

Assessing the Efficacy of Bilingual Teachers in English as a Second Language Contexts: A Comprehensive Investigation in Sri Lanka

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ABSTRACT

This research investigates the efficacy of bilingual teachers in English as a second language contexts, with a focus on Sri Lanka's education system. The study addresses the depth of understanding of bilingual education concepts and educators, level of English language proficiency among bilingual educators, and the ability of bilingual teachers to correct language errors in bilingual classrooms. Data were collected through questionnaires and interviews from over 100 bilingual teachers across 20 schools, with findings revealing significant challenges and opportunities in bilingual instruction. Recommendations include targeted professional development, formalizing PD initiatives, integrating glossaries in textbooks, and fostering collaboration among educators. By implementing these recommendations, stakeholders can enhance the quality of bilingual education and promote inclusive learning environments for students.

Keywords: Bilingual Education, Bilingual Teachers, English proficiency, Professional Development, Technology Integration.

1. Introduction

In the diverse landscape of Sri Lanka's system of education, the importance of bilingual teachers as subject educators plays a prominent role in various ways such as shaping the academic insights as well as achieving educational objectives. Bilingual teachers unlike others require proficiency in both subject knowledge and language of instruction. Availability of adequate teachers and teaching facilities for teachers to conduct lessons effectively are also matters draw the attention of successful bilingual teaching. According to School censuses on 2020, There are 714 bilingual schools around the island, which accommodates 99,396 students learning in either Sinhala / English or Tamil / English bilingual. The "productivity" in this research measures, how bilingual teachers are in terms of achieving educational goal of the nation. At the end of the study, the researcher intends to shed light on the areas bilingual teachers should have expertise.

1.1 Definition of Bilingualism

Brumfit, C. & Byram, M. et al. (2000), It is difficult to define who is bilingual. Time to time, the definition to bilingual has evolved. In the early ages, according to Bloomfield, L. (1933) it was “someone who has native-like control of two languages” were bilinguals, which is explicit to us that a person had to have a near-native command in second language in all four skills to be identified as a bilingual. Whereas, considering practical challenges in defining the term bilingualism, subsequent definition has turned this concept the other way around, Brice, A.E. & Brice R.G (Eds.) (2009), “someone who has the ability to speak, listen, read, and/or write in more than one language with varying degrees of proficiency” and Hamers J.F. & Blanc M.H.A (2000), defined that “anyone who possesses a minimal competence in only one of the four skills, listening comprehension, speaking, reading and writing, in a language other than his mother tongue.

1.2 Bilingual Instruction in Sri Lanka

NEC (2014), As a multilingual society, Sri Lanka is undergoing transformation. In this light, it is imperative that our education policy incorporates and envisages sustainable long-term goals and objectives. Tens of thousands of schools are actively functioning teaching multiple subjects like science, maths, geography, physics and chemistry, English, so on and so forth in either Sinhala or Tamil medium. Hence, having learnt the importance of improving students’ English proficiency in their professional and academic career, according to MoE (2001), the government of Sri Lanka has first established Bilingual Education (BE) in February 2001 for GCE Advanced Level (A/L) science stream courses, directing principals to begin teaching A/L students in English language, aiming to equip with lingual competencies to ease further higher studies or to secure a better employment.

It has been more than two decades since bilingual teaching was introduced to Sri Lankan education system. Everyone would agree that this tenure is undoubtedly more than enough to have almost all expected improvements in the objective of this very same bilingual policy. According to Census (2022), There are 524 schools with Sinhala-speaking students attend bilingual lessons, and 157 schools with Tamil-speaking students attend bilingual lessons, in addition, there are another 33 schools have Sinhala and Tamil-speaking students attend trilingual lessons. In all these 714 schools are 99,396 students learning in either Sinhala / English or Tamil / English bilinguals, amongst there 34,387 male students and 56,009 female students starting from grade 6 which is known as junior secondary levels. The competence of bilingual teachers has been rather criticised in different levels to a varied extend.

