

Teacher Education for English 2017-2019: Impact Assessment

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Acronyms

AD	Additional Director
CBB	CBB - Council of Business for Britain
EfT	NDB English for Teaching program
ELTM	English Language Teaching Methodology
EP	Education Practice
FGD	Focus Group Discussion
ISA	In-Service Advisor
iTESL	Improving Teacher Education in Sri Lanka
NCoE	National College of Education
OPT	Oxford Placement Test
RESC	Regional English Support Centre
SBA	School Based Assessment
TEC	Teacher Educator Course (part of iTESL)
TEE	Teacher Education for English
TKT	(Cambridge) Teaching Knowledge Test
TP	Teaching Practice

Executive Summary

The British Council, Sri Lanka, in collaboration with the Sri Lanka Ministry of Education, are implementing the TRANSFORM programme. This education reform programme aims to contribute to Government of Sri Lanka's aim that all young people benefit from learning opportunities provided by a fit-for-purpose and relevant education system, allowing them to fulfil their potential, achieve their aspirations, and contribute to Sri Lanka's economic and social development.

The TRANSFORM programme is structured into 3 key results areas: Results Area 1 (RA1) Professionalisation, including teacher education, school leadership, and learner-centred pedagogies for HE; Results Area 2 Quality Assurance, including qualifications framework, inspection frameworks, and professional standards for teacher, teacher educators and other education professionals; and Results Area 3 Transition to Employment, including careers guidance, skill development, and employer engagement. These are underpinned by the two areas of research, evaluation and learning (REL) and strategic communications. Gender and social inclusion (GSI) is also cross-cutting.

RA1 Professionalisation includes two projects with the aim of enhancing the quality of English education in the country:

- Teacher Education for English (TEE); and
- Improving Teacher Education in Sri Lanka (iTESL).

This report presents the findings of an impact evaluation of the Teacher Education for English (TEE) project. Conducted between November 2017 and April 2019, TEE provided English language training and advanced teaching skills to 856 English teacher trainees at four National Colleges of Education (NCoE). Shorter versions of the course were provided to 157 in-service English teachers and 476 teacher trainees following English medium Science & Maths, Sinhala/Tamil as a second language, and Primary Education courses. Jaffna, Mahaweli, Pasdunrata and Peradeniya NCoEs participated in the project. TEE trainers worked with two college intakes – the 2016 Batch of trainees who entered colleges in 2017 and the 2017 Batch who entered colleges in 2018. This evaluation measures impact on English teacher trainees only from both the 2016 and 2017 Batches. The evaluation draws on data from:

1. A survey conducted with 708 teacher trainees from all four NCoEs;
2. Focus Group Discussions (FGD) conducted with the 2017 Batch teacher trainees at all NCoEs except Jaffna NCoE;
3. Interviews with lecturers at all NCoEs except Jaffna NCoE;
4. English language ability tests conducted before and after the training at all four NCoEs;
5. Lesson observations conducted by TEE trainers at all four NCoEs.

Following the Kirkpatrick Four-Level Training Evaluation Model, this evaluation examines trainee 'reaction' to the training; 'learning demonstrated by trainees', and how trainees are observed to apply what they have learned.

There was almost unanimous agreement amongst surveyed trainees that they felt more confident in using English and more confident about their teaching ability after participating in the programme. The response from the 2017 Batch was more positive than that from the 2016 Batch. While 2016 Batch trainees generally felt that their English language improved to a level that could be described as 'Good', 2017 Batch trainees were more likely to say that they felt that their skills improved to a level of 'Excellent'.

Trainee positive self-perceptions of improvement in their English language ability are validated by results on the Oxford Placement Test administered at the beginning and end of the course. Trainees from both batches demonstrated improved mastery of English language with 38% of the 2016 Batch improving a full CEFR level¹ on the test and 53% of the 2017 Batch doing so. If a CEFR level of 'B1' is seen as an acceptable CEFR Level for an English teacher in Sri Lanka,² 7% of the 2016 Batch and 18% of the 2017 Batch have been left at the end of the programme with unacceptable English skills.

Trainees and lecturers alike attributed the improvement in both ability and confidence in the use of English to the TEE training; the greater exposure to spoken English that it provided; and to being forced to converse with someone who has no understanding of Sinhala or Tamil.

When teaching skills are analysed, a similar pattern emerges. Trainees became much more confident in their teaching ability and, by the end of the programme, most rated their skill levels as 'Good' regardless of whether they considered that their ability level on entry was 'Poor' or 'Fair'. It was encouraging that more than one-third of the 2017 Batch trainees felt that they exited the programme with 'Excellent' skills in domains important to beginning teachers such as classroom management; maximising student participation; presenting and eliciting language; giving instructions and checking meaning; and the use of the board/visual aids. In their teaching practice block (TPB), the majority of trainees reported using pair and group work, monitoring activity throughout the classroom, supplementing the textbook with their own input, and using effective classroom management approaches. These self-perceptions were endorsed in classroom observations made by TEE trainers.

While the National Diploma in Teaching includes the subjects English Language Teaching Methods and Education Practice, trainees attributed their confidence and performance during teaching practice block to having had the opportunity to experience the theory taught in these courses demonstrated in practice by TEE trainers. Some went so far as to say that they only understood the theory after having experienced the practice. Many lecturers discovered the tools and approaches used in the TEE training for the first time when they observed their own trainees demonstrating them during TPB. The involvement of TEE trainers in the supervision of TPB was reported by lecturers and trainees alike to have been a highly positive contribution of the programme.

The more positive response of 2017 Batch trainees may be correlated with the late start of the program for the 2016 Batch. Although TEE trainers continued the programme for 2016

¹ The Oxford Placement Test generates a rating or level for test takers on a scale known as the Common European Framework of Reference for Language (CEFR).

² A target of the NDB English for Teaching program was to move in-service teacher language ability up to a minimum level of B1

Batch students in parallel with the programme for the 2017 Batch to ensure that they had adequate exposure to the course, it is possible that the earlier batch did not have the same sense of TEE being an integral part of their Diploma experience. TEE trainers also reported higher levels of disruption to the academic calendar at some colleges in 2018. Lecturer engagement in capacity building programmes including iTESL which took them out of their college, sometimes resulted in classes being combined and trainees being taught in large workshop settings. When lecturers returned to their colleges they felt under pressure to cover the content in their subject area to prepare trainees for exams.

The 2017 Batch at Pasdunrata NCoE appear to have had the most positive experience of the TEE program. Pasdunrata college had small class sizes in both years which resulted in an additional TEE trainer being allocated to the college in the second year. Trainees were mostly taught in small groups where they benefited from the individual attention available in an interactive classroom. Pasdunrata trainees also had better English skills on entry. Finally, college activities such as conferences and assemblies conducted exclusively in English may have contributed to a better learning environment.

By way of contrast, the 2016 Batch at Mahaweli NCoE were the least positive in their self-rating of their TEE experience. A comparatively larger proportion of Mahaweli NCoE lecturers were involved in external capacity building programmes, leaving the college understaffed at times until the recruitment of new lecturers in September 2018. In the absence of lecturers, class groups were sometimes combined for large workshops. While this provided TEE trainers with an opportunity to demonstrate techniques for handling large classes, participating trainees would not have benefited from the individual attention they would have received in a normal class. It must be concluded that, from a value for money (VFM) perspective, logistical/administrative factors proved to be of high relevance and optimisation of such factors should be considered carefully in future programmes.

In terms of English language skills, trainees were most confident about their reading skills and this is consistent with an emphasis of reading and writing in English courses at primary and secondary level. However, a primary objective of the TEE programme was to improve teacher confidence in using English in classrooms and increase teacher readiness to encourage their students interact in English in class. From this perspective, speaking, listening, and classroom language³ skills, together with confidence in one's mastery of English grammar and vocabulary are important. If we take the 2017 Batch as representing the best-case programme outcome, Pasdunrata trainees in this batch were three times as likely as trainees from other colleges to rate themselves as 'Excellent' at Speaking, and twice as likely as trainees from other colleges to rate themselves as 'Excellent' at Listening, Classroom language, English grammar and vocabulary.

However, even amongst Pasdunrata trainees, less than 50%⁴ rated themselves as 'Excellent' in any of these skills after completing the TEE programme. Lecturers interviewed for this evaluation expressed concerns that several national policy initiatives⁵ had impacted

³ The ability to use English at a level appropriate to the ability of students, even if this does not match the textbook.

⁴ With the exception of listening skills (51%).

⁵ These include the introduction of Sinhala and Tamil subjects to colleges which previously only offered training for English language teachers, the removal of the entrance test for NCoEs, and using

negatively on the entry level English skills of their trainees with the result that the majority needed greater support to build their skills and confidence – support that it would be difficult to provide given the crowded and academic curriculum of the National Diploma.

Having themselves had to struggle to master English, trainees interviewed for the evaluation expressed an awareness of the challenges facing students in schools and a commitment to providing opportunities for their own students to interact in English in their classes and to providing learning experiences for them where, through gestures, miming and repetition, they would at least develop functional language skills. It was encouraging to hear lecturers describe how their trainees managed to successfully adapt English language activities they had personally experienced through TEE to less than optimal learning environments they encountered in schools.

Unfortunately, many trainees failed to use the sorts of games and activities that they had personally enjoyed during their own TEE training in their teaching practice block (TPB) because they were concerned about excessive noise disturbing adjacent classes. Sri Lankan schools sometimes conduct classes in halls partially partitioned into multiple 'classrooms' so teachers tend to favour quiet work. As a result, students who are not used to interacting verbally may become overly boisterous when encouraged to mingle, interact verbally, or chant.

During their TPB, most trainees also failed to use activities designed to accommodate the wide range of ability to be found in most school English classes. This can probably be attributed to the limited time duration of teaching practice blocks giving them less opportunity to become aware of individual differences. Further observation during the internship year when trainees are able to exercise more autonomy in their teaching is recommended. The frequency with which trainees attributed their failure during their TPB to use learner-centred and activity-based approaches to supervising teachers directing them to 'cover the content' is a cause for concern. Good practices instilled by TEE may well be lost in an internship year under poor supervision. It is recommended that efforts be made to place trainees with English teachers who exercise exemplary practice. Training programmes such as the NDB-sponsored English for Teaching program and the CBB Teacher Training Project⁶ have been going for many years as have in-service programmes conducted by the Regional English Support Centres. By now, a solid kernel of skilled and professional English teachers exists in schools who would be able to guide these young teachers along the final part of their journey to mastering the competencies of English teaching.

During focus group discussions, trainees argued strongly for a continuation of the TEE programme. While this may not be possible, it is encouraging that lecturers trained under iTESL unanimously felt that they now had the skills to utilise the good teaching practices demonstrated under TEE. The only constraint mentioned was the syllabus and the time pressure imposed by having to 'cover the content' of their subject prior to exams. One lecturer described how she engaged her trainees in activity-based learning to prepare them

O/L English passes as an entrance requirement for trainees from remote areas with the objective of filling vacancies in these locations.

⁶ Council for Business with Britain Teacher Training Project popularly known as the TKT project in recognition of the Cambridge Teaching Knowledge Test that participating teachers pass to gain an international qualification.

for their life as a teacher while making and passing on lecture notes to prepare them for exams.

Finally, both lecturers and college administrators emphasised the benefit of having a native speaker on site with whom trainees could practice English without fear of making mistakes or the option of slipping back into mother tongue and were keen to explore options for doing this even in the absence of a future TEE programme.

Introduction

In Sri Lanka, the British Council engages widely in the field of education reform under the umbrella programme, TRANSFORM. Currently the British Council are delivering two teacher education projects:

- Teacher Education for English (TEE); and
- Improving Teacher Education in Sri Lanka (iTESL)

TEE trainers worked with teacher trainees in four National Colleges of Education offering courses for teachers of English, Jaffna NCoE, Mahaweli NCoE, Peradeniya NCoE and Pasdunrata NCoE and with in-service teachers at two Teacher's Colleges. iTESL trainers work with their lecturers. The iTESL programme has also conducted sessions in mentoring and ESL teaching with English In-Service Advisors (ISAs) and Additional Directors (AD) from Zonal Education Offices. The Council also supports professional development of in-service teachers through the NDB English for Teaching programme (EFT) and the CBB⁷ Teacher Training Project. Both programs run through the Regional English Support Centre (RESC) network.

This report presents the findings of an impact evaluation of the TEE programme which ran from November 2017 to April 2019 providing English language training and advanced teaching skills to 856 English teacher trainees, while 157 in-service English teachers and 476 teachers of English medium Science & Maths, Sinhala and Tamil and Primary received shorter courses of training. Within this period, TEE trainers worked with two college intakes – the 2016 batch of trainees who entered the college in 2017 and the 2017 batch of trainees who entered the college in 2018. This evaluation measures impact on English teacher trainees only from both the 2016 and 2017 batches with research undertaken at Mahaweli, Peradeniya and Pasdunrata colleges.

The TEE project was designed to achieve these broad objectives:

Teachers will:

1. be more confident in using English in the English language classroom
2. create more opportunities for the students to interact in English with each other in the classroom within the existing curriculum
3. use a more learner-centered and activity-based methodology in the classroom
4. have a clearer understanding of the teaching and learning process
5. improve their English language level

Sources of Information

The primary source of information were:

1. A survey conducted with 708 teacher trainees from the four English NCoEs (Table 1) conducted by TEE trainers

⁷ Council for Business with Britain

2. Focus Group Discussions (FGD) conducted with 2017 Batch teacher trainees - 12 trainees at Pasdunrata NCoE, 10 trainees at Peradeniya NCoE and 8 trainees at Mahaweli NCoE
3. Interviews with 7 lecturers at Pasdunrata NCoE, 8 lecturers at Peradeniya NCoE and 8 lecturers at Mahaweli NCoE (names provided in Appendix A)
4. Consultations with Ms. Helen Crawley, Team Leader TEE project and Dr Lesley Dick, Manager ELT Projects, British Council
5. Pre and post tests of English language ability using the Oxford Placement Test (OPT). Again, this was implemented by TEE trainers.

The research also drew on the findings of 76 lesson observations conducted by TEE trainers.

Table 1: Survey respondents

	2016	2017
Jaffna	40	29
Mahaweli	109	103
Peradeniya	49	119
Pasdunrata	92	167
	290	418

The Evaluation Model

The Kirkpatrick Four-Level Training Evaluation Model was used to conduct the evaluation. This model stipulates that any assessment of the effectiveness of a training programme should look at:

- Level 1: Trainee 'Reaction' (how valuable trainees felt the training was to them);
- Level 2: 'Learning' demonstrated by trainees;
- Level 3: 'Behaviour' (how well the trainees apply what they have learned); and
- Level 4: 'Results' (the impact on the organization/system of changes in behavior)

Since it's original publication in 1959, the Model has been updated several times – most recently in 2016 as the 'New World Kirkpatrick Model'. The New World model suggests that 'Learning' should encompass measures of what trainees 'think they'll be able to do differently as a result, how confident they are that they can do it, and how motivated they are to make changes..... This demonstrates how training has developed their skills, attitudes and knowledge, as well as their confidence and commitment' (Mindtools, online)⁸. The New World model also stresses the need to develop 'processes that encourage, reinforce and reward positive changes in behaviour' (Mindtools, online)⁹.

For the purposes of this evaluation, changes in Behaviour (Level 3) were assessed based on TEE trainer observations of lessons conducted by trainees during the teaching practice (TP) block and comments made by lecturers and trainees in relation to behaviour exhibited during

⁸ <https://www.mindtools.com/pages/article/kirkpatrick.htm>

⁹ Ibid.

teaching practice. The validity of these measures are compromised by the fact that lecturers and TEE trainers were assessing classes based on evidence of activity-based and learner-centered behaviour. A more realistic assessment of change in behaviour would be observation of lessons after trainee graduation. Failure to do this must be noted as a limitation of the evaluation.

This evaluation also makes no attempt to assess 'Results' since this would require an evaluation of the system taking into account the many parallel interventions being made and would need to be timed after all trainees have passed out from their colleges and taken up teaching posts.

This report looks at the impact of the TEE project on English language ability and Teaching skills in separate sections drawing conclusions and making recommendations for each separately. In each case, quantitative results (survey responses and OPT results) are analysed initially with qualitative results (FGD and interview responses and lesson observations) subsequently drawn upon to help interpret the data. Since there were statistically significant difference in the survey responses of the 2016 and 2017 batch of trainees, responses have not been pooled but have been analysed separately.

ENGLISH LANGUAGE SKILLS – The 2016 Batch

Asked to compare their confidence in their English language ability at the end of the course to that at the beginning of the course most trainees from the 2016 batch agreed that there had been an improvement although only a moderate improvement in the case of Mahaweli NCoE trainees. Jaffna NCoE trainees were divided on whether they had experienced a moderate or substantial improvement. 84% of Peradeniya NCoE trainees felt that their confidence in their English language abilities was ‘a lot higher’ as the result of TEE while 63% of Pasdunrata NCoE trainees felt the same way. Nobody felt that their skill level had decreased.

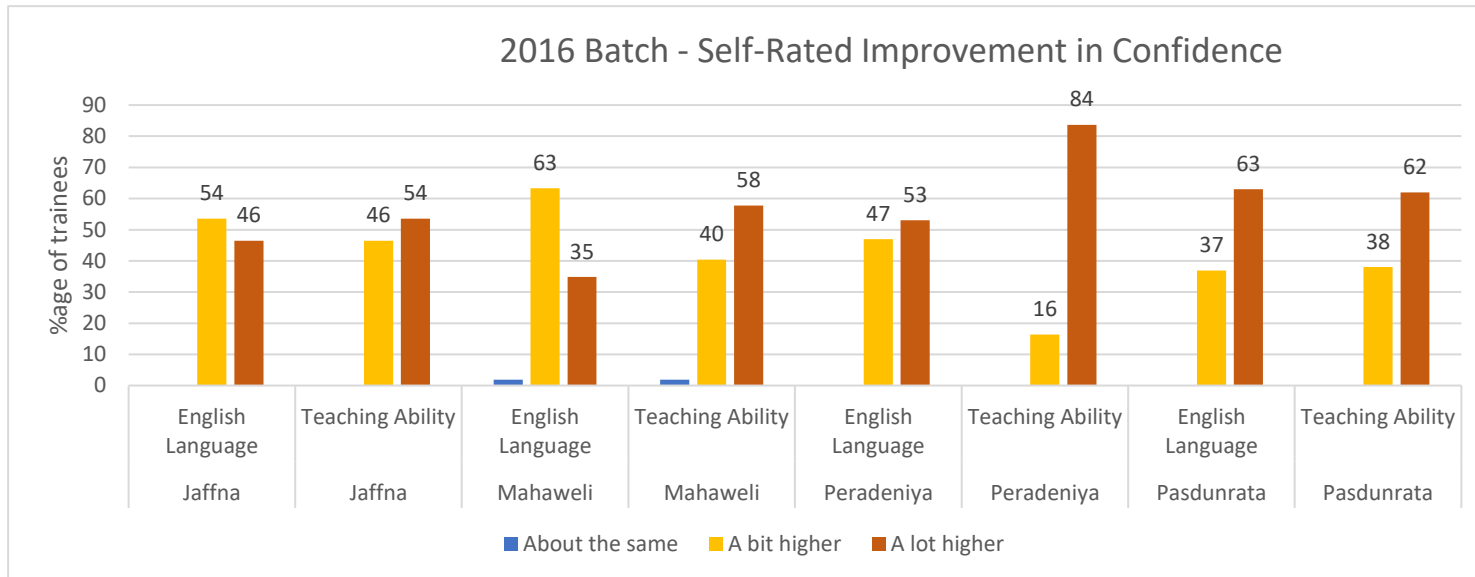


Figure 1: Self-rating of improvement in English Language and Teaching Ability across colleges (2016 batch)

Survey respondents were then asked to break this response down by rating their level of improvement on reading, writing, speaking, listening, grammar and vocabulary.

Overview

The predominant trend was for a perceived improvement from Fair to Good. With reading and writing skills there were also substantial numbers of trainees who said that they improved from Good to Excellent although there were also a high proportion who said that their entry level of skill

in these areas was Good and remained Good after participating in TEE. 20% of trainees also reported that their classroom language and speaking skills improved from Good to Excellent.

Self-reported skill level at entry was mainly Fair with a substantial proportion rating themselves as Good. The exception to this occurred with reading skills where more trainees considered their level to be Good at entry and writing skills where the balance between Fair and Good was even.

Table 2: Chi Square tests for association between College attended and English Language Skills

SKILL	STATISTICAL ANALYSIS
Reading skills	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Reading skills ($\chi^2(6) \geq 20.925$, $p=0.002$). A post-hoc analysis removing Jaffna NCoE responses from the data reduced the p value to 0.053 indicating no association between the remaining three NCoEs and self-reported improvement in Reading skills ($\chi^2(4) \geq 9.338$, $p=0.053$) particularly if a Bonferroni correction is used setting the required level of significance to 0.025.
Writing skills	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in writing skills ($\chi^2(6) \geq 26.501$, $p=0.000$). A post-hoc analysis removing Mahaweli NCoE responses from the data reduced the p value to 0.191 indicating no association between the remaining three NCoEs and self-reported improvement in writing skills ($\chi^2(4) \geq 6.114$, $p=0.191$) even without using a Bonferroni correction.
Listening skills	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Listening skills ($\chi^2(6) \geq 12.785$, $p=0.047$) for 2016 batch trainees. A post-hoc analysis removing Jaffna NCoE responses from the data reduced the p value to 0.351 indicating no association between the remaining three NCoEs and self-reported improvement in Listening skills ($\chi^2(4) \geq 4.428$, $p=0.351$) even without using a Bonferroni correction.
Speaking skills	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Speaking skills ($\chi^2(6) \geq 14.744$, $p=0.022$). A post-hoc analysis removing Mahaweli NCoE responses from the data reduced the p value to 0.549 indicating no association between the remaining three NCoEs

	and self-reported improvement in Speaking skills ($\chi^2(4) \geq 3.054$, $p=0.549$) even without using a Bonferroni correction.
Grammar & Vocabulary	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Grammar & Vocabulary skills ($\chi^2(6) \geq 32.203$, $p=0.000$). A post-hoc analysis removing Mahaweli NCoE responses from the data increased the p value to 0.008 ($\chi^2(4) \geq 13.891$, $p=0.008$). The additional removal of Jaffna NCoE responses from the data increased the p value to 0.049 which is not significant after using a Bonferroni correction ($\chi^2(2) \geq 6.043$, $p=0.049$).
Classroom Language	Initial Chi Square analysis an association was found between NCoE and self-reported improvement in Classroom Language skills ($\chi^2(6) \geq 17.519$, $p=0.008$). A post-hoc analysis removing Mahaweli NCoE responses from the data reduced the p value to 0.562 indicating no association between the remaining three NCoEs and self-reported improvement in Classroom Language skills ($\chi^2(4) \geq 2.978$, $p=0.562$) even without using a Bonferroni correction.

Trainee Perceived Improvement by Type of Skill

Table 3 below provides detail of the patterns of self-perceived improvement in English Language skills across all NCoEs. All figures given are a percentage of total respondents for the college. Raw figures are provided in Appendix B.

It is clear that 2016 batch trainees at Mahaweli NCoE had a far less positive experience of the programme than trainees at the other participating colleges. They were far more likely to report that their skills level at entry was Good and remained Good after participating in TEE. By contrast, trainees at Jaffna NCoE consistently reported a higher level of improvement than other 2016 batch trainees.

Mahaweli NCoE trainees were much more likely to present their entry level skills as Poor especially for speaking; grammar and vocabulary; and classroom language.

In contrast to this, Jaffna NCoE trainees were much more likely to feel that their skill level had improved from Good to Excellent particularly in terms of reading and listening skills but, to a lesser extent, also for grammar and vocabulary.

Table 3: Self-perception of English Language improvements by type of skill (2016 batch)

