:** Increase language acquisition by providing students with more chances to interact with native speakers and develop pragmatic use of languages.
- **Engagement and Practice:** Increase the minimum for language proficiency and support practicing languages outside of class.
- **Effective Feedback:** Provide students with timely feedback and clear evaluation criteria to support their development. Help educators to deliver profound criticism.

- **Resourceful Support:** Develop a robust infrastructure of resources and support mechanisms to cater for different learning styles or needs.
- **Ongoing Professional Development:** Encourage an ongoing culture of teaching where teachers can enhance their spoken English pedagogy.
- **Student Engagement Innovations:** Identify innovative approaches for promoting a motivating learning atmosphere, including language contests that attract students' attention.
- **Practice and Exposure Amplification:** Encourage English in students' leisure and daily activities to encourage fluent language use and dynamic language ecology.
- **Supportive Learning Ecosystem:** Encourage the language learning process by providing a safe environment in which errors are tolerated and innovation is appreciated.
- **Holistic Language Skills:** Develop a detailed program focusing on pronunciation, specialized grammar and fluency teaching for total language growth.
- **Parental Engagement Enhancement:** Engage in increased parents' support by establishing the link between expectations and student's experience based on frequent updates and a better understanding of how language contributes to learning.
- **Comprehensive Curriculum Design:** Adopt a balanced curriculum that meets many types of learning preferences while balancing fluency and accuracy.

Collaborative Approach: Promote open communication between instructors, parents and kids to make expectations compatible with positive tactics.

Embarking on an Inspirational Journey

The stage for change is set. These implications open the door for reformation across curriculum, environment, assessment, support, engagement and collaboration areas towards transformative change. The corridors of Damphu Central School ring with the echoes of change.

Yet, the journey doesn't culminate here; it beckons further exploration into the intricate dynamics of motivation, preferences, and obstacles shaping language learning. A crescendo of learning unfolds as the torch of progress passes from one study to the next, promising an enriched tapestry of language growth and empowerment.

Conclusion

Overall, this study provided further insights into various approaches that may be used in developing an ECS framework for DCS systems. Though several challenges, including limited resources and tricky schedules, posed problems, finally data and insights were obtainable from students, parents as well as teachers. It emphasizes that spoken English proficiency should be included in the curriculum as a priority subject, considering its impact on teaching practice (Li & Li 2020). An inclusive and supportive environment and wholesome opportunities for speaking and listening at regular intervals are instrumental in developing language competence proficiency (Nunan, 1998). Troubles related to grammar, fluency and pronunciation that relate particularly to ECS should also be addressed to ensure improvement (Richards & Rodgers 2001). In contrast, it should be mentioned that the results of this study consider only DCS and a small sample size. Therefore, more research is required to better understand the effects (Li & Li in 2020) and must include a wider range of learning environments. Individual schools could obtain a wider range of perspectives and opinions on the problem as well as address logistic issues such as problems with resources or scheduling. Overall, this research provides a basis for future studies to improve ECS in educational settings and fine-tune current language teaching approaches.

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APPENDIX

APPENDIX I: The permission form signed by the District Education Officer, Principal and Principal as Guardian for Students.

**Applied Research
Informed Consent Form**

Information

Course: Master of Education in Advance Teaching
Researcher Name: SANTOSH KUMAR BISWA **Researcher Email: santoshkr4545@gmail.com**
Researcher Phone: +975 1763 2608
Location of Proposed Intervention/Innovation: DAMPHU CENTRAL SCHOOL, TSIRANG, BHUTAN

This form serves two purposes: first, to acknowledge approval from the building principal or company supervisor for the researcher to conduct the proposed research and second, to inform participants and/or parents/guardians of minor participants of the intentions of your study.

Student-researchers must submit this form if the proposed study involves any person(s) other than themselves for which a planned intervention or innovation will occur. Students using this form within a school setting or other place of employment must be a current employee at the site to seek permission to conduct research at this location. A separate form must be provided to and signed by each parent or guardian of all minor (school-aged) children and/or adult participant involved in the study.

Purpose: The purpose of this research is to investigate the reasons for poor English-speaking skills among students at Damphu Central School and develop effective strategies to improve their spoken English communication skills. The study will examine factors such as inadequate teaching resources, lack of exposure to English, and lack of practice and propose remedial measures based on the findings to address the issue. The topic is important as it has implications for academic and professional success and is relevant to the fields of language acquisition, teaching approaches, and language assessment.

