

APPLICATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) APPROACH FOR ENGLISH LEARNING OF SECONDARY SCHOOL BHUTANESE STUDENTS

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Abstract

The objectives of this study were to 1) investigate the students language learning achievement in secondary schools with CLIL approach and 2) explore the language learning satisfaction of students with the lessons using CLIL approach in the study. Mixed methods were employed and Grade 11 Arts Bhutanese students were involved in the study using a clustered random sampling method. Four lesson plans of 100 minutes each (1 Lesson Plan = 2 Sessions) incorporating CLIL approach were used and taught 8 sessions (2 sessions per week) in the sample group within the time period of a month. The researcher collected the quantitative data through achievement tests (the pretest-posttest), the survey questionnaires and the qualitative data through classroom observation.

The quantitative data were interpreted using inferential statistics with p<0.05 level of significance. The mean value for the pretest and the posttest were 26.98 and 33.96 accordingly. Findings from the test scores affirmed the effectiveness of CLIL in learning the English language. The survey questionnaire results showed a high level of satisfaction using CLIL for language learning in terms of opinion on interest and opinion on confidence. The qualitative data from classroom observation were analyzed using coding system and three themes were found: 1) Enjoy Learning, 2) Active Participation, and 3) Subject Motivation. The research findings confirmed that CLIL approach enhances active language learning creating conducive learning atmosphere.

(Total 147 pages)

Keywords: Content and Language Integrated Learning, English Learning, Secondary school Bhutanese Student

Student's Signature...... Thesis Advisor's Signature.....

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ABBREVIATIONS

Abbreviations	Meaning
TICA	Thailand International Cooperation Agency
RCSC	Royal Civil Service Commission
MoE	Ministry of Education
REC	Royal Education Council
BCSEA	Bhutan Council for School Examination and
	Assessment
CLIL	Content and Language Integrated Learning
СО	Classroom Observation
SD	Standard Deviation
IOC	Item Objective Congruence
SPSS	Statistical Package for Social Sciences



CHAPTER 1

INTRODUCTION

This chapter presents the background and rationale of the study; the research objectives; research questions; research hypothesis; significance of the study; scope of the study; terminologies; limitation of the study; and benefits of the research findings to Bhutan.

1.1BACKGROUND AND RATIONALE OF THE STUDY

Bhutan is a small Himalayan Kingdom with a population of less than 0.8m, landlocked between India in the south-west and China in the north. Bhutan has an area of 38,394 sq/km with 72 percent forest cover (Pem, 2017, p. 1). Buddhism is the state religion and the people of Bhutan are mainly Mongoloid or IndoMongoloid. After 100 years of absolute hereditary monarchy, Bhutan is highly regarded for its successful transition to a democratic form of government in 2008 under the guidance of the Fourth King, His Majesty JigmeSingyeWangchuk and the Fifth King, His Majesty Jigme Khesar Namgyel Wangchuk. Bhutan is therefore known to the outside world not only of uniqueness but also of its adoption of English as a second language.

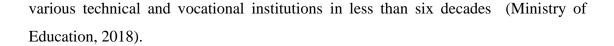
Bhutan is a linguistically diverse nation with over 20 popular dialects commonly spoken amongst the countrymen (Tshewang, Morrison, & Tobias, 2018) and English stands out as equally important in all parts of the nation. Along with English, there are three languages, Dzongkha, Nepali and Tsangla spoken by majority of the population. Dzongkha is the state language derived from Tibetan language-Choekey. Nepali, another major language is widely spoken in the southern belts of the country and Tsangla spoken in the east (Driem, 1994). However, official languages spoken across all civil sectors are Dzongkha and English and formal sector employment requires competence in both these languages. The Bhutanese education system aims at making all students proficient in Dzongkha and English so as to maintain the age-old traditions and cultural influences into further developmental aspects through education (Ministry of Education, 2017).

English has been serving as a strong network around the globe connecting people and countries together. English is therefore often regarded as the window to the outside world (Roy, 2013). Likewise, English has been used in most of the Asian nations and into the curriculum (Ministry of Education, 2018). However, attention towards English in Bhutan only started in mid-20th century recognizing importance and potential to promote the cultural values incorporating it as medium of instruction. The inclusion of English as a core feature in the school education resulted in English being prevalent in Bhutanese curricula. As Phuntsho (2013) notes:

"English is now filling the linguistic gap and slowly emerging as an effective lingua franca so much so that even a leading monastic figure has recently suggested that English may be adopted as the national language" (p. 60).

Secular education based on western models began in Bhutan in the 1960s coinciding strategically with the launch of Bhutan's first five-year economic development plan, introducing written English. Prior to this, the Bhutanese education system was predominantly monastic in structure and content and the influence of the Buddhist clergy was dominant. The scenario, changed only in the 1960s when the Third King, Jigme Dorji Wangchuk decided to come out of its centuries-old self-imposed isolation and open doors to the outside world (Maxwell, 2008). Schools were opened across the country with English medium and the education system was expanded rapidly borrowing British curriculum system through India. Learning English was important for a young monarchy for identification and sovereignty as well as for the manpower. Introducing English mode of education in the nation made Bhutan known to the outside world and the people of Bhutan hoped for brighter future.

The Bhutanese modern education system expanded from just 11 schools in 1961 to over 880 schools including early childhood care to tertiary education and



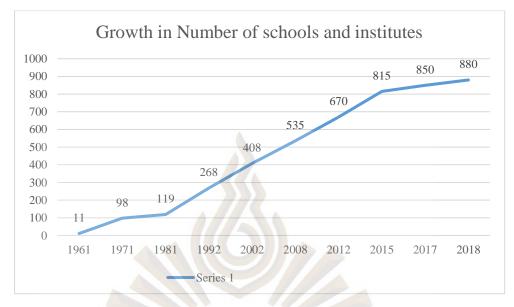


Figure 1.1 Growths in Number of Schools and Institutes in Bhutan since 1961 Source: Ministry of Education, 2018

In Bhutan, the pre-primary to primary levels require 7 years and secondary education till Grade Ten takes 4 years. Students take the national board exam (Bhutan Certificate for Secondary Education) to advance to higher secondary education in Grade Ten for which passing the English subject is compulsory. In short, Bhutan saw series of development in all sectors after the introduction of English language in the nation. As an independent nation, Bhutan joined the important organizations like UN and others.

Subsequently, Bhutan under the guidance of international organizations like United Nations International Children's Educational Fund's (UNICEF) policy, 'Education for All' is being privileged with strong motivation and still has its unwavering support towards education and overall children developments (United Nations Children's Fund, 2018). Unlike many non-English speaking nations, Bhutan preferred English as the medium of instruction for the entire subject, except for Dzongkha, the national language. The current educational scenario positions teaching and learning of English through English medium at an epic stage of rethinking pedagogy. The approach until now has been contributing nothing different from traditional method where learning of language is not focused at all but sticking to the construction and structures.

As a young education system venturing into modernization through recent and most applying context, the Ministry of Education (MOE) has constantly suffered a lack of competent pedagogy towards teaching and learning through English. Bhutanese education system needs manpower for research and development of English based curriculum (Ministry of Education, 2009). Reforms in the education system right from the primary education were explored with approaches like 'New Approach to Primary Education' (NAPE), further introducing child-centered, activity-based learning and later introducing the content-based language learning (Royal Education Council, 2016). Ongoing curriculum reform efforts have continued to emphasize child-centered, activity-based learning across education level through professional development of teachers as well as streamlining curriculum to the 21st century education. English language plays a vital role in emphasizing and materializing the education efforts yet the curriculum goals are unfulfilled for English language.

Despite struggles, teaching-learning of English in Bhutan is always supported and guided by an education building policy enforced by the Ministry of Education since 2002 entitled, 'The Silken Knot: Standards for English for Schools in Bhutan' (Center for Educational Research and Development, 2002). Other policies and statements are found in the forwards and introductions to the English textbooks, teacher guides and manuals (Royal Education Council, 2018). These policies have a set of standards and indicators of levels of achievement for each of the major areas of English usage in terms of speaking, listening, writing and reading in both literature and language (Royal Education Council, 2017).

These statements are regarded as 'vision statements' which describe the goals of the education system as well as teaching of content with English in particular. One of those statements (Center for Educational Research and Development, 2002, p. 2) as noted states:

"We believe that teaching should be dynamic and reciprocal, and that teachers should integrate their knowledge of subjects, students, the community and the curriculum to create a bridge between learning goals and learners' lives."

To provide quality English medium education, the education system must focus on language learning for using it as a mode of instruction. Curriculum must foster acquisition of 21st century skills of innovation, creativity, enterprise and universal human values of peace and harmony through content and language integration including culture. However, the main challenge faced by the education sector, as a whole, is how to increase the proportion of students achieving the expected English language learning outcomes specified for different stages of school education (Ministry of Education, 2014).

Moreover, the quality of education was always underrated referring to contradicting English language teaching learning pedagogy. The persistence to context approach rather than English language teaching learning vitality has added to decline in quality education creating a breakdown in teaching learning English language (Driem, 1994). English language learning always remained unachieved to the level for other subjects to be taught and learned easily. Bhutanese education system already achieved English integration as medium of instruction across curriculum; yet, it calls for newer and practical holistic approaches like Content and Language Integrated Learning (CLIL) which can cater for further integration of cultural values and the community vitality in content delivery.

Bhutanese education is falling short in incorporating the isolated community values and cultural practices into the curriculum because of the rigidity in curriculum structure. CLIL has provision for filling these gaps, if brought into the Bhutanese classrooms, and further enhancing the English language teaching learning. The integration of content and language through cultural aspects involving community and

the environment around remains unexplored learning areas for the Bhutanese education system. Teaching learning of English language through integration of context language, content language, community language patterns in the classroom covers a wide range of learning experience. This area is thus the focus point of the study to be carried out.

The recent reform in the education policies emphasizes more on language development in a social context and students' learning to foster better understanding of the content and sharing of English competencies. It specifies teachers teaching with the English language to use activities and approaches where students are exposed with greater opportunities for language learning instead of grammar and constructions of language (Singay, 2018). In its advancement to the section on speaking and listening, these language skills are considered an active process for which a communicative classroom is very essential (Royal Education Council, 2016). CLIL approach to English language learning emphasizes more on functional language learning with content integration at all domains of language (Coyle et al., 2010).

Although English is the medium of instruction across the curriculum in the Bhutanese education system, there is little attention focused on oral fluency or communicative competence outcomes in the students' lives (Dema, 2018). Such practices have partially attributed to modesty and not speaking out loud by the students in general. This resulted seriously in blocking the development of the English language for better teaching and learning in the classroom. Bringing in approaches like CLIL will help fill such gaps in teaching learning English language in general. Consequently, the observations made in the education system of Bhutan in terms of English language learning particularly points out inadequate English language competency as the key factor affecting Bhutanese education system of English (Royal Education Council, 2017). These loopholes in educating through English calls for a high time to rethinking education and bringing English in common language through content and cultural integration.

This study is thus designed to investigate the impact of Content and Language Integrated Learning (CLIL) in enhancing the English language learning in the lives of the Bhutanese students incorporating content learning and communicating cultural aspects of the learning environment. CLIL approach offers a wide range of opportunities where students will be focused in more English language learning classroom setting. It provides a platform to learning a subject-matter through an additional language other than the content language leading to incidental acquisition of language (Pauly, 2017). The extended learning activities (project-based learning) allow students to comprehend the context knowledge into their language first and communicate in English with their friends. Integrating the context language to their language helps blend with English language allowing students develop more vocabularies and language functions.

CLIL approach is not particularly a language education nor is it a new form of subject education but it elaborates provisions of both. The application of CLIL approach will develop fluency in spoken English and better communicate the content of the subjects they learn in the Bhutanese education context. The community influence through language integration into the content will help children make meanings for them and explore more. Further, application of CLIL will fulfill the language learning quest of the students and evaluate how effective the pedagogy is enhancing language through integration of language and content. Furthermore, the common scenario in the other countries is students getting involved in learning language structures and they forget the content skills. In this study the CLIL application will incorporate both with more favorable settings.

There are limited studies conducted to explore English language learning with Content and Language Integrated Learning (CLIL) in the Bhutanese education context. Therefore, this study will allow exploring effectiveness of CLIL approach in enhancing English language learning. It will help English teachers shift from teaching only structures of the English language to content integration. Further, it will help teachers teaching other subjects with English as medium of instruction making their lessons more interesting through more integration of language with content. CLIL facilitates maximum attention towards communicative English learning approach enhancing English language competency. Thus, teacher to teacher and student-teacher collaboration will be enhanced for language learning.

1.2 RESEARCH OBJECTIVES

1.2.1 To investigate the students' language learning achievement in secondary schools with CLIL approach.

1.2.1 To explore the language learning satisfaction of students with the lessons using CLIL approach in the study

1.3 RESEARCH QUESTIONS

The findings of the study are to answer the following questions.

1.3.1 Did students learning through CLIL approach perform better language competencies?

1.3.2 Were students satisfied with the CLIL lesson in learning English language?

1.4 RESEARCH HYPOTHESES

1.4.1 The use of CLIL approach would enhance English language learning of the students

1.4.2 CLIL lessons would enhance language learning satisfaction of the Bhutanese school students.

1.5 SIGNIFICANCE OF THE STUDY

This study aimed to explore the quality of English teaching learning approaches and language learning abilities of the students in the rural school in Bhutan and possibilities of lifting the language competencies through meaningful language engagement. Findings of this research were significant to the mentioned people below:

1.5.1 Teachers

This study mainly provides the reasons as to why language and culture can be integrated to maximize the quality of English teaching and learning. This research paper is expected to provide teachers of English and non-English teachers insightfor integration of English in other contexts. The English language should not be taught repeatedly as a subject about the English language structure.

1.5.2 Students

This study will enable students to understand the learning of content as well as the context language with integrated language experience for the lesson objective achievements.

1.5.3 Researchers

This study will be helpful for the researchers to create an English language competency baseline to further their studies. It can be helpful in terms of experimental studies on new applications for second language learning approaches. Further, it will help researchers understand series of approaches towards English teaching learning experience.

1.5.4 Others

It will be helpful for general people to understand the level of English learning scenario in the nation. It will also be helpful for the curriculum developers and educators to address future plans for the development of English teaching and learning in the schools.

1.6 SCOPE OF THE STUDY

1.6.1 Population and sampling

The total population of the study comprised 53 students from 2 sections of grade eleven Arts in one of the schools in Bhutan. The students were aged between 16-18 years old. The population consisted of mixed genders and mixed ability students. The target school was a central school, grades ranging from VII-XII. The cluster random sampling was used to select a section of sample population from the total population of two sections of grade eleven students. One section consisting of 26 students with 11 boys and 15 girls was randomly chosen for the study. The figure 1.2 below shows the detailed process of population and sampling.

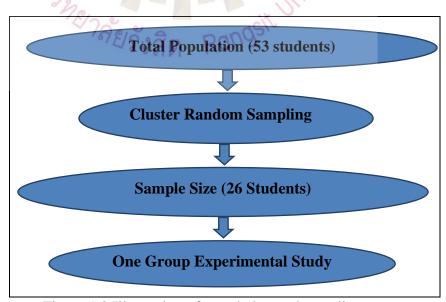


Figure 1.2 Illustration of population and sampling

1.6.2 Location of the study

The study was carried out in one of the central schools in Middle Western part of Bhutan. The school is located at urban setting and is fed with students from different schools.

1.6.3 Time Frame

The study was conducted over a period of one month particularly for data collection. It would be in the beginning of the second academic term 2019, in the month of August.

Activities													
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan
Literature			-			4	1		1				
Review				110		1			12				
Research 🚽	10								S				
Proposal	33	0							31				
Data		TEI.	De				2:						
Collection			ଗଣ	รังส์	โด	Ra	UD.						
Data Analysis													
Final Defense													
Report													
Writing													

Table 1.1 Table for the time frame of the study

1.6.4 Conceptual Framework of the Study

This study encompasses an experimental approach to a new strategy for English language learning achievement, and focuses particularly on one group. The study basically aims at finding the differences in language learning achievement at the pre-test and the posttest as well as the level of student's language learning satisfaction through CLIL. The figure below shows the conceptual framework of the study.

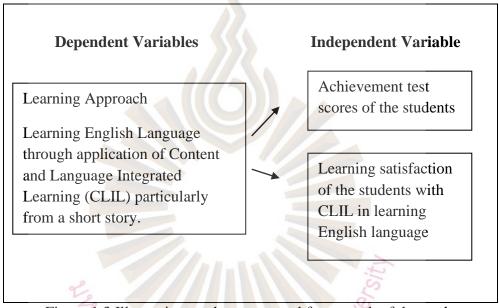


Figure 1.3 Illustration on the conceptual framework of the study

1.7 DEFINITION OF TERMS

CLIL: CLIL stands for Content and Language Integrated Learning. The term has been defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2010). In this study, CLIL refers to a teaching and learning English through a short story with content and language at the same time with culturally based lessons to secondary school Bhutanese students. That means the lessons were based on the cultural context of Bhutan.

Students: In this study the students refer to 26 Grade Eleven students in one of the schools in western Bhutan with ages ranging from 16-18 years old, who will be actively taking part as the participants of the study.

English Language Learning: Students' ability to use English language from the lessons taught. The ability to comprehend the subject matter (meaning) and communicate in their words. It also includes the ability to read and write the content language correctly and decode the context meaning. The students should be able to relate the context with the related contents in English.

Learning Achievement: It refers to improvement in the test scores of the students and ability to better read and write in English.

Learning Satisfaction: Learning satisfaction refers to interest and confidence opinion towards CLIL approach used in teaching the short story.

1.8 LIMITATION OF THE STUDY

Since the study was carried out in a particular school, the findings cannot be used to generalize the impact of the approach used by other contexts.

1.9 BENEFITS TO BHUTAN RONGS

Some of the benefits from the study would be as follows:

1.9.1 CLIL can be used to motivate teachers and students to explore culture and promote the secret values embedded.

1.9.2 Students will be encouraged to develop interest and respect towards the Bhutanese culture and traditions.

CHAPTER 2

LITERATURE REVIEW

This chapter is intended to create a theoretical framework in developing the study to reach its outlined outcomes. It will critically review literature on a teaching-learning approach widely recognized as content and language integrated learning (CLIL). CLIL is a commonly used English teaching approach in the European nations and also to help maximize the effectiveness of second language learning in the education systems. The literature reviews are carried on certain topics: Teaching and learning English globally, Teaching and Learning the English Language in Asia, the English language learning in Bhutan, Gross National Happiness infused curriculum, CLIL Application in the Bhutanese Curriculum, Current Theories of Learning and related research.

2.1 TEACHING AND LEARNING ENGLISH GLOBALLY

The intensity and the number of people learning the English language has never been greater than it is being spoken and learned today. There is no clear idea on how far the spread of English has already gone and to assess how much further it can be expected to go is beyond imagination (Melitz, 2016). Teaching and learning English as a subject and as a language have been taken to many parts of the world making it a global language. Instead of English being a language owned and used by native communities, who claim it as their own language, it is increasingly being used as the language for international and intercultural communication. The notion and general belief of English as an 'International Language' is a proactive response to this situation and is conceptualizing English language learning in relevant theoretical and practical domains (Seidlhofer & Dewey, 2017). This emerging trend takes a critical position at a largely unexplored area of language learning experience to learn English across all communities in an era of globalization and multilingualism. In line with the rise of the global language, English, it seems that most twentieth century literature on the second language has focused on teaching and learning of the English language. It is now seen as a basic educational skill besides reading, writing and speaking (Pennycook, 2017). The English language being dominating throughout the international communities has been creating English as the must-have language of world, contributing in a larger scale to measure the conceptual reframing of motivation in relation to internalized notions of self and identity, which has now become the main stream in our field of teaching and learning of English language (Haukas, 2016).

