

**PERCEPTION OF SCHOOL COMMUNITY ON INTRODUCING
ACTIVITY-BASED ORAL ENGLISH FOR STUDENTS IN
GOVERNMENT SCHOOL SYSTEM**

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ABSTRACT

The last Primary education reforms in Sri Lanka attempted to introduce communicative English in Activity Based Oral English (A.B.O.E) as a part of Environment Related Activities (E.R.A) in grades 1 and 2 (Key Stage 1) from 1998. Most of the teachers, as well as parents, are not familiar with this concept at the beginning and, they are facing problems with how ABOE should be incorporated with the day-to-day activities for students. This study tried to understand to find out what are the reasons to introduce this concept on the Island. The survey method was used in this research and different samples were selected from the school community. Most of the sample positively agreed with introducing ABOE at grade one. The theoretical base of ABOE is for strengthening the natural language skills, of a person. Therefore, it needs to introduce the English language in a more meaningful and practical way has been pointed out.

KEYWORDS: *Primary Education; Primary Education Reforms; Activity Based Oral English; Key Stage 1; Environment Related Activities, School Community*

1.0 INTRODUCTION

Language is the key to communication among the humanities. This language, which facilitates communication, expresses ideas that are embedded in a person's thinking experiences. In this way, they have created a language that is unique to their nation among the world community. It is used from the birth of a person to fulfill his/her needs. People living in many countries today are not limited to one language but have expanded relationships using another language or several languages. Today there is a need to learn another language in addition to one's mother tongue. Accordingly, many parents are more interested in giving their children the opportunity to learn several languages. Many countries have recognized this need and in Sri Lanka has also provided the opportunity to study English in addition to native languages Sinhala or Tamil. [1]

In the context of this research study, the term school community is defined as consisting of teachers and other staff, children, and their families. The role of the school community is to support the development of children in their language, social, intellectual, physical, and spiritual development. As the child grows, he/she needs the development of their language ability. The more developed and complex the child's thinking becomes; the more creative will the language be.

Many educators believe that developing a partnership, with parents and other members of the family, regarding their child's language development can strengthen the child's ability to learn and explore creative ideas through language. Therefore, it is necessary for parents to support children. Accordingly, through a creative awareness program, parents are encouraged to understand the philosophy behind teaching methods, how children learn, why social skills are important and how social skills can be an important part of the child's learning process. Therefore, the school community has a crucial role in supporting the child in the development of language.

National Education commission report (1992) [9] has mentioned years one to five constituting the primary stage of education is a formative period in the life of the child when the foundation is laid for physical, mental, emotional, and social development. These beginning years of a child's schooling will be made pleasant and memorable. The freedom for pupils to discover things for themselves, to discuss things among themselves, when necessary, freedom to move about and express their thoughts and ideas is conducive to the development of a growing child's individuality, creativity, and cooperative ability. The child should also be disciplined to the extent that he can concentrate his/her attention for a significant period on a task at hand.

In the context of the average of Sri Lankan primary schools, preliminary observations have shown that the teachers, in a majority of the instances, do not use ABOE in primary classes. Most of parents also cannot give support to their children. A review of available Sri Lankan research has shown that a smaller number of previous research has been carried out on Activity-Based Oral English. The broad aim of this study is to investigate the perception of the school community on introducing Activity-Based Oral English for students in grade one.

GLOSSARY OF EDUCATION REFORM is a

2.0 Literature Review

In 1943, The **Kannangara report [5]** suggested making a variety of languages the medium of instruction, introduced a new subject, English as a second language in the Sri Lankan education system. However, there is a problematic issue about which age level should be introduced English as a Second National Language. After the independence in Sri Lanka, English has been tried to be introduced at different levels in the formal education system. "**Transforming school Education [14] in Sri Lanka**", 2011 mentioned that there was strong demand from parents and students. First, the primary education reforms programs introduced Activity Based Oral English (ABOE) from grade one and teaching of English as a second language from grade three as an integral component of the primary school curriculum" (**The World Bank, 2011, p. 71**) [15]

It is an accepted fact that from grade 1, students begin to show their individual differences and according to their socio-cultural society. The study is concerned in line with introducing ABOE and how it affects to students in grade one classrooms. The research pays attention on how teachers can make use of ABOE in grade one classes and its effects on learning-teaching process. ABOE is included as a part of the subject's environmental-related activities and mathematics. Given below are the objectives of ABOE.