1.3 Bilingual Facilities

According to the Performance Report of the Ministry of Education in 2019”, the government took steps to build the capacity of teachers by directing 40 teachers to follow Post Graduate Diploma in Bilingual Education conducted at Open University under Capacity Development related bilingual education. Arrangements were made to prepare and distribute a common module. Capacity development programmes were conducted for 60 bilingual teachers on the use of new learning methodologies. A team of 30 members including teachers and teacher instructors were trained on the core skills of the 21st Century with the cooperation of the British Council. Arrangements were made to prepare handbooks, videos, and model lessons as additional learning materials for subjects such as Mathematics, Physical Education, and Geography.

The government continues to support this policy in relation to the development of technology in teaching, as well as the approaches, methods, procedures and techniques. Despite various facilities provided to schools, the sample schools of this study have minimal facilities in terms of technology and other teaching facilities.

1.4 Purpose of the study

The overall purpose of this research is to enlighten bilingual teachers on the importance of English as the medium of subject teaching and learning by upbringing the essence of bilingual education and the importance of bilingual educators. Moreover, I intend to assess the ability of bilingual teachers to teach English language while conducting lessons on the subject module.

1.5 Research Problem

Bilingual education and bilingual educators are topics widely spoken among linguists, researchers and

language scholars. Despite, available enormous literature on this area, this research shall specifically address “Are bilingual teachers well-aware of what bilingual education and bilingual teaching consequently taking teaching subject modules in English effective? The government and relevant authorities in Sri Lanka have been bending their efforts to develop Bilingual education at their best.

1.6 Objective of the study

Despite the fact that this research aspires to assess bilingual teachers’ competency in the role as a subject educator who enhances students’ language knowledge. Set forth are three descriptors to evaluate the level of teacher’s competencies in the teaching language while conducting subject modules.

1. To investigate the depth of understanding and knowledge about the concept and advantages of bilingual education.
2. To explore the ability to explain the theme of the lesson in English language.
3. To investigate the ability to correct basic errors in English.

Specific objectives: This study will further investigate aforementioned objectives paid specific attention to the following objectives.

1. To assess the command in English to express or explain the objective and outcome of the lesson in English.
2. To assess how a particular teacher sees the speaking fluency of the students and her ability to correct mother tongue influence in L2.
3. To measure the way how teaching reading comprehension of the subject taught by the teacher.

1.7 Research Questions:

This research has been on the basis of three research questions such as

- a) “How effective bilingual teachers are in conducting subject lessons in English medium by giving importance to teaching the subject and language at the same time?
- b) Do bilingual teachers have ability to correct grammatical and lingual errors in bilingual students learning.
- c) How great bilingual teachers’ vocabulary knowledge goes in terms of academic vocabulary?
- d) How good bilingual teachers are in integrating technology in bilingual classes?

2. Theoretical Overview of the Main Concepts

U P Karunakaran (2012) observed English medium teachers and stated that “(1) they need more time to study the progress of English medium education; and (2) the objectives have been fairly met.” Pradeepa & Antony (2021) quoted Haworth, P., Cullen, J., Simmons, H., Schimanski, L., McGarva, P., & Woodhead, E. (2004) “Literature does not clearly determine the importance of teachers in developing young children’s bilingualism.” Ministry of Education (2001/05), 50% of Science-graduate teachers in all Type 1AB schools expressed a desire to teach in the English medium³. Medawattegedera (2015) In many schools, the English teacher is called upon to teach subjects such as Geography and Science in the English medium. This indicates a shifting role, extra challenges and new identities for the English teacher. Bilingual education has garnered global attention, with an increasing number of nations acknowledging the significance of imparting education in multiple languages. In recent times, there has been a surge in interest among policymakers, practitioners, and researchers concerning early bilingual development, specifically focusing on the distinctive influence exerted by language policies within educational settings on this developmental process. Gort, M., & Sembiante, S. F. (2018).. Research conducted by Perera (2019) scrutinizes the qualifications and training of bilingual educators in the Sri Lankan context. The results posit that, although possessing formal qualifications is imperative, the continuous professional development and specialized training specific to bilingual education play a pivotal role in determining the efficacy of teachers. The synthesis of these studies underscores the imperative for sustained inquiry into the precise training

3. Methodology

Due to the focus on investigating teachers' productivity, this research has been meticulously structured as a descriptive study, employing a mixed-method approach incorporating both qualitative and quantitative data. Participants will receive comprehensive explanations regarding the research objectives and methodology, and requisite approvals will be obtained from relevant authorities. Furthermore, the study will be conducted across 20 schools situated in diverse regions of Sri Lanka.