At the same time, the teaching pedagogy needs to be more relevant incorporating communicative approaches and literature. Focus should be on functions rather than the mechanics. A shift from traditional practices in English studies to the pragmatic approach to English language teaching (Mcarthur, Mcarthur, & Fontaine, 2018). The education system needs to be overhauled in such a way that our schools, colleges and universities stop producing aimless degree-holders but the ones poised to excel the world with clarity of vision, career and competent English graduates (Ministry of Education, 2018).

The study was therefore aimed at investigating how content and English language teaching could be integrated to make lessons that encouraged students to explore the content and at the same time improve their English.

2.2 TEACHING AND LEARNING ENGLISH LANGUAGE IN ASIA

English as a major global language over the past few years has emerged as a multinational language for Asia. English is the official language for associations such as Association of South-East Asian Nations (ASEAN) (Hamid & Nguyen, 2016) and South Asian Associations for Regional Cooperation (SAARC) (Khan & Daly, 2018).

English is used to communicate among people for the whole of Asia regardless of whether Asia could claim as English-speaking region or not (Hamid & Nguyen, 2016).

But it is not same for all the Asian countries. Some of the Asian countries consider English as their second language where some treat English language as a foreign language. The countries like China, Japan, and Thailand treat English as the foreign language although there is a growing number of an English learner. On the other hand, countries like Malaysia, Singapore, Brunei and others consider English as second language including Bhutan. In a second language context, learners need to use English fluently in various institutions, i.e. going to the court of law and for various education purposes like writing and speaking (Pecorari, 2018).

It is common observation to see Indians communicating with Chinese, or Koreans to other Asians in English enhancing the dominance of it as the global language by default. Against its dominance for communication in the region and across the world, Asian nation's English responses have resulted in two major educational reforms:

> 1) Introducing English earlier in the curriculum 2) Adopting English as a medium of instruction in education

> > (Hamid & Nguyen, 2016).

"ยาลัยรังสิต Rang These reforms have brought English teachers into a spotlight, particularly those from the government schools requiring them to teach in line with the expectations of the government. On the other hand, an argument on the globalization at its peak is transforming the lives of people in one or many ways is much heated amongst communities across the world. The English language entering newer hemisphere has been facing even more connotations and challenges that the British English claiming to be Standard English to the emerging Asian English. Asia, however, is keen at learning and emphasizing on neutral accent instead of borrowing innovative methods and approaches of English Language learning (Illingworth & Hall, 2018). Asians are keen for learning English as English shedding off its foreign implications, and English as a vehicle of growth, prosperity and development has made its way in the region. Considering the importance of English in emerging global contexts, almost the entire world seems to have reached consensus regarding acceptance of English as the global language. The number of English users across the world is increasing every day (Kirkpatrick, 2016).

Learning English language in the region has motivated development of diverse learning approaches and faced multiple challenges in mastering the basic elements to fluently communicate in English. Language learning is often isolated from the content as a series of isolated tasks because it does not consider the use of language for communicative or academic purposes otherwise (Kirkpatrick, 2016). At a classroom level, it is often observed that Asian students learn well through hours of routememorization of literatures (Cenzo, Genesee, & Gorter, 2014b) while potentially useful for higher levels of achievements. Although this may not be conducive to the communicative language teaching learning focused approach to language acquisition (Vázquez & Ellison, 2018).

While the statement may be a generalized view, the context should not face difficulties in adapting to a curriculum that embraces multiple learning styles especially in English learning experience. It would be sensible to ensure such innovations be adequately explained to the implementing agencies involved, while stakeholders are open to innovations in the curriculum. Initially, the conventional views on teaching and learning may become a potential source of resistance if the benefits are not apparent. In particular, the teachers and the agencies need to be prepared to modify their teaching behavior to incorporate activities suitable for multiple English language learning styles.

Moreover, the diversity of language styles indicates that the Asian students within individual English language learning contexts to promote through alternatives in pedagogy and an inclusive approach to teaching and learning styles would benefit the educational scenario of the education system and the communicative connectivity of the nation at large. Further, the cultural and contextual integration of the CLIL pedagogy will enhance institution of a holistic curriculum approach towards teaching and learning of a language. This relatively marks the stand of the nation towards the learning of English by its people. Content based language learning through cultural and community influence will certainly contribute to the knowledge in the field of second language learning. This was the focus of the study to be conducted.

2.3 ENGLISH LANGUAGE LEARNING IN BHUTAN

English language learning has been adopted in Bhutanese schools and has become an established subject to prioritize. Attempts have been made in improving students' achievements. The following parts indicate the development of English language learning in Bhutan as a second language.

2.3.1 Secondary English curriculum of Bhutanese Education System and Achievements

English is often regarded as a global language and called the sky language in popularity. It is used in almost all parts of the world in the fields of education, health, economics, and communication and information technology due to its flexibility, versatility, and richness (Pennycook, 2017). More than 70 countries in the world today have English as an official language. Similarly, many of the books on any subjects are written in English. English serves as a medium of instruction in the classroom to equip the students to face the modern world (Kedia & Reddy, 2016), which is how English makes it to the curriculum in Bhutan.

It was only in the early 1960s that the country opened its doors to the outside world (Choden, 2017). With the opening of access to the outside world, the modern education system was introduced in Bhutan in the early 1960s with English as a medium of instruction and has become an official language in most educational institutions in Bhutan. Successively, English has been taught as one of the major subjects in all the grades (Pre-Primary-XII) in the schools of Bhutan (Royal Education Council, 2018). The English curriculum (PP-XII) for the schools in Bhutan focuses on

four modes of discourse; Reading and Literature, Listening and Speaking, Writing, and Language and Grammar.

Speaking English confidently with fluent reading and writing is still a challenge for the majority of the Bhutanese students though English has been used as a language of instruction in Bhutan for more than 50 years (Dema, 2018). The result analysis of Grade Ten students of Bhutan on four skills shows that the students score 35.83% in writing, 35.72% in listening and 33.66% in speaking respectively which is the lowest comparing to other skills Royal Education Council (2017).

The subject-wise pass percentages obtained in the examination 2018 for the Grade 10 students were as follows: English 99.91%; Dzongkha 99.69%; Mathematics 97.01%; HCG 96.36%; Science 94.34%; Economics 96.12%; Computer Applications 99.92% and Environmental Science 99.02%. English pass percentage was comparatively higher compared to those in the other subjects. However, 70 candidates were not awarded pass certificates as they failed to secure the minimum of 40 marks in English (Bhutan Council for School Examination and Assessment [BCSEA], 2019).

The National Project Centre (Bhutan Council for School Examinations and Assessment) in collaboration with the Ministry of Education (MoE) also launched Bhutan PISA-D National Report on 29th March 2019 at Taj Tashi, Thimphu and the findings says Students performed slightly better in reading and scientific literacy in comparison to mathematical literacy (PISA-D National Project Centre, BCSEA (2019). The report was on the performance of 15-year-old students in Reading, Mathematical and Scientific Literacy. It was also found that students performed at par with top PISA-D countries but significantly below OECD average and of the best education systems in Asia. Reading Literacy percent revealed Ecuador as 52.66, as scoring Paraguay: 47.03 and Bhutan: 45.34 (BCSEA, 2019). These differences in the learning scores show the inadequate English language ability of the students in general and need of streamlining curriculum.

2.3.2 English Curriculum Framework

The English Curriculum Framework for the secondary schools in Bhutan is a student-centered, learning standards approach to language development and content learning developing the English competencies. The English curriculum framework basically focus on the four skill areas, Listening, Speaking, Reading and Writing, which are further divided into strands to meet the developmental needs and abilities of the children (Royal Education Council, 2018).

The English Curriculum Framework comprises five strands:

1) Word Knowledge - the idea of letter and phonic identification, vocabularies, spellings and decoding abilities

2) Speaking and Listening - pronunciation, use of language while speaking and reinforcement of grammar and vocabulary

3) Reading and Literature – reading and comprehension. Reading different genre and texts

4) Writing – handwriting, use of punctuation and sentence construction for different purposes

5) Language - grammar concepts, the functions and varieties of language

Collaboratively, Bhutanese English curriculum has changed its instructional approach from top down to student centered learning approach. The construction of knowledge is expected and organized suitably for the learners. This shift in the curriculum structure and presentation makes application of CLIL approach very familiar and relevant. The core features and the CLIL methodologies aspires student owned learning experience where the teacher just facilitates the learning atmosphere with the set target achievement goals. The teacher brings in integrated contents to be further explored and discussed for meaning making by the students.

2.3.2.1 Organization of the Curriculum

In each of the levels of the English Curriculum Framework in Bhutan, it begins with a narrative summary of student performance for each strand of English competency. Students are expected to achieve certain learning standards, so as to accomplish a grade and further upgrade. The insightful standards the curriculum demands are further discussed below with some examples and learning experiences.

(1) Speaking and Listening

This heading discusses some level of tests where a student needs to accomplish. The pronunciation of all English phonemes, including spelling patterns with multiple pronunciations should be accurate and correct. The students need be expressive with their language abilities like, expressing experiences, defending opinions, presenting information, giving detailed instructions and offering advices. Students should also know the appropriate use of voice modulation and tone in their speech. Students should be able to paraphrase key points from a speech and assess the credibility of a speaker. Students are further expected to achieve cooperative skills taking different roles in the group and reflect the contributions made by each role in the group.

(2) Reading and Literature

Students are expected to select multiple texts for independent research and make notes and they are expected to maintain a reading log to record their thoughts, observations made and important quotes for reference later. Students should be able to analyze, differentiate and identify relationships in the characters from their reading text and pass on their comments after reading. By secondary grades students must be familiar with a variety of texts that would include poems, short stories, essays, articles and reviews. Students should be able to identify the purposes for different types of writing and genre.

(3) Writing

Achievement in terms of writing should include use of a wide range of sentences clearly passing on the meaning. They need to be confident in using advanced punctuation. The use of dialogue in their writing should be accurate and common. The style of writing using different tools needs to be handy, so as to maintain the voice of the writing. Students need to develop writing habits. Writing habits allow students to explore their thoughts and they can confidently compose text to inform the readers. They are expected to use figurative language and persuasive techniques to avoid repetition and emphasize more on bringing colors to the write up.

(4) Language

Students should have achieved the use of range of tenses, including future perfect continuous at a higher level. The subject-verb agreement should be maintained. They should be able to extend their understanding of subjects and establish their own knowledge to use them in a sentence. They should be able to understand when and how to omit the subject from imperative sentences (Royal Education Council, 2017).

With consideration to the expected learning outcomes set by Bhutanese English curriculum, the study chose to investigate how CLIL could be successfully used to improve all the major English skills - Listening and Speaking, Reading and Literature and Writing in integrated format including aspects of culture which are a value in the life of the Bhutanese.

2.4 GROSS NATIONAL HAPPINESS (GNH) INFUSED CURRICULUM

Concept of Gross National Happiness (GNH) is a social aim and a philosophy pioneered by His Majesty the Fourth King, Jigme Singye Wangchuck back in 60s and early 70s. It is the only concept not to be measured by Gross Domestic Product (GDP) but the happiness of people. As Ura (2013) argues, "GNH strives to strike a balance between materialistic achievement and the spiritual well-being of a person" (p. 3) and a nation as a whole. Therefore, this unique developmental philosophy places importance on social welfare, not on material aspects, which has gained considerable appreciation over the years (Balasubramanian & Cashin, 2019).

The concept of GNH consists of four pillars: (a) socio-economic development, (b) conservation and promotion of a vibrant culture, (c) environmental protection, and (d) good governance. The four pillars have been further developed into nine domains (Gross National Happiness Commission, 2012): living standard, Health, Culture, Education, Community vitality, Good governance, balanced time use and Ecological integration (Ministry of Education, 2013). These domains and standards are further simplified and incorporated into curriculum as educational goals. Bhutanese English curriculum is increasingly gaining momentum for incorporation of GNH values in the content teaching with greater cultural influence (Schroeder, 2015). Bhutan is therefore also visited by natives as tourists (Johns & Namgyal, 2017) catering to opportunities for communication in English language education sector (Tourism Council of Bhutan, 2019).

2.4.1 Similarities and Differences

Since the inception of GHN, Bhutan focused on modern education by introducing English language to the curriculum. Accordingly, Vision 2020: A Vision for Peace, Prosperity and Happiness framework states that "Education must prepare young people for the world of work and instill an acceptance in the dignity of labor." The vision to meet the labor market which requires competent English language graduates (Verma, 2017).

In recent years, the education sector has been influenced by market-driven forces yet educating to marginalize through international language teaching learning was common (Zangmo, 2014). With this expertise educational vision, the integration of content and language came to light with the introduction of modern education in Bhutan (Balasubramanian & Cashin, 2019). The Bhutanese Ministry of Education's explicit mission is to "Educate for Gross National Happiness" (Ministry of Education, 2013) and learning English a key goal as very similar to CLIL goals.

The curriculum incorporates education on the sustainable development through various lessons (Royal Education Council, 2016). This curriculum also creates awareness on team efforts, conservation and incorporation of culture in lesson contents. As reflected in the National Education Framework (Royal Education Council, 2015, p. 25) with the GNH curriculum as follows:

"Bhutan also envisions a System of Whole Education that will nurture and encourage its citizens to be mindful, reflective, creative, skillful, successful, confident, active and informed, capable of contributing effectively to the realization of GNH and the values therein, and building a peaceful, democratic, sovereign, secure, stable and self-reliant full of creativity and vitality."

Comparatively the aims and objectives are in line with those of the CLIL goals. CLIL approach relatively aims at a competent, creative, and abled reflective and communicative students basically rooted to the culture of one nation.

This brings us further to the definition of curriculum from CLIL as well as GNH point of view. Educating for GNH outlines that "the school curriculum shall guide all the learning activities that are offered and enacted throughout the country" (Drukpa, 2016, p. 26). On the other hand, CLIL looks at incorporating context and language in all curricula for better teaching and learning experience. Apparently, incorporating CLIL approach would make it easier for the goal to be achieved for the Bhutanese curriculum as well making it meaningful learning experiences through the understanding of concepts, development of skills, values and attitudes in different learning areas according to the learning abilities of the child (GNH Commission , 2012, p. 17).

Thus, GNH infused curriculum is preferred by the Ministry of Education of Bhutan for the younger generations as it features a holistic approach across curriculum. CLIL application in the Bhutanese curriculums which is rooted to GNH values will enhance achieving some of the primary GNH goals like promoting and preserving cultural practices and preservation of environment. The CLIL methods and approaches for teaching learning overlaps with the educational structures of Bhutanese education thereby aiding in preserving unique values of Bhutan through education.

2.4.2 Holistic GNH Goals

Education system of Bhutan has just been through the transit period and currently there is a shift in how children are being educated. The keen focus to teach students about what is happening at the moment, like daily social problems and variety of crises as well as the effect of technological advancement needed to mobilize easy access in the classrooms. Wangdi (2016) claims that the changes on education system to holistic view are a much-needed intervention. Students' best learns a lesson on anything that is seen, heard, thought and talked about, issues that are critical to their present situation instead of those curricula which would teach about the future; the curriculum need to cater these sections of educational goals. Zangmo (2014) argues evaluating child's ability just by the standard test would not acknowledge other abilities and potentials to face real life situations. CLIL approach proves opportunistic at fulfilling these aspirations and goals in the education system of Bhutan. The need to educate and learn through English language is critically important in enhancing thinking skills to let children live a meaningful life.

The design of this study where it was intervened by the concept of GNH would help emphasize further the learning perspectives of the students in general. It has its most influence in educating the future generations. This influence would help the study navigate its attention in learning the foreign language and it would help provide a clear picture of paradigm shift from a traditional educating system to English Language learning curriculum. Ultimately, it would keep focused in achieving the research objectives by answering the research questions in particular. Also, as English curriculum was already in place, it would be easier to infuse CLIL concept to investigate the language learning influence of the students with the new approach.

2.5 CLIL APPLICATION IN BHUTANESE CURRICULUM

Content and Language Integrated Learning (CLIL) is an English language teaching learning approach that incorporates blending of language and content at the same time. CLIL first evolved in the 1990s, in Europe. The council of Europe Resolution 1995 declared teaching of a foreign language through other disciplines would reflect a creative and innovative approach. The European commission defines CLIL as follows:

"Content and Language Integrated Learning (CLIL) involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school."

(Costa, 2016, p. 19)

In short, it can also be concluded as teaching the content through language other than the language content. Pauly (2017) discusses the description of CLIL as the subject-matter teaching through an additional language as the advantage to lead learners to an incidental acquisition of the other language. He claims learning the other language later is not the lesson objectives; therefore, supporting the CLIL approaches as the dual-purpose teaching learning pedagogy.

However, CLIL is commonly defined as an educational approach in which an additional language (i.e. foreign, second or minority language) is used for the teaching and learning of a non-language subject or an English medium language. The acronym 'CLIL' appeared shortly thereafter, in the mid-90s, and is now an umbrella term that referring to any educational situation where an additional language, usually a foreign language, is used for the teaching and learning of subjects. (Coyle et al., 2010) States that CLIL is not a new form of language education. It is not a new form of subject

education. It is an innovative fusion of both. Moreover, it is a challenging approach as both curricular subject and the new language are taught together requiring integrating thinking and learning skills through language scaffolding.

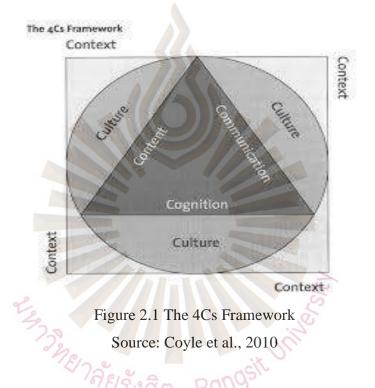
The unique feature of the approach lies in details as the academic content is discussed and elaborated over unusual scenario of language education (Cenzo et al., 2014b). CLIL approach demands importance of the subject feature, (Ball, Kelly, & Clegg, 2016) and others argue on meaningful incorporation and assessment of content or else,

"Students sense very quickly that the topics themselves are mere slaves to the linguistic objectives, and the motivation and interest level drop accordingly" (p. 27).

There are other definitions of CLIL providing a concise meaning to its specific features as Cenzo et al. (2014a) claim, 'Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language'.

The diversity and importance CLIL can benefit students across the world at different learning spectrum. Over the past few decades, although the finding and research on diversifying CLIL is limited, especially in the Asian region, some piloting schools that integrated English language teaching learning supports CLIL approach sighting its effects on cognitive and motivation balance (Anderson, 2017). CLIL approach is therefore seen as organized pedagogy integration and contextualized delivery of content for cognition. It also emphasizes on the communication aspects as well as culture into teaching and learning practice. CLIL approach is very much in aligning to the social-constructivist theory to learning as it emphasizes on interactive, mediated and student-centered learning.

In order to identify CLIL impact, the teacher should maintain interactive learning process in the classroom and beyond. CLIL in itself offers opportunities for interaction. Successful application of CLIL depends on interaction culture in the classroom. The integration of the content and language in the holistic view is crucial for the students to develop academic knowledge. To this idea, Coyle et al. (2010) also found out four contextualized aspects for the conceptual understanding of CLIL: Content (subject matter), Communication (language learning and using), Cognition (learning and thinking process) and Culture (developing intercultural understanding and global citizenship). The diagram below clearly depicts the framework.