Participation: You will be asked to participate in one-to-one interview and survey questionnaires to get your experiences and perspectives on the factors contributing to poor spoken English skills among students at Damphu Central School

Risks: There are no foreseeable risks to you as this interview will only explore some potential solutions and strategies to improve the English curriculum and support the development of spoken English skills for the benefits of the students of Damphu Central School.


Personal Benefits: There will be no personal benefits to you from your participation in this research but it will help us identify effective solutions to address this issue as stated.

Time: Your participation in the action research study will take approximately 50 minutes. The duration of this research project is from June 1 to August 10.

Voluntariness: Your participation in this research is strictly voluntary. You may refuse to participate at all, or choose to stop your participation at any point in the research without fear of penalty or negative consequence.

Confidentiality: The information/data you provide for this research will be treated confidentially, and all raw data will be kept in a secured file by the researcher. Personally identifiable information will not be shared.


Review of Research: You also have the right to review the results of the research if you wish to do so. A copy of the results may be obtained by contacting the researcher.


Santosh Kumar Biswa
Sr. Teacher
Dampfu Central School
Tsirang
Email: santoshkr4545@gmail.com
Mobile: +97517632608)

Supervisor Consent

I, Bhuvan C. Ghalley (Principal) have communicated with the researcher during the planning stages of their proposed research study and approve of their proposed study including the pending intervention/innovation. My signature as the supervisor indicates the student conducting this proposed research is an employee under my supervision. I further acknowledge receipt and viewing of all signed and returned Informed Consent forms completed by participants and/or adults of minor children participating in said action research intervention/innovation.

Name of Supervisor: Bhuvan C. Ghalley
Position/Title: Principal Phone: 17667792 Email: bcg.ghalley@education.gov.bt

Signature:  Date: 16-5-2023
Principal
Dampfu Central School
Tsirang

Supervisor Consent

I, Pema Rinzin (Principal/DEO) have communicated with the researcher during the planning stages of their proposed research study and approve of their proposed study including the pending intervention/innovation. My signature as the supervisor indicates the student conducting this proposed research is an employee under my supervision. I further acknowledge receipt and viewing of all signed and returned Informed Consent forms completed by participants and/or adults of minor children participating in said action research intervention/innovation.

Name of Supervisor: Pema Rinzin
Position/Title: Principal/Chief DEO, Dzongkhag Administration, Tsirang Phone: 17966996 Email: pemarinzin@mac.gov.bt

Signature:  Date: 16-5-2023

Student-Researcher Acknowledgement

To be completed by the student

As the student-researcher, I Santosh Kumar Biswa acknowledge and accept my responsibility to attain all signatures and submit the Informed Consent form to my instructor by Week 7.



Participant Consent

To be completed by the parent/guardian of minor participants and/or adult participants

I, (print full name) Bhuvan C. Ghalley, have read and understand the preceding information explaining the purpose of this research and my rights and responsibilities as a subject and/or parent/guardian of a minor participant. My signature below designates my consent to participate in this research, according to the terms and conditions listed above.

Participant/Parent/Guardian Signature: _____

Date: 16-5-2023


Principal
Dampu Central School
Isirang

APPENDIX II: Letter of Consent for Completing Research Questionnaire and Interview by Students (Information to Parents).

APPENDIX 5

Letter of Consent for Completing Research Questionnaire and Interview by Students

14 May 2023

Dear Parents,

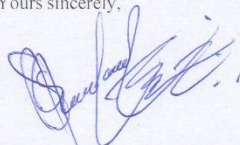
I hope this letter finds you well. I am writing to inform you about my current enrollment as a Master of Education in Advanced Teaching candidate at the University of the People in Pasadena, California, USA. As part of my graduate applied research project, I am conducting a study on the topic of "Exploring strategies to improve English communication skills in Damphu Central School." Your child's knowledge and experience in this area would greatly contribute to the success of my research. The purpose of this letter is to seek your cooperation in fulfilling the requirements for my Master's degree in Advanced Teaching. I am currently in the process of writing a comprehensive report based on this study, under the guidance and supervision of Dr. Gokhan Serin, who are serving as my research supervisors. This requirement is designed to expose us to various research methodologies and enhance our research skills.

Since your child is residing in the hostel, to collect the necessary data for my study, I will be seeking the principal's approval and to sign on the consent letter in your favor to ensure that your child can participate in answering the questionnaire within the school campus, strictly outside of school hours. Please be assured that the information obtained from the questionnaire will be used solely for the purposes of my research project, which includes the development of a final research paper, potential presentations to my classmates, and the possibility of participating in a research conference or publication. I want to emphasize that your child's identity, name, and any other personally identifiable information will be kept strictly confidential and will not be disclosed in any written work, oral presentations, or publications. Only my research supervisor will have access to my research work, ensuring the privacy and security of the collected data.