3.1 Participants:

The questionnaire was disseminated among a sample of over 100 teachers engaged in bilingual instruction within schools. Selection criteria for participants centered on their status as bilingual educators, with questionnaires distributed randomly among eligible candidates. Teachers from diverse academic backgrounds, including diploma holders, bachelor's degree recipients, postgraduates, and master's graduates, were included in the study. Additionally, the researcher planned to conduct interviews with 10 In-Service Advisors (ISAs) to enhance understanding and validate specific aspects of the research within ethical parameters.

ISAs are officials chosen based on demonstrated achievements in the field of education and accumulated expertise in their respective subject areas. Selection involves a rigorous interview process aimed at verifying their capability to provide guidance to teachers within their specialized domains. It is pertinent to note that multiple ISAs exist, each entrusted with the oversight of various subjects.

3.2 Data

Firstly, the researcher intends to collect some essential quantitative and quantitative data by providing all teachers in the sampling region with a questionnaire individually in simple random sampling method. Then, will have an ad hoc meeting to verify the details provided in the questionnaire and this interview shall be as deep as it could be to extract complete details possible to make the study more viable and valid, however, the interview could not be as successful as it was expected. Data were collected in a Linear scale question rage from “1 Strongly Dissatisfied to 6 Strongly Satisfied”.

3.3 Procedure

Quantitative data were collected from the teacher by providing a Google sheet and upon collected data, they were cleaned using MS Excel and used IBM SPSS 22nd version in order to conduct various analysis purposes.

3.4 Pilot study

20 bilingual teachers were taken to pilot. Questionnaire were distributed among them and got feedback on all possible aspects in order to improve the questionnaire and the quality of the question, so that the questions correspond the research objective accurately. Having assured the reliability of the questionnaire, and doing the necessary revision, the researcher distributed the questionnaire.

3.5 Gap and Significance

Although there are several studies exist in this field, number of gaps persist. Limited attention given to the effectiveness of bilingual subject educators, particularly in the sample region. Therefore, In the event of publication, this research would be much significant and practically useful to; Teachers of different subject modules, Teachers of the English language in a bilingual school, National, International and Private school bilingual educators and Bilingual students, Monolingual students interested in bilingual learning, Monolingual students expecting to become a bilingual student. It will further indirectly be useful for Teacher educators, Teacher administrators/school administrators as well, Future researchers on this topic within outside of this region, and Others related in the bilingual education (teaching & learning. Parents of bilingual students and Parents of monolingual students hoping to enroll into bilingual education

4. Discussion

4.1 Findings of Pilot Study

Table1: Case Processing Summary

	N	%
Cases Valid-	20	100.0
OPM Excludeda	0	.0
Total	20	100.0

^a. Listwise deletion based on all variables in the procedure

Table2: Reliability Statistics

Cronbach's Alpha	N of Items
.880	6

Table3: Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
How would you rate your language proficiency in English to teach a subject	20.20	6.379	.575	.884
How would you rate your competence level in terms of subject terminology	20.85	4.555	.862	.846
How do you perceive your productivity as a bilingual teacher?	19.55	7.629	.694	.871
How confident are you in explaining the subject in simple way	19.30	6.853	.784	.850
How would you rate your ability to correct Language errors in your subject	19.30	6.853	.784	.850
Rate your overall proficiency in conducting bilingual classes	19.30	6.853	.784	.850

Quantitative Data Analysis and Reliability Statistics

The study was carried out with the involvement of 100 teachers conducting bilingual classes in Sri Lanka.