- Provide opportunities for students to get familiarized with simple words in English that are necessary for day-to-day activities.

- Provide an environment that is conducive for the use of simple English both in and out of the classroom.
- Diminish the reluctance in students to use English
- Create an environment of enthusiasm to learn English

In 1991, the National Education Commission in view of formulating a national policy on education carried out a field study that identified the improvement of English language teaching (ELT) in schools as one of the priority areas. Hence the 1998 educational reforms proposed the following to be implemented to update the standard of English Language Teaching in Sri Lanka. [8,9,10,11]

- Introduction of Activity Based Oral English (ABOE): It is a spoken English program specifically designed for students in Grades One and to use simple English for communication. Children are taught oral English while they are engaged in guided plays and activities
- Training adequate numbers of teachers for English
- Teaching of formal English from Grade Three
- Bilingual teaching for selected subjects from Grades Six to Nine: In order to provide an opportunity to all students to acquire proficiency of both first language (Sinhala or Tamil) and English, students are given options to follow certain subjects in English and the rest in their respective first languages
- Alternative English syllabuses at Grades Ten and Eleven
- General English for comprehension and communication at GCE (A/L) as an optional subject (**General Education Reforms, 1997**). [2]

Though various educational Reforms have sought to make English a means of communication among the different ethnic communities and to make its instrumental advantages available to all Sri Lankans, the objectives were not fully achieved in relation to the whole student populace in the country. English remains a marker of the higher social classes rather than a language of everyone (**Karunaratne, 2009**). [6]

This was a great opportunity to learn other languages for communication in the formal education system.

2.1 Significance of the Study

The development of oral language is one of the child's most natural and remarkable accomplishments. This study focused on Activity-Based Oral English is an essential component of language development at the beginning of a persons' life. "Once the learner learns a language, he or she uses it throughout life as a life skill, it transfers to career and work settings fully to perform all tasks where writing, reading, listening and speaking is needed" (Sedara, 2019, p.170). The richer the child's language, the better is their prospect of fitting into and progressing effectively in the early primary school years.

Language is an effective strategy in developing children's communication skills that enhances positive family encounters and experiences that in turn promotes through language. Language

development in primary education is discussed in the field of education. Much of the endeavor of primary education is focused on the language development of the child. Adults should help children to become aware of their own goals, make plans, and to review their own progress and successes. Also, the facilitator should be able to describe what he/she grasps them trying to do and encourage students to talk about their own processes and successes.

The importance of oral communication, (2015).has presented that the goal of learning a language is to communicate. Oral communication skills are fundamental to the development of literacy and essential for thinking and learning. It is the glue that puts all the components of a language together. Through talk, students not only communicate information but also explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; express and clarify their thoughts, feelings, and opinions. Listening and speaking skills are essential for interaction at home, at school, and in the community. [14]

Kersts, (1989) [7] has pointed out that language exists as a part of an individual's intelligence. Children develop quickly in the early years, and early years' practitioners aim to do all they can to help students have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to a provision that enables them to develop their personalities, talents, and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities, or gender. This guidance helps adults to understand and support each individual child's development pathway.

Primary children are curious and want to learn more about their world and to get experiences. They are driven to communicate—first about their needs, and then about their desires, interests, knowledge, and competencies. Family, community, and cultural practices all shape and influence children's verbal and non-verbal communication, their patterns of interaction, and their preferred modes of communication. In the present society, a wide range of media and platforms are used in communication. However, it is critically important that humans should pay attention to the development of basic language skills of children that can be further developed. It is a language that helps the child to identify and interact with the world and to perform actively.

In addition, it is a language that helps the children to acclimatize to their environment, to identify the environment, and involve themselves in the day-to-day activities for communication. The richer the environment and uses more languages the more extensive a child's language will become. Similarly, a child who has a limited environment will have a limited vocabulary. According to **Wasik (2014) [16]** at four years of age, children's language development is exploding. Their vocabulary consists of about 4,000 to 6,000 words, and they are typically speaking in five- to six-word sentences. They use language to communicate their thoughts, needs, and demands.

