The Transformational Role of Pre-Service Teacher Training in Promoting Mother Tongue-Based Multilingual Education (MTB-MLE) in Sri Lanka
The Composition of Population of Sri Lanka
Present School System:

- 10,390 government schools.
- The curriculum offered is approved by the Ministry of Education.
- Schooling - compulsory for children ages 5+ to 13 yrs.
- State funded and offered free of charge at all levels up to university level.
- Free textbooks and uniforms provided to school children.
- Literacy rates - Adults 92%, Youth 97%.
Present School System, cont’d:

- The medium of instruction could be Sinhala, Tamil or English. English is taught as a second/link language.
- Students sit exams: the G.C.E O/L at the end of 11 years of formal education and the G.C.E. A/L at the end of 13 years.
- The education structure is divided into five parts: primary, junior secondary, senior secondary, collegiate and tertiary.
Materials production in Schools, Universities, NCOES, Technical Colleges and other educational institutes

- Students belonging to all ethnic groups pursue their education without discrimination
- Textbooks, Teacher’s Guides, Question papers, and other materials are printed and provided in Sinhala, Tamil, and English.
- 19 National Colleges of Education do the same.
MLE and its impact

MLE is promoted at all levels – schools, universities, NCOEs Technical colleges.

Inequalities are reduced through act of parliament for admission to schools and higher educational institutions as is done in India (i.e., social castes and tribes) and in USA’s quota for the deprived.

The Transformational Role of Preservice Teacher Training in Promoting Mother Tongue-Based Multilingual Education (MTB-MLE) in Sri Lanka

**Teacher recruitment procedure**

<table>
<thead>
<tr>
<th>The present procedure</th>
<th>based on A/L Z score and vacancies projected in each AGA Secretariat Division</th>
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</thead>
<tbody>
<tr>
<td>Selections</td>
<td>Made on subject wise</td>
</tr>
<tr>
<td>Training given</td>
<td>Specializing one subject</td>
</tr>
<tr>
<td>Appointment</td>
<td>To teach that particular subject in govt. school as a trained tr.</td>
</tr>
<tr>
<td>Certification</td>
<td>National Diploma in Teaching (NDT)</td>
</tr>
</tbody>
</table>
MLE at NCoEs :-

➢ Curricular Activities

➢ Co-Curricular Activities

➢ Extra-Curricular Activities
Instead

- Recruitment should be done giving priority to required qualifications and an additional mark for language proficiencies/competencies.

- Selections be made on District and Ethnic basis

- Certification – Inclusion of MLE trained teachers
To achieve this

❖ Give teachers more exposure to a second language with more facilities and incentives.
❖ Design a scheme of promotion for teachers who master a second language to promote MLE
❖ Include a component on methodology related to MLE to preservice teacher training curriculum
❖ Provide more participatory teaching learning experiences
❖ Provide consultancy, supervision, feedback
Pedagogical Aspects

- Encourage teachers to train learners to be more critical and creative thinkers.
- Reduce exam orientation and the pressure created by it.
- Give an equal weight to knowledge, attitudes and skills. (At present, exams are orientated to knowledge component.)
- Pedagogy aiming at producing a productive global citizen with a balanced personality.
Who can help achieve this?

- The Ministry of Education
- The National Institute of Education
- The Universities
- The National Colleges of Education
- The Provincial Dept of education
- The Zonal Directors of Education
- The Principals
- The Teachers
I did feel your patience was so patient
And think the time taken is quite sufficient
And indeed being very glad and frank
Let me offer you all a very big THANK !

Amarajeewa Basnagoda
Sri Lanka