The researcher could not maintain a gender balance or any specific quality of the participant like education qualification as it was part of the research limitation to find out the adequate number of participants showed interest in research work. Hence, the reliability of the study given below shows 0.926 reliability efficiency.

Table4: Reliability Statistics

Cronbach's Alpha	N of Items
.926	5

4.2 Highest Qualification of Bilingual Teachers

The table presented below elucidates the selection of bilingual subjects incorporated within the teachers participated in the survey, along with a depiction of the academic qualifications possessed by teachers took part in the survey.

Subjects/Qualifications	NCE	BA	PGD	MA	Total
Math	16	6	3	1	26
Science	11	12	5	0	28
ICT	5	0	1	1	7
Geography	3	5	1	1	10
Civic	6	2	1	1	10
Religion	3	8	0	0	11
PE	1	1	0	0	2
Aesthetic	4	1	1	0	6
Total	49	35	12	4	100

Figure 1: Subject / Qualification of participants

Approximately half of the overall sample population holds qualifications at the National College of Education (NCE / NCoE) level, comprising 49 out of 100 educators. Furthermore, the study includes 35 teachers with Bachelor's degrees, 12 participants with Postgraduate qualifications, and 4 partakers with Master's degrees. The instructional focus encompasses subjects such as Mathematics, Science, Information and Communication Technology (*ICT*), Geography, Civic Education, Religious Studies, Physical Education (*PE*), and Aesthetics. Additionally, some educators are engaged in teaching other subjects beyond this specified list.

4.3 Teachers' proficiency in teaching the subject

This section deals with bilingual teachers' English language proficiency to conduct subject lessons in English medium.

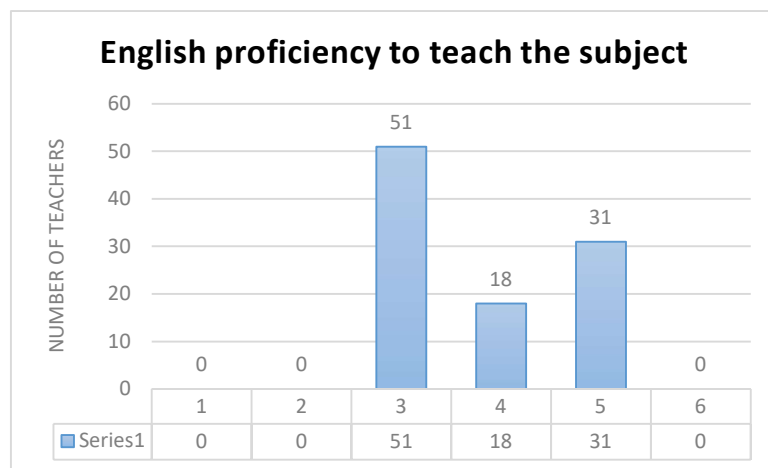


Figure 2. English proficiency to teach subjects

Approximately 51% of the populace perceives their language proficiency as inadequate for teaching the subject they are responsible to conduct in English. Conversely, the remaining percentage concurs or moderately agrees that they possess sufficient proficiency in English to teach the subject effectively. Yet, it's important to underline that none of the teacher is in possession of perfect proficiency. This observation aligns with the assertions made by In-Service Advisors (ISAs), indicating that a substantial proportion of educators lack the requisite English proficiency levels to conduct their lessons in English.

4.4 Terminology competency

This section delves into the proficiency of teachers in employing and accurately interpreting terminologies pertinent to the subjects under their purview.