The development of the speech abilities of primary children is heavily influenced by their background and learning environment. It is therefore important that a student has enough opportunities to develop his/her language skills in the school environment that supports this learning. The opportunity should be provided especially for the student to talk with friends and to have a cordial relationship with the teacher. The teacher should know how to get close to the student. They talk while they are playing, frequently describing what they are doing while playing (**Howard, Shaughnessy, Sanger, & Hux, 1998) [4]**. Children can share their daily experiences. Taking turns in conversation is difficult. They want to talk and be heard but have

difficulty in listening to others talking. At this age, some children talk incessantly, and teachers need to help these children to learn to regulate their talking to provide opportunities for others to speak.

There is much evidence that the language is used freely when the child associates with relatives and friends, e.g., when playing at festivals, and at religious worship especially with respect to the tone of use. The student should be provided many opportunities to develop their abilities across the range of speech. In this regard it is important that the child's questions regarding the environment should be encouraged for him/her to explore the environment. The child's speech abilities are developed to the extent that he/she is given an opportunity to talk, relate short stories, describe what happens in the environment daily etc.... These kinds of activities help to develop the child's experiences in this regard and develop acquisition of new words and provide experience in pronunciation. The child's language can be developed by making use of every opportunity to involve the child in conversation.

The Early Years Foundation Stage (EYFS) Statutory Framework (2014) [3] states that "Speaking children express themselves effectively, showing awareness of listeners" needs. They use past, present, and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Mohammed (2015) [12] has pointed out the use of the language of learning for effectiveness. According to his research, there are many ways to think, know, remember, forget, ideas that make sense, plan, learn, find out, confuse, figure out, and try, as well as to model being a thinker, showing being curious and sometimes being puzzled, and how to think and find out new ideas.

To achieve this, teachers need to encourage open-ended thinking by not settling on the first ideas, and always respect students' efforts and ideas, so they feel safe to take a risk with a new idea. A teacher should encourage the students to talk aloud as this helps them to think and model what they do - modelling self-talk, describing whatever actions in play are key strategies. Similarly giving students time to talk and think and value their questions, talking and eliciting as many as possible responses, without rushing towards answers too quickly. Supporting students' interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences are critical.

3.0 Research Questions

1. What were the reasons for introducing Activity-Based Oral English for students in Grade one?
2. Do teachers understand Activity Based Oral English?
3. Do teachers have enough experience to use the Activity-Based Oral English in practice?
4. Are you satisfied with teaching Activity-Based Oral English in your classroom?
5. Are you satisfied with the parental support of the Activity-Based Oral English?
6. What kind of support do parents give you for Activity Based Oral English?
7. What is the teachers' view of the importance of Activity-Based Oral English?

8. What is the experts' view of the importance of Activity Based Oral English?

4.0 Methodology

The survey method design approach was used in this research. A survey is a type of research to obtain information by gathering data from a particular sample of a given population, through personal or impersonal means, to study its characteristics. The mixed method(both Qualitative and Quantitative) helps to analyses data in all possible ways. It provides a broader perspective of the study and helps the researcher to accumulate a deeper understanding of the facts of interest.

4.1 Sample of the study

The target population of the study was selected from grade one teachers in the Western province in Sri Lanka. According to the **school census report (2017) [13]**, the following school numbers were considered as the population in this research.

Table 4.0 - Functioning Government Schools by Functional Grade and District

District	1AB	1C	Type 2	Type3	Total
Colombo	76	80	127	121	404

Source: School censuses report (2017)

Sample

A representative sample was selected from Colombo District. The sample consists of sixty-one primary schools concerning of all school categories. (1 AB, 1 C type 2 and type 3) purposive sample method used in this study and indicated in table 4.1

TABLE 4.1 - TYPE OF SCHOOLS

School Type	Frequency	Percent
1AB	3	4.9
1C	12	19.7
Type 2	15	24.6
Type 3	31	50.8
Total	61	100.0

Mail questionnaire

Ten experts in primary education have been contacted to get information. It is presented in table4.2.

