

## **Abstract**

of

**The thesis, An investigation into the English Medium Education in Sri Lanka with Special Reference to the Content Based Instruction.**

The aim of this study is to examine recently re introduced English Medium Education at Junior Secondary Level. The teaching learning process in English Medium Education and teacher education programmes implemented to this effect are investigated into this study.

The title of this research: an investigation into English Medium Education at Junior Secondary Level with special reference to Content Based Education (CBI) was specially selected as the statement of problem mainly due to two reasons.

1. To study the classroom practice in English Medium Education
2. To suggest recommendations to improve the teaching learning process in English Medium Education at junior secondary Level

The abrupt introduction of English Medium Education, lack of competent teachers in schools to teach the prescribed subjects in English Medium Education, The absence of ongoing and post supervision scheme for evaluation were the reasons that compelled the researcher to select the above topic to be the statement of problem.

The study was carried out in relation to four objectives.

Content Based Approach (CBI) was one of the approaches used widely in teaching English as a second language in different parts of the world .Hence selected methodologies and approaches in teaching English as a second language in different contexts were surveyed in the literature review. One of the objectives of the literature review was to explore possibilities of incorporating such second language teaching methods and approaches in teaching Content Based Instruction at Junior Secondary Level. The sample of this study was ten schools where English Medium Education has been implemented .Twenty questionnaires was administered to twenty teachers and out of them fifteen questionnaires were selected for analysis .

Following data gathering instruments were used in collecting data.

- Two Questionnaires
- Two observation schedules.
- Two classroom scenarios
- Analysis of syllabus documents prescribed for national Colleges of Education where teacher training course for English Medium Education was available.

- Analysis of follow up activities of selected textbooks prescribed for English Medium Education

One questionnaire was administered to a sample of fifteen teachers in service .The questionnaire had four sections: section one collected data on the teacher's language competency and their professional skills'. Section ii& iii investigated into the present teaching & learning process in English Medium Education

The same questionnaire with slight alterations was administered to the novice teachers in colleges of education where teacher training courses on English Medium Education has been implemented. 'The third instrumen was two recorded class room scenarios

One scenario illustrated the existing classroom practice while the other one illustrated the proposed classroom practice designed based on the findings and research evidence in the literature review. These two scenarios were given to a sample of fifteen teachers and were instructed to selected the approach that they think is appropriate in teaching in Content Based Instruction and then to justify the choice.

Classroom practice in English Medium Education was examined in relation to an observation schedule .The objective of this observation was to identify the approaches and methods adopted by teachers in English Medium Classes and then to seek strategies to improve the standard of class room practice. Theories and research evidence presented in the survey of literature were incorporated into the observation schedule.

Syllabi for general methodology, teaching of English as a second language and the syllabus for educational Psychology implemented in National Colleges of Education where teacher training courses on English Medium Education were examined. The objective of this observation was to examine if the prospective teachers who are to teach prescribed subjects were educated about the psycho social and Psycholinguistic aspects of teaching English as a Second Language.

Follow up activities of selected textbooks were examined in relation to a checklist .The objective of this analysis was to examine if there are strategies in the texts books to ensure interactive learning and thereby the learner autonomy.

The last chapter of the study includes conclusions and recommendations based on the analysis of data collected .Suggestions and recommendations were made under the following areas.

1. Teacher Education in (CBI)
2. Classroom Practice in(CBI)
3. Instructional Materials

#### 4. Ongoing and post supervision Mechanism In English Medium Education

- Curriculum developers, material writers and the teachers who are involved in English Medium Education have not been educated about objectives of reintroducing English Medium Education.
- There is a dearth of teachers to teach the prescribed subjects in English medium.
- The teachers who are presently involved in teaching Content Based Instruction are incompetent in using English as the Medium of Instruction.
- Teachers lack required professional skills in teaching CBI.
- Lecture mode has been the frequently used teaching strategy in the class observed.
- Ensuring learner autonomy through interactive learning takes place to a lesser degree in the teaching learning process In English Medium Education.
- The lay out, presentation of course content and follow up activities of the texts books examined are not in keeping with the aims and objectives of English Medium Education.
- There has not been a partnership between the teachers of English and the subject teachers in designing curriculum, preparing instructional materials, designing teaching approaches & strategies in teaching.
- There is not a proper mechanism to monitor and evaluate the present teaching learning process in English Medium Education.
- Teacher Education Programmes implemented need restructuring.

Following recommendations were made based on the findings.

- All sectors involved in English Medium Education should be educated about aims and objectives of reintroducing English Medium Education.
- Course components of teacher education programmes for English Medium Education should be restructured incorporating selected second language teaching theories & approaches (these approaches are surveyed in the survey of literature)
- Interactive learning through pair work, group work projects and assignments should be introduced to the classroom instead of lecture method which is frequently used
- Opportunities should be given to the learner to use language in his attempt to learn subjects.
- A partnership should be developed between teachers of English and teachers who teach subjects in English Medium.
- Opportunities should be provided for the teachers to share teaching experience constantly.

- A proper supervision mechanism to assess the present teaching learning procedure in English Medium Education should be re introduced to the system.
- Infrastructural facilities like decentralizing teacher education programmes, publishing and distributing books on time, providing supplementary materials for teachers & pupils are also essential.

These issues will be dealt with in detail in the forthcoming chapters