In the framework above the term 'language' and 'communication' are used in either way. It is to enhance academic discussions in language context teaching and learning through CLIL in classroom. It is interlinked and functions in a coherent manner. So, this brings diversity in learning achievement of the learners: the content learning, Language learning, Cognition and both content and language. This holistic concept is further explained in the separate paragraphs below.

Content Learning

The curricular subject development in knowledge and comprehension of the subject taught in the particular session of the class achieved by the learners could be viewed as content learning. For instance, the occurrences of child exhibiting the development of subject knowledge of a particular topic taught in their daily life may be learning. In an analytical journal, Charalambous and Yerosimou (2015) claim that participant' (learners) comments are important if we are to support the effectiveness of CLIL: the learners attempt to define the value and content of the subject taught in the teaching and learning process. Meanwhile, enhancing students' interest in learning language as well as content of the subject and increasing students' understanding of academic concepts boosting their confidence makes greater differences in the level of achievements (Charalambous & Yerosimou, 2015). Thus, CLIL includes effective learning process adding to the learning achievement of the students as follows.

Language Learning

In their work, Llinares & Pena (2015) share the idea that one of the main objectives of the CLIL is instructional involvement in promoting the acquisition of content language which includes the technical vocabulary and other domains with specific expression and relation to the content language (Carloni, 2015). Coyle et al. (2010) also share a similar idea of language as the discipline specific language defined for learning which is necessary for learners to access basic concepts and skills relating to the subject and the theme. The content language or the instructional language enhances the learner to learn multiple languages.

In most of the educational contexts, language and the learners' language differ. It can also be an opportunity for the children to learn a new language as well as the content boosting diversity in the learning achievements. In the findings of Charalampidi, Hammond, Hadjipavlou, and Lophitis, (2017) it was found that the learners' language acquisition was evident in their assignments and the proficiency tests. The learners' showed relatively receptive and productive skills in speaking and on the discussion of the content learning. They also noted that the CLIL approach enhances elaborate learning experience in terms of language as well as content in the teaching and learning scenario.

Both Content and language Needs

CLIL is a method which tries to balance the language needs and the content needs of the students. In practical, CLIL allows an opportunity for linguistic gains like expanding their vocabularies and the ability to express their content with appropriate and accurate use of the words. It is doing content through English. The target is both language use and the content of the context (Bradley, Hunt, & Cole, 2017). As expressed explicitly in the two separate paragraphs above, the CLIL classroom fosters the learning experience in both content and language learning.

Cognitive Development

A greater learning experience through content and language learning both at the same time infuses a huge metacognition process in the cognitive wellbeing of the learners. Most psychologists support the effects of exposure and learning environment presented to learners that trigger the psychological development. The maturation and wellbeing of the child is a result of environmental and learning exposure (Piaget, 1972). For example, myelination of nerve fibers in the cortex is controlled not only by genes but also by environmental stimulation (Vygotsky, 1978).

The skills theory (Fischer, 1980) provides a similar representation of the structures of skills that emerge in cognitive development and further explains through a series of 10 hierarchical levels divided into three parts: sensory-motor skills, representational skills, and abstract skills. Similarly, in early 1970s Piaget & Inhelder figured out cognitive development being affected by the environment exposure through entire period of growth. Therefore, CLIL approach also provides and creates a wide range of diversified learning atmosphere at all level of learners.

2.5.1 Features of CLIL in line with Bhutanese Education

The idea of CLIL has already been defined in the first section. However, to understand the nature of a CLIL lesson, core elements of CLIL methodology should be presented as well. The essential features of CLIL methodology need to be incorporated which supports the successful delivery of CLIL lessons (Lewandowska-Tomaszczyk, 2019). This list includes the following aspects:

Multiple Focuses

CLIL approach has supporting language learning atmosphere in content classes that incorporates both language and content learning integrating variety of subject matters. It can also be applicable as organizing learning through crosscurricular themes and projects supporting reflection in the learning process.

Safe and Enriching Learning Environment

It uses regular learning activities and communications that allow students to display language competency and content learning throughout the classroom enabling better confidence to experiment with language and content using classroom learning centers. Students are taught with relevant learning materials to increase the language awareness and creating an enriching learning environment.

Authenticity

CLIL provide maximum learners preferences providing timely help and their choice of content presentations making it parallel with their daily lives. The most recent and updated CLIL materials are used and exposure to speakers of content language are also incorporated.

Active learning

Another very important characteristic CLIL provides optimum opportunities for students to communicate setting content and language learning skill outcome. Students engage themselves in evaluating their own progress favoring peers and cooperative learning. The teacher just acts as a facilitator.

Scaffolding

The role of the teacher is to just build on the prior knowledge, skills, attitudes and interests of the students in a learner's friendly way and responding to different learning styles. It enhances creative and critical thinking skills in children.

Co-operation

The planning of lessons and planning of learning activities could be incorporated with any themes and even with non-CLIL teachers which may also include parents on how to help students support learning. Involvement of the local communities and cultural aspects are important.

CLIL methodology focuses particularly on a learner as a target content learning group. The main aim is to let learners involve actively with content using foreign language individually or in different groups for collaboration. CLIL methodology provides learners with the opportunity of setting a context content, language of the content and skills development. Thus, learning should not limit only to the boundaries of the classroom lessons and let them explore beyond.

2.5.2 CLIL-based Approach to Bhutanese English Classes

CLIL focuses on integration of language skills and learning of different subject content in the same classroom lesson at the same time simultaneously (Coyle et al., 2010). The key difference between CLIL approach and teaching other subjects in the context language is the variation in language learning opportunities and focused objectives for language use and communication (Coyle et al., 2010). CLIL is a continuous process with communicative approach; it is content-based language teaching learning experience. In order to achieve variety of skills for second language acquisition, CLIL context emphasizes more on key language learning domains of reading, writing, listening and speaking (Costa, 2016). The acquisition in terms of fluency in the target language is best achieved in the functional use of communication and information rather than making language the object to discuss or interpret in the classroom (Anderson, 2017).

Sometimes, it is also observed that the slow language learners try to adapt and adjust to the learning process by developing certain sustained strategies to assume the understanding of the target language but do not grasp the understanding of the text. As a result, the learner will have only the surface knowledge of the content and have knowledge of the important topics (Carloni, 2015). The understanding they try to convey actually contradicts the features of the content (Pennycook, 2017). Other factors affecting the learning pace of the students are the time factor for the curriculum to be taught. In some of the educational scenario students are expected to sit and listen to the teacher lecture rather than asking questions. Such approach only has the preseen learning achievement objectives and do not include on achieving language achievement goal (Marsh, 2012).

CLIL as a means providing teaching of subject content in the Bhutanese education through language learned is much discussed in these sections. CLIL requires zero competency for the learners as it differs itself as a simple-medium of a language learning approach which is being learned and require nothing in advance to enter the language class. To make it more learners based and language lucrative, the classroom setting must be more language supportive and rich in language resources.

2.5.3 Curricular Variation in CLIL

As it is already expressed and reason out the need and emergence of CLIL approach and to make it more concrete and clearer in terms of the teaching learning spectrum this topic will be presenting the curricular variations and curricular models which have been developed in different context. Let's first look at the curricular models developed and contextualized by Coyle et al. (2010), where they also elaborate models of CLIL at different levels of grade in the school. The models they developed belong to the expressive thoughts over the curriculum aspects mentioned in the works of Marsh, Maljers and Hartiala. The models basically summarize the topics Context, Content, Language (communication), Learning (cognition) and culture. Since this research aimed to investigate secondary level students, the secondary level framework and overview was adopted and the overview is presented below.

2.5.3.1 Secondary Level CLIL Framework

Secondary level CLIL approach is more complicated and sophisticated enhancing higher level of thinking and evaluating skills. Since students are assumed to introduce the CLIL language at primary stages higher order of additional language is expected to introduce. Students are encouraged to use more technologies for communications across the subjects. The level of subject introduced enables them in depth study in a way preparing them for the later life ahead. Therefore, the secondary framework places cognitive abilities and integrated principles at a high level.

Secondary Curricular Model

Model 1

Dual-school education

A school where the content subject is discussed through technologies and use of media where context language is new.

• Learners get the opportunity to learn from both the content and context language. They are mostly engaged in collaborative problem-solving task

with use of technologies.

• A value-added learning through international collaboration in content discussion is taken into consideration.

Model 2

Inter-displinary module approach

Teachers from different disciplines work together for CLIL approach teaching.

- Engagement in cross curriculum module with international dimensions of content learning
- International partnerships for teaching learning and assessment are considered a language complementing platform for authentic language learning.

Model 3

Language-based projects

Teachers play key roles in extension of both content-based and communicative language teaching with involve adequate language scaffolding from the language teacher.

- It is a seemingly language learning task for the learners but it is using the language for the non-language content.
- Content assessment is usually formative and complementary to existing language assessment.

Model 4

Specific-domain vocational CLIL

Vocational curricula are interesting because it is an added opportunity for those who have not achieved language in the earlier CLIL modules. Vocational fields carry out where applicable by the content and language teachers.

• Provides platform to learn from both CLIL language as well as first language to enable learners take specific tasks in diverse context.

• Assessment is multilingual and competency-based.

Adopted from Coyle et al., 2010

2.5.4 Limitations and Challenges of CLIL

This educational scenario sees great challenges in the language teaching learning classroom across the world. In these few years, there have been considerable steps taken towards the "multilingual turn" (Cenzo et al., 2014b) in language education (pp. 3-7). A similar complication is yet described in by (Cañado, 2016) claiming that often when teaching through a single language, linguists and educators tend to regard it as "drip-feed" or "second rate" education, thereby encouraging polylanguage, trans-language, or pluri-lingualism which then becomes paramount, particularly where there are students coming from diverse language background.

The development of CLIL is aimed at foreign language education encouraging researches on second language learning and integration of content at different cultures. However, by referring to advantages and findings of a few findings of research evidence CLIL still have controversial criticisms. Following are some area CLIL needs greater attention.

2.5.4.1 The Bandwagon (popularity) Effect

The CLIL shortcomings are not taken into consideration in the implementing stage in most of the education scenario and rather the teaching and learning approach is seen as an enthusiastic approach since teachers may feel there are not many difficulties applying it. In fact, there are no claims of successful implementation of CLIL without authentic (Coyle et al., 2010). CLIL approach needs balanced reflection and recommendations on effectiveness as well as on its shortcomings.

2.5.4.2 The Scarcity of Research

Although CLIL has been gaining popularity and momentum on education where language is a barrier, the integration of content with language has been successful. Recently researches on CLIL is being carried out at diverse contents yet there are there are substantial gaps on effectiveness, for example, Zarobe (2016) claims the assumptions that CLIL is effective in learning content as well as language, it still needs more research in other educational system. The primary assumption to proof the effectiveness of CLIL still remains unexamined.

One reason behind is because most of the researches are conducted by ESL/EFL (Coyle et al. 2010) scholars focusing on CLIL and non-CLIL groups of learners and reported higher achievement in English for CLIL learners (Cenzo et al., 2014b). Although some of the research results in support for CLIL, it still lacks clear link to pass on judgment for the learners' outcomes.

However, diversity of CLIL program formats and the lack of a standardized CLIL blueprint make it difficult for further researches (Agudo, 2012). Further, it is uneasy for the researchers to provide any clear and detailed descriptions of the CLIL application. Advances on the research front could help in forecasting the applicability of the CLIL approach.

2.5.4.3 The Lack of Conceptual Clarity

Conceptualizing CLIL as a comprehensive language teaching learning approach in multiple formats does not favor its application. CLIL critically needs definition of taxonomy and diversity of formats for prevalent forms of CLIL to organize appropriate pedagogy, research findings, and policy, a call for better understanding (Kampen et al., 2018) and learning for the future educational fulfillments.

To have a refined established pedagogy clarity and coherence in the implementation are necessary for research priorities (Cenzo et al., 2014a). At present, research efforts for CLIL development as well as educational initiatives might get directed in one way because there is no one concrete definition of CLIL. This lack of conceptual clarity affecting CLIL trickles down to on-the-ground practice and has clear implications for CLIL implementation.

2.5.5 Integrating PBL in CLIL Lessons

Project-based learning (PBL) was introduced in the classrooms in recent decades at almost the same time CLIL was first introduced in 90s, yet there is no definitive answer on how positive it influences on students' engagement and towards language learning. PBL is mostly described as "long-term, task focused, and meaningful activities that bring together ideas and principles from different subject areas or disciplines" (Goodrich, Hatch, Wiatrowski, & Unger, 1995). PBL methodology is student-centered boosting teambuilding among learners to develop projects integrating their skills.

PBL is motivating, stimulating and challenging (Boyd & Szplit, 2017) but Lasagabaster and Beloqui (2015) affirm that student do not rely on workload, but also depend on the amount of effort and commitment towards the task. Students whose language orientation focuses on learning the subject matter will show a higher engagement with PBL approach than those whose orientation will be to perform well or just complete the assigned work (Jumaat, Tasir, Halim, & Ashari, 2017).

In order to implement PBL in the classroom, teachers and students should follow several steps that characterize the process of CLIL as well as PBL approach. First, they start with a common topic for the project aligned with the content or the lesson topic. Secondly, the students and the teacher will have to design the structure of the project. Providing freedom to decide on the procedure to get to the final task could simplify and encourage students. The procedure encompasses gathering information preparing students with language demands, as well as for the demands that the data compilation and the analysis of the information process will require during the process of project execution. After data collection and analysis, the students should be prepared for the final task with appropriate language demands. Finally, the students present the final activity and it will be evaluated (Zarobe, 2016).

Cooperative learning is commonly thought of an underpinning concept for CLIL and PBL approaches. In general, cooperative learning can be taken as a methodology where children engage themselves in team working for common goals. In doing so, learners take advantage of interaction and acquires group learning skills. It promotes self-learning as well as high level of achievement. The concept of cooperative learning involves working together and this group engagement motivates group members to help and support each other (Martínez, 2011). The general aim here is not only to achieve common goals but to attain collaboration and individual competencies. Learners need to work together performing different roles to attain the outcomes contributing to the group goals. Hence, children will learn to work in cooperative approach taking extended time and efforts towards enhancing engagement, language competencies and team building.

As a matter of fact, CLIL is being relatively student centered and task based which is engaging in nature (Llinares & Morton, 2017). On the other hand, daily engagement refers to involvement, commitment, enthusiasm, focused effort, and dedication (Llinares & Puffer, The role of different tasks in CLIL students' use of evaluative language, 2015).

Although CLIL promote language engagement, the level of authenticity and challenge encourage the learner to view foreign language important and meaningful as other subjects in the curriculum (Hunt, 2011). There is little research on how CLIL programs enhance language achievements. CLIL is being experimented with different education system and yet, it has not generalized its findings and the results of many of these endeavors remain unpublished, despite the fact that CLIL can also play a leading role in promoting meaningful language and content learning (Llinares & Pena, 2015) which makes it very suitable for a CLIL context.

This is why CLIL was adopted as a curriculum design for the study to investigate whether students' English abilities would be further improved when English language teaching picked up content appropriate to the learner's culture as the materials for a course.

2.6 CURRENT THEORIES OF LEARNING

The following are some of the learning theories related to the learning domains covered by the CLIL approach. These theories particularly support CLIL by enhancing the learning patterns and domain of achievements of the students.

2.6.1 CLIL Promotes Theory of Constructivism

The idea of constructivism was pioneered by an American psychologist, John Dewey, in the 20th century. Dewey was particularly interested in educational achievement by action-learning- 'by doing' in other words. He argued that the experience given to learners is important as it draws meaning to them. These ideas were influential to other researchers as they later believed that the expanded ideas that evolved around Theory of Constructivism explain how learners constructed their own understanding. With children learning by doing, students are no longer conceived as a passive recipient of knowledge (Dewey, 1891). Another prominent constructivist, Piaget (1972), stated that we make meaning based on the experiences that we encounter in our life. He added that the foundation of constructivist approach in education depends on how children try to acquire knowledge, either by asking questions, investigating on their own or interacting with others and reflecting on their own experiences.

According to Piaget (1970), learning is an active process where a learner constructs his own meaning through making relations to the prior knowledge. He believes that the learners are active creator of knowledge rather than passive recipients. Constructivist teaching and learning perceive that the learners are active in constructing their own knowledge and challenge the view of learners as a passive learner responding to external stimuli (Hein, 1991). Dewey (1891) portrays constructivism from the individual perspective and highlights on importance of meaning making roles the learner play. Thus, constructivism refers to idea that learner constructed by themselves individually or socially.

Although the work of personalities such as John Dewey (1859-1952) emphasizes constructivism as a pedagogical structure for some time now, usual practices in the classroom have generally presented information to the students to be remembered without much needed modification. The teacher has centrally decided what to learn and how to make students remember the content. Students have hardly ever had the chance to look for the information to be analyzed and discussed for further understanding or justifications. Students could not get an opportunity to discuss and explore creating relationship with ideas already explored (Madinabeitia, 2007) including constructivism with its emphasis on the active construction of knowledge for the presence of CLIL's implementation would provide students with variety of ways to learning achievement. By combining subject areas (content) and the language, the integrated CLIL enhances the construction of knowledge in a comprehensive way connecting the prior information with the new ideas to analyze from all levels of angles. Although CLIL can work separately, inclusion of constructivist approach gives both elements the necessary foundation to understand the CLIL implementation in the classroom.

One feature of constructivism in CLIL is the use of project-based learning. With project-based learning approach to implement CLIL in the classroom, students gain the opportunities to engage in a real-world problem and construction of knowledge. Project-based learning constructs driven paradigm to students in which the project leads them to the core concept of particular subject. The project should occupy the student's constructive investigation, whereas this includes enquiry, decision making and resolution from the students. Constructivism suggests learners' behavior in knowledge construction through experiences and deals with the real-life situations. Therefore, project-based learning constructivism is very much related to this conception. Constructivism tends to have more flexible learning, as it gives way for learners to demonstrate what they know. Thus, CLIL in a constructive scenario promotes active learning and student-centered learning environment.

2.6.2 Sociocultural Theory

Sociocultural theory is among the most recent and emerging theory in psychology which particularly evaluates at the contributions that society makes in individual development. It is a careful observation of interaction between people and the culture of that particular place. Sociocultural theory claims that human learning is a social process and that is how it is related to the CLIL approach of teaching learning process. According to Vygotsky (1978), learning begins with interaction between people which leads to integration of information at individual level. Further, Vygotsky also claims, children having born with biological constraints where each culture he/she is exposed to provides better understanding and meaning making, which he refers to as 'tool so intellectual adaptation'. This also allows children to easily adapt to the culture he lives with. This is called as the "Zone of Proximal Development" in sociocultural theory.

According to Vygotsky (1896-1934), the zone of proximal development "is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers." Briefly, it highlights the potentials and abilities of a child not able to perform on their own and can easily learn with guidance. As such providing with a situation where children are made to observe a better skill and knowledge then they are also capable of extending the zone of proximal development.

CLIL approach of teaching and learning in the classroom setting also promotes social interaction among the peers, learning through the diversity in their cultural background gives in extra environment to explore and understand. Integrating content and language through extended learning environment provides a forum for collaborative learning experience enhancing language competencies and engagement in meaning making from the context.

2.6.3 Second Language Acquisition Theories

According to Krashen (1988), two different ways of learning a second language: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is related to subconscious process just as we acquire the first language at childhood. To acquire it, one has to be part of a meaningful interaction in the target language concentrating not on utterance but on communicative acts.