SKILLS	PATTERN OF DEVELOPMENT	Figures showing response as percentage of total (related Tables included in Appendix B)																																	
<p style="text-align: center;">Reading skills</p>	<p>The predominant pattern here was for an improvement from Fair reading skills to Good with another peak reflecting trainees who felt that their reading skills improved from Good to Excellent. However, Jaffna NCoE trainees were far more likely to feel that their reading skills improved from Good to Excellent (50% of respondents compared to 27% of respondents from other colleges). Jaffna NCoE trainees were also much less likely to feel that they commenced TEE training with Good skills and exited the programme with Good skills (only 7% compared to 35% in other colleges). These differences were statistically significant. There was little difference in perceived skill on entry with most trainees feeling that their skill levels on entry were either Fair or Good.</p>	<p style="text-align: center;">2016 Batch - Improvement in Reading Skills</p> <p>The graph displays the percentage of respondents for different skill improvement patterns. The Y-axis represents the percentage (0-60). The X-axis lists improvement patterns: Poor to Poor, Poor to Fair, Poor to Good, Poor to Excellent, Fair to Fair, Fair to Good, Fair to Excellent, Good to Good, Good to Excellent, and Excellent to Excellent. Two lines are shown: a blue line for 'Other NCoEs' and an orange line for 'JAFFNA'.</p> <table border="1"> <caption>Data extracted from the line graph</caption> <thead> <tr> <th>Improvement Pattern</th> <th>Other NCoEs (%)</th> <th>JAFFNA (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Good</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Excellent</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Fair</td> <td>2</td> <td>3</td> </tr> <tr> <td>Fair to Good</td> <td>30</td> <td>32</td> </tr> <tr> <td>Fair to Excellent</td> <td>8</td> <td>7</td> </tr> <tr> <td>Good to Good</td> <td>35</td> <td>7</td> </tr> <tr> <td>Good to Excellent</td> <td>27</td> <td>50</td> </tr> <tr> <td>Excellent to Excellent</td> <td>5</td> <td>0</td> </tr> </tbody> </table>	Improvement Pattern	Other NCoEs (%)	JAFFNA (%)	Poor to Poor	0	0	Poor to Fair	0	0	Poor to Good	0	0	Poor to Excellent	0	0	Fair to Fair	2	3	Fair to Good	30	32	Fair to Excellent	8	7	Good to Good	35	7	Good to Excellent	27	50	Excellent to Excellent	5	0
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Writing skills	<p>The statistically significant association found here between NCoE attended and perceived improvement in writing skills derives from a less positive perception of skill development by Mahaweli NCoE trainees. Mahaweli NCoE trainees were twice as likely as trainees in other colleges to feel that their skill levels remained static at Good (47% compared to 24% at other colleges) and half as likely to feel that they improved from Good to Excellent (12% compared to 27% at other colleges). The predominant pattern of improvement was from Fair to Good, Good to Good and Good to Excellent. There was no significant difference in skill level at entry.</p>	<p style="text-align: center;">2016 Batch - Writing Skills</p> <table border="1"> <caption>Data for 2016 Batch - Writing Skills</caption> <thead> <tr> <th>Pattern of Development</th> <th>Other NCoEs (%)</th> <th>MAHAWELI (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>1</td> <td>2</td> </tr> <tr> <td>Poor to Good</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Excellent</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Fair</td> <td>1</td> <td>2</td> </tr> <tr> <td>Fair to Good</td> <td>47</td> <td>32</td> </tr> <tr> <td>Fair to Excellent</td> <td>0</td> <td>0</td> </tr> <tr> <td>Good to Good</td> <td>24</td> <td>47</td> </tr> <tr> <td>Good to Excellent</td> <td>27</td> <td>12</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Pattern of Development	Other NCoEs (%)	MAHAWELI (%)	Poor to Poor	0	0	Poor to Fair	1	2	Poor to Good	0	0	Poor to Excellent	0	0	Fair to Fair	1	2	Fair to Good	47	32	Fair to Excellent	0	0	Good to Good	24	47	Good to Excellent	27	12	Excellent to Excellent	0	0
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Listening skills	<p>The statistically significant association between NCoE attended and improvement in Listening skills derives from the more positive perceptions of Jaffna NCoE trainees about their level of improvement over the course of the program. Jaffna NCoE trainees were more than twice as likely to say that their skill level improved from Good to Excellent (36% of Jaffna NCoE trainees compared to 15% of trainees from the other colleges). They were also less likely to consider that they improved from Fair to Good over the course of the programme and more likely to consider that the improvement was from Fair to Excellent. The fact that almost twice as many Jaffna NCoE trainees considered their skill level on entry to be Good no doubt contributed to this difference.</p>	<p style="text-align: center;">2016 Batch - Listening Skills</p> <table border="1"> <caption>2016 Batch - Listening Skills Data</caption> <thead> <tr> <th>Improvement Category</th> <th>Other NCoEs (%)</th> <th>JAFFNA (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>2</td> <td>0</td> </tr> <tr> <td>Poor to Good</td> <td>5</td> <td>0</td> </tr> <tr> <td>Poor to Excellent</td> <td>0</td> <td>5</td> </tr> <tr> <td>Fair to Fair</td> <td>2</td> <td>5</td> </tr> <tr> <td>Fair to Good</td> <td>62</td> <td>42</td> </tr> <tr> <td>Fair to Excellent</td> <td>3</td> <td>8</td> </tr> <tr> <td>Good to Good</td> <td>8</td> <td>8</td> </tr> <tr> <td>Good to Excellent</td> <td>15</td> <td>36</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Other NCoEs (%)	JAFFNA (%)	Poor to Poor	0	0	Poor to Fair	2	0	Poor to Good	5	0	Poor to Excellent	0	5	Fair to Fair	2	5	Fair to Good	62	42	Fair to Excellent	3	8	Good to Good	8	8	Good to Excellent	15	36	Excellent to Excellent	0	0
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Speaking skills	<p>The statistically significant association between NCoE attended and improvement in Speaking skills derives from the tendency of Mahaweli NCoE trainees who rated their skills level at entry as Good to consider that their skill level remained at Good for the duration of the programme. 21% of Mahaweli NCoE trainees said this compared to only 12% of trainees at the other colleges. Similarly, the proportion of Mahaweli trainees who considered that their speaking skill improved from Good to Excellent was less than half that of trainees at other colleges (7% compared to 20%). Skill level at entry was roughly similar across colleges.</p>	<p style="text-align: center;">2016 Batch - Speaking Skills</p> <table border="1"> <caption>2016 Batch - Speaking Skills Data</caption> <thead> <tr> <th>Improvement Category</th> <th>Other NCoEs (%)</th> <th>MAHAWELI (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>2</td> <td>2</td> </tr> <tr> <td>Poor to Good</td> <td>5</td> <td>5</td> </tr> <tr> <td>Poor to Excellent</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Fair</td> <td>2</td> <td>5</td> </tr> <tr> <td>Fair to Good</td> <td>55</td> <td>58</td> </tr> <tr> <td>Fair to Excellent</td> <td>0</td> <td>0</td> </tr> <tr> <td>Good to Good</td> <td>12</td> <td>21</td> </tr> <tr> <td>Good to Excellent</td> <td>20</td> <td>7</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Other NCoEs (%)	MAHAWELI (%)	Poor to Poor	0	0	Poor to Fair	2	2	Poor to Good	5	5	Poor to Excellent	0	0	Fair to Fair	2	5	Fair to Good	55	58	Fair to Excellent	0	0	Good to Good	12	21	Good to Excellent	20	7	Excellent to Excellent	0	0
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Grammar & Vocabulary	<p>The predominant pattern of improvement in this area was from Fair to Good. However, trainees at Mahaweli NCoE were more than twice as likely as trainees at other colleges to consider that their skills in grammar and vocabulary had not improved. For instance, 40% of Mahaweli NCoE trainees considered that their level was Good at entry and remained Good following the programme compared to 18% of trainees from other colleges. Trainees from Jaffna on the other hand were almost three times as likely to consider that their skill levels improved from Good to Excellent (32% compared to 12% of trainees at other colleges). These differences were significant.</p>	<p style="text-align: center;">2016 Batch - Grammar & Vocabulary</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Pattern</th> <th>Other NCoEs (%)</th> <th>JAFFNA (%)</th> <th>MAHAWELI (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Poor to Good</td> <td>2</td> <td>3</td> <td>2</td> </tr> <tr> <td>Poor to Excellent</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Fair</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Fair to Good</td> <td>58</td> <td>45</td> <td>38</td> </tr> <tr> <td>Fair to Excellent</td> <td>8</td> <td>5</td> <td>2</td> </tr> <tr> <td>Good to Good</td> <td>18</td> <td>10</td> <td>40</td> </tr> <tr> <td>Good to Excellent</td> <td>12</td> <td>32</td> <td>8</td> </tr> <tr> <td>Excellent to Excellent</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	Improvement Pattern	Other NCoEs (%)	JAFFNA (%)	MAHAWELI (%)	Poor to Poor	0	0	0	Poor to Fair	2	2	2	Poor to Good	2	3	2	Poor to Excellent	0	0	0	Fair to Fair	2	2	2	Fair to Good	58	45	38	Fair to Excellent	8	5	2	Good to Good	18	10	40	Good to Excellent	12	32	8	Excellent to Excellent	2	2	2
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Classroom language	<p>The pattern of improvement for Classroom Language (the ability to use English appropriate for students at any particular level) was mainly from Fair to Good but also, to a lesser extent, from Good to Excellent. However, trainees at Mahaweli NCoE were far less likely to consider that their skills in this area improved from Good to Excellent (7% compared to 21% of trainees at other colleges). Differences were statistically significant.</p>	<p style="text-align: center;">2016 Batch - Classroom Language</p> <table border="1"> <caption>2016 Batch - Classroom Language Improvement Data</caption> <thead> <tr> <th>Improvement Category</th> <th>Other NCoEs (%)</th> <th>MAHAWELI (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>1</td> <td>4</td> </tr> <tr> <td>Poor to Good</td> <td>8</td> <td>11</td> </tr> <tr> <td>Poor to Excellent</td> <td>2</td> <td>1</td> </tr> <tr> <td>Fair to Fair</td> <td>1</td> <td>4</td> </tr> <tr> <td>Fair to Good</td> <td>51</td> <td>48</td> </tr> <tr> <td>Fair to Excellent</td> <td>6</td> <td>5</td> </tr> <tr> <td>Good to Good</td> <td>10</td> <td>22</td> </tr> <tr> <td>Good to Excellent</td> <td>21</td> <td>7</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Other NCoEs (%)	MAHAWELI (%)	Poor to Poor	0	0	Poor to Fair	1	4	Poor to Good	8	11	Poor to Excellent	2	1	Fair to Fair	1	4	Fair to Good	51	48	Fair to Excellent	6	5	Good to Good	10	22	Good to Excellent	21	7	Excellent to Excellent	0	0
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Oxford Placement Test

All trainees participating in TEE were tested at the start and end of the programme using the Oxford Placement Test. This test examines grammar, vocabulary and comprehension skills and provides a rating against the Common European Framework of Reference for Language (CEFR) (Appendix C). Given the findings above, it would have been expected that Jaffna NCoE trainees would have done comparatively better on the post-test and Mahaweli NCoE trainees would have been less likely to show improvement.

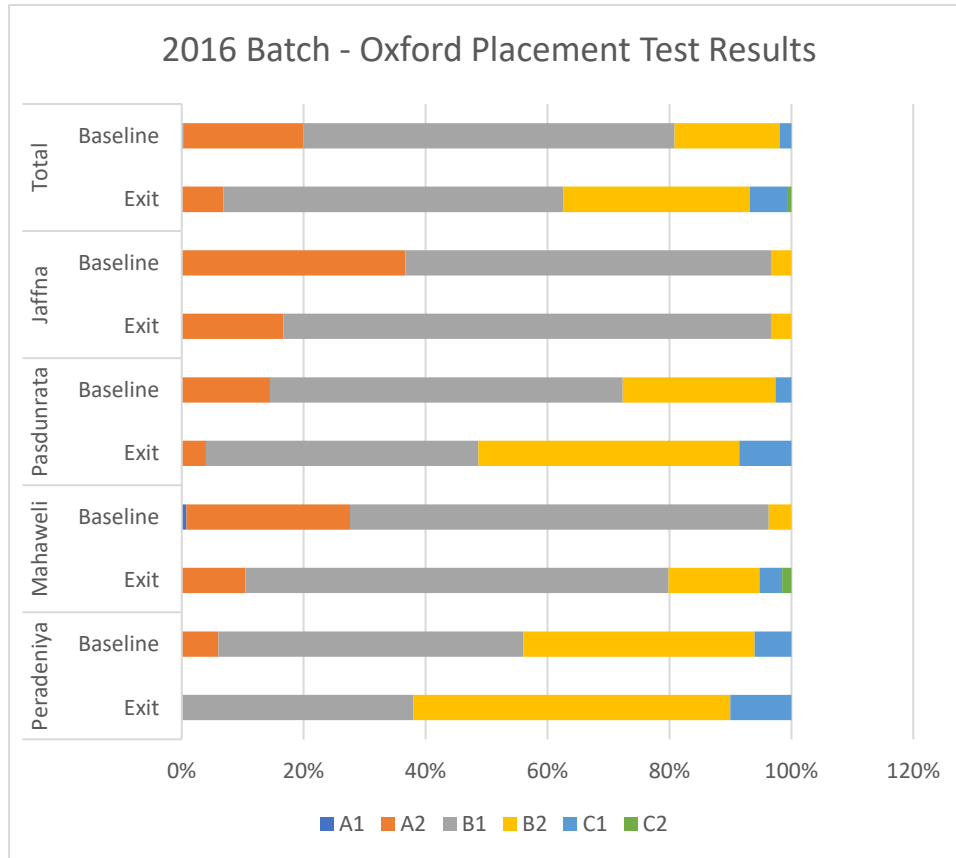


Figure 2: Performance on OPT (2016 Batch)

However, a lower proportion of Jaffna NCoE trainees experienced a CEFR increase than trainees at any other college. Even taking into account a score increase that did not result in an improvement in CEFR level, Jaffna NCoE trainees showed the least improvement (Table 4).

Mahaweli NCoE trainees, on the other hand, were almost twice as likely as trainees at Jaffna NCoE to experience an increase in CEFR level (Table 4).

Pasdunrata NCoE trainees were the most likely to demonstrate an increase in CEFR level (44% of trainees) (Table 4).

Table 4 : OPT Results - percentages (2016 Batch)

Peradeniya		Mahaweli		Pasdunrata		Jaffna		Total	Total %	
15	30%	52	39%	66	44%	6	20%	139	38%	CEFR increase
19	38%	74	55%	45	30%	14	47%	152	42%	CEFR same - score increase

Level at Programme Exit

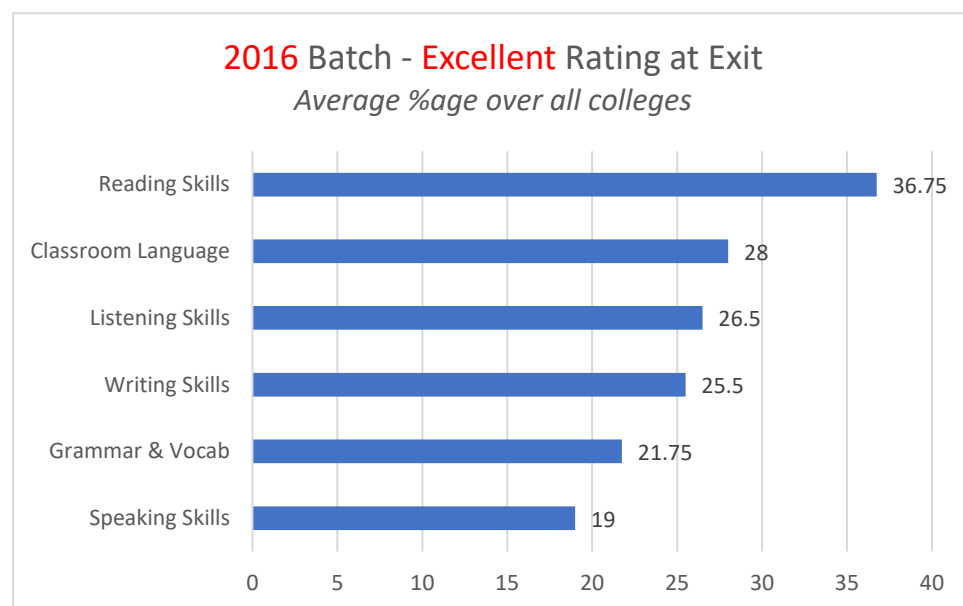


Figure 3: Average self-rating of Excellent across all colleges (2016 batch)

If a self-rating of Excellent is taken as a proxy indicator of confidence, the findings from 2016 Batch trainees are not encouraging but also not surprising given that self-ratings of skill level on entry to the programme were mainly Good for Reading and Writing (for around 60% of trainees) and only Fair for other skills (also for around 60% of trainees). Less than a quarter of trainees across all colleges rated themselves as Excellent on Speaking; and on Grammar & Vocabulary (Fig. 3). Table 5 breaks this down by college. Jaffna NCoE trainees were the most likely to rate their English language skills as Excellent after completing the TEE programme while Mahaweli NCoE trainees were the least likely to do so.

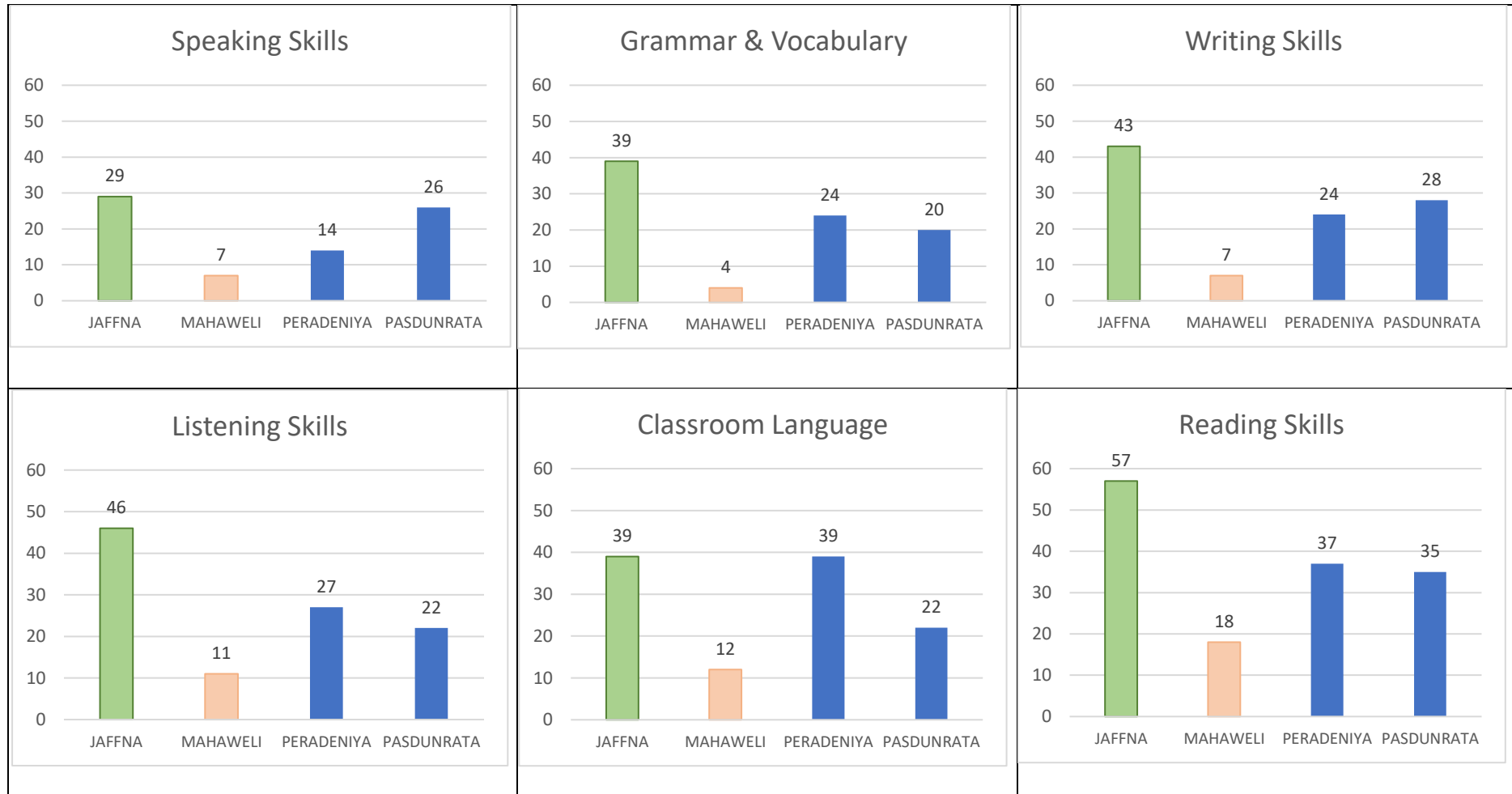


Table 5: Comparison of trainee self-ratings of Excellent across colleges and teaching skills (all figures given are percentages of totals)..

ENGLISH LANGUAGE SKILLS – The 2017 Batch

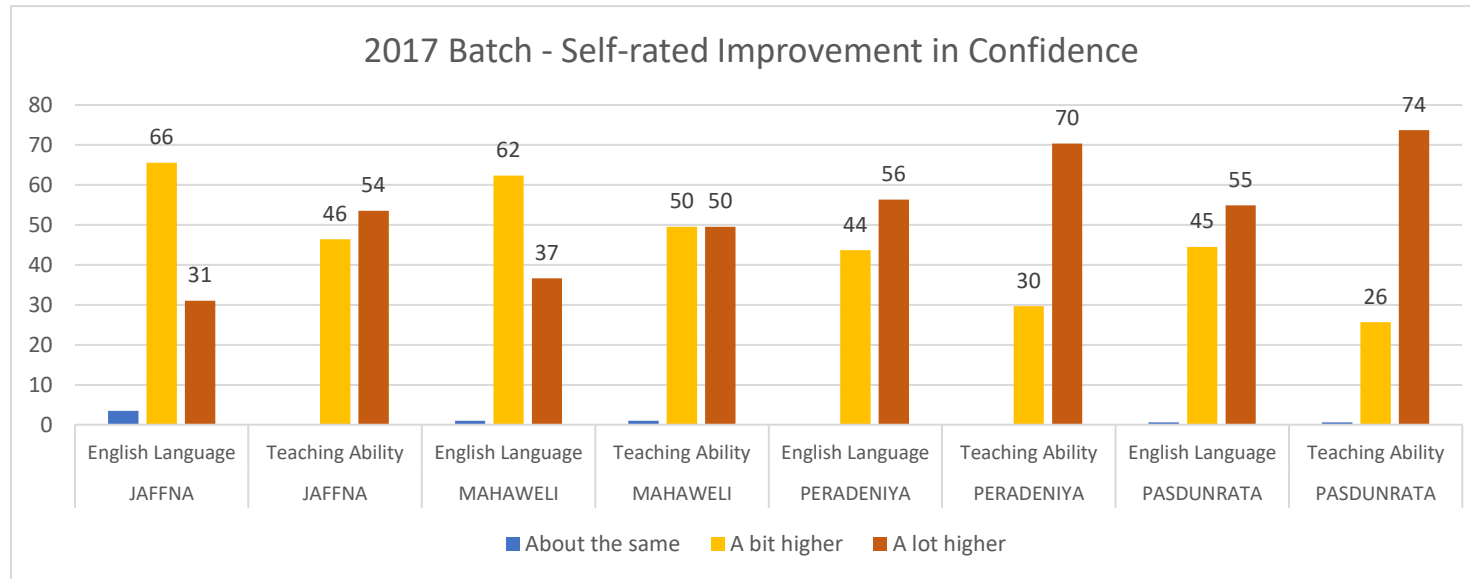


Figure 4: Self-rated improvement in English language and teaching ability over all colleges (2017 batch)

Asked to compare their confidence in their English Language Ability at the end of the course to that at the beginning of the course, trainees from the Peradeniya and Pasdunrata NCoEs were most likely to say that they had experience a substantial improvement while trainees from Jaffna and Mahaweli NCoEs were more likely to say that their level was ‘a bit higher’. This was a much less positive response than their reported increase in confidence level for Teaching Ability (Fig. 4). However, nobody felt that their skill level had decreased.

Survey respondents were then asked to break this response down by rating their level of improvement on reading, writing, speaking, listening, grammar & vocabulary skills and classroom language skills.

Overview

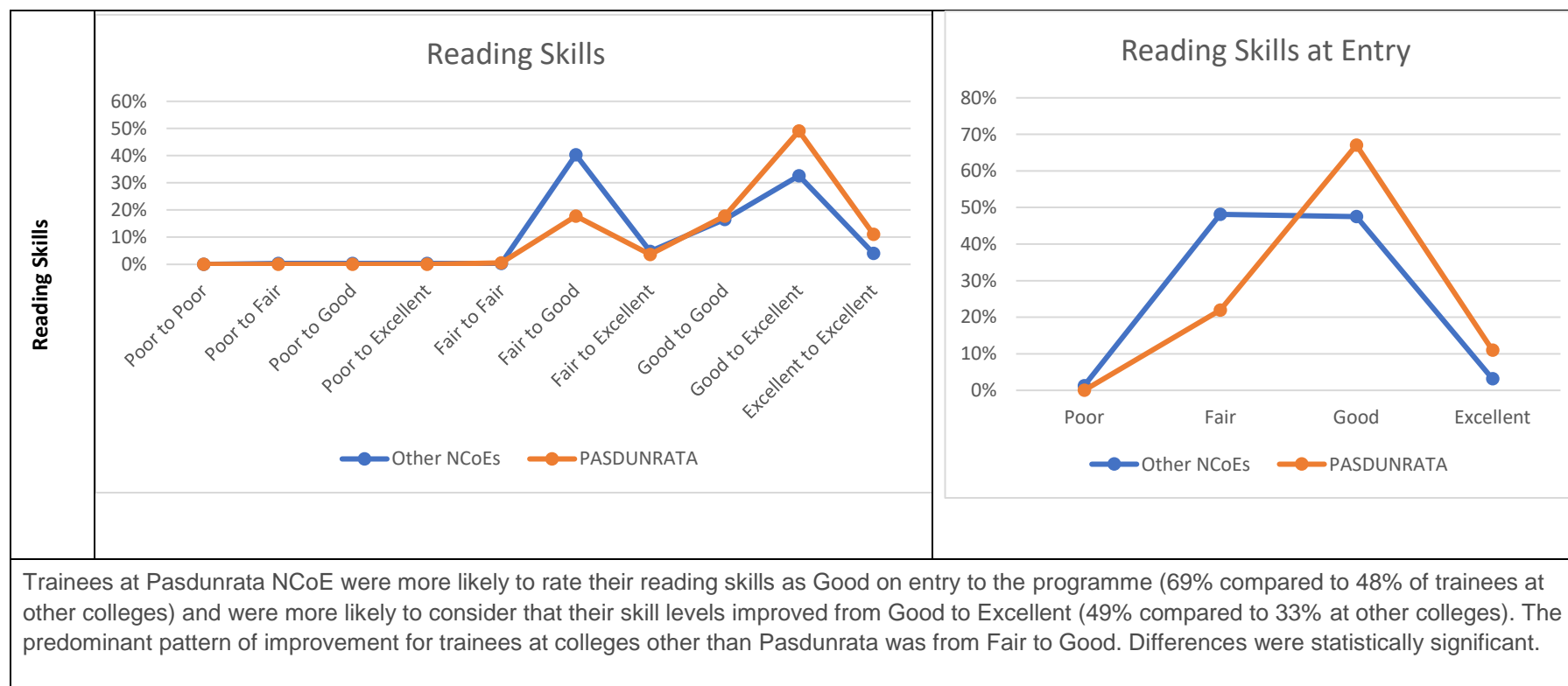
The predominant pattern seen in responses reflected a perceived improvement from Fair to Good. Trainees at Pasdunrata NCoE provided a different pattern of responses for all skills. Although the most evident trend was an improvement from Fair to Good, a substantial proportion of these trainees also claimed that their skill level had improved from Good to Excellent. Although the differences were not statistically significant for speaking skills and classroom language (Table 6), the pattern remained the same.

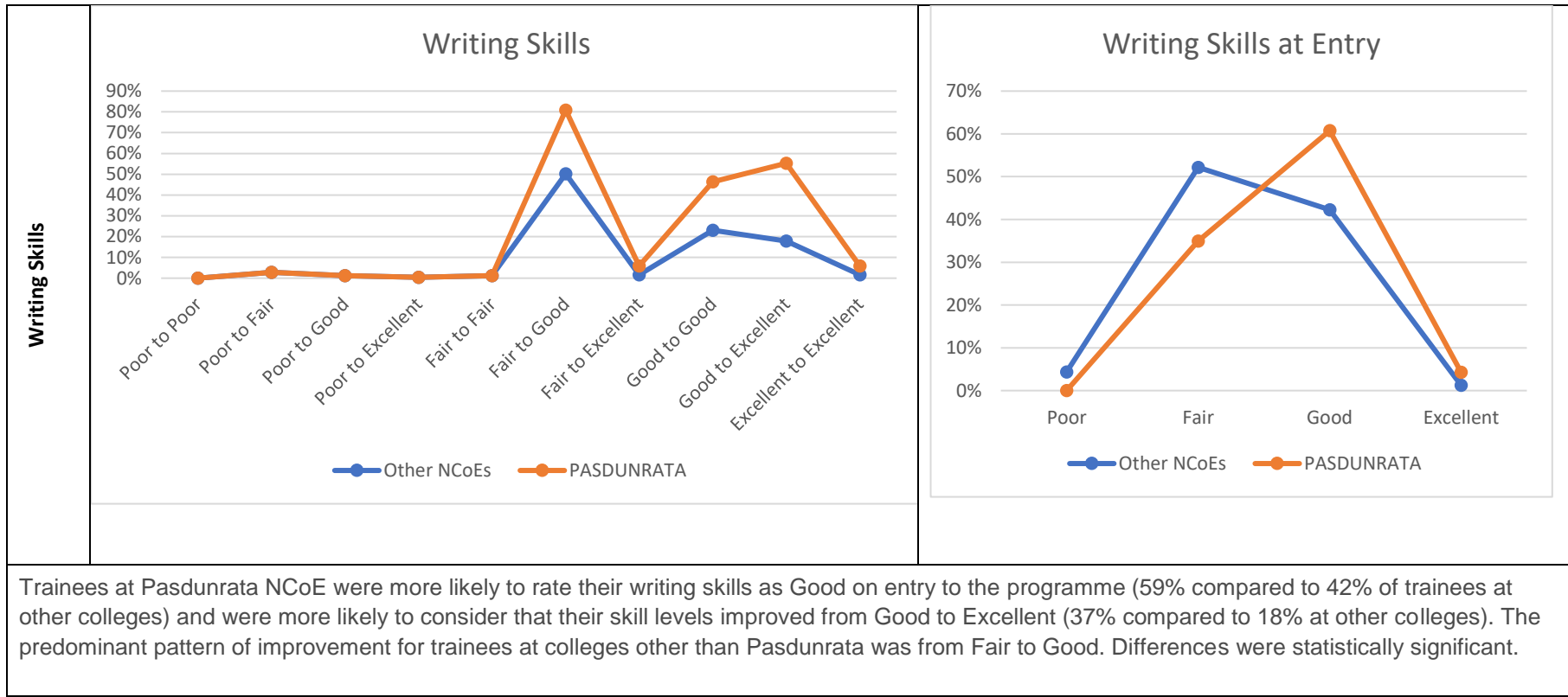
Table 6: Chi Square tests for association between college and teaching skill