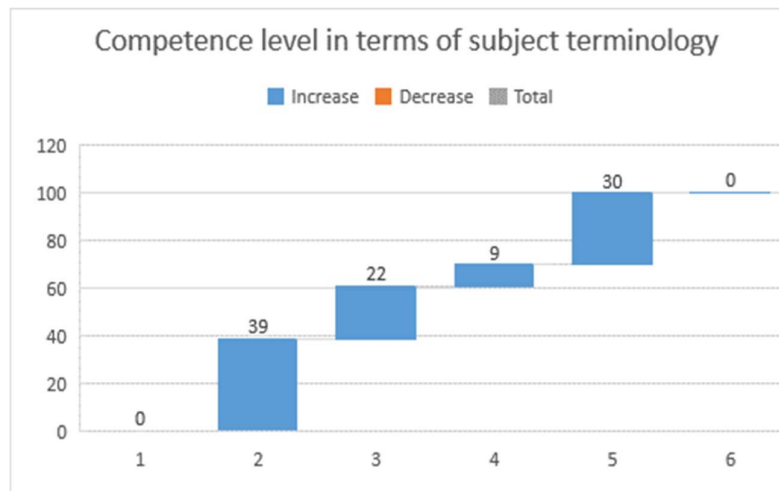


Figure 2. Competency level in terms of subject terminology

A substantial proportion, specifically 39%, of the overall teaching staff disclosed a deficiency in vocabulary, indicating an incapacity to both utilize and explicate terminologies associated with their respective subjects. 22% of the educators expressed disagreement that they are more or less indistinguishable from the insufficient vocabulary. In contrast, an additional 39% of the teaching cohort asserted a proficiency in understanding and effectively employing subject-specific terminologies. This assertion is corroborated by insights from In-Service Advisors, highlighting a prevalent use of Google Translator among teachers for verifying vocabulary meanings—a practice deemed unreliable. The practice of carrying a terminological dictionary is identified as a factor eroding student trust in educators.

Moreover, In-Service Advisors recommended to the authorities overseeing the development of textbooks for Bilingual Education to address the nascent nature of the project by incorporating a glossary of terminologies at the end of the textbooks. Such an annexation is posited to foster a more seamless educational environment. The ISAs themselves acknowledged encountering challenges with certain terms and are actively engaged in efforts to enhance their lexical repertoire.

4.5 Productivity of Bilingual Teachers

This section delves into the examination of educators' self-evaluation concerning their proficiency as bilingual instructors within the broader educational context.

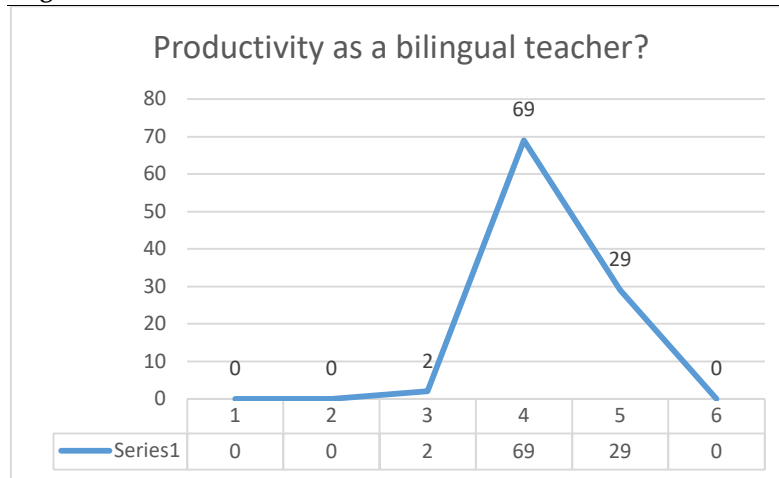


Figure 3. Competency level in terms of subject terminology

As far as educators' self-assessment regarding their efficacy as bilingual instructors is concerned, a substantial 98% of the surveyed population perceived themselves as productive, thereby demonstrating a high level of confidence. Conversely, a noteworthy 69% within the overall cohort merely concurred with a slight agreement, not agreed (5) nor strongly agreed (6), while none explicitly expressed a robust confidence in their capacity to function as bilingual teachers capable of generating outcomes of elevated lesson outcome.

ISAs underscored the observation that the confidence level pertaining to the role of bilingual educators among teachers within their administrative oversight is notably elevated. However, they advocate for the implementation of motivational programmes to encourage educators' belief in their capabilities and enhance their performance in fulfilling their professional obligations. The absence of a structured mechanism for assessing teachers' productivity currently represents a significant deficiency. Thus, it is incumbent upon authorities to undertake appropriate actions aimed at instituting an evaluative framework to measure educators' productivity and ensure its effective implementation.

