

Teaching learning process in primary Grade 4

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This case study focuses on the teaching and learning process of Mathematics and Sinhala Language and is concerned specifically with Grade 4 classrooms in 9 selected schools in the educational zone of Negombo in Gampaha district. Nine teachers and 307 students were included in the sample. The aim is to illuminate some of the interactions between teachers and students as they engage in teaching and learning.

Video recording and direct observations were the main methods of data collection. Informal interviews with the selected class teachers were also conducted. The study consisted of two phases. During phase 1 one Mathematics and one language lesson from each class were videoed while the researcher writing a running record. The video camera was focused on the teacher during the whole lesson. After the lesson, running records were modified and gaps were filled while watching the videos several times. Two selected schools were further observed during phase 2. Analysis of data was done in several rounds using fine-grained qualitative methods.

The study revealed that the teachers were consistent in following the guidelines prepared by the curriculum developers for the implementation of Mathematics and Language subjects which can be considered as strength of the reform efforts when compared with the differences of the teacher training and experience of the teachers in the study.

Use of the students' local environment and classroom arrangement were two of the areas that were attended to less by the teachers in both the subjects under study. Teachers were not sensitive enough to the basic problems occurring in classes.

Although group activities were included in almost all the observed Mathematics lessons, student participation in those activities was not consistent. Questioning in Mathematics lessons was also not effective. Along with the questioning of student, responses were limited mostly to chorus answers with recalling facts.

Conducting Action Research to find out the ways and means of changing the classroom situations and strengthening the in-service advisors' training are the major recommendations of the study.

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