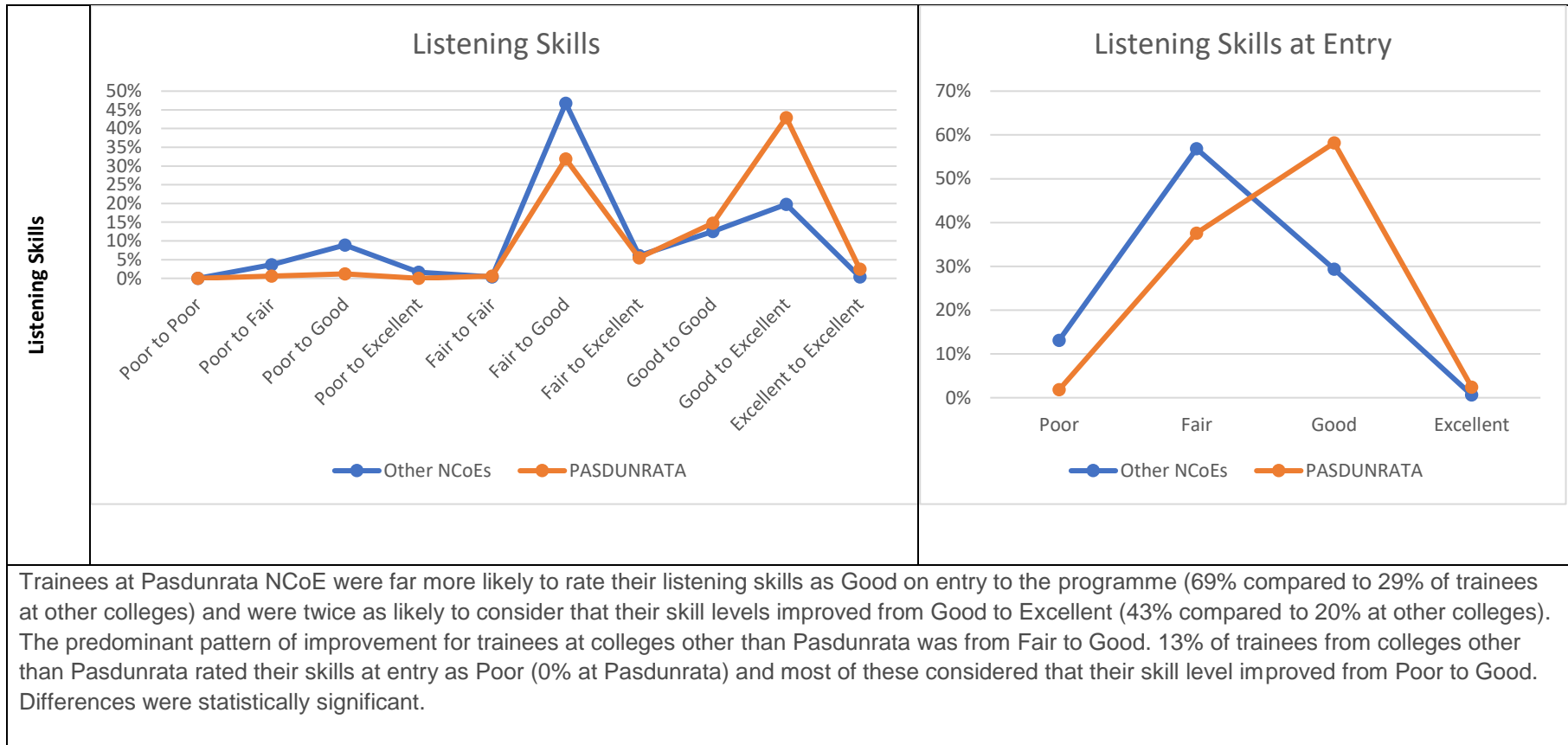
SKILL	STATISTICAL ANALYSIS
Reading	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Reading skills ($\chi^2(6) \geq 32.324$, $p=0.000$). A post-hoc analysis removing Pasdunrata NCoE responses from the data reduced the p value to 0.065 indicating no association between the remaining three NCoEs and self-reported improvement in Reading skills ($\chi^2(4) \geq 8.833$, $p=0.065$) even without using a Bonferroni correction.
Writing	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Writing skills ($\chi^2(6) \geq 25.810$, $p=0.000$). A post-hoc analysis removing Pasdunrata NCoE responses from the data reduced the p value to 0.594 indicating no association between the remaining three NCoEs and self-reported improvement in Writing skills ($\chi^2(4) \geq 2.788$, $p=0.594$) even without using a Bonferroni correction
Listening	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Listening skills ($\chi^2(6) \geq 25.169$, $p=0.000$). A post-hoc analysis removing Pasdunrata NCoE responses from the data reduced the p value to 0.466 indicating no association between the remaining three NCoEs and self-reported improvement in Listening skills ($\chi^2(4) \geq 3.581$, $p=0.466$) even without using a Bonferroni correction.
Speaking	Using Chi Square analysis, no association was found between NCoE and self-reported improvement in Speaking skills ($\chi^2(6) \geq 4.763$, $p=0.575$).
Grammar & Vocabulary	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Grammar & Vocabulary skills ($\chi^2(6) \geq 22.635$, $p=0.001$). A post-hoc analysis removing Pasdunrata NCoE responses from the data reduced the p value to 0.065 indicating no association between the remaining three

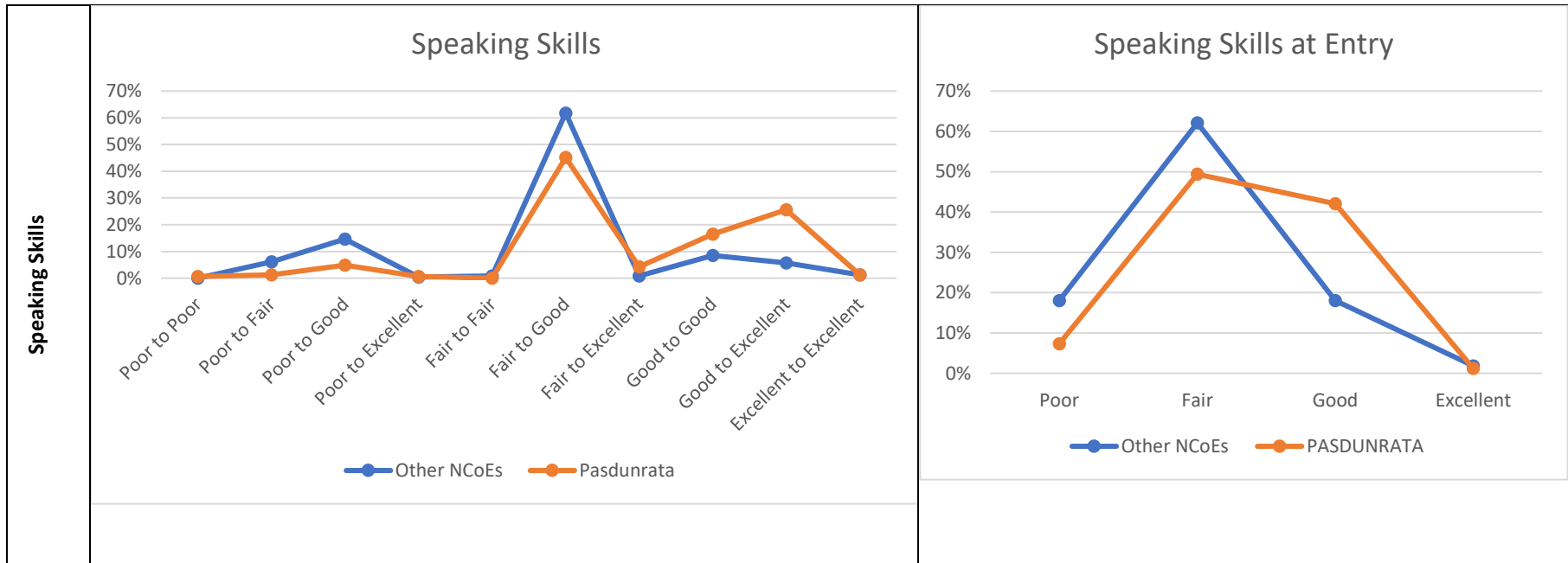
	NCoEs and self-reported improvement in Grammar & Vocabulary skills ($\chi^2(4) \geq 2.590$, $p=0.629$) even without using a Bonferroni correction.
Classroom Language	Using Chi Square analysis, no association was found between NCoE and self-reported improvement in Classroom Language skills ($\chi^2(6) \geq 11.632$, $p=0.071$).

Trainee Perceived Improvement by Type of Skill



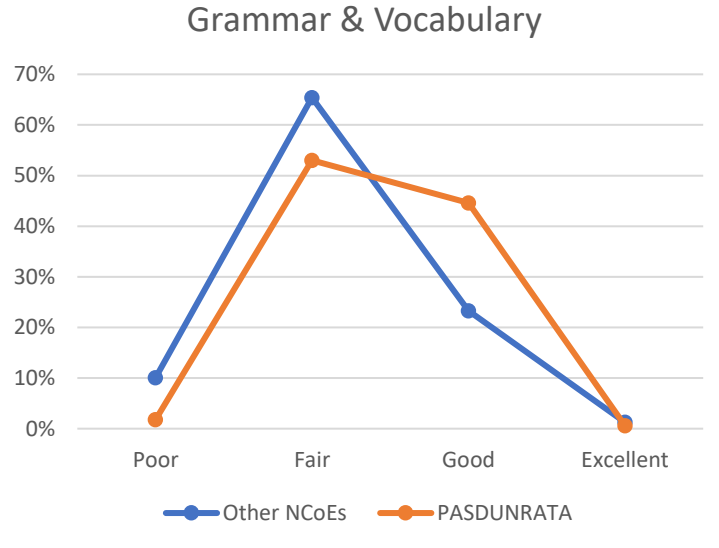
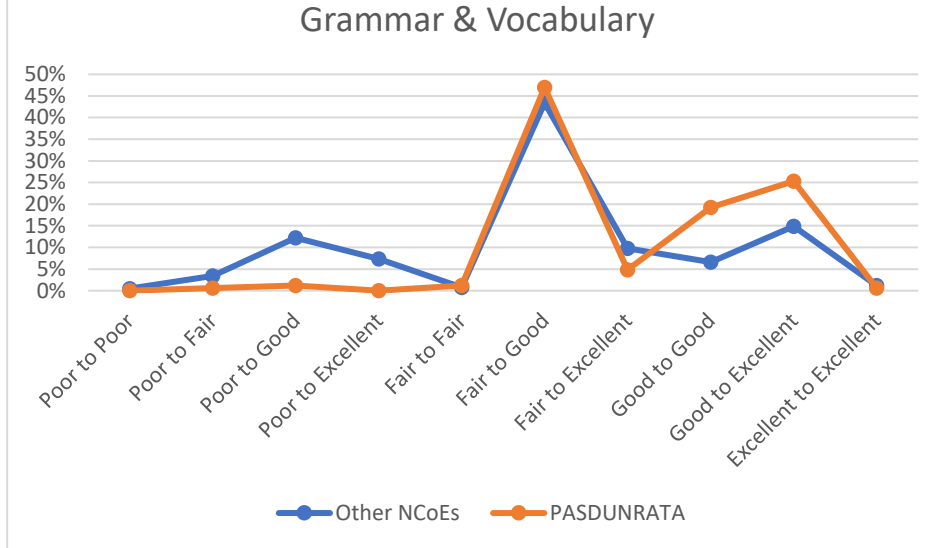




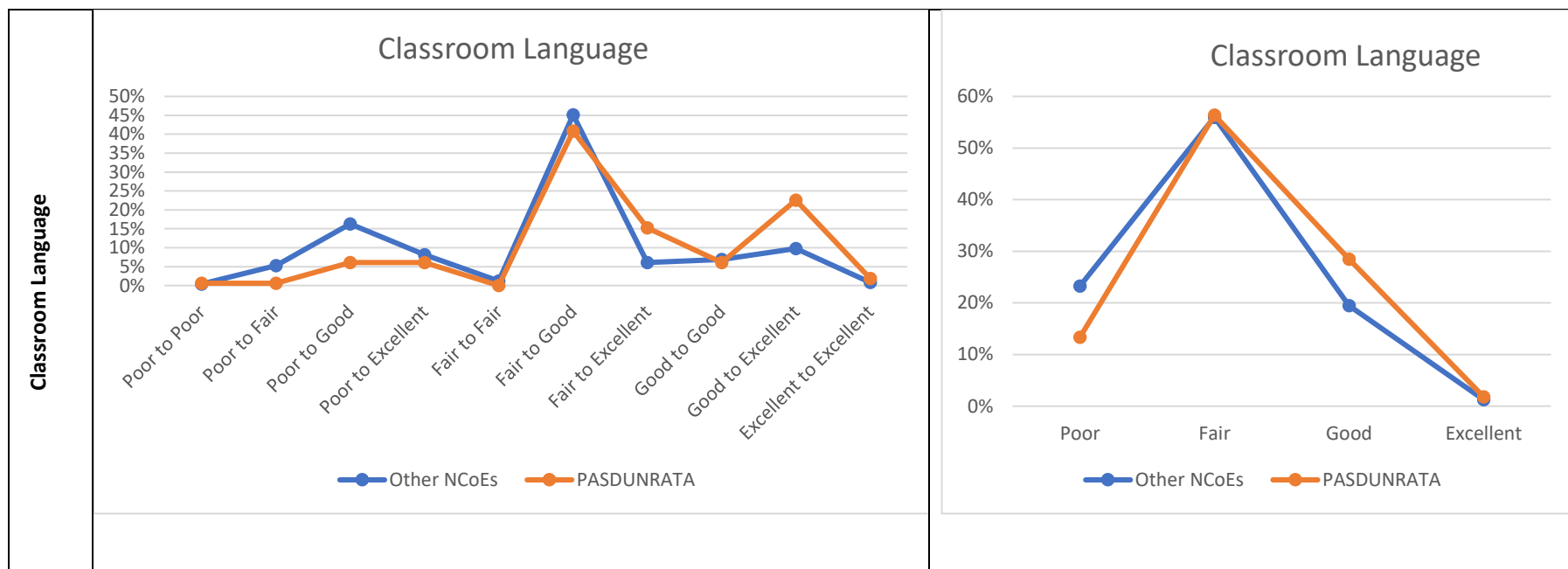


Although differences in the pattern of improvement in speaking skills between colleges were not statistically significant, a similar pattern can be seen with that of other English Language skills. Trainees at Pasdunrata NCoE were far more likely to rate their speaking skills as Good on entry to the programme (52% compared to 18% of trainees at other colleges) and were four times as likely to consider that their skill levels improved from Good to Excellent (26% compared to 6% at other colleges). However, they were also twice as likely to consider that their skills were Good on entry and remained Good on exit from the programme. The predominant pattern of improvement for all trainees was from Fair to Good. 10% of Pasdunrata NCoE trainees and 18% of trainees from colleges other than Pasdunrata rated their skills at entry as Poor. Most of these considered that their skill level improved from Poor to Good.

Grammar & Vocabulary



The predominant pattern for change in Grammar & Vocabulary skills at NCoEs other than Pasdunrata was an improvement from Fair to Good. 25% of Pasdunrata NCoE trainees also considered that their skills improved from Good to Excellent with 19% saying that their skills remained static at Good. Differences were statistically significant.



Although there was no statistically significant association between NCoE attended and trainee improvement in classroom language, the pattern observed is similar to that observed for other English Language skills. There is an overall pattern of improvement from Fair to Good with a lesser but substantial proportion of trainees who felt they improved from Poor to Good. Pasdunrata NCoE trainees on the other hand were most likely to consider that they improved from Fair to Excellent (15%) or Good to Excellent (23%). Pasdunrata NCoE trainees were slightly more likely to consider their skill levels at entry as Good (28% compared to 19%).

Oxford Placement Test

Table 7: Oxford Placement Test percentage change scores for 2017 batch

Peradeniya		Mahaweli		Pasdunrata		Jaffna		Total	Total %	
66	46%	53	40%	123	69%	16	50%	258	53%	CEFR increase
54	37%	59	44%	35	20%	7	22%	155	32%	CEFR same - score increase

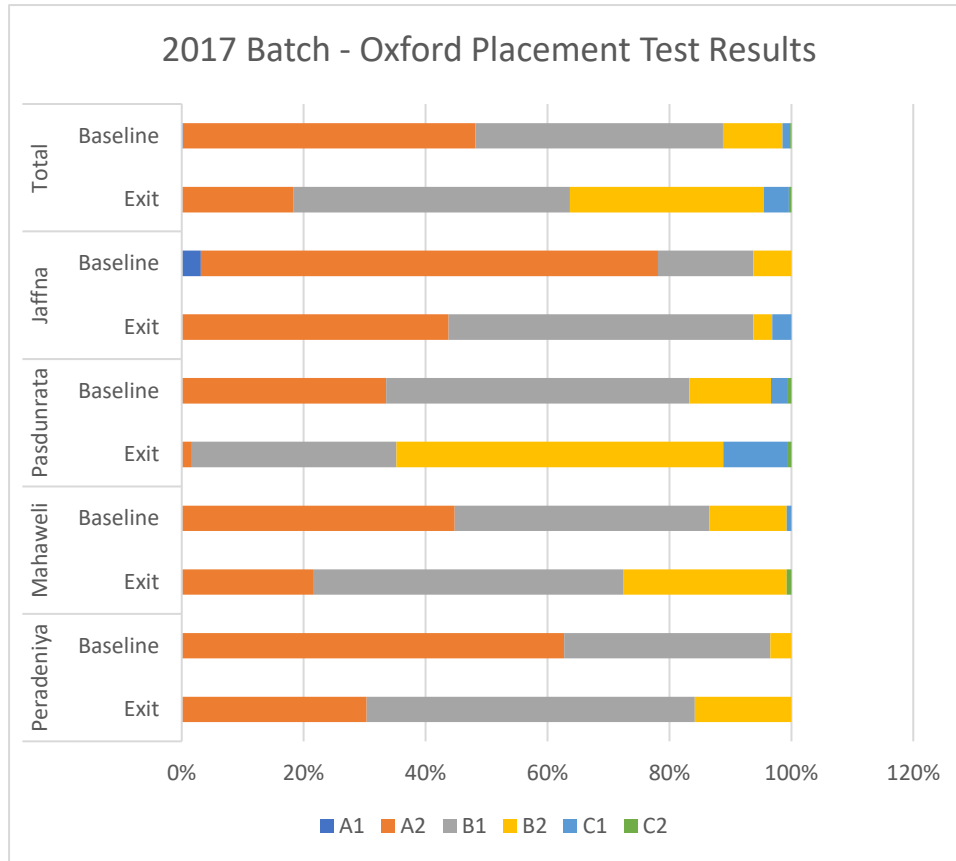


Figure 5: OPT results (2017 Batch)

All trainees participating in TEE were tested at the start and end of the programme using the Oxford Placement Test. This test examines grammar, vocabulary and comprehension skills and provides a rating against the Common European Framework of Reference for Language (CEFR) (Appendix C). The results of the Oxford Placement Test substantiate the survey findings outlined above with Pasdunrata NCoE trainees being more likely than trainees at other colleges to increase their CEFR level and most likely to increase their score even if their CEFR level did not change (Table 7).

Level at Programme Exit

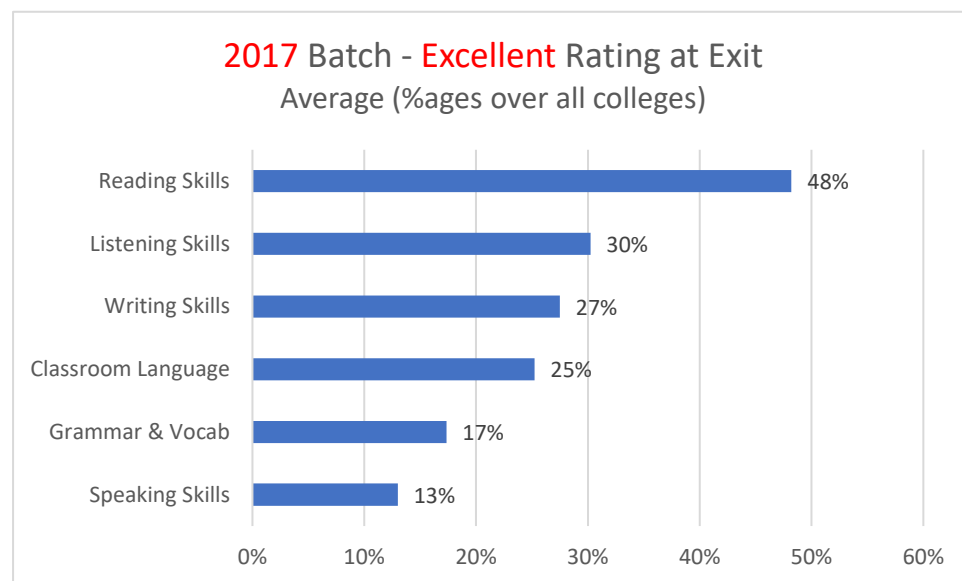


Figure 6: Self rating of Excellent after completion of TEE (2017 batch)

It can be assumed that, if a trainee self-rates as Excellent at the completion of the TEE programme, they have a high level of confidence in their English language ability and are likely to use English in the classroom. On this basis, it is encouraging that after following the TEE programme, trainees moved from a situation where less than 5% rated themselves as Excellent on any English Language skill¹⁰ to the more robust situation shown in Figure 6. However, it is of concern that only 13% of trainees across all NCoEs rated their speaking skills as Excellent on completion of the TEE programme (Fig. 6). Trainees were more confident in their reading and writing skills, but this reflects the emphasis on these skills in English teaching in Sri Lanka whereas the objective of the TEE programme was to build confidence and encourage the use of English in the classroom.

The pattern described previously is also evident in the figures below (Table 8) which show Pasdunrata NCoE trainees expressing much more confidence across all skills and very few of the trainees at Jaffna NCoE rating themselves as Excellent on any skill except reading.

¹⁰ The sole exception to this are Pasdunrata NCoE trainees 11% of whom considered their reading skills to be Excellent on entry to the programme.

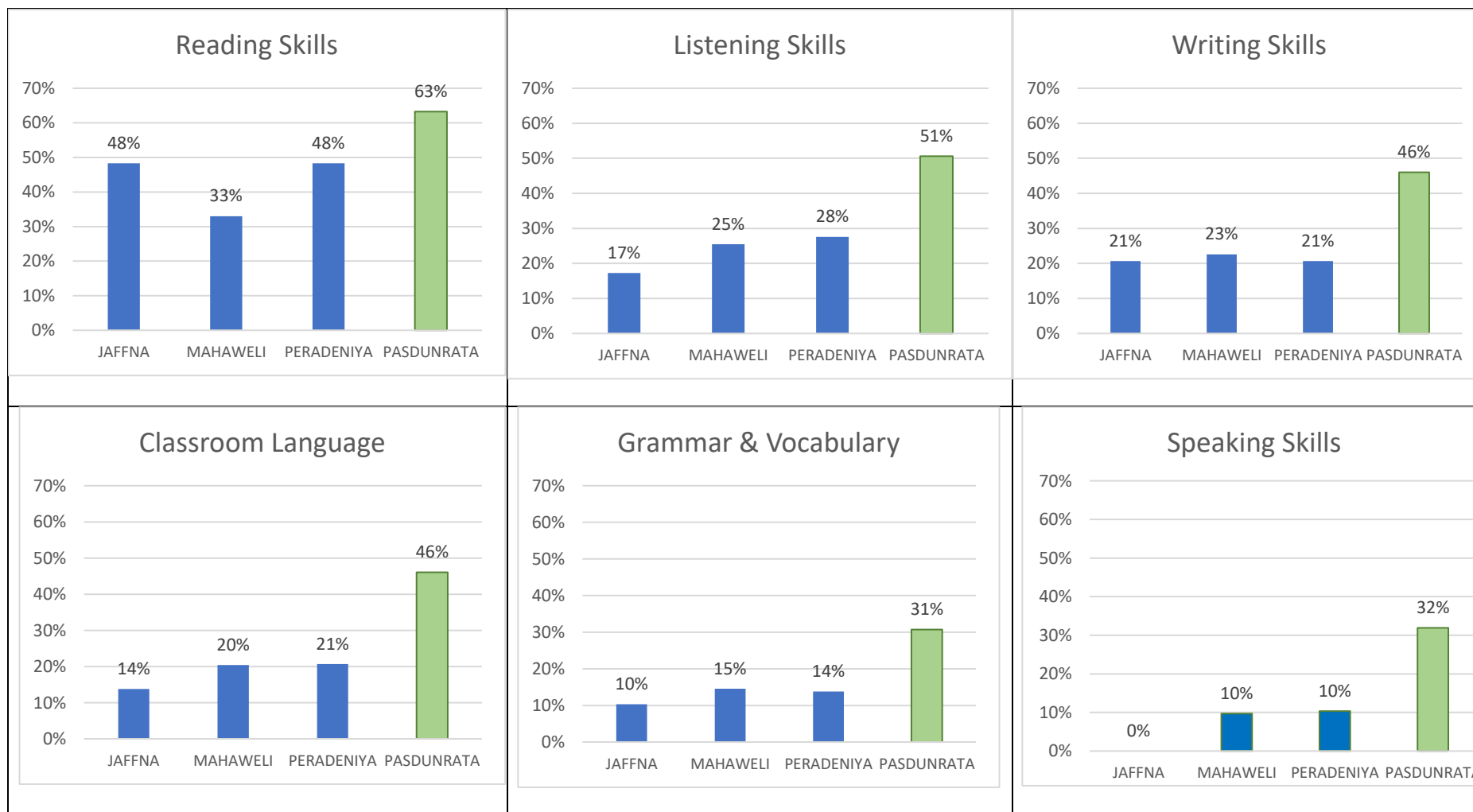


Table 8: Comparative self-rating as Excellent on programme exit across English language skills and across colleges (all figures are percentages of totals) – 2017 batch

Comparison of 2016 and 2017 Batches

There were consistent differences between 2016 and 2017 batches in trainee self-ratings of perceived improvement in English language ability. In the case of Mahaweli NCoE trainees and Pasdunrata NCoE trainees, most of these differences were significant (Table 9 – significant p

values are highlighted). In both cases, 2017 trainees were much more positive in their self-ratings. Although Mahaweli NCoE trainees in the 2017 batch were still most likely to consider that their skill levels improved from Fair to Good, there were substantial numbers who rated themselves as improving from Good to Excellent. The 2017 batch were also far less likely to consider that their skill level stayed static at Good. Similarly, Pasdunrata NCoE trainees in the 2017 batch were most likely to consider that their skill levels improved from Fair to Good (as for the 2016 batch) but the numbers who considered that their skill level rose from Good to Excellent were twice, and in the case of reading, writing and listening skills, three times as high, as their counterparts in the 2016 batch. Similarly, the 2017 batch at Peradeniya NCoE were twice as likely as their 2016 counterparts to consider that their skill levels improved from Good to Excellent in reading, writing and listening. The optimism of Pasdunrata and Peradeniya NCoE trainees is endorsed by their results in the Oxford Placement Test (Table 10) but, in the case of Mahaweli NCoE trainees, an equal proportion increased one CEFR level in both years. The anomaly is Jaffna where a substantially higher proportion of trainees from the 2017 batch jumped forward one CEFR level even though numbers claiming to have improved from Good to Excellent were lower in the 2017 batch on all skill types.

Probably the most relevant factor here is that the TEE program started half way through the academic year for the 2016 batch and, although extra time was added to make up the requisite hours, this was done at the expense of running the programme for the 2016 and 2017 batches concurrently. For the 2017 batch, TEE was fully a part of their Diploma experience. The 2016 batch may have viewed it as something of an add-on. One lecturer attributed the difference to a reversal of Ministerial policy to selectively recruit from remote areas for the 2017 intake. Trainees recruited in this way are eligible to enter colleges with lower grades. However, OPT results and trainee self-rating on entry do not support this explanation.

Table 9: Results of Fisher Exact Test comparisons of 2016 and 2017 batches on perceived skill improvement

	JAFFNA	MAHAWELI	PERADENIYA	PASDUNRATA
Reading Skills	$p=0.54$	$p=0.000$	$p=0.19897$	$p=0.000$
Writing Skills	$p=0.05504$	$p=0.00044$	$p=0.92037$	$p=0.05755$
Listening Skills	$p=0.19117$	$p=0.11826$	$p=0.14321$	$p=0.000$
Speaking Skills	$p=0.00865$	$p=0.03132$	$p=0.29771$	$p=0.63152$
Grammar & Vocabulary	$p=0.08754$	$p=0.00115$	$p=0.00337$	$p=0.03779$
Classroom Language	$p=0.28259$	$p=0.03007$	$p=0.24852$	$p=0.00079$

	2016	2017
Jaffna	20%	50%
Mahaweli	39%	40%
Peradeniya	30%	46%
Pasdunrata	44%	69%

Table 10: Proportion increasing CEFR level

Conclusions and possible explanations

At this stage of the journey of trainees towards becoming English teachers, it is appropriate to evaluate these findings against Levels 1, 2 and, to a certain extent, level 3 of the Kirkpatrick Four-Level Training Evaluation Model. Inputs from Focus Group Discussions with trainees and interviews with their lecturers are drawn on for context and explanation as are the interviews with the Team Leader of the TEE trainers.

Kirkpatrick's Level 1 is labelled 'Reaction' and looks at trainee perception of the value of the training to them.

Trainees from all colleges agreed that having a native speaker as a teacher was a great help to them partly because they were forced to speak in English simply to communicate, and partly because, in the words of one Mahaweli trainee, *"We got a chance to speak without any fear"*. This latter reflects the lack of distance between TEE trainers and trainees and a common anxiety amongst Sri Lankans speaking English to each other, that they will be judged for their poor mastery of grammar.

Us, of course, sometimes our language is a little bookish. We try our best to make grammatically correct sentence no? So sometimes making a simple mistake is made like a sin...a very great mistake. What is needed is when somebody like Julia comes to a classroom, our trainees get the opportunity of speaking. They won't have any fear. They get the real opportunity It makes them confident (Peradeniya NCoE lecturer).