4.6 Personal Development Programme

This section scrutinizes the Personal Development (PD) program aimed at enhancing teachers' capacity as bilingual educators, consequently fostering their professional advancement.

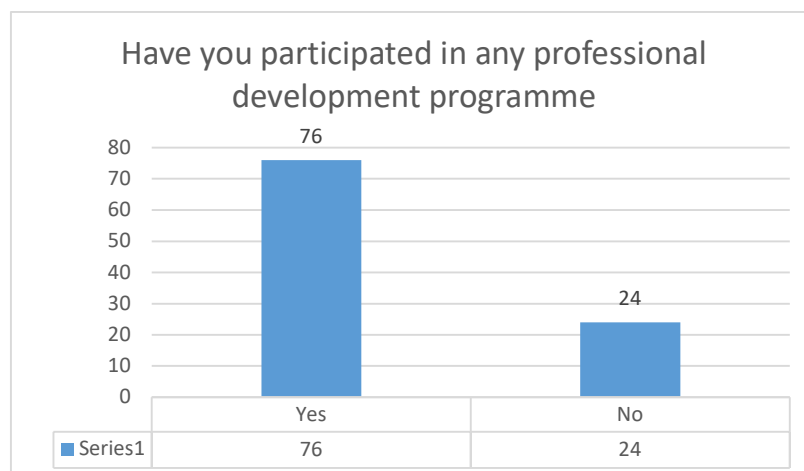


Figure 4. Teacher's Professional Development (PD) Programmes

The data indicates that 76 out of 100 teachers have participated in various Professional Development Programs (PD). However, ISAs have highlighted that the PD programmes attended by bilingual educators are predominantly informal workshops structured on an hourly basis. Furthermore, educators who participated in the

National College of Education (NCoE) demonstrated a heightened awareness of bilingual education, particularly if they were enrolled in bilingual or English-medium teacher training programs. It is imperative for authorities to prioritize the implementation of formal PD programmes aimed at enhancing teachers' capacity to accomplish their responsibilities effectively in accordance with curriculum objectives. Among them, 10 possess Bachelor of Arts (BA) degrees, 5 hold Postgraduate Diplomas (PGD), and 4 hold Master of Arts (MA) degrees, yet have not engaged in any PD initiatives. Additionally, it is noteworthy that all graduates of the National College of Education (NCoE) Teacher Trainer graduates have participated in PD programs, as attested by ISAs.

4.7 Teachers' Confidence in teaching the subject in Simple English

This section instigates the ability of teachers' to teach their responsible subject matter in simple way using English as the medium of instruction in Bilingual classroom environment.

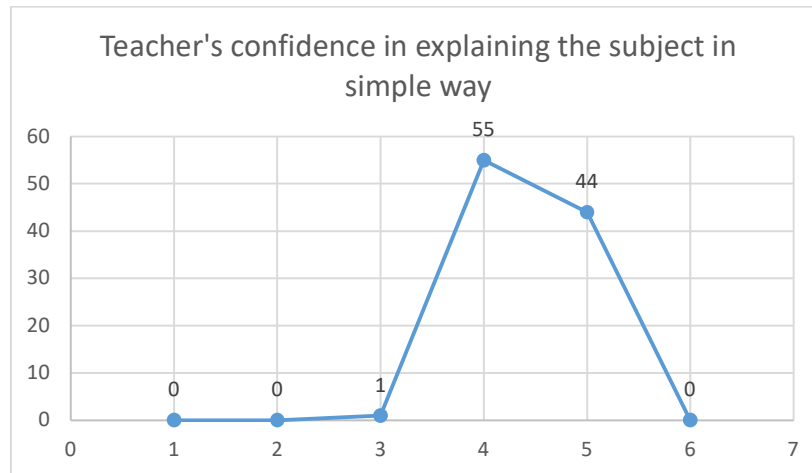


Figure 5. Teachers' confidence in teaching the subject in English

It is notable that 99% of the surveyed teachers expressed that they are confident in teaching their subject matter in English. Despite the fact that, it is regrettable that there is not any teacher to witness the highest level of confidence in their ability to teach their respective subject matter exclusively in English medium. ISAs asserted that teachers should enhance their proficiency in English to effectively instruct their subjects in English, emphasizing the need for greater expertise in lexical resources and language structure among educators. Teachers have duly acknowledged their areas of weakness, thereby heightening the prospects for addressing these issues and overcoming them in the foreseeable future.