Language acquisition is a natural process which does not require use of conscious language order (Krashen, 1987). Acquisition requires meaningful interaction with the focused language for natural communication with conveying message and understanding. Children need to be exposed to similar situations where they need to hear and learn. It will allow children to acquire and use the target language when they are ready for use in communication naturally.

Teaching of content matter with CLIL employing a second language is gaining popularity because it provides children with suitable environments for the learners to observe and learn (Krashen, 1988). Krashen believed in the use of second language as medium of instruction as comprehensible input acting as a core factor in second language acquisition. In his theory, he suggests the teacher to be the agents producing languages for conveying the content through targeted second language learning so as to help learners learn better. Diezmas (2016) has gone further with Krashen's input theory, supporting interaction and comprehension of meaning a key factor in understanding content and to build language competency.

Bringing out CLIL approach of teaching learning experience in the Bhutanese context where almost all the subjects are taught in English will enhance achieving English language competencies in the students. English is second language to most and third language to almost all of the Bhutanese students. However, integration of language further will enhance language acquisition through collaborative effort.

2.6.4 Piaget's Cognitive Development Theory

The theory of cognitive development explains how a child constructs a mental model of the world (Piaget, 1932). Piaget does not believe in intelligence as a fixed character and supports as a continuous process of mental development through interaction with environment around and maturation. He was one of the first psychologists to study cognitive development of a child. The contributions to the child cognitive development include series of developmental stages through observational studies and tests for cognitive abilities (Piaget, 1936).

Before Piaget's work, children's' level of thinking was not compared to the level of adults, to which Piaget proved children actually think in different ways than adults do. Piaget believed in inborn mental structure (genetically inherited and evolved) of children where all subsequent learning and knowledge are based with maturation and exposure. He concluded by stating children construct their own knowledge of the environment from what they already know and what they are exposed (Piaget, 1958).

Piaget (1932) did not relate his findings and observations to education. Later, researchers found his study could be used in teaching and learning as Piaget's theory places discovery learning as having a vital role in constructing an understanding. Further researches on Piagets' findings revealed individual learning, flexibility in the curriculum, the centrality of play in children's learning and the use of the environment by the children in making meanings very important.

CLIL certainly has these characters of engaging children into a playful nature of learning environment where rigorous discussion and meaning making is made through content and language integration. It also has provision to evaluate children's progress by teachers acting as resource and scaffolding them in their learning environment. The study was conducted with a story that was richly modern technology related and contradicting to the Bhutanese cultures. Thus, using the story to measure the implication of science to the culture was very much easy and realistic to make their meaning out of the short story.

2.6.5 Project Based Learning (PBL) and Constructionism

Project-based learning (PBL) has a long history in the evolution as a method or a strategy for the learning practices in the classroom. Project-based learning in the early 90s, advocated his understanding of PBL at the schools on child-chosen projects stimulating "purposeful activity". He supported the idea with his observations on the reactions of the children when they are provided the freedom of choice of their own task to explore. In his explanation he claims to observe that the students' become intrinsically motivated to work hard and strive for the highest quality.

Project-based learning is a learner centered method of instruction (Grant, 2014). PBL needs an independent learning setting and does not depend on structured lesson plans to meet its objectives. Moreover, project-based learning allows in-depth investigation of a topic and learners have full control over their own learning making them more responsible learner (Wolk, 1994).

Dewey supported "learning by doing" Such prospects are also reflected in the theories of constructivism and constructionism (Perkins, 1991) explains that individuals construct knowledge through interaction, and each individual's knowledge construction process is different (Piaget, 1969). The act of conducting investigations, conversations and activities is a process of making meaning building through their current knowledge. PBL promotes such construction of knowledge by the students.

Constructionism claims individual learners involve in making knowledge one step further (Grant, 2014). Constructionism theorizes that individuals learn most when the learning materials are shared among learners for discussion and reflection. The subject content should be meaningful where individuals can engross themselves as PBL strives for considerable individualization of curriculum, instruction and assessment-in other words, the project is learner centered (Vygotsky, 1978). Incorporation of project- based learning activities is a potential solution as the approach has variety of experiences requiring students to independently work through the steps necessary to answer a real-world question which engage them throughout their activity (Robinson, 2013). Accordingly, project-based learning is also a systematic teaching method that engages students in learning essential knowledge and life enhancing skills through an extended, student-influenced inquiry where they engage themselves into a meaningful world of work (Jumaat, Tasir, Halim, & Ashari, 2017).

The study conducted adopted CLIL, which represented constructivism, sociocultural theory and second language acquisition with story reading and writing through fieldwork for the appreciation of local cultures. To examine the value of CLIL in a second language classes that the findings could be consumed by teachers of English and researches in the field.

2.7 RELATED RESEARCH

There are numerous studies on application of CLIL approach carried out in many countries and importantly in the education sector with teachers and students. Some of the recent studies conducted in different countries with different grades and different education settings are presented as follows.

Kampen, Admiraal, and Berry (2016), conducted a study investigating the selfreported pedagogical practices of CLIL teachers in the Netherlands. The researcher has used two questions in the study and the first question focused on determining the main characteristics of CLIL teachers' practices and how these differed from regular teachers. On their findings, they have seen significant gaps between notions of effective CLIL pedagogy in theory and the pedagogical approaches reported by these CLIL teachers. In short, they found CLIL teachers reported lower scores on the Literacies and Language approaches than they did on scaffolding and input. The CLIL teachers reported least use of the Literacies approach that underscores concerns raised by recent studies about the disciplinary literacies teaching competence of CLIL teachers.

An important finding emerging from this study is that CLIL teachers reported generally using fewer approaches linked to the Language approach compared to other approaches. This sits in contrast with the focus on students' language development that is considered part of what makes CLIL unique and most theoretical models about effective CLIL teaching are deeply focused on what is necessary for effective language teaching to occur.

The second research question concerns with finding out the extent to which differences in the self-reported pedagogical practices of CLIL teachers are related to the subject discipline they teach and how it compares to regular teachers. The findings state subject disciplines explained a great deal of adjustment for all four pedagogical approaches for CLIL teachers. English teachers scored significantly higher than teachers of all other subject-groups for the Literacies, Language and Input approaches. The result can be explained by the fact that the preparation of English teachers includes learning about theories of second language acquisition and related pedagogical approaches that many of the CLIL teaching models are based on.

Hao, Susono, and Yamada (2018), in their study claim in terms of language learning, although the average score of the tests on language achievement is not very high, there is no significant difference after statistical analysis. The researchers explain it could be because the test was based on just language competencies and it is difficult to improve a learner's language ability in a short time. However, they also have indicated that in the geographical CLIL class of primary school, the students' geographical performance and the vocabulary and reading ability of foreign languages improved significantly.

In the correlation analysis of the various elements test scores and Integration indicated no correlation. In the analysis of the elements of CLIL, test scores and Content and Culture revealed a strong correlation, while Cognition and Communication displayed no correlation. We speculate that such a conclusion could be a result of curriculum design without emphasizing the elements of CLIL. However, as the course content involves cultural exchange, there is a correlation between the test scores and Content and Culture.

Lockley (2015), in an attempt to confirm that it was CLIL that had affected this change and not some other external factor, the third qualitative questionnaire question, "Has this course change how you feel about history?", was asked. The answers to this seemed to confirm that CLIL had helped mitigate the idea of international marginalization, which, as hypothesized, may lead to higher cognitive enhancement than language development. This suggests that although it needs further research and strong empirical support, similarly focused CLIL courses may have like or related effects in contexts that experience similar self-perceived international marginalization.

The answer to the second research question: "If so, in what ways does it do this," was found relatively difficult to answer. The researcher shares the comments that showed learners seeing nations as less isolated entities. In the reflection of the students it stated they realized that histories are shared and fluid and, hence, learners felt themselves closer to other parts of the world when they could relate with the communication trends. The aspect of the curriculum seems to have led to individual development and the researcher saw it important to establish what the CLIL approach contributed to this as opposed to external or specific contextual factors such as the educator's personality or the particular classroom environment. The CLIL approach seems to have allowed learners to critically engage and co-construct issues relationally in the socio-cultural context of interdependent selves. The conclusions of the study state mutual negotiation about the meaning and import of lesson content and materials.

Thus, in the discussion researcher tend to support that the type of CLIL course is not only relevant to the Japanese context, but that it may be far more widely generalizable. He suggests CLIL may also have relevance for multiculturalism and community relations in countries where there are significant mixed ethnic populations. Nitschneider (2017) also studied on research questions about effective and ineffective CLIL practices if prompted the participants to reflect upon their teaching and to improve it for the benefit of their own professional development. The ultimate notion for the benefit of their students and the entire Hyde Academy community. The significance of this qualitative action research study was that it offered practical knowledge about specific CLIL practices that could be used to optimize the learning environment through using specific activities and embedding general effectiveness principles.

The researcher presents his assumptions on the CLIL practices identified in this qualitative action research study as the most effective may not be readily applicable to other non-bilingual educational contexts outside of China but to other business organizations.

The findings of this qualitative action research study showed how to optimize CLIL Pedagogy so that the most effective CLIL teaching practices could be identified and implemented, which would hopefully be a useful, valuable, and original contribution to the existing body of knowledge about CLIL. He noted that research in the field of CLIL in East Asia is a relatively new area of empirical inquiry, and it has the potential to make significant contributions to child second-language acquisition theory building.

Singay (2018) conducted a study to provide an overview of Bhutanese students' needs, purposes, and problems of oral communication and to find out teachers' perceptions of students' oral communication needs in the classroom. The results of this study provided a basis for a wide range of content, plan and application of an oral communication program in English in Bhutan, and involve people like students, teachers, and course designers during the planning stages. Though the present research does not represent all Bhutanese students and lack generalization, the researcher believes that the sampling framework can provide a relatively good representation of the Bhutanese student. The results of this study can be used as guiding principle for the developing oral communication programs in English that could enhance oral communication ability of Bhutanese students. It is expected that the conclusion of the present investigation could be utilized by the administrator and educators to plan the language instruction policy to enhance learner's oral communication ability and as well as their language proficiency.

This study may also serve guidelines for teachers of English language who wish to improve their students' language ability in terms of oral communication. Nevertheless, the researcher explains the results to be limited to the needs and objectives of the target participants and did not cover classroom observation and interview of the participants as a part of data collection instrument. He recommends a comprehensive investigation of students' needs, wants, and desire to learn oral communication in English by using classroom interview and observation as a data collection technique.

The results of the study suggest that teachers and students perceive speaking and listening informally in situations such as teamwork, small group discussion, role play, classroom interviews, informal debates, storytelling and ability to communicate with teachers as the most important oral communication abilities in English. This directly links to my study on the CLIL approach towards language competency enhancement and engagement of the students in a meaningful learning environment.

Learning theories like Cognitive Development Theory, Second Language Acquisition Theory and Constructivism Theory support the language competency enhancement and engagement in the CLIL classroom. CLIL approach provides a conducive environment for learners to construct knowledge of their own and learn through extended learning activity through PBL. Many researchers have carried out the study to find out the effectiveness CLIL in language development and student teacher communication in different level of grades and ages. All the related studies mentioned above revealed a positive relation with learning second language and learners had positive attitude towards the CLIL classroom. Table 2.1 below show the findings of each study in brief.

No	Researchers	Findings		
1	Kampen et al., 2016	 Significant gap between CLIL pedagogy theory and pedagogical approach Pedagogical difference between CLIL English Teachers and other Subject teachers 		
2	Hao et al., 2018	 The time factors affect the language learning of children Correlation among content, cognition, communication and culture 		
3	Lockley, 2015	• CLIL helps lead to higher cognitive enhancement than language development		
4	Nitschneider, 2017	• CLIL practices can be used to optimize the learning environment and general effectiveness of the content language		
5	Singay, 2018	Provided wide range of content for oral communication needs and English development in Bhutan		

In this chapter the evolution and progress of the English language has been discussed under key subheadings providing a clear picture of where English stands in education across all curriculums and Bhutan in particular. Language learning practices are ongoing and will continue to grow. Providing the background and the current status of the English education scenario in Bhutan, the intention is to experiment pedagogy towards enhancing the English learning. CLIL will be put in place for the study and measure the outcomes simultaneously.

English as a language is serving wider communication at global scenario. The coming of English language into the Kingdom of Bhutan began to make headway in the field of education and it should be taken care to thrive over time. The teaching learning process of English language in the study is supported by various learning theories and guided by the curriculum framework of the education of Bhutan. The objective behind also aims at looking at the satisfaction of English language learning through CLIL, the language engagement in the content learning of the subjects and the learning achievement of the students.

The inclusion of the related research provides a clear direction for the study to proceed. The conclusions and suggestions of the previous studies are used to navigate the focus of the study towards answering the research questions.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research design, population and sample of the study, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis.

3.1 RESEARCH DESIGN

In line with the research question and research objectives, this study used mixed methodology incorporating both qualitative and quantitative aspects with one sample group. One sample group design is also considered as a Quasi-experimental research design where the same dependent variable is measured before (pretest) and after (posttest) a special treatment (Campbell & Stanley, 2015). Mixed-methods is a type of research methodology in which both qualitative data and quantitative data collection strategy is employed to draw interpretations based on the combined strengths of both sets of data to understand research the problem (Creswell, 2015). Incorporation of the mixed-methods provides a broader and in-depth understanding of the complex phenomenon and enhances confidence, improving accuracy and completeness which contribute to the overall validity of the data collected (Mckim, 2015). Qualitative research is characterized by an in-depth study of a particular context at a particular time. It employs certain data collection tools like interviews, focused group discussions and observations (Baden & Major, 2013).

A quantitative research approach, on the other hand, refers to one in which the researcher uses the post positivist paradigm primarily to make claims for knowledge development employing strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data (Creswell, 2017).

The achievement test consisting of five multiple questions and eight extended questions was developed to determine the impact of CLIL strategies. The students took the pretest in the first week of the study and the posttest in the last week to determine their growth in the English language. In order to acquire the learning satisfaction of the research participants, survey questionnaires consisting of 25 questions was also employed and was filled out in the last week. Furthermore, the researcher also determined the language learning satisfaction of students and effectiveness of CLIL through the use of classroom observation by a peer teacher at two occasions.

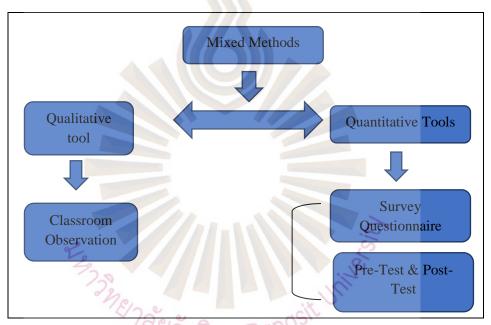


Figure 3.1 Illustrations of Research Design

3.2 POPULATION AND SAMPLING OF THE STUDY

3.2.1 Population

The population of the study consisted of 53 grade 11 Bhutanese students studying in one of the secondary schools in Western Bhutan. 26 students were selected as the sample size for the study.

3.2.2. Sample

The cluster random sampling technique was used to acquire the sample size of 26 students from the total population with equal gender proposition Bhutanese students for the study. Sharma (2017) claims clustered random sampling as a sampling technique in which researchers segregate the population into separate groups and then a random sample of cluster is chosen from the population. There were only two grade eleven arts students in the research school. To avoid bias in taking the sample group, the researcher got the help of the Head of Arts and Humanities Department to randomly pick a paper containing the different names of the sections. Students involved were in the age range of 16-18 years old with mixed abilities.

3.2.3 Content of the study

This study was conducted in English subject for Grade Eleven students. A short story as per the yearly block plan was selected and executed with four lesson plans with 100minutes each. Further, students were given an extended activity for the period of one week. The extended activity was followed by group presentation in the classroom. The presentation was assessed by certain criteria based on the use of language, pronunciation, use of variety of vocabularies and fluency. The last week was utilized for tests and questionnaires.

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Time	Lesson Plans	Topics
Week 1	Lesson Plan 1	Introduction of content with CLIL approach. Teach and discuss elements of the short story
Week 2	Lesson Plan 2	Figures of speeches from the story
Week 3	Lesson Plan 3	In-depth discussion of the content through relevant videos and presentations
Week 4	Lesson Plan 4	Use of CLIL approach for reading and writing activities. Extended activity

Table 3.1 Lesson Specifications

3.3 RESEARCH INSTRUMENTS

In the study, since the mixed method design was used, the data were collected to investigate the learning achievement and to examine satisfaction of the students in language learning. The key instruments used for data collection were the Achievement test, the survey questionnaire and classroom observation with CLIL lesson plans. To acquire the expected learning outcomes, the research instruments were categorized as quantitative and qualitative tools.

3.3.1 Quantitative Data Collection Instrument

3.3.1.1 The Survey Questionnaire

The researcher conducted a survey after the intervention to collect data and examine the effectiveness of CLIL approach in enhancing language learning satisfaction of Bhutanese students. The applications of learning strategies were also examined with a questionnaire on learning strategies that was conducted in the research. The questionnaire contained 25 items broadly divided in two subgroups; the opinion on interest and opinion on confidence to match the response towards language learning satisfaction. The questionnaire questions were framed based on Likert Scale with five points ranging from, "Strongly Disagree" to "Strongly Agree" 1= Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree (Neutral), 4=Agree and 5 Strongly Agree. The researcher explained each and every statement clearly to the students while rating the questionnaire to clarify their confusion in choosing the number for each item on the Likert Scale.

Table 3.2 Description of the Likert Scale

Level of opinion	Scores	Scale for means	Level of opinion towards rubric usage
Strongly agree	5	4.51-5	Very good
Agree	4	3.51-4.50	Good
Neutral	3	2.51-3.50	Moderate
Disagree	2	1.51-2.50	Poor
Strongly disagree	1	1-1.50	Very poor

Source: Brown, 2011

3.3.1.2 The Pretest and Posttest

The Pretest and posttest were developed based on the outcomes as outlined in the Royal Educational Council (REC) curriculum framework. It had been developed in accordance to the expectations and guidelines of Bhutan Council for School Examination Assessment (BCSEA). The test consisted of five multiple questions and eight extended questions carrying 1 mark each for multiple choice and 5 marks for the rest. Achievement tests are widely used for educational situations to examine if students fulfilled the precise learning objectives (Cherry, 2018). The Pretest and the Posttest on 'Too Bad' were carried out to compare the language learning achievement of the sample group. The Pretest was administered to determine the level of their prior knowledge. Following the treatment, the posttest was conducted on the same items to see whether there was any significant difference in the scores of the students between the two tests.

3.3.2 Qualitative Data Collection instrument

Classroom Observation

The qualitative study data were collected through classroom observation by the peer teacher. Two treatment sessions were observed by the same peer teacher. The

peer teacher was randomly asked to observe any lessons during the course of data collection period. The observer was another English teacher teaching in secondary grades, the observation sheet contained 24 statements under four themes: Content, Cognition, Communication and Culture that helped analyze the effectiveness of CLIL approach in English language learning. The classroom observation facilitated in answering the research question, were students satisfied with the CLIL lessons in learning English language?

3.3.3 Interventional Instrument

Lesson Plan

The researcher used 4 CLIL based lesson plans in total for the study each spanning 100 minutes. Each lesson plan was equally distributed for two periods. The participating group was taught using CLIL approach twice a week extending over a month. The lessons were prepared in line with the mandates of Royal Education Council and Ministry of Education incorporating CLIL components. The CLIL lessons were implemented after the pretest as a treatment for growth in English language learning. It helped analyze the effectiveness of CLIL approach in English language learning.