....they are willing to mingle with foreigners rather than mingling with us. Here we have some sort of a hierarchy so the lecturer and the student....there is a gap. But I think with Irena...our trainees are willing to converse with them. So that might have been support for our trainees to build up their confidence (Mahaweli NCoE lecturer).

Although lectures are conducted in English, lecturers and trainees both said that trainees try, where possible to speak to their lecturers in mother tongue whereas they were not able to revert to mother tongue with the TEE trainers.

I know that the students actually benefitted a lot from the TEE program. They improved a lot and they actually developed their confidence. It was a real help for them. Sometimes when you share the same language, you also tend to translate but with Julia they have to speak to her in English so their language improved. Sometimes we tell them things in Sinhala or Tamil because we share the same language but, with Julia, they had to somehow or other come out with the real English so I think that helped them. It helped us also. In our staff also we have three mediums so we don't get much chance to speak to each other in English also (Peradeniya NCoE lecturer).

One Peradeniya lecturer also suggested that trainees are getting less exposure to spoken English in her college since it had become a Trilingual Centre for Languages.

Earlier, this used to be an English training college and then it became an English NCoE and then the other mediums were introduced. As a result, now in the hostels they don't speak in English, they speak in Tamil or Sinhala so their language won't improve that much because when you have your mother tongue around you, you tend to speak in mother tongue.

Similar comments were made by lecturers at Mahaweli NCoE - the only other college offering training for teachers of Sinhala and Tamil as well as English.

These sorts of factors will naturally limit exposure to spoken English and may explain why trainees were less positive in how they rated their improvement in English language ability than how they rated their improvement in teaching ability. There are suggestions that trainees were highly reliant on speaking and listening practice with TEE trainers. Even their own lecturers said that, because trainees realise their English

language ability is low, they are “shy” to engage in conversation with lecturers, but much more confident about practicing their English with TEE trainers whom they feel close to.

The time that we had with Julia is not enough for us. The English language is second language for us. We are from local school where we study in our mother tongue. So when we come to college of education as English teachers, firstly we need to be familiar with the language and then we have to move with that. We need to have a long period with someone like Julia because we have much more to learn from her (Peradeniya NCoE trainee).

Kirkpatrick’s level 2 is Learning.

Trainees from both batches tended to enter the TEE programme with self-rated skill levels of Good for reading and writing but only Fair for other English language skills. This reflects the emphasis on reading, writing and grammar in the English teaching curriculum in Sri Lanka and a general lack of exposure to spoken English in school classrooms and in day-to-day situations, particularly in rural areas. A/L students in Sri Lanka tend to neglect English and concentrate only on the 3 subjects that they have nominated as their subjects for examination. Hence admission to English courses at NCoEs is often based on their O/L results and an interview. Lecturers at Mahaweli NCoE feel that these factors and the phasing out of the entrance test for NCoEs has contributed to an increasingly low level of English language proficiency on entry.

First interviewee: Now we used to select trainees from that proficiency test. They had to sit for an entrance exam and only those who score enough marks will be selected....not everybody. Earlier. 3 years ago was like that. So the standard was a little bit OK.

Second interviewee: And the other things is they used to get ready. According to Sri Lankan context, up to O/L – that is, until 16+ - they had formal English classes. But once they go for their A/L classes, they don’t have much attention on English. So there they forget it. Now trainees for us, they are selected after their A/Ls. But since this selection test was there, of course they had to once again get ready. They had to do revision and then we get a better crowd. But, unfortunately, we don’t have that test any more

Other lecturers at Mahaweli NCoE were of the opinion that the root of the problem is the practice of teaching reading in elementary grades by sight reading rather than phonetic reading. Although trainees take a course in phonology as part of their diploma, they say that the course is very theoretical and does not prepare trainees to teach reading by phonetics. This is confirmed by classroom observations conducted by TEE trainers which identified ‘Understanding phonemic chart and inclusion of pronunciation focus’ as an area of weakness. Children subsequently left behind at the primary level are most likely to be the same ones whom trainees encounter in their secondary classes unable to understand

simple instructions in English. These lecturers have brought this matter up with the Ministry and the National Institute of Education but the system remains unchanged.

Overall the findings of the survey indicate that over the time that TEE was operational, self-rated English language skill levels of trainees tended to increase from Fair to Good or from Good to Excellent. Such self-ratings reflect a level of confidence which is an important predictor of the extent to which trainees are likely to use English confidently in the classroom once they become teachers and to encourage their students to use English. Being 'more confident in using English in the English language classroom' and creating 'more opportunities for the students to interact in English with each other in the classroom within the existing curriculum' are both key objectives of the TEE program. Oxford Placement Tests indicated that a substantial number of trainees increased their CEFR level over the period that the TEE programme ran (between 20% and 45% for the 2016 batch and between 40% and 70% for the 2017 batch).

However, there were statistically significant differences between college attended and between the 2016 and 2017 batches arguably reflecting a range of factors:

- Although an allocation of classes was initially agreed with all college administrations, college down times combined with special events often ate into the schedule which resulted in TEE trainers having to extend the programme up until December 2018 for the 2016 batch. This meant that trainers had to conduct the programme for the 2016 and 2017 batches in parallel and to negotiate taking classes of absent lecturers in order to complete the required hours. This had an impact on the cohesiveness of the training since classes often had to be taken with little notice. A larger than normal trainee intake in 2018 (2017 batch) compounded the problem.
- Pasdunrata NCoE trainees, particularly the 2017 batch, appear to have had a higher exposure to English with morning assemblies in English¹¹ (including speeches given by trainees in English); a 2-week immersion course designed with the help of TEE trainers for the 2017 batch as they entered the college; and a national symposium in November 2018 held in English. Immersion courses for the new intake at other colleges relied much more heavily on individual sessions designed and conducted by the college lecturers.
- Pasdunrata and Jaffna NCoEs had smaller class sizes affording individual trainees more time with TEE trainers. Because Pasdunrata NCoE placed trainees in smaller class groups, it became necessary to allocate an additional TEE trainer to the college from the time the 2017 batch joined. This resulted in more time on task for the 2017 batch and the opportunity to build a stronger bond with the trainer possibly explaining the improved performance of the 2017 batch over the 2016 batch at Pasdunrata NCoE.

¹¹ In contrast, Mahaweli NCoE lecturers reported that announcements at their assemblies are given in all three national languages and, while trainees give speeches in English, they summarize the speech in mother tongue.

- Hours per week allocated to the TEE trainer at Pasdunrata NCoE had been the lowest of all colleges (3 hrs per week) in early 2018 but this increased to 5 hrs per week for the 2017 batch. The number of days cancelled due to ceremonies, teaching practice preparation, sports day etc which had been high in the previous year, also reduced.
- Mahaweli NCoE trainees from the 2016 batch found themselves in large class groups (up to 46 trainees in a single class). Large numbers of Mahaweli lecturers joined the iTESL programme and a subsequent Ministry capacity building programme in 2018. In the absence of lecturers, classes were sometimes combined to participate in day long workshops. Although this gave TEE trainers the opportunity to demonstrate techniques for teaching large classes, it limited opportunities for individual trainees to interact with TEE trainers and made it difficult for trainers to conduct a cohesive programme of skills development building on work done in previous classes. At the same time, the college lost more teaching days due to ceremonies, teaching practice preparation, and sports days than other colleges. One lecturer interviewed estimated that classes ran only for around 80% of the academic year. However, from September 2018 (after the 2017 batch had joined the college) new lecturers were appointed and class sizes reduced to 28-30. Lecturers who had participated in Teacher Education Courses under iTESL returned to the college and newly recruited lecturers participated in an adaptation of the iTESL training as part of their induction.
- The placement of an American fellow at Mahaweli NCoE overlapping with the TEE programme for a part of 2018 is also likely to be relevant as her brief was to improve speaking and listening skills. This might have contributed to the tendency of Mahaweli NCoE trainees to rate their skills as Good on entry to TEE.

These results support the finding that the English language ability of TEE programme participants increased substantially over the period, particularly where the learning environment was optimal. The success of education interventions often depends on context and this would appear to be no less the case with the TEE program.

The survey responses of Jaffna NCoE trainees were puzzling. The positive perceptions of the 2016 batch were not substantiated by their scores on the Oxford Placement Test. This is despite their having a good learning environment with low class numbers (one group of 30 trainees) and minimal interruptions to the timetable. 2017 batch trainees who had more modest perceptions of their skill level demonstrated a much stronger tendency to increase CEFR skill – second only to Pasdunrata NCoE trainees. One possibility is that Jaffna NCoE trainees, because of their isolation, were more susceptible to the Hawthorn effect¹² of suddenly being a focus of an international programme. This may have worn off as the second batch entered the programme.

¹² A Hawthorne effect is the alteration of behaviour by the subjects of a study due to their awareness of being observed.

CEFR – Level B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
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If B1 is seen as an acceptable CEFR Level for an English teacher in Sri Lanka,¹³ 7% of the 2016 batch and 18% of the 2017 batch have been left at the end of the programme with unacceptable English skills. Fortunately, this is not a threat to English education in the country as these trainees will not become teachers unless they can pass their college speaking and listening test. Of more concern is the finding that the proportion of trainees who considered their skills to be Excellent at completion of the programme was less than 30% for all skills except reading. This is likely to influence trainee confidence in using English in the English classroom and, in turn, may also limit their readiness to provide opportunities for their students to interact in English. **Hence, there is a strong case for recommending additional support for trainees to develop their speaking, listening and classroom language skills and their confidence in their own abilities. The findings of this study indicate that NCoE lecturers would be hard pressed to provide this support given large classes, high workload and the hierarchical nature of the lecturer-trainee relationship.**

In recent revisions to the Kirkpatrick model,¹⁴ level 2 also includes an evaluation of what trainees think they'll be able to do differently as a result of the training, how confident they are that they can do it, and how motivated they are to make changes. Accordingly, it is encouraging that trainees participating in focus group discussions expressed their commitment to providing opportunities for their students to speak in English in their classes and to provide learning experiences for them where, through gestures, miming and repetition they would at least develop functional language skills. It was also encouraging to hear lecturers describe how their trainees managed to adapt activities they had experienced through TEE to the less than optimal situation of Sri Lankan classrooms.

¹³ A target of the NDB English for Teaching program was to move in-service teacher language ability up to a minimum level of B1

¹⁴ In 2016, the original theory was revised as the "New World Kirkpatrick Model" (Mindtools, online) at <https://www.mindtools.com/pages/article/kirkpatrick.htm>

Kirkpatrick Level 3 – Behaviour. At this level the model looks at how well trainees apply their training. The developers of the model stress the need for ‘processes that encourage, reinforce and reward positive changes in behaviour’ (Mindtools, online).¹⁵

In their teaching practice blocks, trainees used English almost exclusively in classrooms (as directed by their college) and, according to their lecturers, did their best to encourage their students to also use English.

Like I have said earlier....these interactive classrooms...this is the main difference I have seen....less teacher talking. Normally teachers are talking all the time. They think that the students should get everything from them and they don't give them a chance to talk with one another...to come out with their ideasto talk with the teacher. That sort of thing was not there much. But now, with this TEE thing, they know that we also would be looking at those things, they try to have more interactive classrooms. So that is a big difference. (Mahaweli lecturer)

They were also observed to teach using a variety of activities. Lecturers were unanimous in attributing improvements in the teaching style of both batches to the TEE program.

'Apart from that, the checking of listening skills they have improved. I think with Julia they used to do a lot of listening activities. Maybe because of that, the teaching of this thing has also improved. They know how they can give them more help in listening. I think it is because of the practice in doing listening activities. And I think their language also improved. When they teach, they use this classroom language. Most of the time they used to use this very advanced language. I think with the help of Julia they managed to give very simple and very clear instructions' (Peradeniya lecturer)

However, trainees found some serious challenges in using, with their students, the very techniques that had helped them to develop their own English language skills. Short lesson times and concerns about disturbing neighbouring classes tended to discourage the use of pronunciation and vocabulary building games, ladder chats and mingles. These challenges are dealt with at length in the chapter on Teaching Skills.

¹⁵ <https://www.mindtools.com/pages/article/kirkpatrick.htm>

TEACHING SKILLS – The 2016 Batch

Asked to compare their confidence in their Teaching Ability at the end of the programme to that at the beginning of the course most trainees from the 2016 batch agreed that there had been a substantial improvement. In the case of Peradeniya NCoE trainees, this response was very strong (Fig. 7). Nobody felt that their skill level had decreased.

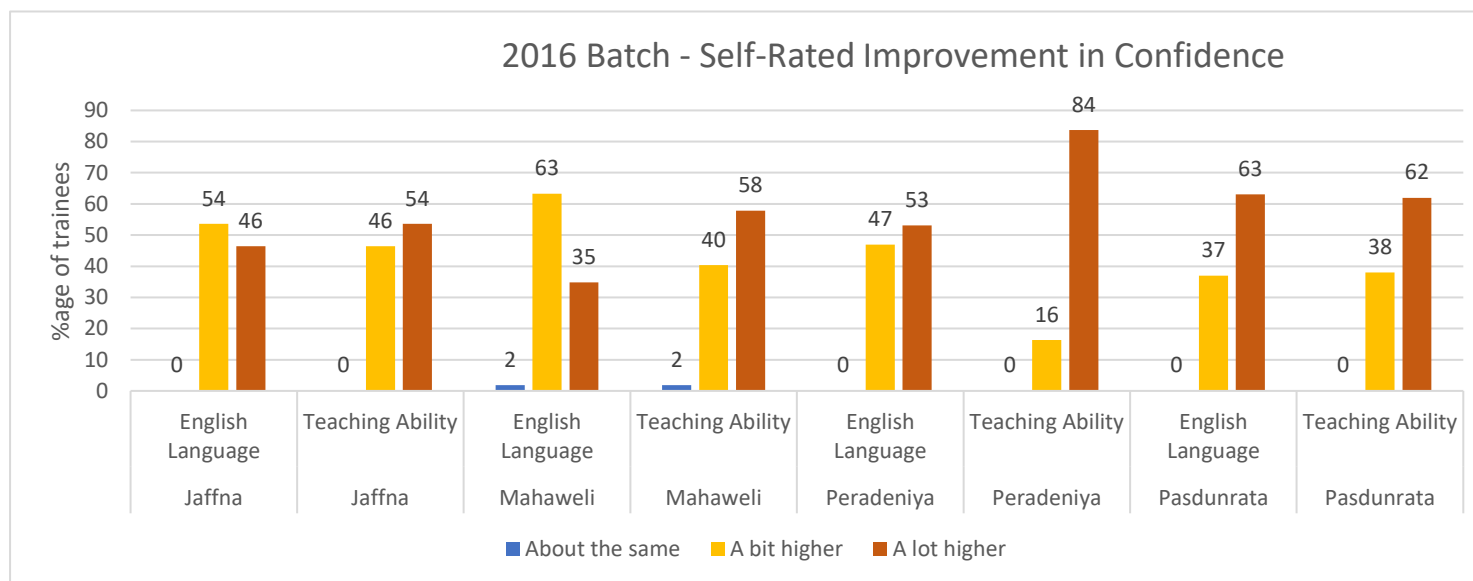


Figure 7: Self-rating of improvement in English Language and Teaching Ability across colleges (2016 batch – all figures are percentages of NCoE totals)

Survey respondents were then asked to break this response down by rating their level of improvement on a range of teaching skills targeted by the program.

Overview

The predominant trend was for the perception of teaching ability to improve - most frequently from Fair to Good although a lesser pattern of improvement from Good to Excellent is also evident. However, the pattern of responses strongly suggests that trainees at the different colleges had a different experience of the programme. A Chi Square analysis of responses revealed significant differences in the pattern of perceived skill development between colleges (Table 10). To some extent this can be attributed to differences in perceived skill levels at entry and might also be due to different emphasis placed by the various trainers on different skills. However, there was a noticeable trend of Peradeniya NCoE

trainees being more positive in their reporting of skill improvement over the course of the programme and Mahaweli NCoE trainees being more negative.

Table 10: Chi Square tests for association between College and Teaching Skills

SKILL	STATISTICAL ANALYSIS
Grading classroom language	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Grading Classroom Language skills ($\chi^2(12) \geq 33.574$, $p=0.001$). A post-hoc analysis removing Peradeniya NCoE responses from the data reduced the p value to 0.441 indicating no association between the remaining three NCoEs and self-reported improvement ($\chi^2(8) \geq 7.928$, $p=0.441$) even without using a Bonferroni correction.
Lesson planning	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Lesson Planning skills ($\chi^2(12) \geq 39.068$, $p=0.000$). A post-hoc analysis removing Mahaweli and Peradeniya NCoE responses from the data reduced the p value to 0.351 indicating no association between the remaining two NCoEs and self-reported improvement ($\chi^2(4) \geq 4.431$, $p=0.351$) even without using a Bonferroni correction.
Teaching the 4 skills	An initial Chi Square analysis indicated no association between NCoE and self-reported improvement in Teaching the Four Skills ($\chi^2(12) \geq 15.628$, $p=0.209$)
Teaching grammar	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Teaching Grammar skills ($\chi^2(12) \geq 32.163$, $p=0.001$). A post-hoc analysis removing Jaffna and Peradeniya NCoE responses from the data reduced the p value to 0.840 indicating no association between the remaining two NCoEs and self-reported improvement ($\chi^2(4) \geq 1.425$, $p=0.840$) even without using a Bonferroni correction.
Giving instructions & checking meaning	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Giving Instructions and Checking Meaning skills ($\chi^2(12) \geq 47.008$, $p=0.000$). A post-hoc analysis removing Mahaweli and Peradeniya NCoE responses from the data reduced the p value to 0.217 indicating no association between the remaining two NCoEs and self-reported improvement ($\chi^2(4) \geq 5.769$, $p=0.217$) even without using a Bonferroni correction

Presenting and eliciting language	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Presenting and Eliciting Language skills ($\chi^2(12) \geq 46.870$, $p=0.000$). A post-hoc analysis removing Mahaweli and Peradeniya NCoE responses from the data reduced the p value to 0.311 indicating no association between the remaining two NCoEs and self-reported improvement ($\chi^2(4) \geq 4.780$, $p=0.311$) even without using a Bonferroni correction
Classroom management	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Classroom Management skills ($\chi^2(12) \geq 26.567$, $p=0.009$). A post-hoc analysis removing Peradeniya NCoE responses from the data reduced the p value to 0.045 indicating no association between the remaining three NCoEs and self-reported improvement ($\chi^2(8) \geq 15.840$, $p=0.045$) after applying a Bonferroni correction.
Maximising student participation	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Maximising Student Participation skills ($\chi^2(12) \geq 27.394$, $p=0.007$). A post-hoc analysis removing Peradeniya NCoE responses from the data reduced the p value to 0.307 indicating no association between the remaining three NCoEs and self-reported improvement ($\chi^2(8) \geq 9.439$, $p=0.307$) even without using a Bonferroni correction.
Use of board / visual aids	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in skills is Use of Board / Visual Aids ($\chi^2(12) \geq 27.072$, $p=0.008$). A post-hoc analysis removing Peradeniya NCoE responses from the data reduced the p value to 0.077 indicating no association between the remaining three NCoEs and self-reported improvement ($\chi^2(8) \geq 14.179$, $p=0.077$) even without using a Bonferroni correction.

Trainee Perceived Improvement by Type of Teaching Skill

Mahaweli NCoE trainees were the most likely to feel their skills did not improve, with initial and final ratings often both being Good. A similar although less marked pattern can be seen with Pasdunrata NCoE trainees. Mahaweli NCoE trainees were also more likely to consider

themselves to have Poor skills initially although it was satisfying to note that these trainees generally felt that their skills had improved from Poor to Good.

Jaffna NCoE trainees usually considered that they started with Fair skills and improved these skills from Fair to Good except for the skills, *Teaching Grammar* and *Giving Instructions and Checking Meaning* where more than 20% of them said that they improved from Fair to Excellent.

Most Pasdunrata NCoE trainees initially rated their skills as Fair and considered that they improved from Fair to Good although this tendency was not as strong as the case of Jaffna NCoE trainees. Those who commenced with Good skills either remained Good or improved to Excellent

Peradeniya NCoE trainees started with a spread of abilities and mostly ended up with Good or Excellent skills. Rating patterns for this group were more likely to be significantly different to those in other colleges with a stronger pattern of improvement from Fair to Excellent.

Table 11 below provides detail of the patterns of self-perceived improvement in teaching skills across all NCoEs. All figures given are a percentage of total respondents for the college. Raw figures are provided in Appendix B.

Table 11: Self-perception of teaching skill improvements by type of teaching skill (2016 batch)

