

**AN EXAMINATION ON THE SUCCESS OF BILINGUAL SCIENCE TEACHING BY
REFERRING TO ITS CONTEXT AT JUNIOR SECONDARY LEVEL
IN SRI LANKA**

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ABSTRACT

Bilingual Education Policy was introduced in Sri Lanka in 2002 with selected subjects including science. There are serious concerns as to whether intended benefits are being achieved specially in terms of students' performance. This study attempts to examine reasons of introducing bilingual education in science subject and to examine the impact of this change on the teaching learning process, manipulative skills, thinking skills and attitudes.

Data is collected through a survey from five leading schools in the category of 1AB in Colombo. Accordingly, 150 students, 36 teachers of grades 7 and 8 in Bilingual classes and principals of are selected and interviewed. In addition, direct observations are also made on teaching learning process. Qualitative methods and descriptive statistics are used to analyze data.

Study finds that the bilingual program is not successful and major reasons include the use of poor policy framework, non existence of proper plans for pre-service or in-service teacher training programmes in parallel to introduction of bilingual education, lack of teacher confidence, carrying out of poor and less number of practical sessions. English language competencies of students are also found to be poor. Further, the study reveals that the available training centers and resources are not effectively used thus stressing the need for taking initiatives to streamline training programs. All in all the findings urge policy makers and stakeholders of education system to revisit the bilingual education program in order bring the intended benefits and to enhance the quality of education in Sri Lanka.

Key Words: Bilingual Education, Teaching Learning Process, Science, Quality of Education, Education Policy