3.4 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

3.4.1 Content validity

In this study the research instruments were validated by three experts; one from Rangsit University, a senior secondary English teacher and a lecturer from Bhutan using Item Objective Congruence Index. Item Objective Congruence (IOC) of the instrument was calculated as below to see whether the item is aligned with the learning objectives or not. The result of the IOC index ranges from -1 to +1.

+1: the item clearly matches objectives or ensure that the following measure meet the objectives stated.

0: unclear or unsure whether the measures meet the objectives or not.

-1: item clearly doesn't match objectives or ensure that the measure doesn't meet the stated objectives reality (Rovinelli & Hambleton, 1977).

The formula for calculating IOC is $\sum_{n=1}^{r} \cdot r^{n}$ represents the sum of score of an individual expert and 'n' represents the number of experts who validates the items. If the value of test item is between 0.67-1.00, it is considered for accuracy and acceptable. But, if the value is below 0.67, it indicates that the item needs to be rephrased according to the expert. The value of the test item between 0.5 and 1 meant valid. The value for test questions was 0.84, 0.79 for the classroom observation and 0.85 for the satisfaction survey questionnaire. The IOC value for four lesson plans was 0.83. All the items were verified and made necessary corrections unless it met the standards.

3.4.2 Reliability

Determination of reliability coefficient of the learning achievement test was done using Kuder-Richardson (KR-20) whose coefficient should be equal to or greater than 0.70 for the instruments to be reliable. Kuder-Richardson's formula (KR-20) will be computed to find out the reliability coefficient of the test items. The KR-20 coefficient must be equal or greater than 0.70 for the instrument to be reliable. The KR-20 can be used only if the item contains difficulties of varying degrees with a correct answer for each question. The scores for the KR-20 ranged from 0-1, 0 indicating lack of reliability and 1 was a perfect reliability. The reliability statistics Cronbach's alpha came to 0.88 which indicated a high level of internal consistency and reliable. The reliability coefficient of the learning outcome test was 0.78 which on the reliability scale is categorized as excellent. After computing the internal consistency reliability coefficient of the survey questionnaire, only 25 questions were selected for the survey out of 30.

Cronbach's alphaInternal consistency $\alpha \ge 0.9$ Excellent $0.9 > \alpha \ge 0.8$ Good $0.8 > \alpha \ge 0.7$ Acceptable $0.7 > \alpha \ge 0.6$ Questionable $0.6 > \alpha \ge 0.5$ Poor $0.5 > \alpha$ Unacceptable

Table 3.3 Description of internal consistency using Cronbach's alpha

Source: Gliem, 2003

3.5 DATA COLLECTION PROCEDURE

3.5.1 Ethical Consideration

3.5.1.1 Approval

Ethics has become a key factor in conducting this research. An approval was sought from the Ministry of Education in Bhutan, Chief Dzongkhag Education Officer and Principal with the Head of the Arts and Humanities Department and from the concerned subject teacher. Students being below their legal age, the concerned guardian (Warden and Matron) were sought to read the contents of the consent letter before signing it.

3.5.1.2 Anonymity of the Participants

Anonymity of the research participants and confidentiality of the students' views were strictly maintained by the researcher with coding system to the respondents answer scripts. The students' names and any identification marks were not at all used for the data collection. All data would be destroyed after completion of the study.

3.6 DATA ANALYSIS

3.6.1 The Pretest and Posttest

In assessing achievement, the effect of CLIL approach in learning language of Grade 11 students in English, the comparison between the pretest and posttest scores was done using Wilcoxon's Signed Rank Tests. The comparison was done based on median, mean and the standard deviation of the pretest and the posttest.

The inferential Wilcoxon Signed Rank test statistics with p<0.05 level of significance was also maintained to compare the pretest and posttest learning outcome test levels of the participants.

3.6.2 The Survey Questionnaires

The comparative analysis was done item-wise level to mark any sign of English language learning enhancement using CLIL. The level of significance of inferential statistics t-test was p<0.05; the mean and standard deviation were also used to analyze the survey data.

3.6.3 Classroom Observation The data collected from classroom observation was analyzed by using a coding system the three Cs: Coding, Categorizing, and Concepts (Lichtman, 2013). Strauss and Corbin (1990) define coding as:

"the process of selecting the central or core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development" (p. 116).

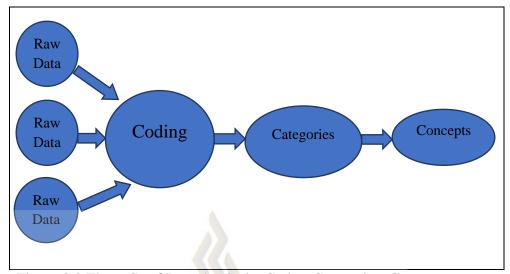


Figure 3.2 Three Cs of Data Analysis: Codes, Categories, Concepts Source: Lichtman, 2013

The six steps propounded by Lichtman (2013) were used to get the data into concepts. The steps are:

Step 1. Initial coding. Summarizing ideas of the responses

Step 2. Revisiting initial coding

Step 3. Developing and initial list of categories

Step 4. Modifying initial list based on additional reading

Step 5. Revisiting categories and subcategories

Step 6. Moving from categories to concepts

After the six steps moving from coding to categories and concepts, the researcher further discussed in-depth analysis and interpretations. The data was further analyzed by looking at key relationships like questions, data and meanings. The researcher could find a frame line to tell the story through data at a conceptual level, relating subsidiary categories to the core category. After putting categories into sequence, a researcher can begin to cover the wide array of consequences of various conditions, giving the story specificity.

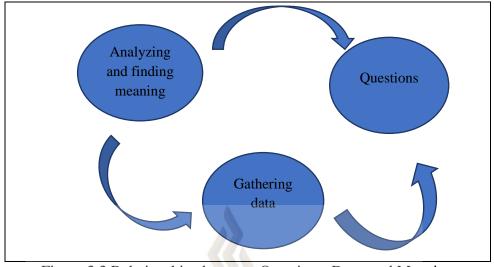


Figure 3.3 Relationships between Questions, Data, and Meaning Source: Lichtman, 2013

Table 3.4 Illustration	on the data	analysis procee	lure.

	Instruments	Data Analysis
Quantitative Data	Pre-Test/Post-Test	Wilcoxon Signed Rank Test
L'a	Survey Questionnaire	Descriptive analysis Mean/ Standard Deviation (SD)
Qualitative Data	Classroom Observation	Content Analysis by the steps of Litchmen (2013) Three Cs

CHAPTER 4

DATA ANALYSIS

The purpose of this study was to examine the English language learning ability of secondary school Bhutanese students with the application of Content and Language Integrated Learning (CLIL) approach. The mixed methods of quantitative and qualitative approach were adopted in this study. The Pretest, Posttest, and the survey questionnaire were used for quantitative approach and teacher observation was used for qualitative approach. The result analysis was done based on the learning achievement test scores, survey questionnaire and teacher observation form.

4.1 QUANTITATIVE DATA ANALYSIS

Pretest and Posttest Analysis

The first objective of the study was to investigate the students' language learning achievement of secondary students with CLIL approach. Thus, the test scores from the Pretest and the Posttest were analyzed to find the answer as to how will students perform after the treatment. To meet the objective, pretest and posttest were administered to the research participants. A statistical analysis of pretest and posttest was carried out using Wilcoxon Signed Ranks test- the 2 related sample tests based on median values between pairs of test participants. Mean, standard deviation and significant value were also administered.

4.1.1 Pretest-Posttest Comparison

Group	Pretest		Pretest Posttest		Mean Difference	Sig-Value
Sample Group	Mean	SD	Mean	SD		
	26.98	3.99	33.96	3.92	33.96-26.98 = 6.98	0.01

Table 4.1 The comparison between pretest and posttest within the sample group

Significance level (p): < 0.05 – significant

It is apparent from the results presented in Table 4.1 that the posttests mean score (33.96) of the group was higher than the pretests mean score (26.98) resulting a mean difference of 6.98. This is attributed to the application of CLIL approach English language learning of the students. Apparently, the standard deviation measured how near the scores were centered on the mean mark. The standard deviation of the pretest and posttest were 3.99 and 3.92 as shown in Table 4.1. The standard deviation of the pretest. This indicated the scores of the pretest being scattered from the mean, which indicated the proportionate impact of the treatment on the students.

Administering the Wilcoxon signed result ranks test showed 0 negative ranks as all the achievement scores improved for the pairs of observations and there were also no ties in the scores. There was a clear positive rank of all the research participants giving the mean rank 13.5. Therefore, the p-value as per the Wilcoxon signed rank test was 0.01 statically significant. It proved the assumptions wrong that the median differences between pairs of observations are equal. The Wilcoxon signed ranks test reflected as in the table below.

Table 4.2 Wilcoxon Signed Ranks Test

		Rank		
		N	Mean Rank	Sum of Ranks
Posttest- Pretest	Negative Rank	0	.00	.00
	Positive Ranks	26	13.50	351.00
	Ties	0		
	Total	26		

- a. Posttest < Pretest is Negative Rank
- b. Posttest > Pretest is Positive Rank
- c. Posttest = Pretest is Ties

Meanwhile, it should also be noted that the pretest scores were comparatively lower than that of posttest which indicated students having least knowledge before treatment on the topics that were being tested. Posttest scores of most of the students were higher than the pretest scores as shown in Figure 4.1. All the students' posttest scores have increased relatively compared to those of the pretest. This outcome undoubtedly confirmed the effectiveness of CLIL approach in English language learning of secondary school Bhutanese students. Thus, it provides a positive response to the first research question and the research objective.

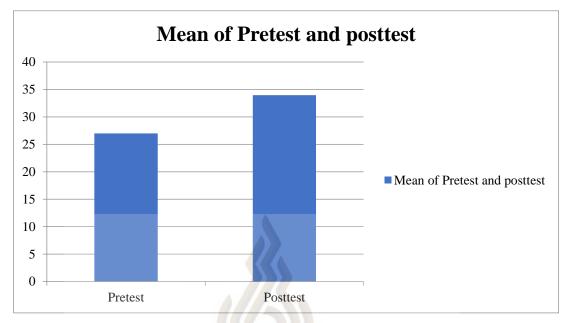


Figure 4.1 Mean of the Pretest and Posttest Scores

The scores of all the students improved after the intervention indicating the positive impact of the CLIL application. The majority of the students show drastic improvements in the test score lines the details of which are as below.

	~				0	
Students	Pretest	Posttest	Difference	Rank	Positive	Negative
	Scores	Scores	(D=Y-X)	2.	Rank (+)	Rank (-)
	(X)	(Y)		111	1 (I)	1 cuille ()
	(Λ)		in the second	K V		
1	20.50	35.00 งส์	14.5Rang	25	25	-
2	22.00	30.00	8	19	19	-
3	30.50	38.00	7.5	17	17	-
4	29.00	44.00	15	26	26	-
5	30.00	36.50	6.5	13	13	-
6	30.50	39.50	9	21	21	-
7	22.50	30.50	8	19	19	-

Table 4.3 The Wilcoxon Matched-Pairs Signed-Rank Test

Students	Pretest Scores (X)	Posttest Scores (Y)	Difference (D=Y-X)	Rank	Positive Rank (+)	Negative Rank (-)
8	24.50	30.00	5.5	9.5	9.5	-
9	26.00	31.00	5	7.5	7.5	-
10	21.00	29.00	8	19	19	-
11	26.00	36.00	10	22.5	22.5	-
12	24.00	30.50	6.5	13	13	-
13	28.50	32.50	4	5	5	-
14	33.50	39.00	5.5	9.5	9.5	-
15	30.00	32.50	2.5	2	2	-
16	26.00	32.00	6	11	11	-
17	23.00	30.00	7	15.5	15.5	-
18	27.00	31.50	4.5	6	6	-
19	32.00	34.00 ลิยาวิงสิ	2 Rangs	KY	1	-
20	27.50	34.00	6.5	13	13	-
21	30.50	40.50	10	22.5	22.5	-
22	30.50	37.50	7	15.5	15.5	-
23	29.00	32.50	3.5	3.5	3.5	-
24	29.50	34.50	5	7.5	7.5	-

Table 4.3 The Wilcoxon Matched-Pairs Signed-Rank Test (Cont.)

Students	Pretest Scores (X)	Posttest Scores (Y)	Difference (D=Y-X)	Rank	Positive Rank (+)	Negative Rank (-)
25	18.00	29.00	11	24	24	-
26	30.00	33.50	3.5	3.5	3.5	-
Total		26	Rank	13		0

Table 4.3 The Wilcoxon Matched-Pairs Signed-Rank Test (Cont.)

4.1.2 Analysis of the Survey Questionnaire Data

The second objective of this study was to explore the satisfaction of the students using CLIL lessons. The 30 survey items of questionnaire using five point's Liket scale were prepared and administered only 25 to the sample group of the study after the reliability test. The survey questionnaire focused on students' opinions towards learning English language learning using Content and Language Integrated Learning (CLIL) approach. The mean and standard deviation were computed as shown in Table 4.5.

Table 4.4 illustrates the result of students' level of satisfaction towards application of Content and Language Integrated Learning (CLIL) towards English language learning in the lessons taught. Basically, the questionnaires were divided into two components: opinion on interest and opinion on confidence.

Table 4.4 Illustrates the mean, standard deviation and students' level of opiniontowards satisfaction with application of CLIL approach.

No	Items	Mean	Std. Deviation	Level of Opinion
	I feel free to communicate in English			•
1	language in the classroom	3.80	0.8	Agree
	I don't worry about making mistakes in			
	English class and I keep speaking in the			
2	discussions	3.61	0.85	Agree

			Std.	Level of
No	Items	Mean	Deviation	Opinion
	I get enough opportunities to communicate in			-
	English with my friends and teacher in the			
3	class	4.23	0.58	Agree
	I feel I learn more from every English lesson			
4	I am introduced to	4.34	0.62	Agree
	I can explain my thoughts clearly to my			
5	friends in the class	3.92	0.74	Agree
	I can explain my thoughts clearly to my			
6	friends in the class	4.38	0.75	Agree
	Learning English language encourages me to			
7	read more books written in English.	4.42	0.75	Agree
	I am confident to talk to visitors and tourists			
8	in English	3.88	0.86	Agree
	Studying English enables me to understand			Strongly
9	English books, movies, music, etc	4.69	0.47	Agree
	I can easily translate and retell any story in			
10	English	3.5	0.7	Not Sure
	Studying English enables me to better		1	
11	understand the world around me	4.26	0.6	Agree
	I like singing, writing and listening to English	E.C		
12	songs	4.42	0.57	Agree
	I Google and listen to speeches given in	2		
13	English Alguar Range	3.69	0.88	Agree
	I enjoy giving presentations in the English			
14	class	3.34	0.89	Not Sure
15	I like book keeping and journal writing	3.03	1.14	Not Sure
	I commit myself to read a few books in a			
16	month	4	0.69	Agree
	I don't mind making grammatical errors			
17	while talking in English	3.3	0.92	Not Sure
	I easily accept feedbacks on my use of			
18	English and I work on it seriously	4	0.69	Agree
	I spend my leisure hours writing articles and			
19	reading	2.96	1.18	Disagree

Table 4.4 Illustrates the mean, standard deviation and students' level of opinion

towards satisfaction with application of CLIL approach (Cont.)

			Std.	Level of
No	Items	Mean	Deviation	Opinion
	Studying English enables me to appreciate			
20	arts and literature	4.19	0.63	Agree
21	I love solving grammar questions	3.76	0.86	Agree
	English lessons enable me make more friends			
22	in and outside the class	3.65	0.97	Agree
	I often write letters and essays for the school			
23	magazines	3.34	1.09	Agree
	I am determined to study English as my			
24	subject of study in the future	3.8	0.98	Agree
25	I feel happy to go to English classes.	4.26	0.77	Agree

 Table 4.4 Illustrates the mean, standard deviation and students' level of opinion

 towards satisfaction with application of CLIL approach (Cont.)

Level of opinion: 1-1.50 Strongly Disagree, 1.51-2.50 Disagree, 2.51-3.50 Not Sure, 3.51-4.50 Agree, 4.50-5.00 Strongly Agree.

It is evident from Table 4.5 that in the first component of students' opinion questionnaire, 'opinion on interest', almost all the students strongly agreed with all the statements excluding one to which the average shows disagreed and another one to which the average was "not sure". The total mean was 53.33 with standard deviation 7.99. This indicates that CLIL approach is applicable and successful in enhancing the interest to learn English language more. The highest mean was 4.69 with the standard deviation 0.47 for the statement 'Studying English enables me to understand English books, movies, music, etc....' On the other hand, the lowest mean was 2.96 with the standard deviation 1.18 for the statement, 'I spend my leisure hour writing articles and reading' which also has an average opinion of disagree against the level of opinion. This in general reflected there are students not interested in spending their leisure hours in meaningful activities for enhancing their English language learning. This also attributes to lack of interest towards the subject and learning English language in particular.

In the second component of opinion questionnaire 'opinion on confidence' all the students strongly agreed with the statement which indicated that CLILL approach made them more confident in learning English language of secondary grade students. The total mean was 40.1 with standard deviation 11.1. The highest mean was 4.42 for the statement, 'I like singing, writing and listening to English songs' with the standard deviation of 0.57. The lowest mean was 3.3 for the statement, 'I don't mind making grammatical errors while talking in English' with standard deviation 0.92.

Furthermore, the mean for another statement computed at 3.34 with standard deviation of 0.89 and the statement states, 'I enjoy giving presentations in the English class.' The average level of opinion was reflected as not sure. It reflected doubt whether the CLIL approach really enhances confidence in this particular statement or if it does not.

The data analysis of students' opinion questionnaire showed that almost all students strongly agreed that the application of Content and Language Integrated Learning (CLIL) approach towards building their interest and confidence to learn English language in the classroom. Therefore, the researcher concluded that students had positive opinions towards application of CLIL approach in English language learning.

4.2 QUALITATIVE DATA ANALYSIS

The qualitative data was analyzed using the classroom observation with coding system, the three Cs: Coding, Categorizing, and Concepts (Litchmen, 2013). The analysis was to fulfill the research objective: to investigate the students' language learning achievement in secondary schools with CLIL approach and also to answer the research question: Do students learning through CLIL approach perform better language competency? There are two important areas to reflect on from this qualitative analysis since the classroom observation focused on the effectiveness of CLIL approach in enhancing English language learning. Another area is the content and cultural integration of the lessons taught to them.

4.2.1 Classroom Observation

The session was observed by a peer teacher for the sample group where the CLIL treatment in the lessons was given. The peer teacher was a senior secondary English teacher teaching in Grade Twelve. The observation was made during her free period. She came for observation in the week two and the last week. There were four lesson plans of 100 minutes each that were observed during intervention of the CLIL lessons to enhance English language learning. The teacher observation form was classified under four sub topics as Content, Cognition, Communication and Culture. The data collected were organized and interpreted in three core themes or categories: 1) Enjoy learning, 2) Active participation and 3) Subject motivation and concluded the concepts of CLIL approach as an active language learning pedagogy fostering conducive learning atmosphere.

Receiving the observation sheets and post conference discussions, the raw data was first coded using the key aspects of the comments and also based on the ratings given by the observer. The observer's remarks against the statements and additional remarks made at the end of the observation sheets were used as the baseline data. Both the observation sheets were used to maintain collective data for coding. The rating given against each statement and additional comments like fun learning atmosphere, engaging in communication, cultural explorations and general awareness were noted in coding although the first observation saw little progress in applying the pedagogy. Initial coding from the raw data was further revisited repeatedly to come to three important categories of the approach as mentioned in the paragraph above. After arriving to the broad categories, it was further deducted with subcategories and assumption to achieve the concepts. The graphic representation of the entire analysis is presented below.