TEACHING SKILLS	PATTERN OF DEVELOPMENT	Figures showing response as percentage of total (related Tables included in Appendix B)																																																							
<p style="text-align: center;">Grading classroom language</p>	<p>Significant differences in response pattern on this skill were generally due to Peradeniya NCoE having a substantial proportion of trainees (19%) who considered that they improved from Fair to Excellent. An improvement from Fair to Excellent was not evident in other NCoEs. Jaffna had a substantially greater proportion of trainees who initially rated themselves as Fair (82%) and most of these improved from Fair to Good. Pasdunrata started off with a higher proportion of trainees who initially rated themselves as Good and hence had double the proportion who considered that their skills improved from Good to Excellent. Compared to trainees in other colleges, more than twice as many Mahaweli NCoE trainees (35%) rated their initial skills as Poor.</p>	<p style="text-align: center;">2016 Batch - Grading Classroom Language</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Good</td> <td>0</td> <td>10</td> <td>0</td> <td>10</td> </tr> <tr> <td>Poor to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Good</td> <td>82</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Excellent</td> <td>0</td> <td>0</td> <td>50</td> <td>0</td> </tr> <tr> <td>Good to Good</td> <td>0</td> <td>0</td> <td>0</td> <td>10</td> </tr> <tr> <td>Good to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>12</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	0	5	0	0	Poor to Good	0	10	0	10	Poor to Excellent	0	0	0	0	Fair to Fair	0	0	0	0	Fair to Good	82	0	0	0	Fair to Excellent	0	0	50	0	Good to Good	0	0	0	10	Good to Excellent	0	0	0	12	Excellent to Excellent	0	0	0	0
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Lesson Planning	<p>Mahaweli trainee responses were the main basis for a statistically significant association between College attended and Lesson Planning skills. A disproportionate number of trainees from Mahaweli NCoE (68%) initially rated themselves as Poor on this skill and hence the proportion who improved from Poor to Good was much higher than the case in other NCoEs. Peradeniya responses were also an anomaly because of the high proportion of trainees who initially rated themselves as Fair (59%) and considered that they improved from Fair to Excellent. Pasdunrata where a similar proportion of trainees (66%) initially rated their skills as Fair were far more likely to consider that they improved only from Fair to Good.</p>	<p style="text-align: center;">2016 Batch - Lesson Planning</p> <table border="1"> <caption>Approximate data from the 2016 Batch - Lesson Planning line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>5</td> <td>10</td> <td>5</td> <td>5</td> </tr> <tr> <td>Poor to Good</td> <td>10</td> <td>25</td> <td>15</td> <td>10</td> </tr> <tr> <td>Poor to Excellent</td> <td>5</td> <td>10</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Fair</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Good</td> <td>65</td> <td>35</td> <td>42</td> <td>60</td> </tr> <tr> <td>Fair to Excellent</td> <td>10</td> <td>15</td> <td>20</td> <td>10</td> </tr> <tr> <td>Good to Good</td> <td>5</td> <td>15</td> <td>10</td> <td>15</td> </tr> <tr> <td>Good to Excellent</td> <td>15</td> <td>10</td> <td>10</td> <td>15</td> </tr> <tr> <td>Excellent to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	5	10	5	5	Poor to Good	10	25	15	10	Poor to Excellent	5	10	5	5	Fair to Fair	5	5	5	5	Fair to Good	65	35	42	60	Fair to Excellent	10	15	20	10	Good to Good	5	15	10	15	Good to Excellent	15	10	10	15	Excellent to Excellent	5	5	5	5
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Teaching the 4 skills	<p>Compared with trainees in other NCoEs, more than twice the number of Mahaweli NCoE trainees (43%) initially rated themselves as Poor on these skills but like other respondents with an initial skill level of Poor, they generally felt that they improved from Poor to Good. Substantially more Pasdunrata NCoE trainees (70%) initially rated themselves as Fair and followed the main pattern of an improvement from Fair to Good. Jaffna NCoE trainees were more likely to rate their initial skill as Good than trainees from other colleges resulting in the proportion who improved from Good to Excellent being almost twice that of other colleges. None of these differences were statistically significant.</p>	<p style="text-align: center;">2016 Batch - Teaching the Four Skills</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>10</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Poor to Good</td> <td>10</td> <td>15</td> <td>15</td> <td>15</td> </tr> <tr> <td>Poor to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Fair</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Good</td> <td>45</td> <td>50</td> <td>50</td> <td>60</td> </tr> <tr> <td>Fair to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Good</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Good to Excellent</td> <td>25</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	10	5	5	5	Poor to Good	10	15	15	15	Poor to Excellent	5	5	5	5	Fair to Fair	5	5	5	5	Fair to Good	45	50	50	60	Fair to Excellent	5	5	5	5	Good to Good	10	10	10	10	Good to Excellent	25	10	10	10	Excellent to Excellent	0	0	0	0
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Teaching Grammar	<p>37% of Mahaweli NCoE trainees and 33% of Peradeniya NCoE trainees initially rated themselves as Poor on this skill with most improving from Poor to Good. Almost all Jaffna NCoE trainees (93%) initially rated themselves as Fair and either improved from Fair to Good (70%) or Fair to Excellent (22%). These differences were statistically significant. 72% of Pasdunrata NCoE trainees also initially rated their skill level as Fair but most of them (67%) considered that they only improved from Fair to Good. Only 3% considered that they improved from Fair to Excellent. Fewer trainees from Pasdunrata and Peradeniya were likely to consider that they completed the programme with Excellent skills in Teaching Grammar.</p>	<p style="text-align: center;">2016 Batch - Teaching Grammar</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Good</td> <td>5</td> <td>25</td> <td>0</td> <td>12</td> </tr> <tr> <td>Poor to Excellent</td> <td>0</td> <td>10</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Good</td> <td>70</td> <td>45</td> <td>0</td> <td>67</td> </tr> <tr> <td>Fair to Excellent</td> <td>22</td> <td>10</td> <td>0</td> <td>0</td> </tr> <tr> <td>Good to Good</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Good to Excellent</td> <td>0</td> <td>10</td> <td>0</td> <td>0</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	0	0	0	0	Poor to Good	5	25	0	12	Poor to Excellent	0	10	0	0	Fair to Fair	0	0	0	0	Fair to Good	70	45	0	67	Fair to Excellent	22	10	0	0	Good to Good	0	0	0	0	Good to Excellent	0	10	0	0	Excellent to Excellent	0	0	0	0
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<p style="text-align: center;">Giving instructions & checking meaning</p>	<p>Most Jaffna NCoE trainees (71%) initially rated themselves as Fair and improved from Fair to Good (50%) or Fair to Excellent (21%). The initial skill rating for Mahaweli and Peradeniya NCoE trainees was similar but while most Mahaweli NCoE trainees thought that they had improved from Fair to Good over the course of the program, an equal proportion of the Peradeniya NCoE trainees claimed that they improved from Fair to Good and Fair to Excellent.</p>	<p style="text-align: center;">2016 Batch - Giving Instructions and Checking Meaning</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Poor to Good</td> <td>10</td> <td>15</td> <td>25</td> <td>10</td> </tr> <tr> <td>Poor to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Good</td> <td>45</td> <td>45</td> <td>25</td> <td>50</td> </tr> <tr> <td>Fair to Excellent</td> <td>25</td> <td>25</td> <td>25</td> <td>25</td> </tr> <tr> <td>Good to Good</td> <td>5</td> <td>20</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Excellent</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	5	5	5	5	Poor to Good	10	15	25	10	Poor to Excellent	5	5	5	5	Fair to Fair	0	0	0	0	Fair to Good	45	45	25	50	Fair to Excellent	25	25	25	25	Good to Good	5	20	5	5	Good to Excellent	15	15	15	15	Excellent to Excellent	0	0	0	0
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Presenting and eliciting language	<p>Most Jaffna NCoE trainees (75%) initial rated themselves as Fair and considered that they had improved from Fair to Good. Pasdunrata NCoE trainees who initially rated themselves as Fair mainly considered that they had improved from Fair to Good while those who initially considered their skills to be Good mainly felt they had improved from Good to Excellent. Most Peradeniya NCoE trainees who considered their initial level to be Good improved to Excellent however 18% of Mahaweli NCoE trainees with an initial level of Good considered that their level had not improved.</p>	<p style="text-align: center;">2016 Batch - Presenting & Eliciting Language</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>2</td> <td>5</td> <td>2</td> <td>2</td> </tr> <tr> <td>Poor to Good</td> <td>12</td> <td>18</td> <td>10</td> <td>10</td> </tr> <tr> <td>Poor to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Fair</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Fair to Good</td> <td>68</td> <td>42</td> <td>35</td> <td>58</td> </tr> <tr> <td>Fair to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Good</td> <td>2</td> <td>18</td> <td>5</td> <td>2</td> </tr> <tr> <td>Good to Excellent</td> <td>2</td> <td>5</td> <td>20</td> <td>20</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	2	5	2	2	Poor to Good	12	18	10	10	Poor to Excellent	5	5	5	5	Fair to Fair	2	2	2	2	Fair to Good	68	42	35	58	Fair to Excellent	5	5	5	5	Good to Good	2	18	5	2	Good to Excellent	2	5	20	20	Excellent to Excellent	0	0	0	0
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Classroom management	<p>A disproportionate number of Jaffna NCoE trainees (82%) rated their initial skill as Fair and most of these people (79%) considered that they had improved their skills from Fair to Good. As with most teaching skills, the main pattern of improvement was from Fair to Good. However, Peradeniya NCoE trainees stood out by the proportion (21%) who improved from Fair to Excellent. This rate was almost twice that in other colleges. Trainees from other colleges rated their initial skills mostly as Fair with a lesser number claiming that they started with Good skills.</p>	<p style="text-align: center;">2016 Batch - Classroom Management</p> <table border="1"> <caption>Approximate data from the 2016 Batch - Classroom Management line graph</caption> <thead> <tr> <th>Improvement Pattern</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>2</td> <td>5</td> <td>8</td> <td>3</td> </tr> <tr> <td>Poor to Good</td> <td>5</td> <td>15</td> <td>12</td> <td>8</td> </tr> <tr> <td>Poor to Excellent</td> <td>2</td> <td>5</td> <td>8</td> <td>3</td> </tr> <tr> <td>Fair to Fair</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Good</td> <td>78</td> <td>45</td> <td>35</td> <td>50</td> </tr> <tr> <td>Fair to Excellent</td> <td>5</td> <td>10</td> <td>25</td> <td>8</td> </tr> <tr> <td>Good to Good</td> <td>5</td> <td>10</td> <td>15</td> <td>10</td> </tr> <tr> <td>Good to Excellent</td> <td>15</td> <td>18</td> <td>15</td> <td>20</td> </tr> <tr> <td>Excellent to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	Improvement Pattern	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	2	5	8	3	Poor to Good	5	15	12	8	Poor to Excellent	2	5	8	3	Fair to Fair	5	5	5	5	Fair to Good	78	45	35	50	Fair to Excellent	5	10	25	8	Good to Good	5	10	15	10	Good to Excellent	15	18	15	20	Excellent to Excellent	5	5	5	5
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<p style="text-align: center;">Maximising Student Participation</p>	<p>Most trainees initially rated themselves as Fair on this skill with lesser numbers initially rating themselves as Poor or Good. The exception to this was Peradeniya where the spread between Poor, Fair and Good as an initial rating was much flatter and contributed to a finding of statistically significant differences between colleges. Nonetheless most trainees considered that they had improved with the exception of Mahaweli NCoE trainees who were more likely than others to say that their skill levels started as Good and did not improve (15%).</p>	<p style="text-align: center;">2016 Batch - Maximising Student Participation</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Pattern</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr><td>Poor to Poor</td><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>Poor to Fair</td><td>2</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>Poor to Good</td><td>5</td><td>8</td><td>18</td><td>8</td></tr> <tr><td>Poor to Excellent</td><td>8</td><td>2</td><td>10</td><td>2</td></tr> <tr><td>Fair to Fair</td><td>2</td><td>5</td><td>2</td><td>5</td></tr> <tr><td>Fair to Good</td><td>55</td><td>55</td><td>28</td><td>60</td></tr> <tr><td>Fair to Excellent</td><td>15</td><td>8</td><td>10</td><td>8</td></tr> <tr><td>Good to Good</td><td>5</td><td>15</td><td>10</td><td>8</td></tr> <tr><td>Good to Excellent</td><td>10</td><td>8</td><td>25</td><td>15</td></tr> <tr><td>Excellent to Excellent</td><td>2</td><td>2</td><td>2</td><td>2</td></tr> </tbody> </table>	Pattern	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	2	5	5	5	Poor to Good	5	8	18	8	Poor to Excellent	8	2	10	2	Fair to Fair	2	5	2	5	Fair to Good	55	55	28	60	Fair to Excellent	15	8	10	8	Good to Good	5	15	10	8	Good to Excellent	10	8	25	15	Excellent to Excellent	2	2	2	2
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<p style="text-align: center;">Use of board / visual aids</p>	<p>Mahaweli and Peradeniya NCoE trainees came into the programme with Board skills ranging from Poor to Good. Jaffna and Pasdunrata NCoE trainees, by comparison predominantly considered themselves Fair on entry (Jaffna - 75% and Pasdunrata - 64%). The proportion of trainees leaving the programme with Excellent skills in Board work and Visual Aids was substantially higher than with other skills and this was a uniform pattern across colleges. Mahaweli NCoE trainees were more than three times as likely as trainees from other colleges to rate their skill level as Poor on entry.</p>	<p style="text-align: center;">2016 Batch - Use of the Board/Visual Aids</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Transition</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Good</td> <td>0</td> <td>10</td> <td>5</td> <td>5</td> </tr> <tr> <td>Poor to Excellent</td> <td>0</td> <td>5</td> <td>5</td> <td>0</td> </tr> <tr> <td>Fair to Fair</td> <td>0</td> <td>5</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Good</td> <td>65</td> <td>30</td> <td>20</td> <td>55</td> </tr> <tr> <td>Fair to Excellent</td> <td>10</td> <td>10</td> <td>25</td> <td>10</td> </tr> <tr> <td>Good to Good</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Good to Excellent</td> <td>15</td> <td>20</td> <td>25</td> <td>15</td> </tr> <tr> <td>Excellent to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	Transition	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	0	5	0	0	Poor to Good	0	10	5	5	Poor to Excellent	0	5	5	0	Fair to Fair	0	5	0	0	Fair to Good	65	30	20	55	Fair to Excellent	10	10	25	10	Good to Good	10	10	10	10	Good to Excellent	15	20	25	15	Excellent to Excellent	5	5	5	5
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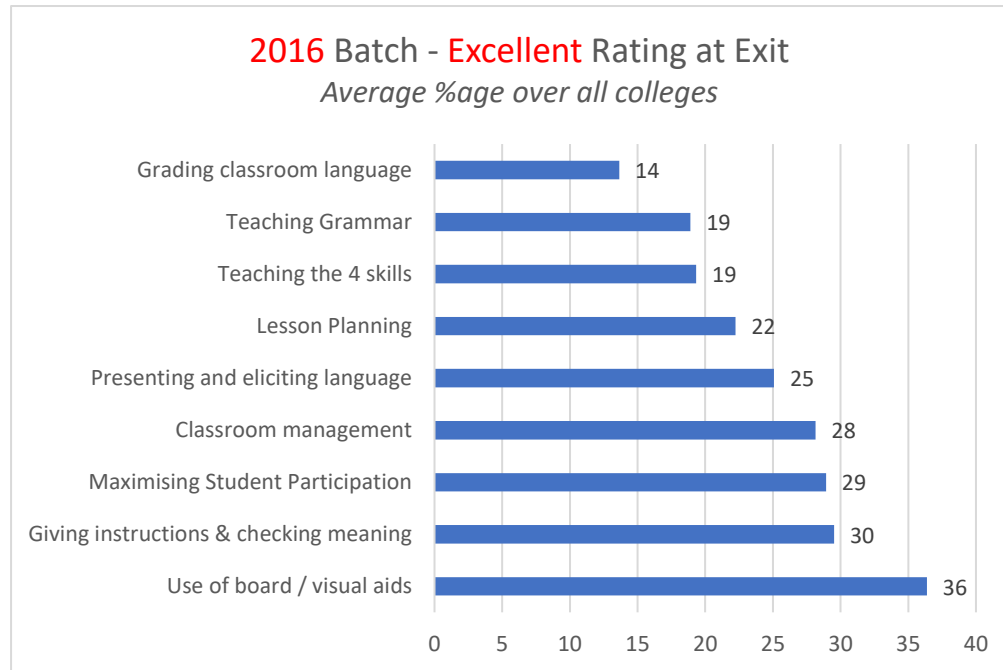


Figure 8: Average self-rating of Excellent across all colleges (2016 batch)

If a self-rating of Excellent is taken as a proxy indicator of confidence and ability that is likely to ensure good teaching skills are carried forward into permanent practice, the findings from 2016 Batch trainees are not encouraging. Less than one quarter of trainees across all colleges rated themselves as Excellent on grading classroom language, teaching grammar, teaching the four skills and lesson planning (Fig. 8). Table 12 breaks this down by college. Peradeniya NCoE trainees were the most likely to rate their teaching skills as Excellent after completing the TEE programme while Mahaweli NCoE trainees were the least likely to do so.



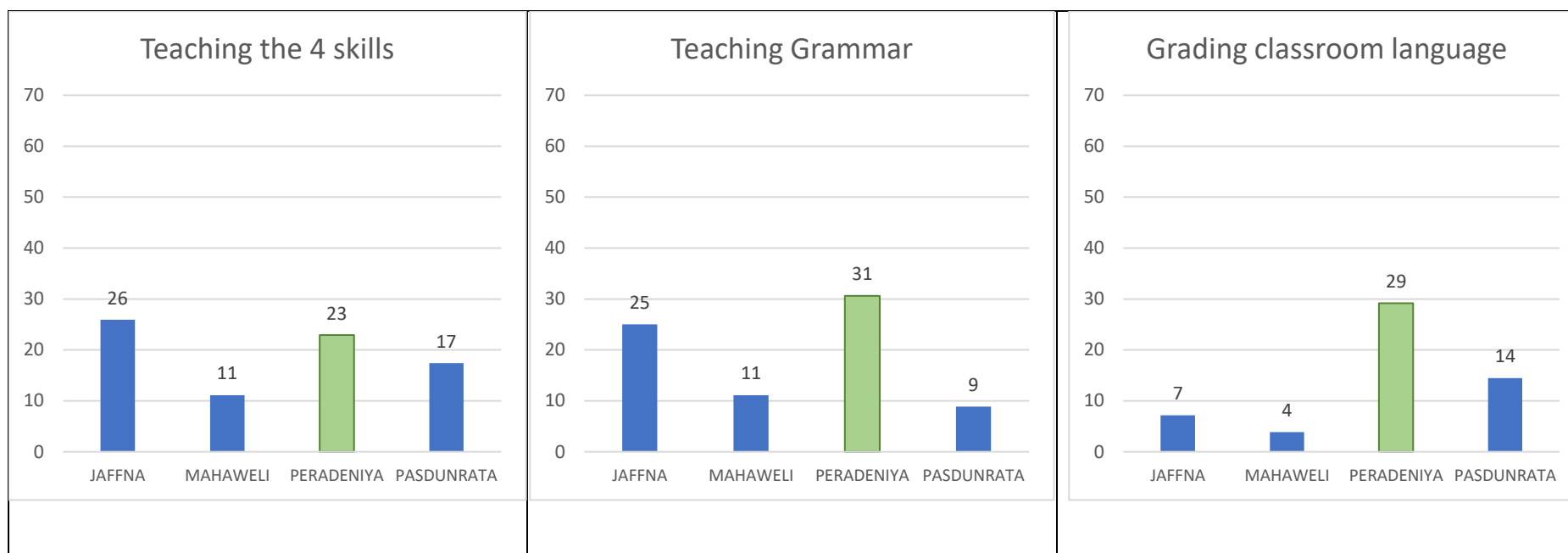


Table 12: Comparison of trainee self-ratings of Excellent across colleges and teaching skills (all figures given are percentages of totals)..

Teaching Methods and their use in Classrooms

Trainees were asked which teaching methods they had used in their teaching practice block and which they intend to use at some stage. A detailed presentation of methods favoured by trainees in the individual colleges is provided in Appendix B. Figures 9 and 10 below summarise the most and least favoured methods.

Figure 9 below shows teaching methods used by 80% or more of trainee respondents at each of the participating NCoEs. Pair and group work; use of the board; and classroom monitoring were almost uniformly used by trainees in their teaching practice blocks. This is substantiated by classroom observations conducted by TEE trainers who found that monitoring was used, at least partially, in 90% of cases and group or pair work in 75% of classes. With the exception of Pasdunrata NCoE trainees, more than 80% of trainees supplemented the textbook with their own activities and, with the exception of Jaffna NCoE trainees, more than 80% used warm-up activities to start their class, introduce the topic

and capture student attention. Of concern is the lack of widespread use of Concept Checking Questions (CCQs) particularly by Pasdunrata NCoE trainees (Fig. 10); activities focused on production skills; and pre, while and post reading activities.

	Jaffna NCoE	Mahaweli NCoE	Pasdunrata NCoE	Peradeniya NCoE
Pair and group work	Blue	Blue	Blue	Blue
Use of the board	Blue	Blue	Blue	Blue
Monitoring	Blue	Blue	Blue	Blue
Supplementing the textbook	Blue	Blue	White	Blue
Warm-up activities	White	Blue	Blue	Blue
Eliciting language	White	Blue	White	Blue
ICQs	Blue	White	White	Blue
Class feedback	Blue	Blue	White	White
Vocabulary games	White	White	Blue	Blue
CCQs	Blue	White	White	White
Activities focused on production skills	White	Blue	White	White
Pre, while and post reading activities	White	Blue	White	White
Stop-Start signals	White	White	White	Blue
Chants/Drilling	White	White	White	Blue

Figure 9: Teaching methods used by 80% or more of trainees

Figure 10 below shows teaching methods used by 60% or fewer of trainees from the 2016 batch in their teaching practice block. Some of these findings are clearly related to the situation that trainees find in the schools into which they are placed. For instance, conducting mingles in crowded classrooms or where classroom noise is likely to upset neighbouring classrooms is challenging. In the words of one Mahaweli NCoE trainee:

In my case, I thought that mingles and other things, they will disturb the classroom management. Because I was not sure about classroom management, so I didn't do them. I did the activities which keep the children in their seats. There were so many boys in the class.

While undertaking classroom observations, TEE trainers noted that over 50% of classrooms could be considered open with walls not to ceilings/open to corridors/multi-classes in one space contributing to high levels of noise. Asked about the survey responses that showed that very few trainees used pronunciation games in teaching practice block, one Mahaweli NCoE trainee explained:

Pronunciation games, also the classroom management is one of the problems. In Sri Lanka most of the students have the influence of the mother tongue. But it should be done. It would be very helpful. But the students, they were shouting. When they are pronouncing like that it will disturb the other class. The other teachers, they will not like that. Some of our students also face this problem in the TP.

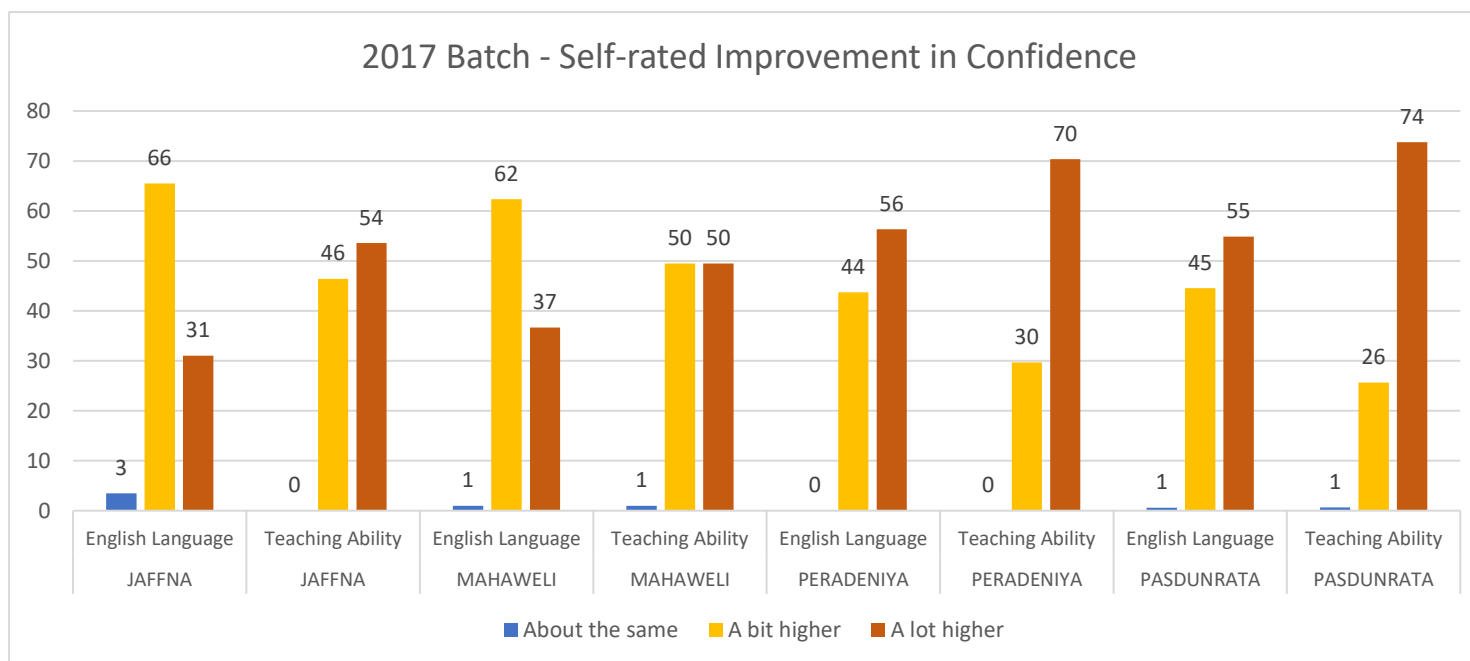
Other trainees noted that activities such as mingles and games take more time so they are reluctant to give the whole class time to one activity. Crowded classrooms and short lesson times (30 minutes in primary schools and 40 minutes in secondary) also make it more difficult to adapt tasks for stronger or weaker students. At the same time trainees who are only in a school for 10 days may not know enough about their students to be able to cater to individual needs. Appropriate support during the third-year internship may reveal a healthier pattern.

Classroom observations conducted by TEE trainers found that 50% of trainees observed needed to further develop their skills in grading their classroom language. This corroborates the finding on ‘Grading classroom language’ in Figure 10. The problem is partially caused by the level at which the textbook is written exceeding the English language skill level of most students and partly due to the ability of trainees in this area.

	Jaffna NCoE	Mahaweli NCoE	Pasdunrata NCoE	Peradeniya NCoE
Adapting tasks for stronger/weaker students				
Grading classroom language				
Mingles				
Use of mini-whiteboard				
Error Correction				
Chants/drilling				
Activities focusing on production skills				
Pronunciation games				
CCQs				
Stop-Start signals				

Figure 10: Teaching methods used by 60% or fewer trainees

TEACHING SKILLS – The 2017 Batch



Asked to compare their confidence in their Teaching Ability at the end of the programme to that at the beginning of the course most trainees from the 2017 batch agreed that there had been a substantial improvement. In the case of Peradeniya and Pasdunrata NCoE trainees, this response was very strong. (Fig. 11). Nobody felt that their skill level had decreased.

Figure 11: Self-rated improvement in English language and teaching ability over all colleges (2017 batch – all numbers given as percentages of total)

Survey respondents were then asked to break this response down by rating their level of improvement on a range of teaching skills targeted by the program.

Overview

While there was a stronger tendency for 2017 batch trainees to rate their initial skill level as Poor, responses for this batch were generally more positive than the responses received from the 2016 batch. There is a repeating pattern of improvement from Poor to Good in addition to the predominant Fair to Good improvement noted in 2016. Larger numbers of trainees self-rating themselves as Poor on teaching skills at the beginning of the programme probably reflects the fact that they attended the TEE programme from the start of their Diploma whereas TEE had started in the middle of the academic year for the 2016 batch. 2017 trainees were also more likely to report improvement from Fair to Excellent and Good to Excellent than the 2016 Batch. While there were statistically significant differences in the pattern of teaching skill improvement across colleges (Table 13), the pattern varied by skill and possibly just indicates slightly more emphasis placed on different aspects of training by different trainers. Skills for which there were no significant differences across colleges - Use of Board/Visual Aids; Maximizing student participation; Teaching Grammar; and Lesson Planning were largely things that were strongly emphasised in the course and hence would have been the focus of training across all colleges.

Table 13: Chi Square tests for association between NCoE and Teaching skills

SKILL	STATISTICAL ANALYSIS
Grading classroom language	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Grading Classroom Language skills ($\chi^2(12) \geq 34.637$, $p=0.001$). A post-hoc analysis removing Peradeniya NCoE responses from the data reduced the p value to 0.088 indicating no association between the remaining three NCoEs and self-reported improvement ($\chi^2(8) \geq 13.767$, $p=0.088$) even without using a Bonferroni correction.
Lesson planning	An initial Chi Square analysis indicated no association between NCoE and self-reported improvement in Lesson Planning ($\chi^2(12) \geq 17.073$, $p=0.147$)
Teaching the 4 skills	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Teaching the 4 Skills ($\chi^2(12) \geq 28.668$, $p=0.004$). A post-hoc analysis removing Pasdunrata NCoE responses from the data reduced the p value to 0.554 indicating no association between the remaining three NCoEs and self-reported improvement ($\chi^2(8) \geq 6.840$, $p=0.554$) even without using a Bonferroni correction.
Teaching grammar	An initial Chi Square analysis indicated no association between NCoE and self-reported improvement in Teaching Grammar skills ($\chi^2(12) \geq 19.303$, $p=0.081$)

Giving instructions & checking meaning	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Giving instructions & checking meaning skills ($\chi^2(12) \geq 27.354$, $p=0.007$). A post-hoc analysis removing Mahaweli NCoE responses from the data reduced the p value to 0.091 indicating no association between the remaining three NCoEs and self-reported improvement ($\chi^2(8) \geq 13.666$, $p=0.091$) even without using a Bonferroni correction
Presenting and eliciting language	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Presenting and eliciting language skills ($\chi^2(12) \geq 28.491$, $p=0.005$). A post-hoc analysis removing Mahaweli NCoE responses from the data reduced the p value to 0.311 indicating no association between the remaining three NCoEs and self-reported improvement ($\chi^2(8) \geq 13.676$, $p=0.091$) even without using a Bonferroni correction
Classroom management	In initial Chi Square analysis an association was found between NCoE and self-reported improvement in Classroom Management skills ($\chi^2(12) \geq 27.054$, $p=0.008$). A post-hoc analysis removing Peradeniya NCoE responses from the data reduced the p value to 0.481 indicating no association between the remaining three NCoEs and self-reported improvement ($\chi^2(8) \geq 7.531$, $p=0.481$) after applying a Bonferroni correction.
Maximising student participation	An initial Chi Square analysis indicated no association between NCoE and self-reported improvement in Maximising Student Participation skills ($\chi^2(12) \geq 17.260$, $p=0.140$)
Use of board / visual aids	An initial Chi Square analysis indicated no association between NCoE and self-reported improvement in Use of the Board/Visual Aids ($\chi^2(12) \geq 14.793$, $p=0.253$)

Mahaweli NCoE trainees from the 2017 batch were less likely to rate their initial skills as Poor and their skill on exit as Good than their counterparts in the 2016 batch. Mahaweli NCoE trainees who felt that their initial skill level was Good were also more likely to report an improvement to Excellent than to say that their skill level remained static at Good after participating in the programme (the predominant pattern for the 2016 batch).

Jaffna NCoE trainees from the 2017 batch had a more even spread of initial skills across Poor, Fair and Good and were more inclined to report an improvement from Good to Excellent than the 2016 batch.