TABLE 4.2 `EXPERTS SAMPLE`

Institutions	Resources	Years of Experience
Ministry of Education	01	<20
National Institute of Education	03	<15
Zonal Education Office - Homagama	02	<20
School Principal	02	<15
Open University of Sri Lanka	01	<20
UNICEF	01	<25
Total	10	

Four schools were observed to get real experience in this study. It has consisted of one school from type 3, one school from type 2 and one school from type 1C, and one from 1AB school.

4.2 Data Collection Instruments

Data collection was done from the selected sample during the first term in 2021. A Questionnaire was used to collect data from the grade one teachers and an interviews schedule was used for selected expertise in the field of education to gather data.

Questionnaire

In this study, the Questionnaire consisted of both close and open-ended questions. It was mailed to a selected sample and the following aspects were probed through the mail questionnaire from the grade one schoolteachers.

- Background Information
- ABOE syllabus uses at present
- Teacher training programs
- Understanding of the concept of introducing ABOE
- Teaching-learning methods
- Teaching-learning material

Interviews

Interviews are particularly useful for getting the story behind a participant's experiences opinions or impressions. The interviewer can pursue in-depth information around the topic. Therefore, the researcher interviewed ten expertise in the field of primary education and ten persons from the public the following main aspects were discussed.

- Background information
- Importance of introducing the ABOE
- Level of using ABOE in the classroom
- Contributed develop or implementing ABOE for last primary education reforms
- Positive or negative points of ABOE in implementing grade one classes

Observation

Observation is a systematic data collection approach. In this study, the researcher observed the whole classroom setting consists of more than thirty -five students being a non- participant observer. The researcher noted whatever happened on ABOE in teaching-learning process in the classroom. The following main aspects were observed in each school of the sample.

- Teacher preparedness for teaching ABOE
- Teaching-learning processes
- Teacher behaviour and student behaviour in the teaching-learning process

- Teaching aids

4.3 Data Collection and Procedure

In this study for the survey, 100 questionnaires were sent to the selected schoolteachers and responses received were sixty-one. All type of school categories was representative in this sample.

A semi-structured interview schedule was used half an hours' time with each resource person to gather information. Interviews were notes also taken where necessary.

The researcher observed four classrooms out of sixty-one schools in the sample. Field notes were carried out while observing classrooms.

Mail questionnaires and semi-structured interview schedules were pre-tested in a small sample of schoolteachers who did not participate in the study. Some changes were made in the structure of the words in the interview schedule and focus group discussions. Some questions were eliminated.

Data obtained through questionnaires were triangulated with data obtained from qualitative instruments such as from interviews and observations were triangulated.

4.4 Methods of Data Analysis

Descriptive statistical methods were used to analyze data. (Qualitative and quantitative) Questionnaire data were analyzed using SPSS statistically. Statistical analysis was done on the basis of the responses to the survey using frequencies and percentages and presented them using tables and graphs. The responses of the experts' interviews were analyzed descriptively using verbatim quotes.

In observation, the researcher read field notes several times and identified important key concepts throughout the observations and informal discussions with the classroom teachers.

5.0 Results and Discussion

The analysis of the above-mentioned data has been done under the following six themes in line with the research questions of the study.

- Background Information of schools
- Reasons for introducing Activity-Based Oral English
- Understanding of the teachers on Activity-Based Oral English
- Experience to use Activity-Based Oral English in practice.
- Teachers' view of the introduction of Activity-Based Oral English
- Experts' view of the importance of Activity Based Oral English
- Satisfied with the parental support of theActivity-Based Oral English

Background Information of schools

Selected sixty-one schools had approximately more than twenty students in every classroom. All the teachers were qualified teachers, but their qualifications varied. Table 5. 2indicates their

basic qualifications, professional qualifications, and experience of teaching. All the schoolteachers had more than five years of experience in teaching. All schoolteachers had participated in training workshops organized by the local authorities, which ranged from one to four days. School teachers were trained only on subject-based knowledge through these training programs.

Teacher readiness

Teachers were asked for basic information and identified their teaching competence. Accordingly, the following points were emphasized.