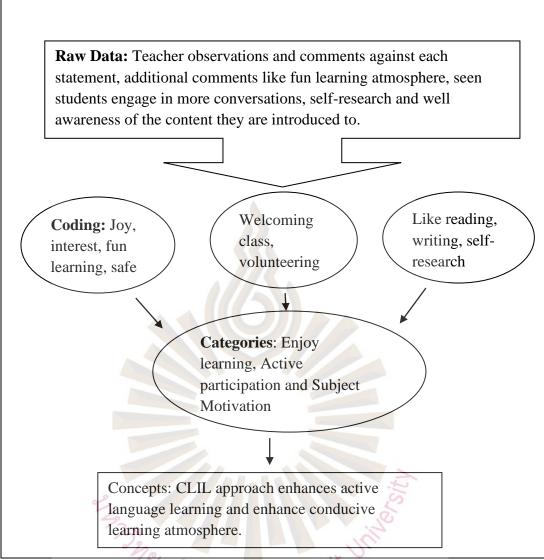


Figure 4.2 Graphic Representation of Qualitative Analysis

The following part discusses each category in detail.

Category 1 Enjoy Learning

Teaching and learning English in a state where English is a second or the third language to the learners itself is a challenge to face causing immediate fear. From the findings of the observation it was noted that not only the researcher but also the students agreed on the application of new strategies and approaches to make learning better and joyful. In the first session, students were observed not at all aware of the new teaching approach leading to lots of confusion and lesser cognition. Certainly, it was not a joyful lesson. The comments stating, 'Not much activity on vocabulary development' and 'Students reluctant in retelling stories' made it clear that the students really did not enjoy the approach of the lesson.

From the second sessions and further, students got involved better seeing them sharing their ideas to the class. The peer teacher observation saw most of the checklist in the observation form fulfilling and had verbal comments in the post observation discussion like, 'Now the students are more open and they like coming to your classes'. This statement made stated that the participants enjoyed the lessons. Similarly, the additional comments provided in the second observation sheet stated, 'Students are seen enjoying lessons and actively participating' and 'more communication and volunteer 'added to the notion children enjoyed the lesson.

Thus, the content and language integrated learning approach was found to be a fun learning strategy in enhancing the content as well as language learning.

Category 2 Active Participation

The peer teacher observed students being reluctant to participate actively in very few activities on the first lesson as she mentioned, 'Since there are many students in the class, it is not very possible to give opportunities for active participation to all students within limited time'. However, it was found students being engaging actively in all the following activities as the approach for the task were student oriented. The observer also mentioned, 'Students were actively participating in larger teams with extended activity and it was very noisy. They were carrying out different roles in the groups.

As the sessions intensified, the students were having increased participation with classroom presentations to volunteer reading, writing and commenting on their friends on the given tasks. The students were found improving throughout the sessions in terms of classroom participation and communication across subject contents. These observations and comments from the peer observer clearly defined the active participation of the students in all the sessions. It portrays that learning of English language at all levels of language aspects depends on the variety of approach and genuineness you put into it- effort and participation.

Category 3 Subject Motivation

It is often common to observe Bhutanese students being very active in some contents and not very engaging in some other. It is often related to students' attitude towards the subject but as a researcher, it is observed it depended on lots of other variables. An English loving student is not always active and interested in the lessons and contents they are introduced to. In one of the tests a student wrote, 'English lessons are too boring. We always need to read short stories, drama, poetry and essay'. This indicated students needed a variety of approaches rather than bringing in new contents.

Gradually, as the lessons were taught, students showed more interest in talking in English, made feedbacks and comments on each other and also accepted the comments made on them. The CLIL approach blending their content with their culture and extended activities better engaged and enhanced their motivation towards learning the subject. Since CLIL approach diversified learning activities, it could reach out to better learning and cognition of contents, better participation and growing likes towards the subject. It was observed students were more comfortable to talk and participate when the content was integrated in their common culture and language. The intensity and increasing number of volunteers in the classroom was a clear indication of getting motivated.

Through these, students were observed actively participating and motivated trying to speak in English in the learning activities among themselves. Students were more responsible for individual learning as they were seen doing further researches and discussions on the contents. Students were seen influencing one another by sharing interesting books to read and sharing personal written pieces. The observer also remarked on the changes seen on the English display corner. Therefore, the research concludes that the CLIL approach helps in enhancing motivation towards learning a particular subject and language learning in particular.

Thus, with these categories, the research came to the concluding concept that CLIL approach enhances active language learning and creates a conducive learning atmosphere for children to explore through.

4.3 CONCLUSION

In general, application of Content and Language Integrated Learning (CLIL) had positive effect in English language learning. The data analysis of pretest and posttest revealed that the students performed better after the treatment was given. The data analysis of the survey questionnaire also stated that students exhibited positive effect in terms of enhancing their interest and confidence towards English language learning.

In summary, the application of CLIL approach had been shown to facilitate learning through several ways. Some of the ways infused in application of CLIL was to collaborate the CLIL aspects in the daily lesson plans. Collaboration included the integration of content with the common language and English as the instructional language. The other important way to institutionalize the CLIL approach was through integration of cultural aspect with the content of the lesson taught. The deliberations of the lessons saw discussions ranging from pair to smaller groups and large teams on instant and extended activities. The project studies on the cultural connections to the lesson taught were also executed resulting in a huge enhancement of students' participation and language learning. Important observations seen were the increased numbers of students volunteering to answer and talk on the subject, which in a way made it possible for the students to estimate their own capabilities. The assignments were more organized, well planned, monitor and they could evaluate each other according to the explicit criteria. This means students are more excited to learning through newer approach of teaching learning scenario as students could exert more control over their own learning integrating lessons with their culture and language.

CHAPTER 5

CONCLUSIONS, DISCUSSIONS, AND RECOMMENDATIONS

The chapter presents the conclusion and discussion of data analyzed in Chapter four followed by recommendation in the order below:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendation

5.1 CONCLUSION

The main purposes of the study were 1) to investigate the students' language learning achievement in secondary schools with CLIL approach and 2) to explore the satisfaction of students in the lessons using CLIL approach in the study. In doing so, both qualitative and quantitative data were collected to fulfill the above stated objectives. The conclusions drawn from the results of the data analysis were presented below.

5.1.1 The Result of the Test Score Analysis

In response to the first research question, the Pretest and Posttest were administered to the sample group. Upon comparative statistical analysis using 2-Related sample tests of Wilcoxon signed ranks test the median difference was significant. The significance value of 0.01 indicated significant increase in the scores of the students in the posttest. The mean score of the Pretest was 26.98 and 33.96 in the Posttest. Improvement scores in the posttest have been noted distinctively in three categories: a set of students with good improvements, a set of students with very good improvement and a set with outstanding improvements. Although there were students

who answered only a few questions in the Pretest, it was seen all the questions were answered in the Posttest. It must also have been a mere chance of occurrence since the test items consisted of multiple-choice questions and open-ended questions including creative writing aspects.

Since the majority of the students had their scores improved in the Posttest, the application of Content and Language Integrated Learning (CLIL) approach had a significant effect on the English language learning abilities of the Bhutanese secondary school students. Coinciding to the first research question and the first hypothesis which assumed the improvement in the students learning achievement in English language learning has been matched. It is certain that the content and language integration has a better learning environment for the students. This is hence proved through the results of mean, standard deviation and significant value computed using paired sample t-test that indicated there was significant rise in the test scores of the sample group after the application of CLIL approach.

5.1.2 The Results of Survey Questionnaire Analysis

The second objective of this study was to explore the satisfaction of students in the lessons using CLIL approach and to fulfill it, 25 survey questionnaires using five Likert Scale were prepared and administered to the sample group at the end of the study. The survey questionnaire focused on students' opinion towards application of Content and Language Integrated Learning (CLIL) in English language learning. The questionnaire was divided into two components: opinion on interest and opinion on confidence. The total mean for the two components were computed and presented.

The result indicated that the student's level of opinion towards CLIL approach in English language learning fell in the (Agree) category in the Likert scale. This also showed students have positive opinion towards application of CLIL for English language learning. The data analysis in separate categories showed that the students agreed to application of CLIL approach which enhanced their interest in the subject and developed better confidence in learning it. Therefore, the researcher concluded that the students had positive satisfaction towards application of Content and Language Integrated Learning (CLIL) approach towards English language learning which is strongly correlated with students' learning achievement.

5.1.3 Classroom Observation Results

The classroom observation answered the research question 2 in terms of students' satisfaction with the CLIL lessons in Learning English Language. The classroom observation data were organized and interpreted in three core themes: 1) Enjoy Learning, 2) Active Participation and 3) Subject Motivation. The findings of the focused themes on the observations were as summarized below.

Theme 1 Enjoy Learning

The observer's statements in the initial sessions claimed students being reluctant and hesitant which suggested they did not enjoy the lessons taught to them. As the sessions followed students were more actively participating and sharing their thoughts and ideas. The comment made by the observer, 'Now students seem more open and they like coming to your class' stated enjoyment in the series of the lessons that followed. The openness and like of coming to the class itself are a sign of enjoyment and satisfaction towards the lesson they were introduced to. So, from the observations, it was found that CLIL approach fosters enjoyment in learning not only the content but the language as well.

Theme 2 Active Participation

As the observer stated, students were found actively participating throughout the session. It is obvious the CLIL approach satisfies the learning experience. Although the observer also mentioned students being inactive and reluctant at the beginning, later they gradually participated very effectively. This observation portrays diversity in the CLIL approach and it exhibits potential to enhance active learning environment in the classroom. It is certain the CLIL lesson process have room for all types of students to cope up with the lessons. The CLIL approach is therefore very suitable for English language learning where English is not a native language. Some of the statements from the observer like, 'Students are not hesitant to speak in English' and 'they are more interested to come to English lessons' best support the effectiveness of CLIL approach in language learning.

Theme 3 Subject Motivation

In order to learn the English language efficiently, it was observed that motivation played vital roles in developing interest, like for the subject and learning. Subject motivation was crucial for improving spoken, written and communicative English in the classrooms and beyond. CLIL approach in the lesson application and process was found very suitable to enhance learning English language learning. It was observed that motivated students were more active and confident in communicating in the classroom. Subject motivation also saw boosting self-esteem of the students leading them to engage in reading and individual researches. Finally, students were observed getting motivated and engaged in more and more of learning activities Rangsit Uni through the CLIL lesson process.

5.2 DISCUSSIONS

Difficulty in learning the English Language as a second language is a common observation and it applies to Bhutan too. It is therefore difficult to adopt English as a medium of instruction in education (Hamid & Nguyen, 2016). Despite difficulties, the Bhutanese curriculum is in pursuit of attaining a sustained and enthuses English language learner.

This study consisted of two important findings from the mixed methods of study: qualitative and quantitative study of 'Application of Content and Language Integrated Learning approach for English Language Learning of Secondary School Bhutanese Students'. The two key findings were: 1) Effectiveness of CLIL approach

in learning the English language and 2) Positive satisfaction towards CLIL processes enhancing betting learning environment. The discussions were elaborated in the context of these two important findings of this research.

1) Effectiveness of CLIL approach in Learning English Language

The results of the pretest and posttest revealed that the application of Content and Language Integrated Learning was effective in enhancing the learning achievement in terms of English language learning of Grade Eleven Bhutanese students. Individual level of achievement analysis showed all the participants experiencing medium level to a very high level of increased achievement in the posttest. The achievement mean score of the test showed a wide rise. The significance (p) value was 0.01 which indicated that there was a statistically significant rise in the achievement scores of the posttest compared to those of the pretest.

The findings also indicated that students were more active and motivated when the lessons were student centered and not by the top-down method, teacher as guides in all learning activities (Drukpa, 2016, p. 26). This dominant approach towards learning process lead to deteriorating learning outcomes. As English being second language affected language learning aspects creating tensions and emotional trauma specifically as a second language learner. To minimize these escalating threats the introduction of contents through this completely new approach generated excitement and interest in the learners towards language learning. The innovative approaches towards language learning promote learning standard English (Illingworth & Hall, 2018).

The above findings were aligned with Kampen et al. (2016). They found out that the teacher teaching English had greater achievement scores than the other teaching other subjects in terms of literacies, language and input approaches. They also proved that preparation of English lesson includes learning of second language acquisition and related pedagogical approaches for effective teaching learning session. This finding is correlated to the findings of Hao et al. (2016), as they found out that application of CLIL approach in other subjects helps enhance reading and vocabulary development of the foreign language significantly.

The results of classroom observations supplemented and supported the findings of the Pretest and Posttest results. The observations made on changing behavior towards anticipating CLIL approach through gradually increasing participation and volunteer. The CLIL lessons were observed as enjoyable, very exciting, engaging and effective for the participants. Participants were observed motivated in actively participating in all the learning activities and comprehensive reading for self-research were also observed. All students were confident to communicate and discuss the activities in English. Students were seen encouraging and providing feedbacks to each other for the discussions and presentations made in the classroom. Students became more realistic and receptive to the comments and feedbacks. Hence, the study concluded that the application of CLIL approach was very effective in English language learning of the secondary school Bhutanese students.

The above finding was also parallel to the findings of Charalampidi et al. (2017), who found that the application of CLIL approach for language learners was beneficial and educative in general. They mentioned the significant achievements seen were across language and content learning, cognition and attitudes. Their significant finding and concluding statements showed that the CLIL approach had impact that went beyond the language and subject matter acquisition which was in relation to the findings of Diezmas (2016). Their findings indicated potentials of CLIL as an effective pedagogy in teaching and learning English language in the schools. Parallel to the conclusions drawn by the above researchers, Singay (2018), a Bhutanese researcher who studied needs, purposes and problems on oral communication from teachers' perceptions also had findings on the need of employing a suitable approach that fits and serves best for language learning opportunities. Coyle et al. (2010) suggested the purpose of CLIL approach best serves its purpose if the right model of curricular process is applied to the particular level of learners supporting the findings of Hunt (2011).

2) Positive Satisfaction towards CLIL Processes Enhancing Better Learning Environment

The integration of CLIL teaching process into the Bhutanese context of curriculum was welcomed with excitement, fun and active teaching learning scene. It was also found that the CLIL approach motivated and developed participant's interest towards learning the English language. The contents of the approach like Content, Cognition, Communication and Culture attracted students' attention for better learning process and satisfaction. Learning of new contents through cultural aspects and through the common surroundings enhanced individual students make barrier meaning building up confidence to execute learning English language. The positive attitude developed towards learning English through CLIL approach saw a swift growth over a series of lessons relating to the rise in the satisfaction level of the students. This was seen in the following demonstrated acts. Students engaged in explicit participation. Discussions became more rigorous. Students volunteered more, sharing their experience and providing feedbacks. Gradually, providing and receiving feedbacks were prompt and effective. Students liked reading and creative writing relating to the content they learnt. Therefore, the researcher concluded that the application of CLIL for English language learning of secondary school Bhutanese students had positive satisfaction towards learning English.

The findings of the study were similar to Lockley (2015), who found out in his study that CLIL approach had led to higher cognitive enhancement than only language development. The findings also state that the CLIL approach seemed to have allowed learners to critically engage and co-construct issues relationally in the sociocultural context of independent self. It is also in relation to the findings and statements made by Coyle et al. (2010). They found out that application of CLIL approach provides diversified learning opportunities to the learners as well as for the teachers. The different level based CLIL process provided a conducive forum for the language learners. Furthermore, the results were supported by the findings of Nitschneider (2017), who tried answering the research question on the effectiveness and ineffectiveness of CLIL in optimizing learning found CLIL approach very much effective and enriching. These findings have reinstated the effectiveness of the CLIL approach in enhancing English language learning as well as developing positive attitude towards language learning.

English language learning for the secondary school Bhutanese students was seen a positive opinion developed through the CLIL approach teaching and learning process. The enhancement of positive attitude towards learning English language credits to the CLIL approach. Researcher chooses the application of Content and Language Integrated Learning (CLIL) considering the current English evolution studies and findings by Coyle et al. (2010) and reaps the maximum advantage of CLIL approach teaching learning process.

5.3 RECOMMENDATIONS

5.3.1 Recommendations for Implementation

The study found out that the application of Content and Language Integrated Learning (CLIL) was effective in enhancing English language learning for the secondary school Bhutanese students. Therefore, the following recommendations are made based on the findings of the study with hopes that it would possibly help English teachers and learners in the classroom.

The study found out that the application of Content and Language Integrated Learning (CLIL) approach helps enhance achievement as well as develops positive attitude towards learning English language. Thus, Bhutanese teachers are recommended to explore CLIL approach in teaching and learning of English subjects.

5.3.1.1 Not only English teachers but other subject teachers could also use it in their own subjects as the mode of instruction is in English. Only the curriculum of each subject is different. 5.3.1.2 Bhutanese teachers are recommended to integrate content language with the common language for better understanding and provide a forum to express it in English.

5.3.1.3 Bhutanese teachers may also try and implement CLIL approach in different levels with appropriate models to enhance learning achievement of the students.

5.3.1.4 This study would serve as a reference for the future researchers to carry out the studies on similar fields.

5.3.2 Recommendation for Future Research

5.3.2.1 The study was limited to a section of 26 secondary school Bhutanese students. For further studies on similar research, it can be conducted with bigger sample size and different Grade levels in the Bhutanese schools.

5.3.2.2 In order to obtain more reliable and significant results, the studies should be carried out over a longer period of time.

5.3.2.3 This study is particularly focused on students' perceptions only. It is ambiguous in nature of its result presentations. So, for future researches, it is advisable to conduct other studies with different emphases including the perceptions of teachers as well for authentic findings on the application of CLIL approach for learning the English language.

5.3.2.4 To further materialize the findings and results of the study, it will be possible through comparative study on the application of CLIL approach for English language learners and compare their perceptions.