Trainee Perceived Improvement by Type of Teaching Skill

TEACHING SKILLS	PATTERN OF DEVELOPMENT	Figures showing response as percentage of total (related Tables included in Appendix B)																																																							
<p style="text-align: center;">Grading classroom language</p>	<p>Both Peradeniya and Jaffna NCoE trainees were twice as likely to rate their starting skill level as Poor with a strong trend of skill improvement from Poor to Good as a consequence. At the same time, few Peradeniya NCoE trainees (7%) were likely to rate their initial skills in this area as Good with the result that the pattern of improvement from Good to Excellent apparent in other colleges was not evident in the responses of Peradeniya NCoE trainees. These differences were sufficient to result in a statistically significant association between NCoE and skill development. Unlike in 2016 when 35% of Mahaweli NCoE trainees rated their initial skill level as Poor, most Mahaweli NCoE trainees in 2017 (71%) rated their initial skill level as Fair.</p>	<p style="text-align: center;">2017 Batch - Grading Classroom Language</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Pattern</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>5</td> <td>5</td> <td>10</td> <td>5</td> </tr> <tr> <td>Poor to Good</td> <td>25</td> <td>15</td> <td>30</td> <td>15</td> </tr> <tr> <td>Poor to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Fair</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Good</td> <td>40</td> <td>65</td> <td>45</td> <td>50</td> </tr> <tr> <td>Fair to Excellent</td> <td>10</td> <td>5</td> <td>10</td> <td>10</td> </tr> <tr> <td>Good to Good</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Excellent</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Excellent to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </tbody> </table>	Improvement Pattern	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	5	5	10	5	Poor to Good	25	15	30	15	Poor to Excellent	5	5	5	5	Fair to Fair	5	5	5	5	Fair to Good	40	65	45	50	Fair to Excellent	10	5	10	10	Good to Good	5	5	5	5	Good to Excellent	10	10	10	10	Excellent to Excellent	5	5	5	5
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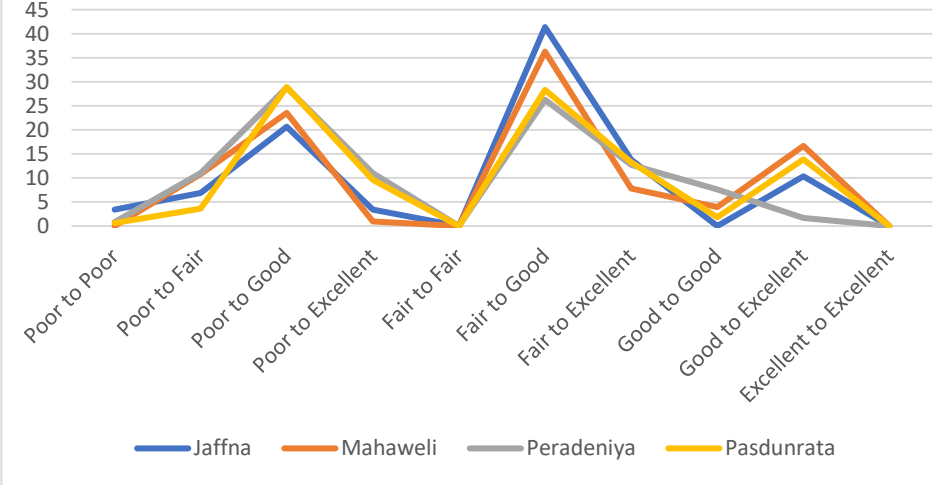
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Lesson Planning	<p>There was no statistically significant difference between colleges on the Lesson Planning skills of their trainees. Most trainees in each college rating their initial skills as Poor (particularly Peradeniya where 83% of trainees gave themselves an initial Poor rating) or, to a lesser extent, Fair. This resulted in a pattern of improvement from Poor to Good which outweighed the usually observed Fair to Good improvement</p>	<p style="text-align: center;">2017 Batch - Lesson Planning</p> <table border="1"> <caption>Approximate data from the 2017 Batch - Lesson Planning line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>5</td> <td>5</td> <td>10</td> <td>5</td> </tr> <tr> <td>Poor to Good</td> <td>45</td> <td>50</td> <td>55</td> <td>35</td> </tr> <tr> <td>Poor to Excellent</td> <td>5</td> <td>5</td> <td>10</td> <td>5</td> </tr> <tr> <td>Fair to Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Good</td> <td>30</td> <td>20</td> <td>15</td> <td>20</td> </tr> <tr> <td>Fair to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Good</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	5	5	10	5	Poor to Good	45	50	55	35	Poor to Excellent	5	5	10	5	Fair to Fair	0	0	0	0	Fair to Good	30	20	15	20	Fair to Excellent	5	5	5	5	Good to Good	5	5	5	5	Good to Excellent	5	5	5	5	Excellent to Excellent	0	0	0	0
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Teaching the 4 skills	<p>Pasdunrata NCoE trainees stood out here with twice as many trainees improving their skills from Fair to Excellent. The pattern in all cases was greatest proportion of trainees rating themselves initially as Fair with a lesser number rating themselves as Poor. Reported skill improvements was mostly from Fair to Good or Poor to Good reflecting the breakdown of starting skills</p>	<p style="text-align: center;">2017 Batch - Teaching the 4 Skills</p> <table border="1"> <caption>Approximate data from the line chart</caption> <thead> <tr> <th>Improvement Pattern</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>5</td> <td>10</td> <td>10</td> <td>5</td> </tr> <tr> <td>Poor to Good</td> <td>25</td> <td>25</td> <td>35</td> <td>25</td> </tr> <tr> <td>Poor to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>15</td> </tr> <tr> <td>Fair to Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Good</td> <td>55</td> <td>45</td> <td>40</td> <td>40</td> </tr> <tr> <td>Fair to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>15</td> </tr> <tr> <td>Good to Good</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Excellent</td> <td>5</td> <td>10</td> <td>5</td> <td>5</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Pattern	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	5	10	10	5	Poor to Good	25	25	35	25	Poor to Excellent	5	5	5	15	Fair to Fair	0	0	0	0	Fair to Good	55	45	40	40	Fair to Excellent	5	5	5	15	Good to Good	5	5	5	5	Good to Excellent	5	10	5	5	Excellent to Excellent	0	0	0	0
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Teaching Grammar	<p>There was no significant difference between NCoEs on this skill. Trainees tended to rate their initial skills as Fair (with the notable exception of Peradeniya where initial skills were mainly rated as Poor) and to show improvement from Fair to Good or, in the case of Peradeniya and Pasdunrata from Fair to Excellent. These two colleges also had a substantial proportion of trainees who improved from Good to Excellent. Trainees who initially rated themselves as Poor tended to say that they improved to Good.</p>	<p style="text-align: center;">2017 Batch - Teaching Grammar</p> <table border="1"> <caption>Approximate data from the 2017 Batch - Teaching Grammar line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>10</td> <td>20</td> <td>5</td> <td>5</td> </tr> <tr> <td>Poor to Good</td> <td>25</td> <td>25</td> <td>15</td> <td>15</td> </tr> <tr> <td>Poor to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Fair</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Fair to Good</td> <td>50</td> <td>35</td> <td>35</td> <td>50</td> </tr> <tr> <td>Fair to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Good</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Excellent</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	10	20	5	5	Poor to Good	25	25	15	15	Poor to Excellent	5	5	5	5	Fair to Fair	5	5	5	5	Fair to Good	50	35	35	50	Fair to Excellent	5	5	5	5	Good to Good	5	5	5	5	Good to Excellent	5	5	5	5	Excellent to Excellent	0	0	0	0
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<p style="text-align: center;">Giving instructions & checking meaning</p>	<p>Most trainees rated their initial skills as Fair, with the exception of Jaffna where the majority (52%) rated themselves as Poor. Trainees at a Poor level tended to improve to Good with the exception of Jaffna which had a substantial number who improved from Poor to Excellent. Trainees who initially rated themselves as Fair said that they either improved from Fair to Good or, to a lesser extent, Fair to Excellent. The proportion of trainees who considered that they improved from Fair to Excellent at Mahaweli was substantially less resulting in a statistically significant association between NCoE attended and the pattern of improvement for this skill</p>	<p style="text-align: center;">2017 Batch - Giving Instructions and Checking Meaning</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Pattern</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>5</td> <td>10</td> <td>10</td> <td>5</td> </tr> <tr> <td>Poor to Good</td> <td>30</td> <td>15</td> <td>22</td> <td>18</td> </tr> <tr> <td>Poor to Excellent</td> <td>15</td> <td>10</td> <td>10</td> <td>5</td> </tr> <tr> <td>Fair to Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Good</td> <td>18</td> <td>45</td> <td>35</td> <td>35</td> </tr> <tr> <td>Fair to Excellent</td> <td>18</td> <td>5</td> <td>10</td> <td>15</td> </tr> <tr> <td>Good to Good</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Excellent</td> <td>10</td> <td>15</td> <td>10</td> <td>15</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Pattern	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	5	10	10	5	Poor to Good	30	15	22	18	Poor to Excellent	15	10	10	5	Fair to Fair	0	0	0	0	Fair to Good	18	45	35	35	Fair to Excellent	18	5	10	15	Good to Good	5	5	5	5	Good to Excellent	10	15	10	15	Excellent to Excellent	0	0	0	0
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Presenting and eliciting language	<p>The general pattern of improvement was from Poor to Good and Fair to Good or Fair to Excellent. Mahaweli was underrepresented in this last category making the differences between colleges significant. There was also a substantial proportion of trainees from all colleges who reported an improved skill level from Good to Excellent.</p>	<p>2017 Batch - Presenting and Eliciting Language</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Poor to Fair</td> <td>5</td> <td>8</td> <td>5</td> <td>3</td> </tr> <tr> <td>Poor to Good</td> <td>28</td> <td>22</td> <td>35</td> <td>18</td> </tr> <tr> <td>Poor to Excellent</td> <td>10</td> <td>2</td> <td>10</td> <td>8</td> </tr> <tr> <td>Fair to Fair</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Fair to Good</td> <td>28</td> <td>48</td> <td>25</td> <td>35</td> </tr> <tr> <td>Fair to Excellent</td> <td>15</td> <td>5</td> <td>10</td> <td>18</td> </tr> <tr> <td>Good to Good</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Good to Excellent</td> <td>8</td> <td>15</td> <td>8</td> <td>15</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	1	1	1	1	Poor to Fair	5	8	5	3	Poor to Good	28	22	35	18	Poor to Excellent	10	2	10	8	Fair to Fair	2	2	2	2	Fair to Good	28	48	25	35	Fair to Excellent	15	5	10	18	Good to Good	2	2	2	2	Good to Excellent	8	15	8	15	Excellent to Excellent	0	0	0	0
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Classroom management	<p>Most trainees initially rated themselves as Fair or, to a lesser extent, Poor on this skill. The exception to this was Peradeniya who had substantially more Poor students and substantially fewer Good students initially. This was the main reason for a statistically significant association between NCoE and self-rating on this skill. The patterns evident in this analysis were for higher numbers rating their improvement as Poor to Good; Fair to Good; Fair to Excellent and Good to Excellent.</p>	<p style="text-align: center;">2017 Batch - Classroom Management</p>  <table border="1"> <caption>Approximate data from the line graph (Percentage of total)</caption> <thead> <tr> <th>Improvement Pattern</th> <th>Jaffna</th> <th>Mahaweli</th> <th>Peradeniya</th> <th>Pasdunrata</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>5</td> <td>2</td> <td>3</td> <td>1</td> </tr> <tr> <td>Poor to Fair</td> <td>8</td> <td>5</td> <td>10</td> <td>4</td> </tr> <tr> <td>Poor to Good</td> <td>22</td> <td>25</td> <td>28</td> <td>30</td> </tr> <tr> <td>Poor to Excellent</td> <td>5</td> <td>2</td> <td>10</td> <td>8</td> </tr> <tr> <td>Fair to Fair</td> <td>2</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>Fair to Good</td> <td>40</td> <td>38</td> <td>28</td> <td>28</td> </tr> <tr> <td>Fair to Excellent</td> <td>15</td> <td>8</td> <td>12</td> <td>10</td> </tr> <tr> <td>Good to Good</td> <td>2</td> <td>5</td> <td>8</td> <td>4</td> </tr> <tr> <td>Good to Excellent</td> <td>12</td> <td>18</td> <td>2</td> <td>10</td> </tr> <tr> <td>Excellent to Excellent</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	Improvement Pattern	Jaffna	Mahaweli	Peradeniya	Pasdunrata	Poor to Poor	5	2	3	1	Poor to Fair	8	5	10	4	Poor to Good	22	25	28	30	Poor to Excellent	5	2	10	8	Fair to Fair	2	1	2	1	Fair to Good	40	38	28	28	Fair to Excellent	15	8	12	10	Good to Good	2	5	8	4	Good to Excellent	12	18	2	10	Excellent to Excellent	2	1	1	1
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<p style="text-align: center;">Maximising Student Participation</p>	<p>Responses here were very positive with no significant differences between colleges. Ratings of initial skill level were primarily Fair with lower proportions of trainees who rated their entry level as Poor and few as Good (particularly at Peradeniya). However, there were multiple peaks in the pattern of improvement including Poor to Good; Fair to Good and, to a lesser extent, Fair to Excellent; and Good to Excellent. It is clear that this course component was emphasised by trainers in all colleges..</p>	<p style="text-align: center;">2017 Batch - Maximising Student Participation</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Category</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Poor to Good</td> <td>28</td> <td>22</td> <td>25</td> <td>20</td> </tr> <tr> <td>Poor to Excellent</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Fair to Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Good</td> <td>28</td> <td>38</td> <td>35</td> <td>40</td> </tr> <tr> <td>Fair to Excellent</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> <tr> <td>Good to Good</td> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> <tr> <td>Good to Excellent</td> <td>15</td> <td>15</td> <td>15</td> <td>15</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Category	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	5	5	5	5	Poor to Good	28	22	25	20	Poor to Excellent	10	10	10	10	Fair to Fair	0	0	0	0	Fair to Good	28	38	35	40	Fair to Excellent	10	10	10	10	Good to Good	5	5	5	5	Good to Excellent	15	15	15	15	Excellent to Excellent	0	0	0	0
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<p style="text-align: center;">Use of board / visual aids</p>	<p>Responses here were highly positive. Patterns of improvement included Poor to Good; Fair to Good; Poor to Excellent; Fair to Excellent; and Good to Excellent with equal strength. Most respondents cited their exit skill level as Excellent with the exception of Mahaweli.</p>	<p style="text-align: center;">2017 Batch - Use of Board/Visual Aids</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Improvement Pattern</th> <th>Jaffna (%)</th> <th>Mahaweli (%)</th> <th>Peradeniya (%)</th> <th>Pasdunrata (%)</th> </tr> </thead> <tbody> <tr> <td>Poor to Poor</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Poor to Fair</td> <td>5</td> <td>7</td> <td>3</td> <td>3</td> </tr> <tr> <td>Poor to Good</td> <td>15</td> <td>17</td> <td>18</td> <td>15</td> </tr> <tr> <td>Poor to Excellent</td> <td>21</td> <td>12</td> <td>18</td> <td>10</td> </tr> <tr> <td>Fair to Fair</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Fair to Good</td> <td>25</td> <td>25</td> <td>20</td> <td>25</td> </tr> <tr> <td>Fair to Excellent</td> <td>22</td> <td>14</td> <td>21</td> <td>25</td> </tr> <tr> <td>Good to Good</td> <td>0</td> <td>0</td> <td>6</td> <td>0</td> </tr> <tr> <td>Good to Excellent</td> <td>18</td> <td>15</td> <td>12</td> <td>21</td> </tr> <tr> <td>Excellent to Excellent</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Improvement Pattern	Jaffna (%)	Mahaweli (%)	Peradeniya (%)	Pasdunrata (%)	Poor to Poor	0	0	0	0	Poor to Fair	5	7	3	3	Poor to Good	15	17	18	15	Poor to Excellent	21	12	18	10	Fair to Fair	0	0	0	0	Fair to Good	25	25	20	25	Fair to Excellent	22	14	21	25	Good to Good	0	0	6	0	Good to Excellent	18	15	12	21	Excellent to Excellent	0	0	0	0
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Level at Programme Exit

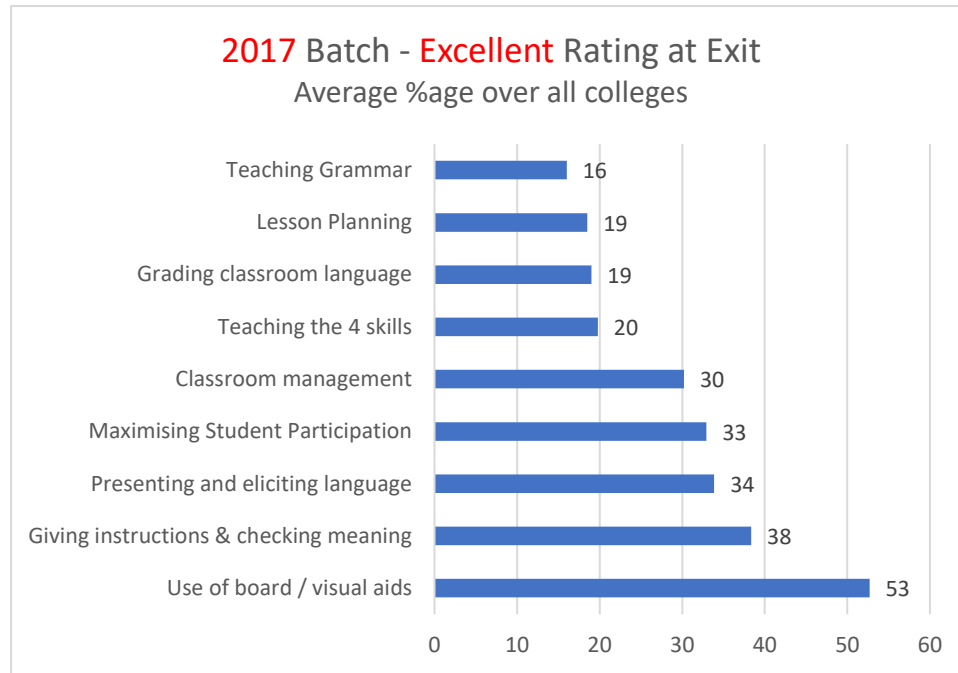
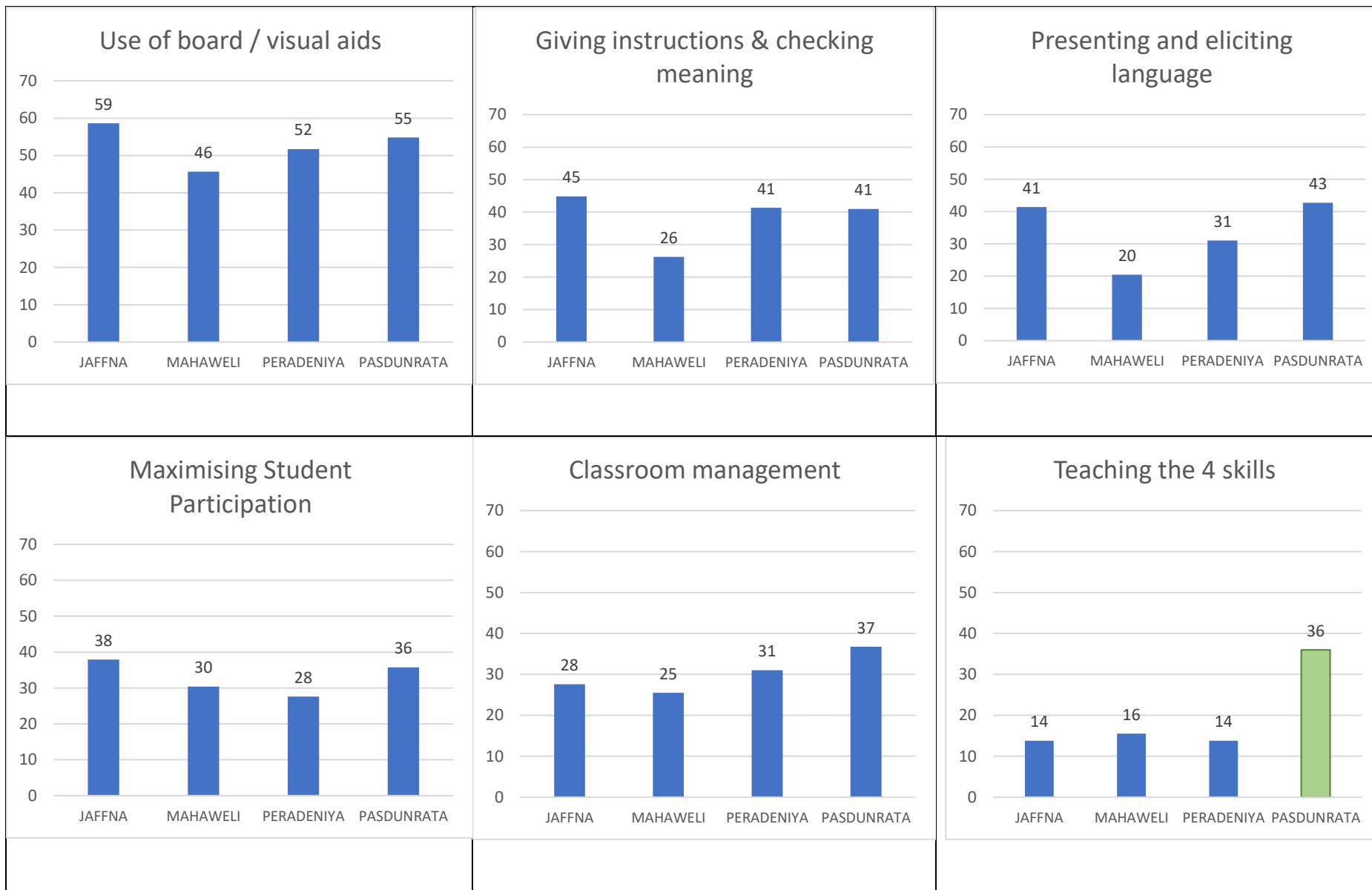


Figure 12: Excellent self-rating at programme exit

If a student self-rating of Excellent at the completion of the TEE programme is taken as a proxy of success and an indication of the likelihood of ongoing successful deployment of the skill, it is promising that more than 30% of trainees across all colleges rated themselves as excellent in skills such as classroom management, maximising student participation, presenting and eliciting language, giving instructions and checking meaning and more than half of all trainees felt that they were Excellent at using the board and visual aids (Fig 12). However, there is room for improvement in critical skills such as teaching grammar, lesson planning, grading classroom language and teaching the four skills at all colleges except Pasdunrata (Table 14). A lower proportion of trainees from Mahaweli NCoE tended to self-rate as Excellent in comparison with trainees at other colleges.



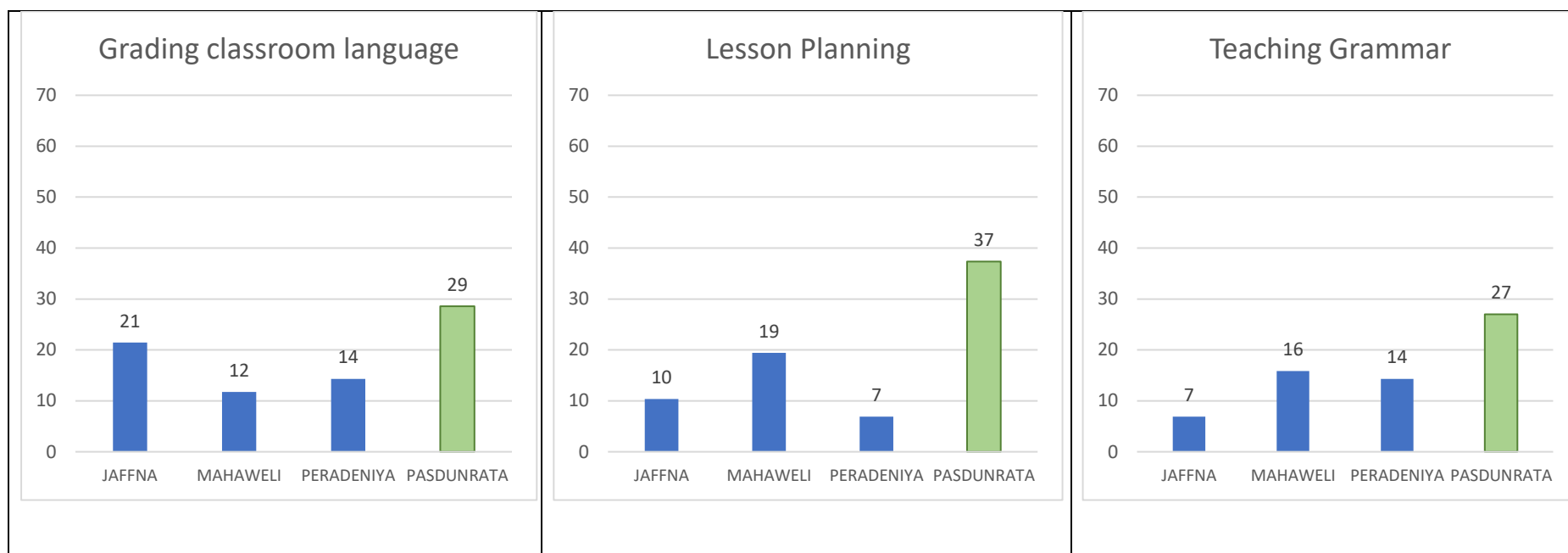


Table 14: Comparative self-rating as Excellent on programme exit across teaching skills and across colleges (all figures are percentages of totals) – 2017 batch

Teaching Methods and their use in Classrooms

Trainees were asked which teaching methods they had used in their teaching practice block and which they intend to use at some stage. A detailed presentation of methods favoured by trainees in the individual colleges is provided in Appendix B. Figures 13 and 14 below summarise the most and least favoured methods.

Figure 13 shows teaching methods used by 80% or more of trainee respondents at each of the participating NCoEs. Pair and group work; use of the board; supplementing activities in the textbook; and presenting & eliciting language; were frequently used by trainees at all colleges. This reflects the self-rating of trainees presented in the previous section where more than 30% of trainees across all colleges rated themselves as Excellent in presenting and eliciting language and more than 50% in the use of the board/visual aids. Classroom monitoring, warm-up activities, ICQs and stop-start signals were also made good use of by trainees in their teaching practice blocks. This range of skills demonstrates stronger classroom management skills and possibly more confidence on the part of trainees. Again, this is consistent with the findings presented in the

previous section which showed that 30% of trainees across all colleges considered themselves to be Excellent at classroom management by the completion of the TEE programme.

Note that Pasdunrata NCoE responses are not shown in Figures 13 and 14 because the 2017 batch of trainees at Pasdunrata NCoE had not been out to schools for their teaching practice block at the time of the survey.

	Jaffna NCoE	Mahaweli NCoE	Peradeniya NCoE
<i>Pair and group work</i>	Blue	Blue	Blue
<i>Use of the board</i>	Blue	Blue	Blue
<i>Supplementing the textbook</i>	Blue	Blue	Blue
<i>Eliciting language</i>	Blue	Blue	Blue
<i>Monitoring</i>	Blue	Blue	White
<i>Warm-up activities</i>	White	Blue	Blue
<i>ICQs</i>	Blue	Blue	White
<i>Stop-Start signals</i>	White	Blue	Blue
<i>CCQs</i>	Blue	White	White
<i>Activities focused on production skills</i>	White	Blue	White
<i>Use of mini-whiteboard</i>	White	Blue	White

Figure 13: Teaching methods used by 80% or more of trainees (2017 batch)

Few trainees report adapting tasks for stronger or weaker students and few report using games, mingles or chants/drilling. Again, this may be due to concerns about creating too much noise while still on teaching practice and trainees on short term assignment to a school may not have enough knowledge about their students to be able to cater to individual needs. Strong support during their internship year may change this pattern.

	Jaffna NCoE	Mahaweli NCoE	Peradeniya NCoE
<i>Adapting tasks for stronger/weaker students</i>	Blue	Blue	Blue
<i>Pronunciation games</i>	Blue	Blue	Blue
<i>Grading classroom language</i>	White	Blue	Blue

	Jaffna NCoE	Mahaweli NCoE	Peradeniya NCoE
Mingles			
Use of mini-whiteboard			
Chants/drilling			
Vocabulary games			
CCQs			
Error Correction			
Activities focusing on production skills			
Pre, while and post reading activities			

Figure 14: Teaching methods used by less than 60% of trainees

TEE trainers were involved in the teaching practice blocks – either supervising lessons in tandem with college lecturers or helping in preparation workshops prior to school placements. The trainers used the opportunity to collect data on areas of weakness to be emphasised in classes before the next teaching practice block. A total of 76 lessons were observed. Areas identified for improvement included:

- Use of classroom board
- Understanding phonemic chart and inclusion of pronunciation focus
- Teaching vocabulary
- Teaching reading sub-skills
- Teaching writing
- Use of warmers and fillers

Evidence of improvement and learning were seen in:

- Accuracy/level of English
- Classroom interactions (pair and group work)
- Eliciting
- Classroom management techniques
- Adapting materials

- Use of board for feedback, recording answers

Stronger skills identified in survey responses of the 2017 batch in the areas of classroom management, maximising student participation, presenting and eliciting language, giving instructions and checking meaning, supplementing the textbook, and use of the board and visual aids are consistent with these observations.