It is important to note that your child is free to change his or her mind and withdraw consent at any time, even after initially agreeing to participate. Once the research paper has been presented and/or published, all data collected from your child will be promptly and permanently destroyed. There are no known risks or benefits associated with participating in this project. Should your child wish to review a copy of my notes to ensure accuracy, I will be more than happy to provide them upon request.

I would like to express my sincere appreciation for your support in this endeavor. Thank you once again for your valuable support.

Yours sincerely,



Researcher name: Santosh Kumar Biswa
Phone number, email: +97517632608, santoshkr4545@gmail.com
Research Supervisor's Name: Dr. Gokhan Serin

APPENDIX III: Letter of Consent for Completing Research Questionnaire and Interview by Students (Request Application to Principal to be the Guardian of Students).

APPENDIX 6

For the Letter of Consent for Completing Research Questionnaire and interview by Students

Date: 16.5.2023

Dear Principal,

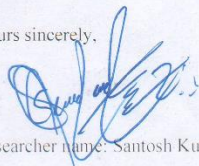
I hope this letter finds you well. I am writing to request your cooperation and support as the guardian of students residing in the hostel to enable students to participate in completing Research Questionnaire and interview for my research study. I am currently enrolled as a Master of Education in Advanced Teaching candidate at the University of the People in Pasadena, California, USA. As part of my graduate applied research project, I am conducting a study on the topic of "Exploring strategies to improve English communication skills in Damphu Central School." The purpose of my study is to investigate effective strategies that can enhance English communication skills among students at Damphu Central School. To accomplish this goal, I require the participation of students residing in the hostel. Your student's knowledge and experience in this area would greatly contribute to the success of my research.

I assure you that all information obtained from the questionnaire and interview process will be used solely for the purposes of my research project. The data collected will contribute to the development of a comprehensive research paper, potential presentations to my classmates, and the possibility of participating in a research conference or publication. It is important to emphasize that your student's identity, name, and any other personally identifiable information will be kept strictly confidential. They will not be disclosed in any written work, oral presentations, or publications. Only my research supervisors, Dr. Archana Vadeyar, will have access to the research work, ensuring the privacy and security of the collected data.

It is important to note that your students are free to change their mind and withdraw consent at any time, even after initially agreeing to participate. Furthermore, once the research paper has been presented and/or published, all data collected from your students will be promptly and permanently destroyed. There are no known risks or benefits associated with participating in this project. Should you or your students wish to review a copy of my notes to ensure accuracy, I will be more than happy to provide them upon request. Transparency and accountability are of utmost importance to me throughout this research process.

I would like to express my sincere appreciation for your support in this endeavor. Your cooperation as the guardian of students residing in the hostel will significantly contribute to the successful completion of my research project. If you have any questions or require further information, please do not hesitate to contact me. Thank you once again for your valuable support.

Yours sincerely,



Researcher name: Santosh Kumar Biswa

Phone number, email: +97517632608, santoshkr4545@gmail.com

Research Supervisor's Name: Dr. Gokhan Serin

Mr. Santosh Kumar
 Management supports
 your plan to complete
 administering the question-
 naire.
 I wish you the best
 in your endeavour.

Principal
 Damphu Central School
 Tsirang

APPENDIX IV: Letter of Consent for Interview (Parents)

14 May 2023

Dear Parent,

I am a teacher of Damphu Central School who is currently enrolled as a Master of Education in Advanced Teaching candidate at the University of the People in Pasadena, California, USA. As part of my graduate applied research project, I am studying on “Exploring Strategies to Improve English Communication Skills in Damphu Central School”. Your knowledge and experience in this area would greatly contribute to my research as your child studies in this school.

In order to fulfill the requirements for my Master's degree in Advanced Teaching, I am writing a report based on this study. This requirement aims to expose us to various research methodologies.

For data collection, I will conduct approximately a 50-minute interview, which will be audio-recorded. I kindly request your participation in this interview at a location and time that are convenient for you, outside of school hours.

The contents of the interview will be used for my research project, including a final research paper and possible presentations to my classmates, as well as potential participation in a research conference or publication. Rest assured, I will not disclose your identity, name, or any other personally identifiable information in my written work, oral presentations, or publications. The information provided will remain confidential, and only my research supervisor will have access to my research work.

Please note that you are free to change your mind and withdraw your consent at any time, even after initially agreeing to participate. You also have the right to decline answering any specific questions during the interview. Once the research paper has been presented and/or published, I will destroy the tape recording. There are no known risks or benefits associated with participating in this project. To ensure accuracy, I will be happy to share a copy of my notes with you.

