

G Kodituwakku, S Karunaratne
Dept of Educational Research, National Institute of Education, Maharagama

The study was launched to observe the way a teacher of year 3 plans and implements the lessons in the mother tongue (Sinhala), to help the teacher to identify the shortcomings of her lessons by herself and to guide the teacher to improve her practice of teaching. The study was undertaken in a year 3 classroom in a semi-urban school, using qualitative research methods. The research design comprised 3 phases each of 2 weeks duration. Phase I involved observation of lessons and identification of shortcomings. Phase II was the intervention stage where co-lesson planning and implementation by teacher and researcher to overcome shortcomings took place. Phase III was the monitoring stage where observation of lessons of the teacher were done to assess the nature of learning the teacher acquired during the second phase. Data collection methods included observation, interviews, writing of field notes and taking photographs. Teacher centred and syllabus/teacher guide centred lesson planning and implementation were identified during the observation stage. The impact of teacher's attitude towards the syllabus, Ministerial guidance, expectations of parents on lesson planning and implementation were identified. In the intervention stage teaching methods that evoked pupil participation were introduced. Several changes were observed in the practice of teaching during the monitoring phase. Teacher acquainted herself with the shortcomings of her lesson planning and implementation as a result of researcher's intervention. Further she developed an attitude favouring pupil centred lesson planning and implementation. This study is an example to show that the teachers will benefit if they are supported by a peer educator or a master teacher with whom a collegial relationship could be developed.