Comparison of 2016 and 2017 Batches

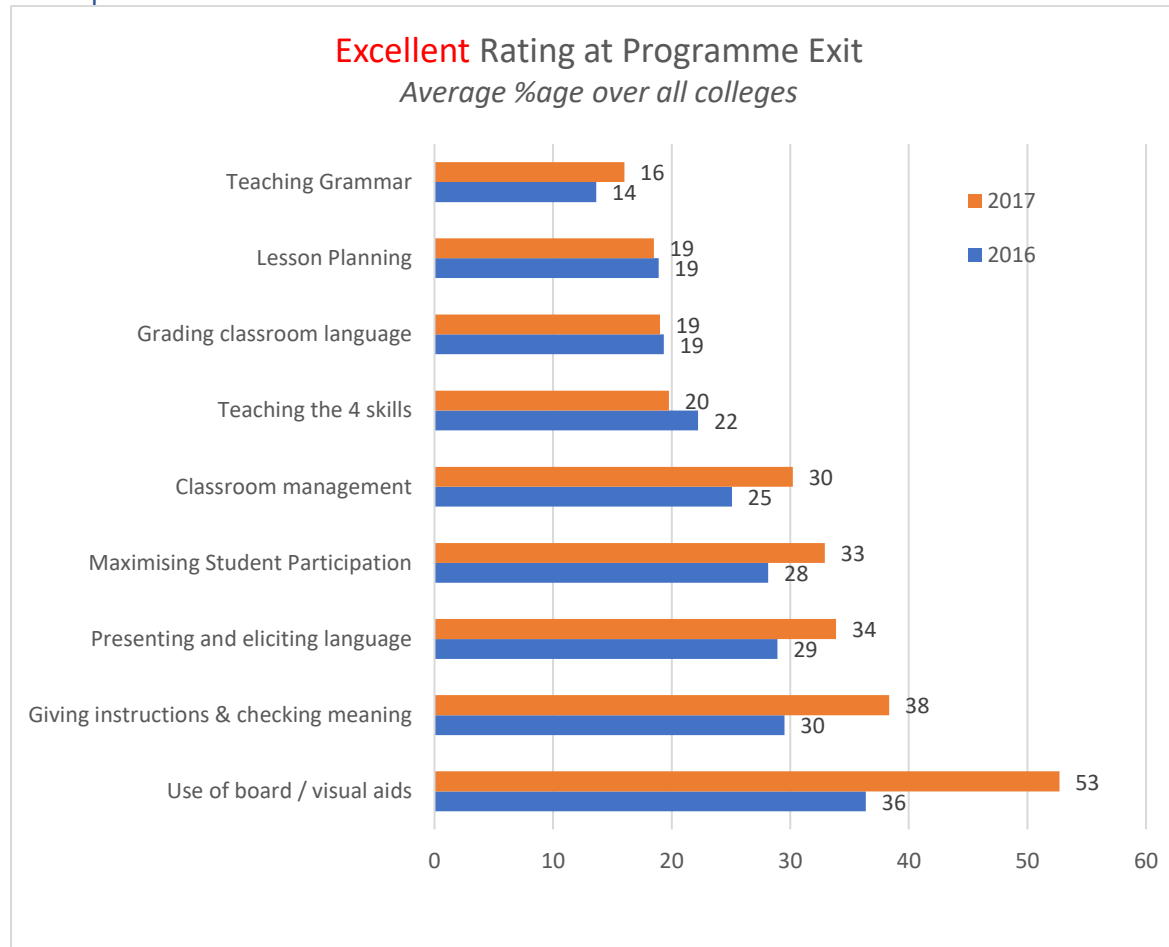
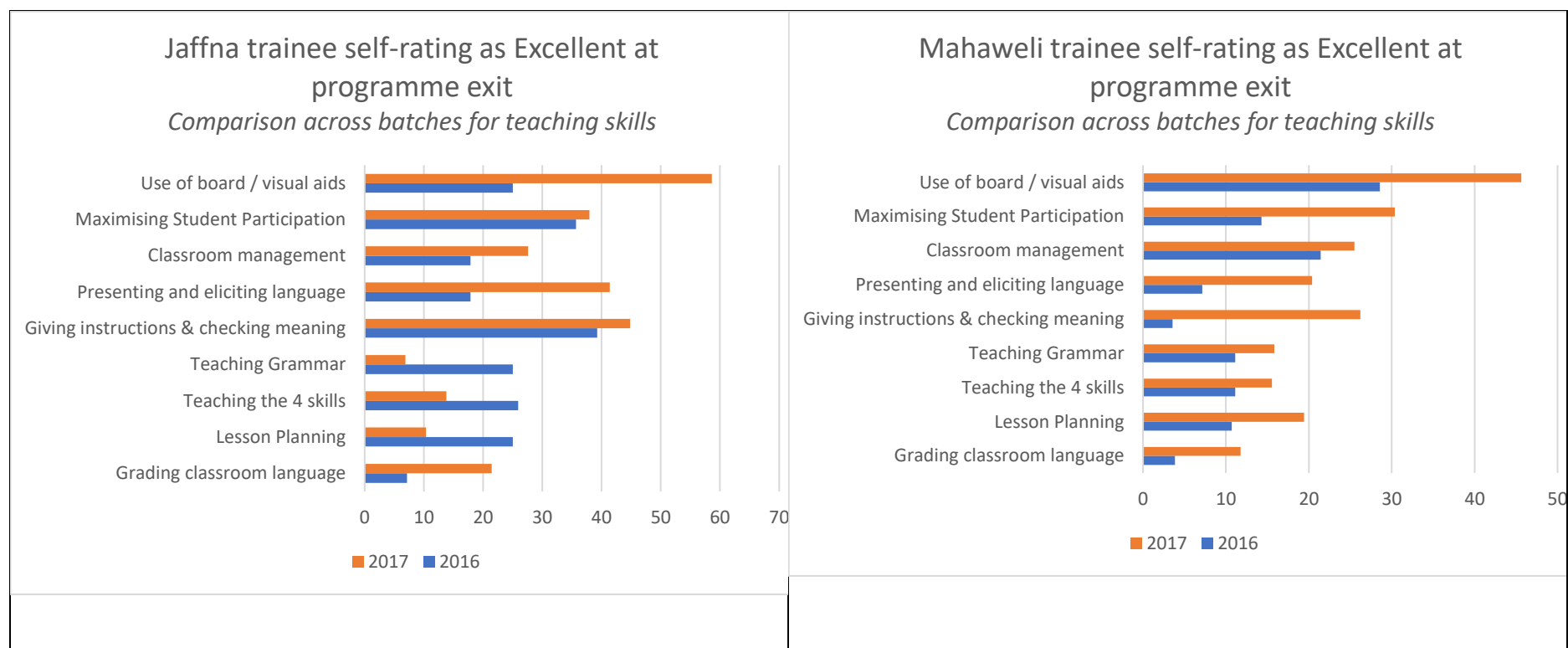
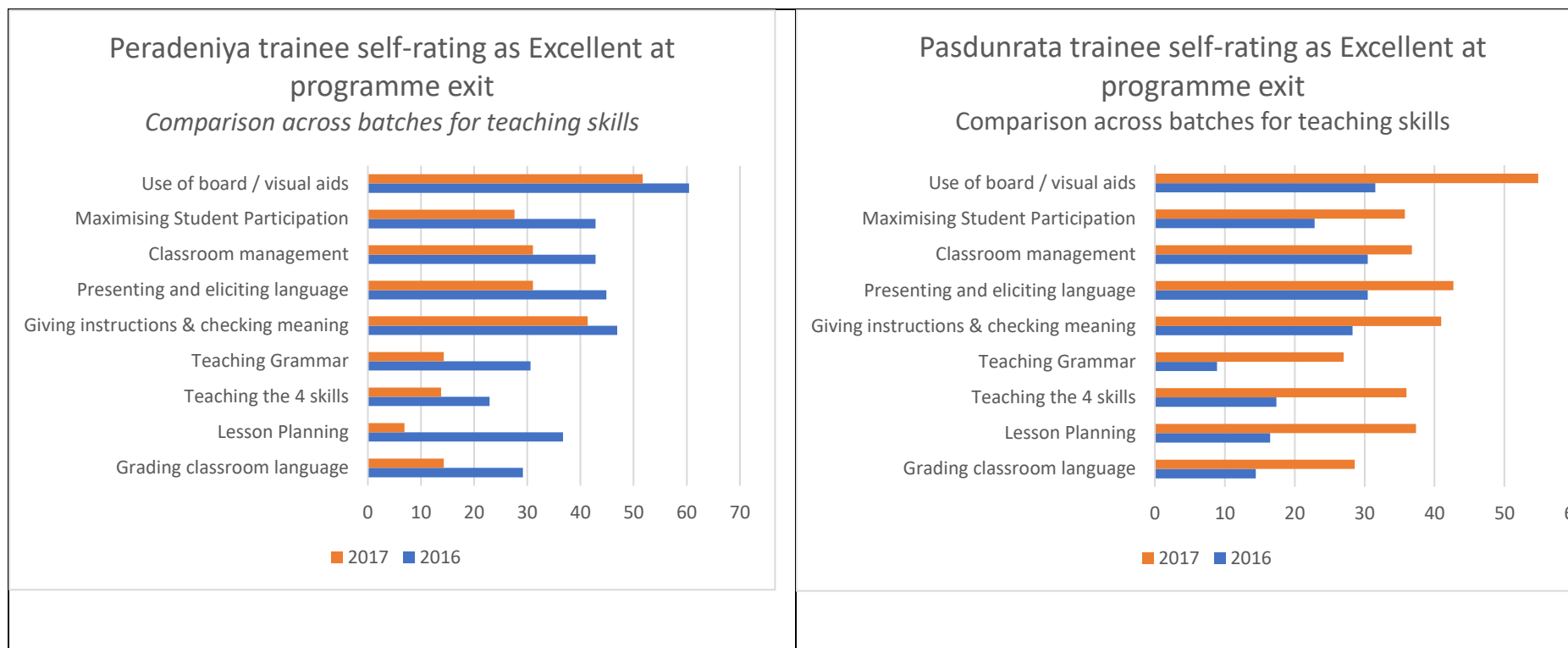


Figure 15: Comparison of 2016 and 2017 batches on teaching skills

Despite a higher proportion of trainees from the 2017 batch rating their initial skills as Poor, their level at exit was better than that of the 2016 batch for all colleges except Peradeniya. Surprisingly, fewer trainees from the 2017 batch at Jaffna NCoE rated themselves as excellent in Teaching grammar, teaching the four skills and lesson planning in comparison with the 2016 batch (Table 15).

Table 15: Trainee self-rating as Excellent on programme exit - comparison across batches and colleges





Conclusions and possible explanations

At this stage of the journey of trainees towards becoming English teachers, it is appropriate to evaluate these findings against Levels 1, 2 and, to a certain extent, level 3 of the Kirkpatrick Four-Level Training Evaluation Model. Inputs from Focus Group Discussions with trainees and interviews with their lecturers are drawn on for context and explanation as are the interviews with the Team Leader of the TEE trainers.

Kirkpatrick's Level 1 is labelled 'Reaction' and looks at trainee perception of the value of the training to them

Each college conducts a course on English Language Teaching Methodology (ELTM). There is also Education Practice (EP) prior to teaching practice blocks. However, trainees in every focus group argued that the TEE training was more useful in preparing them for teaching practice because the trainers role modelled the practices trainees should adopt when they went to schools.

The theoretical facts are being given to us inside the classroom. This is how you should do, and this is how you should manage. It is more or less like a lecture. But when it comes to Julia's session, the theoretical facts are being into practice (Peradeniya NCoE trainee).

At first we didn't know how to teach the students...we got only the lecturing parts...only the theory part....Hilary madam gave us a lot of things...she taught us how to teach the students in an attractive way and, not only that, she did it to us and we all enjoyed and we all learnt so many things and without her, I think I couldn't do any teaching. Because of her, I have improved a lot of things. Now I can go in front of a classroom and teach to any student (Pasdunrata NCoE trainee)

It is understandable that trainees are more concerned with mastering survival tactics prior to their first encounters with school students and hence find education theory less relevant. However, some trainees said that the TEE training helped them to understand the theory being taught to them in their other classes.

TEE programme is the overall thing. What we learned from every subject.....when we are learning with Julia, I feel that everything is there.....not only methods...from her lesson, if we see the way that she teaches us, we can understand many things (Peradeniya NCoE trainee).

In ELT we learnt some things about class management, the teacher positions when we are giving advices, when we are monitoring the class and things like that. In TEE programme we practically did it and we observe Irena Madam the positions what she does when giving advises she is in the front position and when she is monitoring she is going around the class and to the back. The thing we learn in ELT, we practically did and observe it from Irena Madam (Mahaweli NCoE trainee).

Kirkpatrick's level 2 focuses on the measurement of 'Learning'.

In survey responses, trainees were more positive about improvements in their Teaching skills than in their English Language abilities. Most said that their teaching ability was 'a lot stronger' after participating in the course. However, it is evident that further capacity building is required. Based on the proportion of trainees who rated their skills as Excellent across the range of teaching skills examined and the techniques they claimed to have used in their teaching practice, it is apparent that there is a strong level of mastery of the following practices:

- pair and group work,

- use of the board/visual aids,
- classroom monitoring;
- using activities to supplement the textbook; and
- using warm-up activities.

However, most trainees are still not confident in:

- activities focused on production skills;
- pre, while and post reading activities;
- adapting tasks for stronger/weaker students;
- grading classroom language;
- mingles;
- pronunciation and vocabulary games;
- error correction techniques

Around 30% of the 2017 batch and 25-30% of the 2016 batch ended up rated themselves as Excellent in a range of skills including :

- classroom management;
- maximising student participation;
- presenting and eliciting language;
- giving instructions and checking meaning; and
- use of the board and visual aids.

However, there is room for improvement in critical skills such as teaching grammar, lesson planning, grading classroom language and teaching the four skills.

Analysis of survey responses revealed a similar pattern of differences in the TEE experience across the participating colleges and between batches. Responses from the 2017 batch were more positive than from the 2016 batch except for trainees at Peradeniya NCoE. This may be due to a number of factors such as TEE training not commencing until well into the academic year for the 2016 batch which could have influenced trainees perception of how closely the program was tied to the diploma and/or lecturers coming back from early iTESL training by the end of 2018 and role-modelling TEE-type techniques across the curriculum and/or simply a better learning environment with fewer combined classes due to lecturer absence by late 2018/2019.

There were also statistically significant associations between NCoE attended and pattern of perceived improvement in teaching ability for both batches. While the general pattern of perceived improvement in both years was from Fair to Good, stronger patterns of improvement were noted with the 2017 batch. Although this batch were more likely to identify their skill level on entry as Poor (possibly reflecting the fact that they started the TEE programme from the moment they joined their college rather than after several months), patterns of perceived improvement from Poor to Good were common - especially for Lesson Planning. When looking at the pattern of skill improvement in other areas (notably giving instructions and checking meaning; presenting and eliciting language; classroom management; and maximising student participation) it was notable that all respondents considered that there had been improvement in the level of skill be it from 'Poor to Good' or 'Fair to Good' or 'Good to Excellent'.

As was the case with English Language skills and probably for the same reasons, the responses of Mahaweli NCoE trainees in the 2017 batch was a lot more positive than the responses of the 2016 batch. They were a lot less likely to consider that their skill levels remained static. Survey responses of Jaffna NCoE trainees in the 2016 batch were highly positive and the responses of the 2017 batch more modest except in the case of use of the board/visual aids, classroom management, and presenting and eliciting language. Again, this is not dissimilar to the pattern of Jaffna NCoE trainee responses on the question of English language skill improvement. Pasdunrata NCoE trainees from the 2017 batch demonstrated across the board improvement – even in areas where trainees from the other colleges were less likely to consider that they had improved. Once again, this mirrors the trend noted with English Language ability so could possibly be attributed to the same causes.

Peradeniya responses are the outlier in this analysis since the 2016 batch were more likely to consider that their teaching skills improved than trainees in the 2017 batch. This might have been due to larger class sizes in the 2018 intake but could also have been influenced by the departure of the TEE trainer soon after the first teaching practice block for the 2017 batch. Not having the opportunity to debrief with her, left them feeling uncertain. In the words of one Peradeniya trainee, *'Solutions come after problems. So, we faced the problems once we go to the schools, but we want to talk about the solutions.'* Post teaching practice reflection sessions were instead held with their other lecturers but because of the strong bond trainees felt with the TEE trainer, were not felt to be as effective.

The ELTM sessions were going on, discussing the questions and the problem but still it was better if the TEE programme was there so that we can take every question to her. She was so close to us so we can discuss everything and she understand each and every situation but in that ELTM session most of the time we don't respond, we don't question, we don't tell our problems as well. (Peradeniya NCoE trainee).

The most recent revision to the Kirkpatrick model,¹⁶ suggests that training evaluation at Level 2 (Learning) should also measure what trainees think they'll be able to do differently as a result of the training, how confident they are that they can do it, and how motivated they are to make changes (Mintools, online).¹⁷

In focus group discussions, many trainees were earnest about avoiding traditional teaching practices that they saw as deleterious to learning English.

Now, when we go to the class practically, the students are like, "Oh, its English". So their facial expressions show a bad response. So they just think that English is a subject that they cannot do because of the teachers they have learnt previously (Peradeniya NCoE trainee),

These trainees talked about how they would identify and work with slow learners, how they would build rapport with their classes to help create a good learning environment, and how they would use different techniques to do group work even within congested classrooms.

However, others were not so positive and foresaw the realities of the Sri Lankan education system making it extremely challenging, if not impossible, to continue to use student-centered and activity-based teaching approaches. Asked to identify obstacles that she anticipated facing after becoming a teacher, one Pasdunrata NCoE trainee said:

Time. How to get the syllabus done. How to achieve the national goals. Sometimes we will have to neglect the weaker students because they mainly focus on the results. So, we have to go behind those goals and work to achieve the results. Because the parents and all the society expect us to get A passes.

NCoE lecturers have only three years to change attitudes like this with one year (the internship year) being largely out of their control as their contact with the trainees is minimal (weekly visits and monthly meetings at the college).

...the internees because they stay in the school for one whole year and they are under these teachers rather than with us because we go and visit them only once or twice a month so then they get influenced a lot by these teachers and they say well, OK, you can't do that...you have to cover this number of pagesso then it is just a survival strategy for them. ... they need the support of the teachers, the ISAs, the ADs, the Principals...without that ...You know they are just novices and they know that we will not come to their rescue so they will have to please whoever they have within the school (Mahaweli NCoE lecturer).

¹⁶ In 2016, the original theory was revised as the "New World Kirkpatrick Model" (Mindtools, Online) at <https://www.mindtools.com/pages/article/kirkpatrick.htm>

¹⁷ <https://www.mindtools.com/pages/article/kirkpatrick.htm>

Kirkpatrick Level 3 – Behaviour. At this level the model looks at how well trainees apply their training.

Most lecturers said that they hadn't had time to observe TEE classes except for a couple of model classes conducted by the TEE trainers. However, they had been pleasantly surprised when they went to teaching practice supervision and observed their trainees using new techniques, which they recognised from their own iTESL training.

... we went to two blocks. One with the first years – 5 days – and one with the second years - 10 days (their final block) - and then we saw this with the trainees also. Setting the scene was quite interactive. They gave chances for students to speak. There are a lot of ICQs, CCQs, Ladder chats, mini white boards. The students also enjoyed it (Mahaweli NCoE lecturer).

It would be misguided to attribute these changes in teaching practice wholly to the TEE program. Nonetheless trainees and lecturers were unanimously of the opinion that the program's contribution was substantial.

...when we went to supervision, I have seen a lot of them using these techniques in their classroom teaching. Especially they used these stopping signals, motivation techniques...in primary classes they really went well. I was doing supervision and, at the same time, I was supervising some internship trainees who did not get that TEE program, and I have never seen those internship trainees use those techniques effectively. They are struggling to do this class controlling. Internship batch they used these methods they have been using for several years but the batch that did this TEE program, they introduced different techniques (Peradeniya NCoE lecturer).

However, it should be noted that some lecturers were unsure that the trainees they observed really understood how to use the new techniques to achieve lesson objectives or build grade level competencies. This is clearly a higher level skill than simply conducting such activities and is the next logical step in lesson planning.

Sometimes these trainees don't know what to select to teach. We have to work hard. We have to explain them what to select. Even some activities are given in the textbook also. But even then, they don't know how to find the competency. But exactly what to be taught. For example, if it is a reading text, whether to go for skimming, scanning or intensive reading. They don't know the suitable activities to be prepared (Mahaweli NCoE lecturer).

TEE trainers in all colleges were active in helping trainees prepare for their teaching practice block and in co-supervising teaching practice classes with college lecturers. Their contributions were highly valued by both trainees and lecturers and had a direct influence on trainee behaviour during this important formative stage in their teacher training.

They have got a lot of things about new teaching methodology and how to do group work in an effective manner. How to plan lessons with a lot of activities which interest the students. Actually I had one block teaching experience with Kate with second years....she joined with me in observing lessons. There I saw that she was explaining to the students about more effective and novel ways that they could plan their lessons. She gave a lot of ideas regarding planning group activities. As I felt it was a novel experience for the students and that they could get a lot of things from her...warm-up activities and that sort of thing. The students were really impressed (Pasdunrata NCoE lecturer).

Actually, in our teaching practices, I had that problem the first day. I had no confidence to speak in front of the students. I had a fear. But first day I was visit by Madam Julia and she helped me a lot in how I can communicate with them and how I should stand in front of the class with good confident. And she also helped me with how the voice projection should be there with me. And she told I had a monotonous voice and I should practice in the next session. Actually, she had a good understand about me. She knew my weaknesses and my terror points. Actually, she helped me a lot (Peradeniya NCoE trainee).

Trainees reported that TEE trainers helped them to prepare for lessons in a way that anticipated problems and included alternative options and supported them to use a moderate amount of mother tongue where even the use of gestures and miming was not helping. Formal lesson plans prepared for the college emphasise learning outcomes and competencies defined in the syllabus which trainees need to be aware of but, naturally, the immediate concern of the trainees embarking on their first teaching practice block is survival strategies. Similarly, using English in the English classroom is essential to expose students to the language and to build vocabulary and TEE trainers did a lot of work helping trainees with the use of simple classroom language, gestures and miming to help them communicate with their students in English. However, it is sometimes more productive to explain and check concepts with a judicious use of mother tongue and trainees felt constrained by not being able to do this.

When we went to block teaching, we were instructed to use only English because we are English teachers and we have to teach English. But some of my friends have experience, when they go to a classroom and when they use English, the students request from the teachers to use Sinhala. So we were instructed to use only English and we were in trouble because we can't use Sinhala. So it was somewhat an obstacle for us because we are not sure that they have understood what we have taught them (Peradeniya NCoE trainee).

The developers of the 'New World' Kirkpatrick model stress the need for 'processes that encourage, reinforce and reward positive changes in behaviour' (Mindtools, online)¹⁸ to embed changes in behaviour after training.

¹⁸ <https://www.mindtools.com/pages/article/kirkpatrick.htm>

During their teaching practice block, trainees are 'rewarded' by scoring higher marks for classes that are activity-based and where they demonstrate competent use of English. However, college lecturers (and TEE trainers) cannot supervise every class. It is important that school English teachers whom trainees have been assigned to work with also encourage good approaches and reinforce the value of the new techniques they attempt to use. It was disturbing to hear from some trainees that teachers to whom they had been assigned for teaching practice had told them to avoid group work as it would take too much time / be too noisy and move the class through a set number of pages of the textbook. In less supportive environments, some trainees also appear to have self-censored, opting out of activities such as mingles or language games which they felt would generate too much noise and disturb adjoining classes. NCoE lecturers also raised concern about this:

Actually [internship] is the hub of training, no? But still there are in-service teachers outside. Now, if they were not subject to this kind of thinking ...different thinking and capacity about changing....they will influence our students and say, "No, no just finish the syllabus." That will also change because ISA is the trainer for this iTESL and they are capturing them also so it will take a little time but there will be a big impact.

However, other trainees reported a highly positive experience of teaching practice. In focus group discussions, trainees from Mahaweli NCoE spoke of teachers and even parents coming to watch their classes. Asked if they got any feedback from school principals, they said:

They told that classes which we were taking, they were very positive about the college students. And when we were using the mini-whiteboards, they loved that. They gave a very positive feedback.

Lecturers at Pasdunrata NCoE had similar stories.

The principals they like the trainees, students who train at colleges of education, they appreciate. One principal told, "English teachers they know techniques well compared to other teachers". And he told he asked a English trainee to teach a Sinhala lesson but he said, that teacher could teach that lesson very well because she is an English teacher (Pasdunrata NCoE lecturer).

However, role modelling by school teachers to which trainees are assigned is also important. Asked what they observed of daily teaching practice in their assigned schools, one Mahaweli trainee said, '*They only come to the class and give the note*'. Naturally, this is not always the case. The British Council, with sponsorship from the National Development Bank (NDB) and support from Regional English Support Centres (RESC) has been running training programs for in-service teachers for a number of years and evaluations of these programs (Lunt 2014, Wyburn 2019) indicate that good English teaching practice is increasingly prevalent in schools. In the absence of role modelling by school teachers, role modelling of learner-centred and activity-based approaches by NCoE lecturers is particularly important. Hence, the two-pronged approach of the TRANSFORM programme where NCoE lecturers and ISAs have been trained in parallel with trainees under TEE, is to be

commended. All lecturers interviewed said that they recognised the importance of role modelling and had incorporated new techniques into their lectures and were teaching in a more interactive way.

However, lecturers also expressed concerns about being able to support their trainees to pass their exams despite a crowded syllabus, many other demands on their time, and a lack of textbooks. One lecturer estimated that between the academic programme being closed down due to security issues, water supply problems, sports days, festival celebrations and ceremonies and lecturer absences due to attending official training courses, invigilating internal exams, marking exams and interviewing for new batch first years, lecturers actually ended up with only 80% of the official academic year to work with their trainees.

And the other thing was, TEE method...they have a lot of practical work and sometimes we have to cover the syllabus so it is a little difficult if we go always in that way....we have to think of our syllabus. Always thinking of these child-friendly methods, will not always help....takes time... they had a lot of that type of activity. Because TEE is something to get attraction towards the language like. It is not only that. We have some backward students....study skills have to be thought of (Peradeniya NCoE lecturer).

One particularly committed lecturer who had also completed the NDB English for Teaching course, had managed to meet these multiple demands by preparing notes for her trainees.

There are problems like that [missed days in the academic calendar, lecturers being called to programs outside the college etc leading to a need to rush to prepare for exams]. To solve that problem, we prepare tutes (handouts for examination purposes). This is the way we do it. We form groups in the classroom and we give exercises and activities and small projects and, after that, we discuss these things and give a feedback. For the examination purpose, for the theory part, we give them as copy. Because at the end they have to sit for a written exam. It is a very strenuous task (Peradeniya NCoE lecturer).

Another lecturer recommended a revision of the syllabus.

If the relevant material and all is provided, it will be carried out. But, from the Ministry, what they say becomes more prominent. So if they have a different syllabus and this has something else, we have to give priority to the ministry says. These syllabuses have to be upgraded also (Peradeniya NCoE lecturer).

Steps towards this have already been made. At a workshop in Colombo on 22nd March 2018 attended by representatives of the Ministry of Education, National Institute of Education, NCoE's and British Council, it was agreed that the TEC coursebook for teacher trainees be used within the ELT Methodology syllabus. Lecturers of ELTM say that they can see that trainees are better able to answer exam questions for the

subject based on their TEE training and having used the methods themselves in teaching practice block so there does appear to be a level of support for change in at least this one subject.

Now most of the ELT syllabus requires this kind of techniques. Now practically they learn and then they know the theories. They are practically using it in their lessons with their lecturers. ELT required this kind of thing as a theory...as a note that they had to take for the final exam...but they can beautifully answer that final exam paper because they have been using it right throughout (Mahaweli NCoE lecturer).

Concluding Comments and Recommendations

It is clear that trainee English language ability and English teaching skills have improved over the period within which the TEE project was implemented. Evidence for this came from trainee reflections, observed behaviour during teaching practice blocks, and OPT results. Lecturers and trainees attribute a lot of the improvement to TEE training. The success of the project appears to have been in no small measure due to the rapport that TEE trainers were able to establish with trainees, providing them with a non-threatening and supportive learning environment focused on ensuring that their first experiences of teaching practice were successful. Many of the academic staff interviewed also mentioned the benefit of having a native speaker in the college since trainees could not revert to their mother-tongue when speaking to them. There was wide consensus that TEE trainers effectively role-modelled learner-centered and activity-based approaches building the confidence of trainees to use these techniques in their own teaching practice. Enablers of success can be identified as the amount of time trainees had in small group learning environments where a cohesive and structured programme of skills development ran without undue interruption; a commitment to the use of English across college activities; and reinforcement of good practice within schools during block teaching. Challenges included the crowded syllabus of the National Diploma of Teaching, poor skill levels on entry, and exam-driven teaching practice in schools.

Under the TRANSFORM program, project stakeholders – the Ministry of Education, the NCoEs and the British Council – have built a comprehensive system to scaffold the capacity development of trainees. Lecturers have been trained in new techniques and are capable of role modelling good practice, ISAs have been trained as mentors with an understanding of ESL training, and ADs and school principals are attending awareness raising workshops. Under parallel British Council programmes, increasing numbers of English teachers in schools have been trained in addition to more than 80 in-service teachers under the TEE project itself. Finally, the Ministry of Education is driving a move to include speaking and listening skills in school-based assessment (SBA).

However, NCoE lecturers are driven by a strong sense of duty to ensure that trainees pass exams against a highly theoretical syllabus. Effort needs to be made to ensure that teaching practice in lecture halls role models student-centered and activity-based learning approaches but, while the syllabus remains as it is, lecturers will be tempted to revert to ‘covering the content’ by a heavy reliance on lectures and giving up their

weekends to help trainees cram for the exams. Syllabus reform has started with the incorporation of the TEC coursebook in the ELTM syllabus but the experience of trainees under TEE indicates a need to build practical classroom 'survival skills' first and then gradually layer in education theory.

The TEE project was designed to ensure that teacher trainees will:

- be more confident in using English in the English language classroom
- create more opportunities for the students to interact in English with each other in the classroom within the existing curriculum
- use a more learner-centered and activity-based methodology in the classroom
- have a clearer understanding of the teaching and learning process
- improve their English language level

Trainees undoubtedly have a clear understanding of how the teaching-learning process demonstrated by TEE trainers aided their learning and say that they are committed to creating a similar learning environment in their own classes. However some may not understand how to develop specific student competencies using the techniques they have become familiar with. Fortunately there is still opportunity for this understanding to be developed during future teaching practice blocks/the internship year as college lecturers will meet regularly with them to review lesson plans.

While trainees appear to have a solid repertoire of basic teaching skills, they were less likely to have used activities such as mingles and pronunciation/vocabulary games which would create opportunities for their students to interact in English with each other in the classroom. Their mastery of grading their classroom language to support their students to develop at least functional English language also needs improvement.

Gaining familiarity with these techniques requires having an opportunity to try them out in a teaching environment without any concern of being criticised for creating undue noise or not covering the textbook. Trainees were also less likely to employ a range of activities to meet the needs of stronger/weaker students. Again these skills are best developed in an environment where the emphasis is not simply on covering the content. A carefully structured internship year could provide such opportunities. Alternatively, an internship year where trainees work with

English teachers who simply ‘come to the class and give the note’, could offset all the good work done previously. It is recommended that trainees be placed, where possible, with English teachers who have done the NDB EfT¹⁹ or CBB TKT²⁰ courses.

Finally, trainees and lecturers alike said that they would like to see a continuation of the TEE program particularly if it could be integrated into the existing syllabus rather than borrowing lesson allocations from different subjects. The syllabus revision of ELTM mooted above would provide a highly effective framework for this. There are also opportunities within the Listening & Speaking course taught in all three colleges.