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APPENDICES



APPENDIX A





The second	A REAL PROPERTY AND A REAL	र्भाया सुदाय जुना वालुमा भेषा मेना सुद Ministry of Education Department of School Educati School Manning and Coordination D	on 여자 국제
The Pri All the Subject	Participating Sch		August 2, 2019
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-			
SLNO	NAME Chhimi Dorji	RESEARCH TITLE	RESEARCH SCHOOL
	Cumun Dorji	The Use of Project-Based Learning on Understanding Scientific Concepts of Grade 6 Bhutanese Students	Tencholing Primary School, Wangdue Phodrang
2	Buddha Singh Tamang	Application of Content and Language Integrated Learning (CLIL) Approach for English Learning of Secondary School Bhutanese Students	Punakha Central School, Punakha
3	Cheki Wangmo	The Use of Numbered Heads Together (NHT) on the Learning Achievement of Bhutanese 6th Grade Students in Science	Tongmijangsa Primary School, Trashiyangtse
4	Damber Singh	The Use of Animated Movies to Enhance Narrative Writing	Gaselo Central School, Wangdue
	Mongar	Skills of Grade 6 Bhutanese ESL Students.	Phodrang
5	Lhadon	The Use of Visual Imaginary Strategy to Enhance English Reading Comprehension Skills of Grade Four Bluitanese Students	Trashiyangtse Lower Secondary School, Trashiyangtse
6	Namkha Wangdi	Motivation Among ESL Learners: An Investigation Study of Grade 12 Students in Bhutan.	Karmaling Higher Secondary School and Orong Central School, SamdrupJongkhar
7	Norbu Kezang	The Application of Place-based Inquiry Approach on Grade 6 Bhutanese Students in Learning Environmental Science.	Udzorong Central School, Tashigang
8	Pema Wangzom	The Use of Graphic Organizers in Teaching History to Grade 7 Students in Bhatan	Dekiling Middle Secondary
9	Tenzin Jamtsho	The Effect of Using Games Incorporating Manipulatives in	School, Sarpang. Trashiyantse Lower Secondary
		Geometry for Grade 6 Students in Trashiyangtse, Bhutan	School, Trashiyangste
10	Tshering Denkar	Teachers' Perception of Early Childhood Care and Development Centers: Effects on Pre-Primary students in Bhutan	Paro Dzongking Schools
hankin incerely (Inley Chief Pr opy to:	g you y yours, Greltshen) ogram Officer	ี่ยาลัยรังสิต Rangsit	schedule with minimal disruption
1		ngkhag Administration, for kind information. o. 112, Kawajangsa, Thimphu, Bhutan, Tei: PA: +975 2 325325, w	we education nov M

	The Director Ge		
	Ministry of Edu	cation	
	Thimphu, Bhuta	n	
	Date: 2 July 20	19	
	Subject: Reques	t for Permission to Collect Data for M. Ed. Theses	5
	Dear Sir/Madan	L .	
	like to request	eachers College for the M. Ed. Program in Currie your permission for ten M. Ed. candidates to co	ollect data in Bhutan in the
	period of 29 Jul	y 2019 – 1 September 2019. The details of the car	adidates are shown below:
SI. No	Name	Research Title	Research School
1	Chhimi Dorji	The Use of Project-based Learning on Understanding Scientific Concepts of Grade VI	Tencholing Primary School, Wangduephodrang
-	D III O' I	Bhutanese Students	
2	Buddha Singh Tamang	Application of Content and Language Integrated Learning (CLIL) Approach for	Punakha Central School, Punakha
		English Learning of Secondary School Bhutanese Students	
3	Cheki Wangmo	The Use of Numbered Heads Together (NHT)	Tongmijangsa Primary School,
		on the Learning Achievement of Bhutanese 6 th Grade Students in Science	Trashiyangtshe
4	Damber Singh	The Use of Animated Movies to Enhance	Gaselo Central School,
	Mongar	Narrative Writing Skills of Grade 6 Bhutanese ESL Students	Wangduephodrang
5	Lhadon	The Use of Visual Imaginary Strategy to	Trashiyangtshe Lower Secondary
		Enhance English Reading Comprehension Skills of Grade Four Bhutanese Students	School, Trashiyangtshe
6	Namkha Wangdi	Motivation Among ESL learners: An Investigative Study of Grade 12 Students in	Karmaling Higher Secondary Schoo and Orong Central School,
-	7.	Bhutan	Samdrupjongkhar
7	Norbu Kezang	The Application of Place-based Inquiry Approach on Grade 6 Bhutanese Students in	Udzorong Central School, Tashigan
8	Pema	Learning Environmental Science The Use of Graphic Organizers in Teaching	Dekiling Middle Secondary School,
0	Wangzom	History to Grade Seven Students in Bhutan	Sarpang
9	Tenzin Jamtsho	The Effect of Using Games Incorporating	Trashiyangtshe Lower Secondary
		Manipulatives in Geometry for Grade 6 Students in Trashiyangtshe, Bhutan	School, Trasgiyangtshe
10	Tshering	Teachers' Perception of Early Childhood Care	Paro district
	Denkar	and Development Centers: Effects on Pre- Primary Students in Bhutan	0
	Thank y	ou for your kind consideration.	
	Truly yours;		
	Chichal	u Chayamat	
		sor Anchalee Chayanuvat, Ed.D.	
		nep Teachers College ity	

APPENDIX B

IOC OF QUESTIONNAIRE



IOC FOR QUESTIONNAIRE

SL	Items	Expert	Expert	Expert	Congruence	Remarks
No		1- P	2-J	3-D		
1	I feel free to	+1	+1	+1	1	Congruent
	communicate in					
	English language in the					
	classroom					
	<u> </u>	. 1	. 1	. 1	1	<u> </u>
2	I don't worry about	+1	+1	+1	1	Congruent
	making mistakes in					
	English class and I	11/-				
	keep speaking in the))//			
	discussions		21			
2	T	. 1	0	1	0.77	<u> </u>
3	I get enough	+1	0	+1	0.67	Congruent
	opportunities to					
	communicate in	A				
	English with my	1	11.1		Ct.	
	friends and teacher in				1S	
	the class				N.	
4	I feel I learn Blo e	. 1		U.	1	Concernation
4	I feel I learn more in	ที่มีสิต	+1 Ran	3 ⁺¹	1	Congruent
	every English lesson I	VOIN	110			
	am introduced to					
5	I can explain my	+1	+1	+1	1	Congruent
	thoughts clearly to my					Ŭ
	friends in the class					

SL	Items	Expert	Expert	Expert	Congruence	Remarks
No		1- P	2-J	3-D		
				0	0.67	
6	I would not be scared to	+1	+1	0	0.67	Congruent
	communicate in					
	English with my					
	teachers and friends in					
	the class					
7	Learning English	+1	+1	+1	1	Congruent
	language is fun.					
0	T ' T 1'1			. 1	1	<u> </u>
8	Learning English	+1	+1	+1	1	Congruent
	language encourages		211			
	me to read more books					
	written in English.					
9	I get adequate	+1	-1	-1	1	Congruent
	opportunities to use					
	English in the class.	1			t.	
10	Low confident to tolly to	+1	-1	. 1	S	Conomiant
10	I am confident to talk to	+1	-1	+1	A	Congruent
	visitors and tourists in	0/		, cit		
	English	จังสิต	Ran	32.		
11	Studying English	+1	+1	+1	1	Congruent
	enables me to					
	understand English					
	books, movies, music,					
	etc					
12	I can easily translate	+1	+1	+1	1	Congruent
14	and retell any story in		11			Congruent
	English					

SL	Items	Expert	Expert	Expert	Congruence	Remarks
No		1- P	2-J	3-D		
10		1	1	1	1	G
13	Studying English	+1	+1	+1	1	Congruent
	enables me to better					
	understand the world					
	around me					
14	I like singing, writing	+1	+1	+1	1	Congruent
	and listening to English					
	songs					
15	I google and listen to	+1	+1	+1	1	Congruent
	speeches given in		211			
	English					
16	Reading more books	+1	+1	0	0.67	Congruent
	makes me better					
	English speaker	•				
17					0.67	C (
17	I enjoy giving	+1	0	+1	0.67	Congruent
	presentations in the				2	
	English class			U Jin		
18	I like book keeping and	รับสิต	oRan	+1	0.67	Congruent
	journal writing					C
19	I commit myself to read	+1	-1	+1	1	Congruent
	a few books in a month					
20	I don't mind making	+1	0	+1	0.67	Congruent
	grammatical errors					
	while talking in English					

SL	Items	Expert	Expert	Expert	Congruence	Remarks
No		1- P	2-J	3-D		
21	T '1 (. 1	. 1	. 1	1	<u> </u>
21	I easily accept	+1	+1	+1	1	Congruent
	feedbacks on my use of					
	English and I work on					
	it seriously					
22	I spent my leisure hours	+1	+1	+1	1	Congruent
	writing articles and					
	reading					
22	T ·			0	0.67	C (
23	I never miss the	+1	-1	0	0.67	Congruent
	English news broadcast		211			
	at home					
24	I feel comfortable	+1	+1	0	0.67	Congruent
	talking in English to					
	my friends in the class	•				
25		4				
25	Studying English	+1	+1	+1	S	Congruent
	enables me to				2	
	appreciate arts and			Usin		
	literature	จังสิต	Ran	3212		
26	I love solving grammar	+1	0	+1	0.67	Congruent
	questions					
27	English lessons enable	+1	+1	+1	1	Congruent
21	me make more friends		11	1	L	Congruent
	in and outside the class					
	in and outside the class					

SL	Items	Expert	Expert	Expert	Congruence	Remarks
No		1- P	2-J	3-D		
28	I often write letters and	+1	0	+1	0.67	Congruent
	essays for the school					
	magazines					
29	I am determined to	+1	0	+1	0.67	Congruent
	study English as my					
	subject of study in the					
	future					
			Κ.			
30	I feel happy to go to	+1	+1	+1	1	Congruent
	English classes.		2017			



APPENDIX C SAMPLE QUESTIONNAIRE ² พาวภายาลัยรังสิต

Rangsit Unit

Survey Questionnaire

Direction: There are 30 questions. Please rate each question in line with your own perceptive by ticking ($\sqrt{}$). You are supposed to tick ($\sqrt{}$) only once against each item.

The scale 1-5 means as follows

1-Strongly Disagree

2-Disagree

3-Not sure

4- Agree

5- Strongly Agree

N	L Items	1	2	3	4	5
1	I feel free to communicate in English language in the classroom	<u>.</u>			20	
2	I don't worry about making mistakes in English class and I keep speaking in the discussions		V		N.	
3	I get enough opportunities to communicate in English with my friends and teacher in the class				-	
4	I feel I learn more from every English lesson I am introduced to	-		-	~	-
5	I can explain my thoughts clearly to my friends in the class			-	~	-
6 _	I would not be scared to communicate in English with my teachers and friends in the class				2	
6	Learning English language is fun.				1	
	Learning English language encourages me to read more books written in English.	Sith	2		4	
1	I get adequate opportunities to use English in the class.	Z			1	1
1	am confident to talk to visitors and tourists in English	-		-	1	
15	studying English enables me to understand English books, novies, music, etc				4	
	can easily translate and retell any story in English				Y	
S	tudying English enables me to better understand the world			4	1	

14	I like singing, writing and listening to English songs				1	
15	I google and listen to speeches given in English		~	-		
16	Reading more books makes me better English speaker			-	-	_
17	I enjoy giving presentations in the English class				~	
18	I like book keeping and journal writing		1			
19	I commit myself to read a few books in a month		Ĩ		1	
20	I don't mind making grammatical errors while talking in English			1		
21	I easily accept feedbacks on my use of English and I work on it seriously				/	
22	I spend my leisure hours writing articles and reading		1			
23-	I never miss the English news broadcast at home	1			38	-
24	I feel comfortable talking in English to my friends in the class				1.	-7
25	Studying English enables me to appreciate arty and literature			-	1	
26	I love solving grammar questions		-		Ž	
27	English lessons enable me make more friends in and outside the					t
	class				1	
28	I often write letters and essays for the school magazines	-		-	-	+
29	I am determined to study English as my subject of study in the future	12/s		-	~	1
0	I feel happy to go to English classes.	-		-		+
	วิทยาลัยรังสิด Rangsit					

APPENDIX D

IOC OF CLASSROOM OBSERVATION FORM



SL	English Language	Expert	Expert	Expert	Congruence	Remarks
No	Learning using	1-P	2-J	3-D		
	CLIL approach					
Con	itent					
1	New content	+1	+1	+1	1	Congruent
	knowledge learning					
	opportunities in the					
	lesson					
2	Lessons include	+1	+1	0	0.67	Congruent
	proper planning		≤ 1			
	and has team work		9//	70		
	for knowledge					
	constructions					
3	Lesson improves	+1	+1	+1	1	Congruent
	vocabulary					
	development	11			Sity	
4	Lesson includes	+1	0	+1	0.67	Congruent
	local and global			1	C'	
	awareness 27	ไว้งสิต	Ra	ngsil		
	knowledge	างสด	Ku			
5	Initiate classroom	+1	0	+1	0.67	Congruent
	discussions					
6	Personal	+1	+1	+1	1	Congruent
	experiences and					
	understandings are					
	brought to the					
	content of the					
	lesson					
L	l					

SL	English Language	Expert	Expert	Expert	Congruence	Remarks
No	Learning using	1-P	2-J	3-D		
	CLIL approach					
C						
Cog	nition					
7	New knowledge	+1	0	+1	0.67	Congruent
	and understanding					
	enhanced from the					
	lesson					
0	T 1	. 1		. 1	1	C (
8	Lesson enhances	+1	+1	+1	1	Congruent
	further individual		(\mathbf{M})			
	researches					
9	Students are able to	+1	+1	+1	1	Congruent
	describe and retell					
	the stories with					
	their own					
	conclusion	11.			L.	
10	2 and a second				S	
10	Lessons helps	+1	+1	0	0.67	Congruent
	student make			Jin.	5	
	understanding of A	ไว้งสิต	Ra	192,2		
	the world around	- 019				
	better					
11	Students come up	+1	0	+1	0.67	Congruent
	with their own					
	stories					

SL	English Language	Expert	Expert	Expert	Congruence	Remarks
No	Learning using	1-P	2-J	3-D		
	CLIL approach					
	~					~
12	Students builds	+1	+1	+1	1	Congruent
	their own					
	knowledge of the					
	content		A			
Con	nmunication					
13	Generates simple	+1	+1	+1	1	Congruent
	sentences					
14	Opportunities for	+1	+1	+1	1	Constant
14		+1	+1	+1	1	Congruent
	active participation					
	in the lesson					
15	Responds orally	+1	0	+1	0.67	Congruent
	and in written form	2.				
					Sity	
16	Adds an	+1	+1	0	0.67	Congruent
	appropriate ending			1	10	
	after listening to a	e e		dsit		
	story	ารงสต	Ra	19		
17	Can communicate	+1	+1	+1	1	Congruent
	thoughts					
18	Distinguishes main	+1	+1	+1	1	Congruent
	ideas from					
	supporting details					

SL	English Language	Expert	Expert	Expert	Congruence	Remarks
No	Learning using CLIL	1-P	2-J	3-D		
	approach					
Cul	Culture					
19	Lesson blends local	+1	0	+1	0.67	Congruent
	and global					
	awareness/knowledge					
20	Initiates intercultural	+1	+1	0	0.67	Congruent
	learning activities in		Κ.			
	the lesson					
21	Contents are further	+1	+1	0	0.67	Congruent
21		+1	+1	0	0.07	Congruent
	related and discussed					
	in cultural aspects		1			
22	Lessons are culturally	+1	+1	0	0.67	Congruent
	influenced	-				
					lity	
23	Students are exposed	+1	+1	+1	15	Congruent
	to multi-cultural				11	
	content knowledge	2		Jian	-	
	้าศย	รังสิต	Rar	195	0.67	
24	Composes and	+1	$+1^{-1}$	0	0.67	Congruent
	narrate their own					
	understanding of					
	cultural realities					

APPENDIX E

SAMPLE CLASSROOM OBSERVATION FORM



TOF -0 Teacher Observation Form for XI Com Arts A SL English Language Learning using CLIL approach Yes No Content Content
 New content knowledge learning opportunities in the lesson
 Lessons include proper planning and has team work for knowledge 1 Lesson improves vocabulary development
 Lesson includes local and global awareness knowledge 1 Initiate classroom discussions 6 Personal experiences and understandings are brought to the content 1 of the lesson Cognition New knowledge and understanding enhanced from the lesson Lesson enhances further individual researches Students are able to describe and reteil the stories with their own 10 Lessons helps student make understanding of the world around 1 11 Students come up with their own stories 12 Students hull to have Students builds their own knowledge of the content Communication

 13
 Generates simple sentences

 14
 Opportunities for active partic paion in the assen
 Communication Opportunities for active participation active
 Responds orally and in written form
 Adds an appropriate ending after listening to a story
 Can communicate thoughts
 Distinguishes main ideas from supporting details Culture Lesson blends local and global awareness knowledge
 19
 Design prends forer and graphs awaresective reage

 20
 initiates intercultural learning activities in the lesson

 21
 Contents are further related and discussed in cultural aspects

 22
 Lessons are culturally influenced

 23
 Students are exposed to multi-cultural content knowledge.

 24
 Composes and particulation with output and erstanding of cultural realities.
 Not nech activity on lock away developments and retelling the story - Since very presy suderts in the sais, it was not very preside to give producties for active participation to all shelder Bithing limited time. Though cultural aspects were touched as a part of learning activity, it was not very elaborate. In Jengin (marter Wargmo)

APPENDIX F

IOC OF LESSON PLAN ² พาวจุท_{ยาลัย}รังสิต

Rangsit Univ

Item	Attributes	Expert	Expert	Expert	Congruence	Remarks
No	Attributes	1-P	2-J	3-D		
	Lasson plan	+1	+1	+1	1	Congruent
1	Lesson plan 1	+1	+1	+1	1	Congruent
2	Lesson plan 2	+1	+1	0	0.67	Congruent
3	Lesson plan	+1	+1	+1	1	Congruent
4	Lesson plan 4	+1	+1	0	0.67	Congruent

IOC OF THE LESSON PLAN



APPENDIX G

SAMPLE LESSON PLAN



Subject: English

Topic: Too Bad (Short Story)

Grade: Eleven

Class Strength: 26 Students

Date: 08/08/2019-09/08/2019

Time: 100 minutes (Block Lesson)

Pupil's Background Knowledge: Children know the characteristics of a short story

Teaching and learning Strategy: Teaching of concepts and context with cooperative learning

Teaching and learning Materials: Laptop

, LCD Projector, CLIL work sheets, activity cards, etc.

Lesson Objectives: By the end of the lesson, each child should be able to:

- 1. Discuss actively and tell elements of a short story clearly
- 2. Make predictions using story maps
- 3. Discuss and talk about the background of the author
- 4. Talk and write about Bhutanese writers as well as major classical and modern writers and their works.

Stage & Duration	Teacher's Activity(s)	Students' Activity(s)	
	-Greets students	-Greet teacher	

Introductionfa(10 Minutes)-7toq1	Introduction for familiarization and active nteraction Teacher will introduce the opic by asking these questions:	-Students will listen and answer the questions accordingly. -Students will make necessary
Introduction (10 Minutes) -T to q 1	nteraction Teacher will introduce the opic by asking these	answer the questions accordingly.
q 1		
		notes
	. What do you know about he features of a short story?	
to	2. How is short story related o literature? Will introduce the title of	
th th	he short story talking about he backgrounds of the short	
	tory Too Bad).	
Lesson 🖉 -	Teacher will show the	-Students will listen and make
Development b	ackgrounds and history of	necessary notes carefully.
Activity 1 (30 Minutes)	hort story evolution in the iterature through PowerPoint presentation.	-students will explore further on short story writers
	Provide links for further exploration	
(10 Minutes) cl	Teacher will divide the class into 5 groups with 5 nembers each.	-Students will sit in groups. Task 1

	-Teacher will let students	-Students will discuss and
	think and work as per the	write some elements of short
	-	
	instruction.	story.
	-Teacher will make clear	
	statements of the elements of the short story.	-The discussions will be followed by a few
		presentations to the class
SESSION 2	- Teacher will revisit the	Task 2
Activity 3 (40 minutes)	previous session by letting student talk about what they discussed.	-In groups of 4 students will work on making prediction of the story, drawing the story
		line (map) looking at the title
	- Teacher will monitor the activity and make sure that	of the short story.
م. م	students participate actively.	Task 3
	้วรุ่ม _{ยาลัยรังสิต Rat}	-Student will paste the story line on the walls and does a gallery walk.
Closure	-Teacher will revisit the	-Students will actively
(10 Minutes)	lesson discussing the elements of the short story, backgrounds of the short	participate in the discussion telling the elements of the short story and the
	story and make necessary comments and feedbacks	backgrounds.