TABLE 5.1 AGE VARIATION OF THE PARTICIPANTS

	Frequency	Percent
18-25 years	2	3.3
26-35 years	16	26.2
36-45 years	22	36.1
46-50 years	17	27.9
Above 50 years	4	6.6
Total	61	100.0

Participants out of total number 61 are within the age category of 26-50 years. They are mostly senior teachers in those schools.

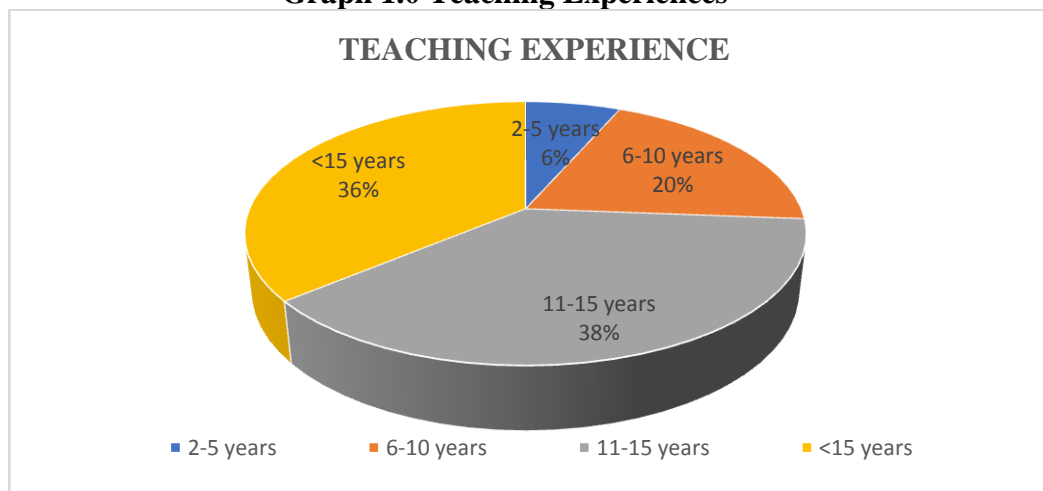
TABLE. 5.2 PROFESSIONAL QUALIFICATIONS

	Frequency	Percent
PGDE	08	13.1
Primary training	53	86.9
Total	61	100.0

Eight teachers are graduates with Post Graduate Diploma qualifications. Most of the teachers are primary training teachers. Therefore, all teachers have professional training for teaching subjects in primary schools.

Teaching Experience

Graph 1.0 Teaching Experiences



Graph 1.0 shows that 73.3 percent have more than ten years of teaching experience. 36 percent have more than fifteen years of experience.

Reasons for introducing Activity-Based Oral English

The following reasons were identified for introducing Activity-Based Oral English.

Teaching a language is easy at a very young age of a child. Also, language learning facilitates by listening therefore, if young children frequently hear new words and also those words are used to communicate something, they can learn easily. So, it is good to introduce ABOE, but teachers need to be given good orientation and support.

Other experts mentioned that English being the global language for communication we should teach English from the beginning.

Another point of view was young children can grasp new things quickly and therefore, should give them the opportunity.

Another expert mentioned that children are not reluctant to speak openly and there not assume of any mistake they make. Other experts also had the same opinion.

Only one expert had a negative point of view saying that it's difficult to learn another language when they are not competent even of the mother tongue.

The majority of the experts positively agreed on introducing ABOE at grade one. However, only one person had the idea of ABOE is not suitable to introduce grade one.