If you agree to be interviewed, please sign the attached form. The second copy is for your records.

Thank you very much for your support.

Yours sincerely,

Researcher name: Santosh Kumar Biswa

Phone number, email: +97517632608, santoshkr4545@gmail.com

Research Supervisor's Name: Dr. Gokhan Serin

APPENDIX V: Survey Questionnaires (Students)

Dear Students,

I am conducting a survey to gather your opinions and experiences regarding the English curriculum at Damphu Central School. The purpose of this survey is to assess the extent to which the curriculum supports the development of spoken English skills among students and identify the factors that contribute to poor communication abilities. Additionally, we seek to gather your recommendations for improving the English language curriculum to better support the development of spoken English skills among students. Your participation in this survey is greatly appreciated. This survey consists of Likert scale questions and open-ended questions and it will take approximately 15-20 minutes to complete.

Section 1: Demographics

What is your age?

- a. 12-25
- b. 26-35
- c. 36-45
- d. 46-55
- e. 56 and above

What is your gender?

- a. Male
- b. Female
- c. Prefer not to say

What is your grade level?

- a. Elementary school
- b. Middle school
- c. High school
- d. College/University

How would you rate your degree of English ability?

- a. Very poor
- b. Poor
- c. Average
- d. Good
- e. Very good

Section 2: English Curriculum Experience

How well do you think your English teachers did their jobs?

- a. Very poorly
- b. Poorly
- c. Neutral
- d. Well
- e. Very well

How effective do you think the English curriculum was in helping you improve your language skills?

- a. Not at all effective
- b. Slightly effective
- c. Moderately effective
- d. Very effective
- e. Extremely effective

How much did you enjoy learning English in school?

- a. Not at all
- b. Slightly
- c. Moderately
- d. Very
- e. Extremely

How confident are you in your ability to use English in real-life situations?

- a. Not at all confident
- b. Slightly confident
- c. Moderately confident
- d. Very confident
- e. Extremely confident

How much do you think your English skills have improved since your primary schooling?

- a. Not at all
- b. Slightly
- c. Moderately
- d. Very
- e. Extremely

Section 3: Assessment of English-Speaking Skills and Curriculum

Instruction: For each statement, please check whether you Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree.

SN	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The teachers at Damphu Central School provide sufficient support for developing English speaking skills.					
2	The English curriculum at Damphu Central School is challenging enough to promote the development of speaking skills.					
3	The lack of practice opportunities in English has hindered my development of speaking skills.					
4	The lack of exposure to spoken English outside of school has					

	hindered my development of speaking skills.					
5	The excessive use of the other language in class has impeded my ability to develop my speaking skills.					
6	The teaching methods used in English classes at Damphu Central School have been effective in developing speaking skills.					
7	The English curriculum at Damphu Central School is too focused on grammar and reading, rather than speaking skills.					
8	I receive enough feedback on my speaking skills in English classes at Damphu Central School.					
9	I feel motivated to improve my speaking skills in English classes at Damphu Central School.					
10	I feel that my English-speaking skills have improved since starting at Damphu Central School.					

Section 4: motivation and support

Instruction: For each statement, please check whether you Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree.

SN	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I receive enough support from my teachers to improve my English-speaking skills.					
2	I am motivated to practice speaking English outside of school.					
3	The English language resources available at Damphu Central School (such as books and audio materials) are helpful for improving my English-speaking skills.					
4	The feedback I receive from my teachers on my English-speaking skills is constructive and helpful.					
5	I feel that the school environment is supportive of my efforts to improve my English-speaking skills.					

Section 5: English speaking proficiency and assessment

Instruction: For each statement, please check whether you Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree.

SN	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The current English speaking proficiency assessment used at Damphu Central School is effective in accurately measuring students' abilities.					
2	I receive constructive feedback on my English-speaking skills from my teachers.					
3	The English-speaking proficiency assessment used at Damphu Central School is too focused on grammar and not enough on practical speaking skills.					
4	The current English speaking proficiency assessment used at Damphu Central School is unfair to students who may have language barriers or different backgrounds.					
5	I feel that the English-speaking proficiency assessment used at Damphu Central School accurately reflects my progress in developing my speaking skills.					

APPENDIX VI: Survey Questionnaires (Teachers)

Dear Teachers,

I am conducting a survey to gather your opinions and experiences regarding the English curriculum at Damphu Central School. The purpose of this survey is to assess the extent to which the curriculum supports the development of spoken English skills among students and identify the factors that contribute to poor communication abilities. Additionally, we seek to gather your recommendations for improving the English language curriculum to better support the development of spoken English skills among students. Your participation in this survey is greatly appreciated. This survey consists of Likert scale questions and open-ended questions and it will take approximately 15-20 minutes to complete.