		Students will share their knowledge on the short story writers
Video Link	https://www.youtube.com/wa Elements- 5:50min https://www.youtube.com/wa Elements 11:39min https://www.youtube.com/wa Elements 4:01min	tch?v=jUbVH20qW0A

Subject: English Topic: Learning figures of speech through literature Grade: Eleven Class Strengths: 26 Students Date:15/08/2019-16/08/2019 Time: 100 minutes (Block Lesson) Pupil's Background Knowledge: Children know the characteristics of a short story Teaching and learning Strategy: Teaching with technology in the classroom Teaching and learning Materials: Laptop, LCD Projector CLIL work sheets, activity cards, text, charts, etc. Lesson Objectives: By the end of the lesson, each child should be able to:

- Analyze how authors achieve their effects by the use of linguistic, structural and presentational devices – points of view, figurative language, flashback, parallel argument, and use this information to help make meaning with the text.
- 2. Analyze different kinds of speeches and use them as models for their own.
- 3. Organize and participate in a panel discussion.
- 4. Make text to life connections.

4. Make tex	4. Make text to life connections.				
Stage &	Teacher's Activity(s)	Students' Activity(s)			
Duration					
	-Greets students	-Greet teacher.			
SESSION 1	-Introduction to the story.				
Introduction	-Teacher will introduce the	Task One			
(10 Minutes)	lesson with silent reading of the story.	-Students will silently read the story once.			
L.	-Teacher will prepare the chart with figures of speech	inersity			
	(Too Bad).	osit			
Lesson	-Teacher will let students	-Students will listen and			
Development	identify each of the figures	make necessary notes			
Activity 1	of speech used in the story.	carefully.			
(30 Minutes)					
	-Students will be grouped				
	in fours for the activity	Task Two			
	- Teacher will monitor the activity and make sure that	-students will make necessary notes and work on identifying			

	students participate	the figures of speeches used
	actively.	in the short story
		-Students will sit in groups.
Activity 2 (10 Minutes)	 Teacher will let students think and work as per the instruction. Teacher will make clear specification of the figures of speeches used in the 	Task Three -Students will present their identification of the figures of speeches used in the story.
	story and the language style of the author	-Other members will comment and support with necessary feedbacks
SESSION 2	- Teacher will revisit the	Task One
Activity 3 (40 minutes)	previous session by letting student talk about what they discussed. -Teacher will let children work on an extended activity. -Criteria for the evaluation of panel discussion will be provided in advance.	-In groups of 5, students will work on importance of science and technology in this world. Each group will discuss either 'for' or 'against' technology for human benefit in line with the story.
		Task Two -Two groups will have panel discussion on need of science and technology

Closure	-Teacher will revisit the	-Students will actively
(10 Minutes)	lesson discussing the	participate in the discussion
(10 Minutes)	structure and presentation	providing constructive
	of ideas and conflicts in the	feedbacks.
	story short story.	

Subject: English **Topic:** Too Bad (short Story) Grade: Eleven Class Strengths: 26 Students Date:22/08/2019-23/08/2019 Time: 100 minutes (Block Lesson) Pupil's Background Knowledge: Children know the content of a short story Teaching and learning Strategy: Teaching of values and attitudes Teaching and learning Materials: handouts, visual aids, CLIL work sheets, activity cards, text, charts, etc.... Lesson Objectives: By the end of the lesson, each child should be able to: 1. Retell the story in their own words identifying the characters and the events in the story 2. Write the summary with all the elements of the short story 3. Assess their own values in the light of what they encounter in the literature theystudy to enrich their personal, cultural and national beliefs. 4. Develop all language skills.

Stage & Duration	Teacher's Activity(s)	Students'
		Activity(s)
	-Greets students.	-Greet teacher.
SESSION 1	-Introduction to the story.	Task 1
Introduction	-Teacher will introduce the lesson	-Students will
(10 Minutes)	with a short video describing the	silently watch and
	elements of a short story.	listen to the audio-
		visual clip.
Lesson	-Teacher will briefly explain the	-Students will
Development	story in line with the elements of	listen and make
Activity 1	the story	necessary notes.
(30 Minutes)	-Students will be grouped in fours	
	for the activity.	
Starter .	-Students will be advised to make necessary correction and feedbacks.	Task 2 -Students will try to retell the story to their friends in pairs.

Activity 2 (10 Minutes)-Teacher will let students think and work as per the instruction.Task 3-Teacher will let them summarize the story with all the elements in and summari-Students with and summari	
-Teacher will let them summarize the story with all the elements in	
the story with all the elements in	
it. - Teacher will monitor the activity	-
and make sure that students	
participate sincerelyAfter the ac	tivity
some student	ts will
volunteer to	read
their summar	ry to
the friends.	
SESSION 2 Teacher will revisit the gravious Teach 1	
SESSION 2 - Teacher will revisit the previous Task 1	
Activity 3 session by letting student talk -In groups of	f 5,
(40 minutes) about what they discussed. students will	work
-Teacher will let children work on on impact of	•
an extended activity. science and	
technology o	on the
-Later, teacher will let students culture and	
present their work to the class. traditions of	
-Criteria for the presentation will Bhutan.	
be discussed in advance.	
-students wil	ll work
over a week	and
consult to an	ıy
resource in a	-
around the so	

		They can visit the
		dzong.
		-students will come
		prepared in the
		following week for
		presentations
Cleanne	-Teacher will revisit the lesson	-Students will
Closure	- Teacher will revisit the lesson	-Students will
	discussing and making necessary	actively participate
(10 Minutes)	comments and feedbacks on	in the discussion
	language use in speaking as well	making notes and
	as writing.	corrections.
		Students will help
		each other in the
		process.

Subject: English

Topic: Too Bad (short Story)

Grade: Eleven

Class Strengths: 26 Students

Date: 29/08/2019-30/08/2019

Time: 100 minutes (Block Lesson)

Pupil's Background Knowledge: Children will relate the content to the community beliefs and make meaning through cooperative learning

Teaching and learning Strategy: oratory communicative skills

Teaching and learning Materials: handouts, visual aids, CLIL work sheets, activity cards, text, charts, etc....

Lesson Objectives: By the end of the lesson, each child should be able to:

- Come to a new understanding of the human condition through their readings – the notions of spirituality, love, understanding, impermanence, tolerance and patriotism.
- 2. Make text to self, text to text and text to society connections.

Stage &	Teacher's Activity(s)	Students' Activity(s)
C	reacher s receivity(s)	Students Menviry(s)
Duration		
	-Greets students	-Greet teacher.
SESSION 1	-Introduction to the story	-Students will make
Introduction	and the lessons learned so far	necessary arrangements for the presentations.
(10 Minutes)		
	-Teacher will let students	-The task from the previous
	prepare for the	lessons.
	presentations	Sit
Ľ		S.
	25 March	" Unit
Lesson	-Teacher will briefly	-Students will listen and
Development	explain the criteria for the	make necessary notes.
Activity 1	presentations	
(30 Minutes)		
	-Students will be advised to	Task 1
	give constructive peer	1 (4,51X 1
	feedbacks later.	-Students will take turns to
		make a good presentation of
		the assignment provided to
		them.

Activity 2 (10 Minutes)	-Teacher will ask for other	-Others will listen and make notes of feedbacks.
	students to provide feedbacks and suggestions with good qualities of their presentation. - Teacher will monitor feedbacks and make all feedbacks constructive. -Teacher will provide general feedbacks later after all the presentation.	Task 2 -Students will take turns to provide group feedbacks and suggestions.



SESSION 2 Activity 3 (40 minutes)	 Teacher will summarize the activities and task carried out with general feedbacks and necessary comments. Teacher will let students write group reflection on their projects mentioning learning experience. Further teacher will let students share their learning experience and take away from the story. 	Task 1 -More students will take turns and volunteer to share learning experience from the story.
Closure	-Teacher will revisit the	-Students will actively
(10 Minutes)	lesson discussing and making necessary	participate in the discussion making notes and
Ę	comments and feedbacks on language use in speaking as well as writing.	corrections.

APPENDIX H

IOC FOR ACHIEVEMENT TEST



Sl	Items	Expert	Expert	Expert	Congruence	Remarks
No		1-P	2-J	3-D		
	Question 1 a					
1	The speaker wants	+1	0	+1	0.67	
	the world leaders					
	to					
2	"for not	+1	+1	+1	1	
	clipping my wings					
	and for letting me					
	fly." The figure of					
	speech used is					
3	Identify the correct	+1	+1	0	0.67	
3		+1	± 1	0	0.07	
	irony from the					
	following					
	statements: The		1.11		ity	
	word, "Malala"				SIS	
	means 3				1	
4	The most urgent	+1	+1	+1 U	1	
	challenge faced by	จยรงส์	in Ro	195		
	the world in the					
	21st Century, as					
	per Malala, is to					
5	The nature of the	+1	0	+1	0.67	
	essay is					
Que	stion 1 b					

IOC FOR ACHIEVEMENT TEST

Sl	Items	Expert	Expert	Expert	Congruence	Remarks
No		1-P	2-J	3-D		
6	The speaker says	+1	+1	+1	1	
	to raise voice.					
	Mention two					
	situations when					
	one should raise					
	voice.					
7	Is the situation	+1	+1	+1	1	
	similar with the					
	girl child in		(\bigcirc)			
	Bhutan to the one					
	mentioned in the					
	text? Give reasons.			-		
8	Comment on what	+1	+1	+1	1	
	Malala says about	den.				
	the strong				Sit	
	countries not being				Le'	
	able to bring peace				11	
	but only wars.	ลียรังส์	in Ro	ngsil		
Question 2						

Sl	Items	Expert	Expert	Expert	Congruence	Remarks
No		1-P	2-J	3-D		
9	Highlight on how	+1	+1	+1	1	
	education is one of					
	the blessings of					
	life and one of its					
	necessities.					
	What lessons can					
	the speaker deliver					
	to the Bhutanese					
	children so that					
	they feel					
	privileged with					
	their situation in					
	comparison to					
	those mentioned in					
	the text?					
	~				Sity	
	13				Ler.	
Ques	stion 3			dit		
10	Look at the picture	71/508	FI RO	093.	0.67	
	(story line) below					
	and create your					
	own imaginary					
	story in about 300					
	words.					
Ques	stion 4					
L		l	l			

Sl	Items	Expert	Expert	Expert	Congruence	Remarks
No		1-P	2-J	3-D		
11	Write the	+1	+1	0	0.67	
	summary of the					
	story 'Too Bad' in					
	your own words in					
	not more than 300					
	words.					
	Question 5					
12	'Science has made	+1	+1	+1	1	
	living easier yet it			RA		
	has adverse					
	influence towards					
	age old culture and					
	traditions' Write					
	your opinion on it.					
	You can share				Sit	
	your personal				S	
	experience and			5		
	observations.	ล้ยรังส์	n Ro	ngsit		
Ques	stion 6					
13	How do you	+1	+1	0	0.67	
	consider coming to					
	the English classroom? Write					
	your views on					
	learning English					
	language in the					
	classroom with					
	your friends?					

APPENDIX I SAMPLE ACHIEVEMENT TEST





Genre: Short Story Time: 60 Minutes

Total marks: 50

Ouestion 1

0012

Direction: Read the story and answer the questions. For each question, choose the correct answer from the given alternatives and circle it.

.....

Pretest and Posttest Questions

Nobel Prize acceptance speech by Malala Yousafzai, Oslo, December 10, 2014.

Your Majesties, your royal highnesses, distinguished members of the Norwegian Nobel Committee, dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award. I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. Thank you to my mother for inspiring me to be patient and to always speak the truth. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave.

I am proud, well in fact, I am very proud to be the first Pakistani, and the youngest person to receive this award. I was named after the inspirational Malalai of Maiwand. The word Malala means grief stricken, sad, but in order to lend some happiness to it, my grandfather would always call me Malala – the happiest girl in the world and today I am very happy that we are together fighting for an important cause. This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change. I am here to stand up for their rights, to raise their voice... it is not the time to pity them. It is time to take action so it becomes the last time, that we see a child deprived of education. I have found that people describe me in many different ways. Some people call me the girl who was shot by the Taliban. And some, the girl who fought for her rights.

Education is one of the blessings of life—and one of its necessities. Things did not remain the same. When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of terrorism. I was just ten when more than 400 schools were destroyed. People were killed. And our beautiful dreams turned into nightmares. Education went from being a right to being a crime. Girls were stopped from going to school. When my world suddenly changed, my priorities changed too. I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up. The terrorists tried to stop us and attacked me and my friends who are here today, on our

school bus in 2012, but neither their ideas nor their bullets could win. We survived. And since that day, our voices have grown louder and louder. I tell my story, not because it is unique, but because it is not. It is the story of many girls. Though I appear as one person, I am not a lone voice, I am many. I am those 66 million girls who are deprived of education. And today I am not raising my voice, it is the voice of those 66 million girls. Sometimes people like to ask me why should girls go to school, why is it important for them. But I think the more important question is: why shouldn't they? Why shouldn't they have this right to go to school?

Dear sisters and brothers, today, in half of the world, we see rapid progress and development. However, there are many countries where millions still suffer from the very old problems of war, poverty, and injustice. We still see conflicts in which innocent people lose their lives and children become orphans. We see many people becoming refugees in Syria, Gaza and Iraq. In Afghanistan, we see families being killed in suicide attacks and bomb blasts. Many children in Africa do not have access to education because of poverty. And as I said, we still see girls who have no freedom to go to school in the north of Nigeria. Many children in countries like Pakistan and India, are deprived of their rights to education because of social taboos, or they have been forced into child marriage or into child labour.

We have already taken many steps. Now it is time to take a leap. It is not the time to tell the world leaders to realize how important education is - they already know it - their own children are in good schools. Now it is time to call them to take action for the rest of the world's children. We ask the world leaders to unite and make education their top priority. Some will say this is impractical, or too expensive, or too hard. Or maybe even impossible. But it is time the world thinks bigger. Dear sisters and brothers, the so-called world of adults may understand it, but we children don't. Why is it that countries which we call strong are so powerful in creating wars but are so weak in bringing peace? Why is it that giving guns is so easy but giving books is so hard? Why is it that making tanks is so easy, but building schools is so hard? We are living in the modern age and we believe that nothing is impossible. We have reached the moon 45 years ago and may be will soon land on Mars. Then, in this 21st century, we must be able to give every child quality education.

Dear sisters and brothers, dear fellow children, we must work... not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You. We. It is our duty. Let us become the first generation to decide to be the last that sees empty classrooms. lost childhoods, and wasted potentials. Let this be the last time that a girl or a boy spends their childhood in a factory. Let this be the last time that a girl is forced into early child marriage. Let this be the last time that a child loses life in war. Let this be the last time that we see a child out of school. Let this end with us. Let's begin this chding ... together ... today ... right here, right now. Let's begin this ending now.

Question 1 a

- 1. The speaker wants the world leaders to
 - A. realize the importance of education.
 - B. plan to provide education to every child.
- C to be told to realize the importance of education. D take action in providing education to every child. Answer
- 2. "......for not clipping my wings and for letting me fly." The figure of speech used is () personification
 - B. onomatopocia
 - C. hyperbole. D. simile.
- 3. Identify the correct icony from the following statements: The word, "Malala" means
 - A. "sad" but her grandfather always called her the happiest girl in the world.
 - B. "sad" but her grandmother always called her the happiest girl in the world.
 - "happy but her grandfather always called her the saddest girl in the world.
 D. "happy" but her grandmother always called her the saddest girl in the world.
- 4. The most urgent challenge faced by the world in the 21st Century, as per Malala, is to A./ end poverty.
 - B. land on Mars
 - C. stop child labour.
- (D) provide quality education.
- 5. The nature of the essay is
 - (A.) narrati
 - B. persuasive.
 - C. expository. D. descriptive,

Question 1 b

1. The speaker says to raise voice. Mention two situations when one should raise voice. (5)

when we are n class, gathering we mound take our voice and clear our doubts without heatogical

181000 ... One should raise out date I bushe one treat waequally in scop. school ...

anne U.

(5)

2. Is the situation similar with the girl child in Bhutan to the one mentioned in the war? Give Not the sminning menning in the text is not similar. with gut in abutan beaute in our anighty the child more on ant and is one of the proceful country The children are educated regardless of their wing stoudard. Suny 3. Comment on what Malala says about the strong countries not being able to bring peace but only wars. Maria says that strong ounties are not beingoiste to baing parce but only wats benuise that we wave the proper of the manage are not nopelly, people are facing problems are a and the pople are stated it. The in their poor country. The annual courses more on the counters and most of themes ove not educated Question 2. 1. Highlight on how education is one of the blessings of life and one of its necessities. (5) What lessons can the speaker deliver to the Bhutanese children so that they feel privileged with their situation in comparison to those mentioned in the text? tud Education is one of the mast important thing for the children. Being attricte is not enough but educated is educating cachand every children to nouse for this changes the puture of the children. It is doc cany thing that and change there were future for one future generations

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Direction: Look at the picture (story line) below and create your own imaginary story in (5) about 100-150 words.



Once more was a boy named Terrisa and Junn who is a best friend of John They were very best friend since their first grade and now that mey have studied well and are graduated. They pointed thriting, prosurt their puture.

Ferrisa always thought of becoming a business man and Juin always userial to becoming a business man and some changes to the would by saving a from deterioring. Jain said. "Tensisa, while don't you just walk or apple white going to your office since it is the not that far?" Texcisa on other hard being a uch man denied that registestion. Once he're fell I sice from diabetes, became far why not ence he're fell I sice from diabetes, became far why not save himself and artist transit his lesson to

Ouestion 4

Direction: Write the summary of the story 'Too Bad' in your own words in not more than 150 words. (5)

Too Bad" is the story which is telored to science and technology. In this story mike portbook which our minimize it's size to much extend is made by a sciencist. This robot is used by the scientist biviself to aire his chosense the is suffering than a brand ancer, where the about its saves his like from killing the bladd more rous rell

and sacrifting his awa type this wory formises more an sanificing for each orner and to never harm atvices The Provinsion

Question 5

Direction: 'Science has made living easier yet it has adverse influence towards age old culture and traditions' Write your opinion on it. You can share your personal experience and observations. (5)

Science has made living easier like introducing mobile phone in this consury mates it easier to line anxiety a with any parents and tability living for away and it also helps us in moting a lot of heur friends altrund the world, but with phonoeithe people becomes more logy to games around with their family which normally happens. They don't even take prople for their family and engaged purselies in the king phones.

Question 6

Direction: How do you consider coming to the English classroom? Write your views on learning English language? (5)

Coming to english dissicon I deel the I am exposed to other things short I am usually not, and hopping to learn new things, but without thowing the bay to speak of a English with conject granimar and propriorientian it makes us a little new rule to spear. We lack antidance to speak, share with others. าลัย ang Rang

APPENDIX J

EXPERTS WHO VALIDATED INSTRUMENTS



No	Name	Position Title	Institutes			
1	Dr.Pramook	Associate	Suryadeph Teachers			
1	DI.I Iamook	Lecturer	College			
			Ū.			
			Rangsit University,			
			Thailand			
2	DechenWangmo	Teacher	Punakha Central School, Punakha, Bhutan			
3	JurmeThinley	Lecturer	Paro College of Education, Paro, Bhutan			
ะ ราวาริกยาวล้ยรับสิด Rangsit Universit						

Name of the Experts who validated the instruments

BIOGRAPHY

Name Budha Singh Tamang Date of Birth November 9, 1989 Place of Birth Tsirang, Bhutan Paro College of Education, Bhutan Institution Attended Bachelor of Education, 2013 Rangsit University, Thailand Master of Education in Curriculum and Instruction, 2019 Scholarship Thailand International Cooperation Agency (TICA) Barshong, Tsirang, Bhutan Address budhawaiba89@gmail.com **Email Address**