Understanding of the teachers on Activity-Based Oral English

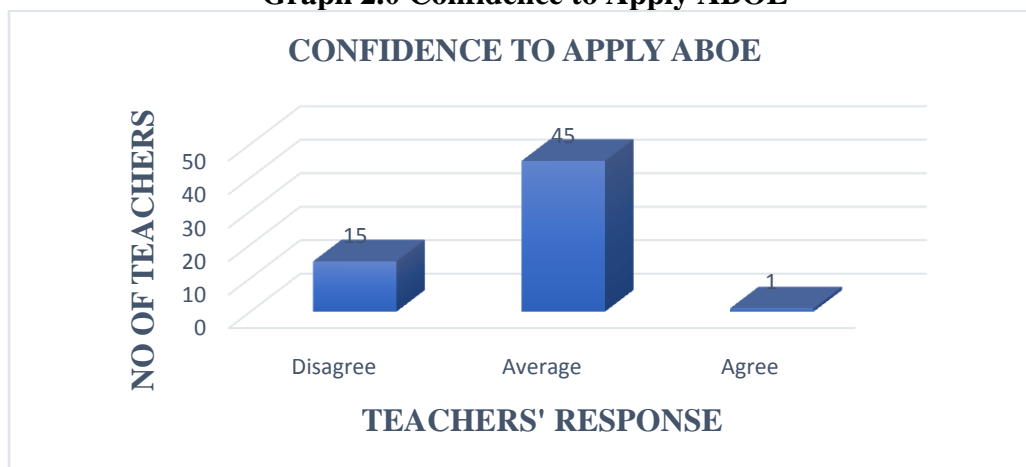
The following table shows that except four teachers others have a very high level of understanding of the concept of A.B.O.E.

TABLE 5.4 UNDERSTANDING THE CONCEPT OF ABOE

	Frequency	Percent
Disagree	04	6.6
Average	21	34.4
Agree	36	59.0
Total	61	100.0

The above table shows that fifty nine percent of teachers are understanding about this concept. However, sixpercent do not understand this concept properly.

Graph 2.0 Confidence to Apply ABOE



According to the above graph, fifteen teachers disagree with the above statement. Because they do not have the confidence to teach students in the classrooms. However, forty-five teachers have an average level.

TABLE 5.3 AGREEMENT OF INTRODUCING ABOE

	Frequency	Percent
Disagree	2	3.3
Average	30	49.2
Agree	29	47.5
Total	61	100.0

According to the above, two teachers disagreed with introducing this concept, however, twenty-nine and thirty agreed or the average to introduce A.B.O.E to primary students.

Experience to use Activity-Based Oral English in practice

Responses to the use of the Activity Based Oral English are indicated as follows. Teachers have to use oral English when teaching Mathematics and Environment-related activities in the primary curriculum.

Integrate ABOE when teaching Mathematics and

TABLE 5.5 ENVIRONMENT-RELATED ACTIVITIES

	Frequency	Percent
Disagree	22	36.1
Average	37	60.7
Agree	2	3.3
Total	61	100.0

The agreed percentage in the use of oral English in the above two subjects areas is 3.3. The disagree percentage is 36.1 percent. Average percentage is 60.7 percent.

Oral Communication through Day-to-Day Activities

Provide opportunities to students for oral communication through day-to-day activities. The teacher has the opportunity to use it in class with students. How to use it in class is presented in the table below.

TABLE 5.6 ORAL COMMUNICATION THROUGH DAY-TO-DAY ACTIVITIES

	Frequency	Percent
Disagree	30	49.2
Average	26	42.6
Agree	5	8.2
Total	61	100.0

According to this table above the agreed percentage is 8.2 and the disagreed percentage is 49.2.

Use of materials in teaching situations

When asked about the agreement of the use of materials in teaching, the following responses were received.

TABLE 5.7 USE MATERIALS WHEN DO TEACH

	Frequency	Percent
Disagree	26	42.6
Average	27	44.3

Agree	8	13.1
Total	61	100.0

The table 5.7 indicates that the agreed percentage is 13.1 and the average agreed percentage is 44.3. However, the percentage of disagreements is also high. That is, forty-two percent.

TABLE 5.8 METHODS OF IMPLEMENTING ACTIVITY BASED ORAL ENGLISH

Method	Response	Frequency	Percent
Roleplay	Yes	40	65.6
	No	21	34.4
Creative Storytelling	Yes	51	83.6
	No	10	16.4
Discussion of picture/sceneries	Yes	02	3.3
	No	59	96.7
Creative games	Yes	14	23.0
	No	47	77.0

According to the information in the table above teachers are using different kind of methods to teach ABOE in their classrooms, such as role play, creative storytelling, discussion of picture/sceneries and creative games. Creative story telling is the most popular method in all types of schools. Role-play method is practicing forty teachers out of sixty-one teachers in those schools.