This evaluation follows the Kirkpatrick Four-Level Training Evaluation Model only through Levels 1 (Reaction) and 2 (Learning) and, to a lesser extent, Level 3 (Behaviour). Observations made during Teaching Practice Blocks where students are graded based on their use of English in the classroom and an activity-based / learner-centered approach may not provide a true assessment of behavioural change and this must be regarded as a limitation of the evaluation. Moreover, there has been no attempt in this evaluation to measure at Level 4 (Results). Given the multiple factors being employed to change the English Language learning environment in Sri Lanka, ‘Results’ would best be assessed as a system-wide evaluation.

¹⁹ NDB English for Teaching program

²⁰ CBB Teacher Training Program

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Appendix A – Names of lecturers/senior NCoE college staff consulted

NCoE	NAME
Mahaweli	Dr. M.V.K. Mallawa, Vice President (Academic & Quality Assurance)
	Mayuri Sooriyampola, Lecturer
	D.M. Anoma Sriyani Dharmadasa, Lecturer
	Darshani Abeykoon, Lecturer
	Pradeepa Wijewardane, Lecturer
	Ekanayaka Mudiyanseleage Nayana Sandamali Ekanayaka, Lecturer
	Dissanayaka Mudiyanseleage Shiromi Upulaneththa, Lecturer
	Wasala Mudiyanseleage Menik Renuka Weloegama, Lecturer
	Malka Wickramasinghe, Sectional Head
Pasdunrata	K.A. Chandradasa, Senior Lecturer
	D.M. Rathugama, Lecturer
	Nallage Dona Priyambika Preethimali, Lecturer
	Rathnayake Mudiyanseleage Dulani Pushpanjali Kumari Rathnayake, Lecturer
	Kottege Kumudunie Udayaratne, Lecturer
	S.D. Dilini Fernando, Lecturer
	P.D.L. Lekha, Lecturer
Peradeniya	S.T.R. Herath, VP Academic
	Liyana Mudiyanseleage Deepthi Saman Kumara Ranasinghe Pitawala, Academic Coordinator
	R.P. Ekanayake, Lecturer
	Disna Abeysinghe, Lecturer
	K.N. Herath, Lecturer
	Harsha Herath, Lecturer
	S.A.W.M.M.E. Suriyampala, Lecturer

Appendix B – Analysis of English language and Teaching Ability Improvement (raw data)

2016 Batch – English language ability on entry and exit

<i>JAFFNA NCoE</i>	READING SKILLS		WRITING SKILLS		LISTENING SKILLS		SPEAKING SKILLS		GRAMMAR & VOCAB		CLASSROOM LANGUAGE	
	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>
Poor	0	0	0	0	1	0	0	0	1	0	1	0
Fair	12	1	13	1	15	1	18	1	14	0	17	0
Good	16	11	15	15	12	14	10	19	12	17	9	17
Excellent	0	16	0	12	0	13	0	8	1	11	1	11
	28	28	28	28	28	28	28	28	28	28	28	28

<i>MAHAWELI NCoE</i>	READING SKILLS		WRITING SKILLS		LISTENING SKILLS		SPEAKING SKILLS		GRAMMAR & VOCAB		CLASSROOM LANGUAGE	
	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>
Poor	0	0	2	0	1	0	3	0	5	0	12	0
Fair	10	1	12	3	21	1	19	1	14	3	10	2
Good	18	22	14	23	6	24	6	24	9	24	4	21
Excellent	0	5	0	2	0	3	0	2	0	1	0	3
	28	28	28	28	28	28	28	27	28	28	26	26

<i>PERADENIYA NCoE</i>	READING SKILLS		WRITING SKILLS		LISTENING SKILLS		SPEAKING SKILLS		GRAMMAR & VOCAB		CLASSROOM LANGUAGE	
	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>
Poor	0	0	0	0	4	0	8	0	0	0	8	0
Fair	15	0	25	0	33	1	28	1	28	0	26	1
Good	32	31	23	37	11	35	13	41	19	37	14	29
Excellent	2	18	1	12	1	13	0	7	2	12	1	19
	49	49	49	49	49	49	49	49	49	49	49	49

PASDUNRATA NCoE		READING SKILLS		WRITING SKILLS		LISTENING SKILLS		SPEAKING SKILLS		GRAMMAR & VOCAB		CLASSROOM LANGUAGE	
PRIOR SKILLS		<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>
Poor		0	0	0	0	4	0	4	0	2	0	7	0
Fair		36	0	43	0	61	1	56	3	65	2	54	2
Good		50	60	47	66	24	70	31	65	24	72	30	70
Excellent		6	32	2	26	1	20	1	24	1	18	1	20
		92	92	92	92	90	91	92	92	92	92	92	92

2016 Batch – English Language Ability Improvement

JAFFNA NCoE	READING SKILLS	WRITING SKILLS	LISTENING SKILLS	SPEAKING SKILLS	GRAMMAR & VOCAB	CLASSROOM LANGUAGE
Poor to Poor	0	0	0	0	0	0
Poor to Fair	0	0	0	0	0	0
Poor to Good	0	0	0	0	1	1
Poor to Excellent	0	0	1	0	0	0
Fair to Fair	1	1	1	1	0	0
Fair to Good	9	12	12	17	13	14
Fair to Excellent	2	0	2	0	1	3
Good to Good	2	3	2	2	3	1
Good to Excellent	14	12	10	8	9	8
Excellent to Excellent	0	0	0	0	1	0
	28	28	28	28	28	27

MAHAWELI NCoE

	READING SKILLS	WRITING SKILLS	LISTENING SKILLS	SPEAKING SKILLS	GRAMMAR & VOCAB	CLASSROOM LANGUAGE
Poor to Poor	0	0	0	0	0	0
Poor to Fair	0	2	2	2	3	3
Poor to Good	0	0	6	5	2	11
Poor to Excellent	0	0	0	0	0	0
Fair to Fair	4	3	3	6	5	4
Fair to Good	25	35	64	61	40	50
Fair to Excellent	3	1	2	1	1	6
Good to Good	47	50	13	22	42	23
Good to Excellent	25	13	11	7	10	7
Excellent to Excellent	4	3	1	1	2	1
	108	107	102	105	105	105

PERADENIYA NCoE

	READING SKILLS	WRITING SKILLS	LISTENING SKILLS	SPEAKING SKILLS	GRAMMAR & VOCAB	CLASSROOM LANGUAGE
Poor to Poor	0	0	0	0	0	0
Poor to Fair	0	0	1	1	0	0
Poor to Good	0	0	3	7	0	6
Poor to Excellent	0	0	0	0	0	2
Fair to Fair	0	0	0	0	0	1
Fair to Good	14	24	27	27	23	18
Fair to Excellent	1	1	6	1	5	7
Good to Good	17	13	5	7	14	5
Good to Excellent	15	10	6	6	5	9
Excellent to Excellent	2	1	1	0	2	1
	49	49	49	49	49	49

**PASDUNRATA
NCoE**

	READING SKILLS	WRITING SKILLS	LISTENING SKILLS	SPEAKING SKILLS	GRAMMAR & VOCAB	CLASSROOM LANGUAGE
Poor to Poor	0	0	0	0	0	0
Poor to Fair	0	0	0	1	1	1
Poor to Good	0	0	4	3	1	6
Poor to Excellent	0	0	0	0	0	0
Fair to Fair	0	0	1	2	1	0
Fair to Good	36	42	59	51	59	52
Fair to Excellent	0	1	1	3	5	2
Good to Good	24	24	6	11	12	11
Good to Excellent	26	23	18	20	12	18
Excellent to Excellent	6	2	1	1	1	0
	92	92	90	92	92	90

2017 Batch – English language ability on entry and exit

JAFFNA NCoE PRIOR SKILLS	READING SKILLS		WRITING SKILLS		LISTENING SKILLS		SPEAKING SKILLS		GRAMMAR & VOCAB		CLASSROOM LANGUAGE	
	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>
Poor	0	0	0	0	4	0	7	1	2	0	10	0
Fair	9	1	16	1	17	2	19	1	21	2	15	3
Good	20	14	13	22	8	22	3	26	6	24	4	22
Excellent	0	14	0	6	0	5	0	0	0	3	0	4
	29	29	29	29	29	29	29	28	29	29	29	29

MAHAWELI NcoE	READING SKILLS		WRITING SKILLS		LISTENING SKILLS		SPEAKING SKILLS		GRAMMAR & VOCAB		CLASSROOM LANGUAGE	
	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>
PRIOR SKILLS												
Poor	2	0	5	0	6	0	10	0	10	0	16	0
Fair	55	2	52	7	61	3	69	7	62	6	58	7
Good	42	67	45	72	34	73	21	86	28	82	25	75
Excellent	4	34	1	23	1	26	3	10	2	15	2	21
	103	103	103	102	102	102	103	103	102	103	101	103

PERADENIYA NcoE	READING SKILLS		WRITING SKILLS		LISTENING SKILLS		SPEAKING SKILLS		GRAMMAR & VOCAB		CLASSROOM LANGUAGE	
	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>
PRIOR SKILLS												
Poor	0	0	2	0	11	0	12	0	4	0	11	0
Fair	13	0	16	1	13	1	12	4	21	1	16	0
Good	14	15	10	22	5	20	5	22	3	24	2	23
Excellent	1	14	1	6	0	8	0	3	0	4	0	6
	28	29	29	29	29	29	29	29	28	29	29	29

PASDUNRATA NcoE	READING SKILLS		WRITING SKILLS		LISTENING SKILLS		SPEAKING SKILLS		GRAMMAR & VOCAB		CLASSROOM LANGUAGE	
	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>	<i>Before</i>	<i>After</i>
PRIOR SKILLS												
Poor	0	0	0	0	3	0	12	1	3	0	22	1
Fair	36	2	57	0	62	3	81	2	88	3	93	1
Good	110	59	99	88	96	78	69	110	74	112	47	87
Excellent	18	105	7	75	4	83	2	53	1	51	3	76
	164	166	163	163	165	164	164	166	166	166	165	165

2017 Batch – English Language Ability Improvement

JAFFNA NCoE

	READING SKILLS	WRITING SKILLS	LISTENING SKILLS	SPEAKING SKILLS	GRAMMAR & VOCAB	CLASSROOM LANGUAGE
Poor to Poor	0	0	0	0	0	0
Poor to Fair	0	0	1	1	1	3
Poor to Good	0	0	3	6	1	6
Poor to Excellent	0	0	0	0	0	1
Fair to Fair	0	0	0	0	0	0
Fair to Good	8	16	15	19	21	14
Fair to Excellent	1	0	2	0	0	1
Good to Good	6	6	4	1	2	2
Good to Excellent	13	6	3	0	3	2
Excellent to Excellent	0	0	0	0	0	0
	28	28	28	27	28	29

MAHAWELI NCoE

	READING SKILLS	WRITING SKILLS	LISTENING SKILLS	SPEAKING SKILLS	GRAMMAR & VOCAB	CLASSROOM LANGUAGE
Poor to Poor	0	0	0	0	0	0
Poor to Fair	1	4	3	6	3	4
Poor to Good	1	1	3	4	6	11
Poor to Excellent	0	0	0	0	1	1
Fair to Fair	1	2	0	0	2	2
Fair to Good	53	50	56	69	58	53
Fair to Excellent	1	0	5	0	2	3
Good to Good	13	21	14	13	16	9
Good to Excellent	29	22	20	7	11	15
Excellent to Excellent	4	1	1	3	1	1
	103	101	102	102	100	99

PERADENIYA NCoE

	READING SKILLS	WRITING SKILLS	LISTENING SKILLS	SPEAKING SKILLS	GRAMMAR & VOCAB	CLASSROOM LANGUAGE
Poor to Poor	0	0	0	0	0	1
Poor to Fair	0	3	5	8	6	6
Poor to Good	0	2	16	26	16	23
Poor to Excellent	1	1	4	1	0	18
Fair to Fair	0	1	1	2	3	1
Fair to Good	39	58	45	64	68	44
Fair to Excellent	10	4	8	2	2	11
Good to Good	22	30	13	7	13	6
Good to Excellent	39	16	26	7	9	7
Excellent to Excellent	6	3	0	0	0	1
	117	118	118	117	117	118

PASDUNRATA NCoE

	READING SKILLS	WRITING SKILLS	LISTENING SKILLS	SPEAKING SKILLS	GRAMMAR & VOCAB	CLASSROOM LANGUAGE
Poor to Poor	0	0	0	1	0	1
Poor to Fair	0	0	1	2	1	1
Poor to Good	0	0	2	8	2	10
Poor to Excellent	0	0	0	1	0	10
Fair to Fair	1	0	1	0	2	0
Fair to Good	29	50	52	74	78	67
Fair to Excellent	6	7	9	7	8	25
Good to Good	29	38	24	27	32	10
Good to Excellent	80	61	70	42	42	37
Excellent to Excellent	18	7	4	2	1	3
	163	163	163	164	166	164

2016 Batch – Teaching Skills on Entry and Exit

<i>JAFFNA NCoE</i>	Grading classroom language		Lesson Planning		Teaching the 4 skills		Teaching Grammar		Giving instructions & checking meaning		Presenting and eliciting language		Classroom management		Maximising Student Participation		Use of board / visual aids	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
	Poor	3	0	1	0	4	0	1	0	4	0	5	0	0	0	3	0	0
Fair	23	0	22	1	13	2	25	0	20	0	21	0	23	0	20	0	21	0
Good	2	26	5	20	10	18	0	21	4	17	2	23	5	23	5	18	7	21
Excellent	0	2	0	7	0	7	1	7	0	11	0	5	0	5	0	10	0	7
	28	28	28	28	27	27	27	28	28	28	28	28	28	28	28	28	28	28

<i>MAHAWELI NCoE</i>	Grading classroom language		Lesson Planning		Teaching the 4 skills		Teaching Grammar		Giving instructions & checking meaning		Presenting and eliciting language		Classroom management		Maximising Student Participation		Use of board / visual aids	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
	Poor	9	0	19	0	12	0	10	1	10	0	13	0	9	0	6	0	13
Fair	13	3	3	3	10	2	13	3	14	1	10	2	13	3	16	5	9	2
Good	4	22	6	22	6	22	4	20	3	26	4	24	6	19	4	19	5	18
Excellent	0	1	0	3	0	3	0	3	1	1	1	2	0	6	1	4	1	8
	26	26	28	28	28	27	27	27	28	28	28	28	28	28	27	28	28	28

PERADENIYA NCoE	Grading classroom language		Lesson Planning		Teaching the 4 skills		Teaching Grammar		Giving instructions & checking meaning		Presenting and eliciting language		Classroom management		Maximising Student Participation		Use of board / visual aids	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
	Poor	7	0	9	0	9	0	16	0	18	0	9	0	10	0	12	0	6
Fair	33	1	29	1	26	1	26	1	22	1	27	1	26	3	19	2	20	0
Good	8	33	11	30	13	36	6	33	8	25	12	26	12	25	18	26	18	19
Excellent	0	14	0	18	0	11	1	15	1	23	1	22	1	21	0	21	4	29
	48	48	49	49	48	48	49	49	49	49	49	49	49	49	49	49	48	48

PASDUNRATA NCoE	Grading classroom language		Lesson Planning		Teaching the 4 skills		Teaching Grammar		Giving instructions & checking meaning		Presenting and eliciting language		Classroom management		Maximising Student Participation		Use of board / visual aids	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
	Poor	11	0	5	0	10	0	12	0	18	0	10	0	8	0	9	0	4
Fair	58	1	60	0	64	1	65	2	55	4	61	1	55	2	62	3	58	0
Good	22	76	26	76	17	75	13	80	19	62	19	63	28	62	19	68	28	63
Excellent	0	13	0	15	0	16	0	8	0	26	1	28	1	28	2	21	1	29
	91	90	91	91	91	92	90	90	92	92	91	92	92	92	92	92	91	92

2016 Batch – Improvement in Teaching Skills

JAFFNA NCoE

	Grading classroom language	Lesson Planning	Teaching the 4 skills	Teaching Grammar	Giving instructions & checking meaning	Presenting and eliciting language	Classroom Management	Maximising Student Participation	Use of board / visual aids
Poor to Poor	0	0	0	0	0	0	0	0	0
Poor to Fair	0	0	2	0	0	0	0	0	0
Poor to Good	3	1	2	1	3	3	0	1	0

Poor to Excellent	0	0	0	0	1	2	0	2	0
Fair to Fair	0	1	0	0	0	0	0	0	0
Fair to Good	23	18	13	19	14	19	22	16	18
Fair to Excellent	0	3	0	6	6	2	1	4	3
Good to Good	0	1	3	0	0	1	1	1	3
Good to Excellent	2	4	7	0	4	1	4	4	4
Excellent to Excellent	0	0	0	1	0	0	0	0	0
	28	28	27	27	28	28	28	28	28

MAHAWELI NCoE

	Grading classroom language	Lesson Planning	Teaching the 4 skills	Teaching Grammar	Giving instructions & checking meaning	Presenting and eliciting language	Classroom management	Maximising Student Participation	Use of board / visual aids
Poor to Poor	0	0	0	1	0	0	0	0	0
Poor to Fair	5	4	2	5	2	3	2	2	1
Poor to Good	8	26	19	14	17	19	15	6	11
Poor to Excellent	1	5	2	2	1	3	5	4	5
Fair to Fair	3	3	2	3	3	4	5	4	7
Fair to Good	66	35	54	58	49	43	46	56	32
Fair to Excellent	2	7	5	5	6	6	7	8	12
Good to Good	13	16	13	12	21	19	13	15	12
Good to Excellent	6	8	9	5	7	9	13	7	23
Excellent to Excellent	0	1	0	0	1	1	1	1	3
	104	105	106	105	107	107	107	103	106

PERADENIYA NCoE	Grading classroom language	Lesson Planning	Teaching the 4 skills	Teaching Grammar	Giving instructions & checking meaning	Presenting and eliciting language	Classroom management	Maximising Student Participation	Use of board / visual aids
Poor to Poor	0	0	0	0	0	0	0	0	0
Poor to Fair	0	0	0	0	0	0	1	0	0
Poor to Good	5	6	8	11	12	7	6	8	3
Poor to Excellent	2	3	1	5	6	2	3	4	3
Fair to Fair	0	0	0	0	0	0	0	0	0
Fair to Good	24	20	23	21	11	16	16	13	9
Fair to Excellent	9	9	3	5	11	11	10	6	11
Good to Good	4	4	5	0	2	3	3	5	6
Good to Excellent	3	6	7	5	6	9	7	11	12
Excellent to Excellent	0	0	0	0	0	0	1	0	3
	47	48	47	47	48	48	47	47	47

PASDUNRATA NCoE	Grading classroom language	Lesson Planning	Teaching the 4 skills	Teaching Grammar	Giving instructions & checking meaning	Presenting and eliciting language	Classroom management	Maximising Student Participation	Use of board / visual aids
Poor to Poor	0	0	0	0	0	0	0	0	0
Poor to Fair	1	0	0	1	3	0	2	3	0
Poor to Good	10	5	9	11	10	8	5	6	4
Poor to Excellent	0	0	1	0	5	2	1	0	0
Fair to Fair	0	0	1	1	1	1	0	0	0
Fair to Good	56	56	55	60	48	53	46	56	50
Fair to Excellent	2	4	8	3	6	7	9	6	8
Good to Good	10	15	10	8	4	1	11	6	9
Good to Excellent	11	11	7	5	15	18	17	13	19
Excellent to Excellent	0	0	0	0	0	1	1	2	1
	90	91	91	89	92	91	92	92	91

2017 Batch – Teaching Skills on Entry and Exit

<i>JAFFNA NCoE</i>	Grading classroom language		Lesson Planning		Teaching the 4 skills		Teaching Grammar		Giving instructions & checking meaning		Presenting and eliciting language		Classroom management		Maximising Student Participation		Use of board / visual aids	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
	Poor	10	0	17	0	9	0	9	0	15	0	12	0	10	1	10	0	11
Fair	14	2	10	2	18	0	16	3	10	1	13	1	16	2	12	0	13	1
Good	4	20	2	24	2	25	4	24	4	15	4	16	3	18	7	18	5	11
Excellent	0	6	0	3	0	4	0	2	0	13	0	12	0	8	0	11	0	17
	28	28	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29

<i>MAHAWELI NCoE</i>	Grading classroom language		Lesson Planning		Teaching the 4 skills		Teaching Grammar		Giving instructions & checking meaning		Presenting and eliciting language		Classroom management		Maximising Student Participation		Use of board / visual aids	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
	Poor	16	0	65	0	34	0	32	0	33	0	31	0	36	0	36	0	36
Fair	72	7	27	9	51	7	51	15	51	10	54	7	45	11	46	8	40	6
Good	14	83	11	74	18	80	18	70	19	66	18	75	21	65	19	63	26	50
Excellent	0	12	0	20	0	16	0	16	0	27	0	21	0	26	1	31	1	47
	102	102	103	103	103	103	101	101	103	103	103	103	102	102	102	102	103	103

<i>PERADENIYA</i> NCoE	Grading classroom language		Lesson Planning		Teaching the 4 skills		Teaching Grammar		Giving instructions & checking meaning		Presenting and eliciting language		Classroom management		Maximising Student Participation		Use of board / visual aids	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Poor	9	0	24	0	13	0	16	0	9	0	16	0	15	0	13	0	11	0
Fair	17	3	5	2	14	4	10	9	17	4	9	3	12	3	14	1	17	1
Good	2	21	0	25	2	21	2	15	2	13	3	17	2	17	2	20	1	13
Excellent	0	4	0	2	0	4	0	4	0	12	0	9	0	9	0	8	0	15
	28	28	29	29	29	29	28	28	28	29	28	29	29	29	29	29	29	29

<i>PASDUNRATA</i> NCoE	Grading classroom language		Lesson Planning		Teaching the 4 skills		Teaching Grammar		Giving instructions & checking meaning		Presenting and eliciting language		Classroom management		Maximising Student Participation		Use of board / visual aids	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Poor	31	0	104	0	59	0	38	0	45	1	51	1	71	1	55	1	46	1
Fair	100	7	48	7	86	5	100	7	91	4	88	5	69	6	83	7	82	5
Good	32	108	14	97	18	100	25	112	30	93	26	88	26	98	27	98	36	69
Excellent	0	46	0	62	0	59	0	44	0	68	0	70	0	61	0	59	1	91
	163	161	166	166	163	164	163	163	166	166	165	164	166	166	165	165	165	166

2017 Batch – Improvement in Teaching Skills

	Grading classroom language	Lesson Planning	Teaching the 4 skills	Teaching Grammar	Giving instructions & checking meaning	Presenting and eliciting language	Classroom Management	Maximising Student Participation	Use of board / visual aids
<i>JAFFNA NCoE</i>									
<i>Poor to Poor</i>	0	0	0	0	0	0	1	0	0
<i>Poor to Fair</i>	2	2	0	2	1	1	2	0	1
<i>Poor to Good</i>	7	14	8	7	9	8	6	8	4
<i>Poor to Excellent</i>	1	1	1	0	5	3	1	2	6
<i>Fair to Fair</i>	0	0	0	1	0	0	0	0	0
<i>Fair to Good</i>	12	9	16	15	5	8	12	8	7
<i>Fair to Excellent</i>	2	1	2	0	5	5	4	4	6
<i>Good to Good</i>	1	1	1	2	1	0	0	2	0
<i>Good to Excellent</i>	3	1	1	2	3	4	3	5	5
<i>Excellent to Excellent</i>	0	0	0	0	0	0	0	0	0
	28	29	29	29	29	29	29	29	29

	Grading classroom language	Lesson Planning	Teaching the 4 skills	Teaching Grammar	Giving instructions & checking meaning	Presenting and eliciting language	Classroom management	Maximising Student Participation	Use of board / visual aids
<i>MAHAWELI NCoE</i>									
	0	0	0	0	0	0	0	0	0
<i>Poor to Fair</i>	4	9	7	13	10	7	11	8	6
<i>Poor to Good</i>	12	52	25	18	17	23	24	22	18
<i>Poor to Excellent</i>	0	4	2	1	6	1	1	6	12
<i>Fair to Fair</i>	3	0	0	1	0	0	0	0	0
<i>Fair to Good</i>	67	19	48	47	47	48	37	37	26
<i>Fair to Excellent</i>	2	8	3	3	4	6	8	9	14

<i>Good to Good</i>	4	3	7	5	2	4	4	4	6
<i>Good to Excellent</i>	10	8	11	12	17	14	17	15	20
<i>Excellent to Excellent</i>	0	0	0	0	0	0	0	1	1
	102	103	103	100	103	103	102	102	103

PERADENIYA NCoE	Grading classroom language	Lesson Planning	Teaching the 4 skills	Teaching Grammar	Giving instructions & checking meaning	Presenting and eliciting language	Classroom management	Maximising Student Participation	Use of board / visual aids
<i>Poor to Poor</i>	0	0	0	0	0	1	1	0	0
<i>Poor to Fair</i>	10	9	10	22	9	6	13	9	2
<i>Poor to Good</i>	33	67	39	27	26	40	34	31	22
<i>Poor to Excellent</i>	5	12	6	4	11	15	13	13	21
<i>Fair to Fair</i>	4	2	1	6	3	0	0	1	0
<i>Fair to Good</i>	46	17	44	39	43	29	31	40	24
<i>Fair to Excellent</i>	8	8	5	5	13	14	15	15	27
<i>Good to Good</i>	4	2	5	3	5	3	9	5	7
<i>Good to Excellent</i>	5	2	8	7	7	9	2	4	14
<i>Excellent to Excellent</i>	0	0	0	0	0	0	0	1	1
	115	119	118	113	117	117	118	119	118

PASDUNRATA NCoE	Grading classroom language	Lesson Planning	Teaching the 4 skills	Teaching Grammar	Giving instructions & checking meaning	Presenting and eliciting language	Classroom management	Maximising Student Participation	Use of board / visual aids
<i>Poor to Poor</i>	0	0	0	0	1	1	1	1	1
<i>Poor to Fair</i>	6	7	5	6	4	3	6	7	4
<i>Poor to Good</i>	18	63	37	24	29	32	48	29	26
<i>Poor to Excellent</i>	7	34	17	6	11	14	16	18	15

<i>Fair to Fair</i>	1	0	0	1	0	2	0	0	0
<i>Fair to Good</i>	83	33	61	80	60	54	47	66	41
<i>Fair to Excellent</i>	16	15	25	19	31	32	22	17	41
<i>Good to Good</i>	7	1	2	6	4	2	3	3	2
<i>Good to Excellent</i>	23	13	16	19	26	24	23	24	34
<i>Excellent to Excellent</i>	0	0	0	0	0	0	0	0	0
	161	166	163	161	166	164	166	165	164

2016 Batch – Frequency of activity use in classrooms

	Jaffna NCoE	Mahaweli NCoE	Peradeniya NCoE	Pasdunrata NCoE
Activities focusing on production skills	15	98	33	70
Adapting tasks for stronger/weaker students	14	57	27	47
CCQs	23	74	34	39
Chants/Drilling	13	65	42	69
Class Feedback	24	96	37	60
Eliciting Language	18	98	45	71
Error Correction	16	83	24	61
Grading classroom language	17	66	28	46
ICQs	25	89	47	64
Mingles	17	65	22	43
Monitoring	27	105	46	85
Pair and Group Work	28	107	49	92
Pre, While and Post reading activities	18	97	39	73
Pronunciation Games	18	60	29	58
Stop/Start Signals	17	79	42	51
Supplementing the text book	23	100	44	71

Use of board	27	102	47	90
Use of whiteboard	15	76	39	35
Vocabulary Games	18	77	44	78
Warm-up Activities	21	107	48	91

2017 Batch – Frequency of Activity Use in Classrooms

	Jaffna NCoE	Mahaweli NCoE	Peradeniya NCoE	Pasdunrata NCoE
Activities focusing on production skills	20	84	49	70
Adapting tasks for stronger/weaker students	15	37	46	53
CCQs	28	65	44	67
Chants/Drilling	22	52	43	75
Class Feedback	21	80	85	62
Eliciting Language	28	91	93	72
Error Correction	19	82	68	61
Grading classroom language	21	59	64	66
ICQs	29	88	83	72
Mingles	20	41	18	64
Monitoring	29	97	81	65
Pair and Group Work	29	100	119	102
Pre, While and Post reading activities	20	80	68	70
Pronunciation Games	17	37	48	65
Stop/Start Signals	22	85	98	69
Supplementing the text book	27	94	104	73
Use of board	28	102	111	76
Use of whiteboard	10	87	67	61
Vocabulary Games	21	55	59	75
Warm-up Activities	19	93	101	79

Appendix C - Common European Framework of Reference for Language (CEFR)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple, connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanation for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions relation to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about person details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.