Section 1: Demographics

What is your age?

- a. 12-25
- b. 26-35
- c. 36-45
- d. 46-55
- e. 56 and above

What is your gender?

- a. Male
- b. Female
- c. Prefer not to say

What grade level do you teach?

- a. 9
- b. 10
- c. 11
- d. 12

How would you rate your degree of English ability?

- a. Very poor
- b. Poor
- c. Average
- d. Good
- e. Very good

Section 2: Survey Questionnaires

Instruction: For each statement, please check whether you Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree.

SN	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The English language is used frequently in the classroom.					
2	The school provides enough resources to support the teaching of spoken English skills.					
3	Teachers receive enough training to effectively teach spoken English skills to students.					
4	Students receive enough practice opportunities to develop their spoken English skills.					
5	Teachers regularly give feedback to students on their spoken English skills.					
6	Students feel confident speaking English in the classroom.					
7	Teachers encourage students to use English outside of the classroom.					
8	The school provides a supportive environment for students to practice and develop their English language skills.					
9	Teachers use a variety of teaching methods to promote English language learning.					
10	The English language is used consistently across all subjects in the school.					
11	Teachers use authentic materials, such as English-language media and literature, to support English language learning.					
12	The school provides additional support, such as tutoring, for students who need extra help with their English language skills.					
13	The school encourages students to participate in English language competitions and events.					
14	Teachers provide individualized support to students who struggle with spoken English skills.					
15	Teachers use technology to support English language learning.					
16	The school offers extracurricular activities to support English language learning.					

17	Teachers create a safe and non-judgmental environment for students to practice their spoken English skills.					
18	The school provides opportunities for teachers to collaborate and share best practices for teaching English language skills.					
19	Teachers incorporate cultural aspects of English-speaking countries into their lessons to make learning more engaging and relevant for students.					
20	Teachers use a range of assessment tools to measure students' progress in their spoken English skills.					
21	Teachers provide opportunities for students to engage in real-life English language scenarios, such as role-playing and debates.					
22	The school provides opportunities for students to interact with native English speakers.					
23	Teachers provide feedback to each other on their English language teaching practices.					
24	The school provides opportunities for teachers to participate in professional development focused on teaching English language skills.					
25	The school values and prioritizes the development of students' spoken English skills.					

APPENDIX VII: Interview Questions for Teachers, Students, and Parents.

Questions for interview for the research question, “*What are the factors that contribute to the poor ability to use English for spoken communication among students at Damphu Central School?*” and “*How can the English language curriculum be improved to better support the development of spoken English skills among students at Damphu Central School?*” to be asked to teachers, students and parents

Interview Questions (Teachers)

1. In your opinion, what are the primary factors that contribute to the poor ability of students to use English for spoken communication at Damphu Central School?
2. How do you assess the English-speaking skills of your students?
3. Do you feel that the current English language curriculum at Damphu Central School provides enough support for students to develop their speaking skills? Why or why not?
4. What kinds of support or resources do you feel would be helpful for you to better support your students in developing their English-speaking skills?
5. What areas of the English curriculum do you think need improvement in order to better support the development of spoken English skills?
6. In your opinion, what strategies or approaches could be implemented to better support the development of spoken English skills among students at Damphu Central School?

Interview Questions (Students)

1. How do you feel about your ability to use English for spoken communication?
2. Do you feel that you have enough opportunities to practice speaking English at Damphu Central School? Why or why not?
3. Have you had any exposure to spoken English outside of school, such as through media or social interactions with English speakers?
4. Do you feel that you receive enough support from your teachers in developing your English-speaking skills? Why or why not?
5. Are there any specific challenges or barriers that you face in developing your English-speaking skills?
6. In your opinion, what improvements could be made to the English curriculum to better support the development of spoken English skills?

Interview Questions (Parent)

1. How do you feel about your child's ability to speak English?
2. In your opinion, what are the primary factors that contribute to the poor ability of students to use English for spoken communication at Damphu Central School?
3. How do you feel about the current English curriculum at Damphu Central School in terms of developing spoken English skills?
4. Have you noticed any specific challenges or areas of difficulty that your child faces in developing their English-speaking skills?
5. Do you feel that the school provides enough support for students to develop their English-speaking skills? Why or why not?
6. In your opinion, what improvements could be made to the English curriculum to better support the development of spoken English skills?