Teachers' view of the introduction of Activity-Based Oral English

The following table indicates that fiftyone out of sixty-one teachers are willing to continue this connect; however, ten teachers are not willing to continue.

TABLE 5.9 WILLING TO CONTINUE IN FUTURE

	Frequency	Percent
Valid yes	51	83.6
no	10	16.4
Total	61	100.0

Following are the obstacles identified by the teachers.

- Lack of usage of English words by students
- Home background
- Lack of attendance of the students
- Lack of speech practice

- Variations of mental conditions
- Lack of parental backing
- Lack of enthusiasm of the students
- Students being distanced from parents
- Tuition classes
- Lack of attention

Problems of students

- Students are afraid to use the language
- Clever students use language freely
- Weaker students are satisfied with basic achievements
- Clever students like the challenge
- Carelessness of students
- Weaker students take more time to learn
- Differences in intelligence
- The lifestyle of parents.

Satisfied with the parental support of the Activity-Based Oral English

Different level of supporting parents was identified according to the school classification.

Parents of all types of schools are of the opinion that English should be introduced at this level. Every teacher is of the opinion that most parents are unable to help their children. Especially type three and type two schools' parents. The level of education of primary school parents has contributed to this. However, the teachers said that the parents of the students studying in the National Schools have the potential to help in this.

About fifty percent of parents in all types of schools stated that they support the teacher in various ways, such as preparation of storybooks Purchase of storybooks Assistance in preparation of learning material Preparation of illustrations for classroom exhibitions. This level was very high in National Schools.

Teachers said that students studying in National level schools have the ability to use English languages. Some teachers said there were also parents who could not do anything to help. Many educators claim that children of this age can easily learn several languages.

CONCLUSION

The following reasons were identified throughout the process.

- The majority of the experts positively agreed with introducing ABOE at grade one.
- English being the global language for communication we should teach English from the beginning.

- Young children frequently hear new words, and those words are used to communicate something in some learning situations, they can learn easily.
- Children can grasp new things quickly, especially languages.
- The importance of ABOE is developing their English vocabulary and then transitioning them to formal English learning.
- The theoretical base of ABOE is for strengthening natural language skills (listening and speaking) before matured language skills (reading and writing) ABOE should be introduced at this level
- Through Activity Based Oral English students are taught some simple words and simple sentences that can be used in day-to-day activities.
- Through this, it is expected to provide the foundation for learning English at later stages
- Most of the school sample agreed to continue this program further.
- It can be stated that this needs to be presented in a more meaningful and robust manner in the coming primary education reform in Sri Lanka in the coming years.
- Everyone recognizes the need to introduce the English language.
- It is also clear that every parent has a strong desire to teach their children English.

The following conclusions can be drawn regarding the problems presented

- Some teachers are not competent to use.
- Some teachers do not have adequate knowledge to teach.
- Some teachers are not facilitating students to practice in the classrooms.
- Even though most of the parents were requested to introduce English to their children and they did not have a clear understanding of what is ABOE.

Suggestions

- Teachers need to be trained to teach English properly as a language.
- Efforts need to be made to improve their communication skills.
- Use of multi-media for the training of teachers making effective use of a limited number of resource persons.
- Recruitment rules for primary teachers need to be reviewed as the teacher has to teach all the subjects.
- Languages should be set up to improve teaching-learning of languages at various levels.
- Short term well organize training programs, should be introduced and content-specific training program modules need to be developed
- Training programs should be conducted every year for teachers.

For teachers

- Teachers should develop class libraries/ library corners to promote the habit of reading amongst children. They should create an input rich environment
- The teachers need to read books in English for professional development,
- Teachers need to be more creative in the use of textbooks and develop activities for students.
- Poetry needs to be taught for appreciation, enjoyment, and pleasure with proper feelings and recitation with proper rhythm, music, and sound.
- Students need practice in asking a wide variety of questions and provide facilities them freedom to talk with peer groups
- At the very young age of a child. language learning facilitates by listening, therefore, it needs to provide a conducive learning environment
- Policy planners need to re-think the introduction of English as a medium of instruction from grade I and it should be separated program in the primary timetable.

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