4.8 Correcting language errors in subject matters

This section scrutinized teachers' proficiency in identifying and rectifying language-related errors made by students during the process of subject learning.

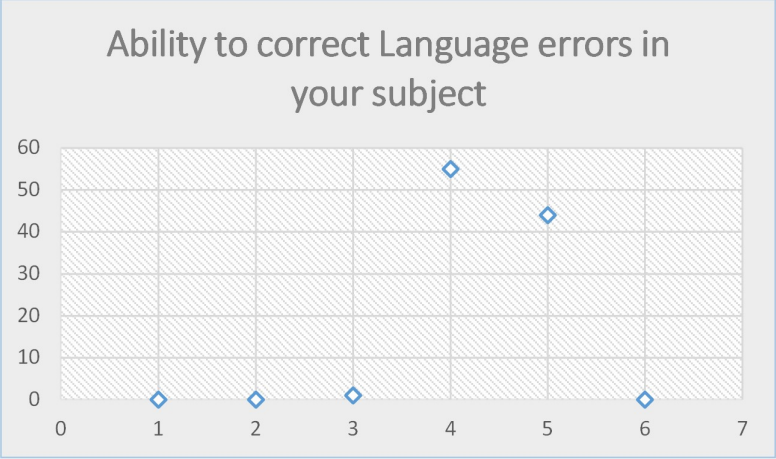


Figure 6. Teachers’ ability to correct language errors in subject matters

There was a lack of teachers indicating an inability to address errors related to language usage in both written and spoken form during the course of subject matter instruction. Despite the unanimous consensus among 99% of teachers regarding their capacity to rectify learners' mistakes, it is notable that none reported possessing a high level of proficiency in effectively correcting such errors encountered throughout the learning process of the subject matter. Providing further context, ISAs remarked that while bilingual teachers possess the capability to address students' errors, certain types of mistakes necessitate additional expertise in English beyond subject knowledge and terminology.

4.9 Overall proficiency of teachers in conducting bilingual classes

Consistent with the aforementioned sections, this segment examined teachers' perceptions regarding their overall proficiency in fulfilling their responsibilities as bilingual educators in general.

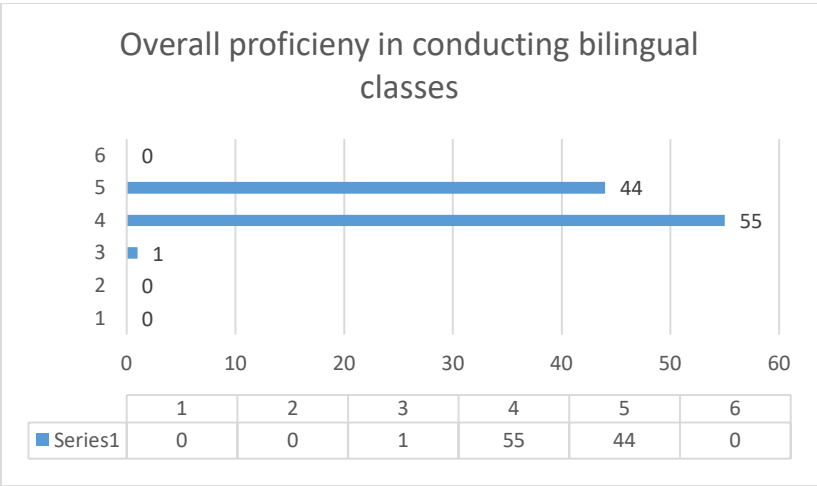


Figure 7. Teachers’ overall ability to perform their duty as a bilingual teacher

It is apparent from the evidences that 99% of teachers perceive themselves as adequately equipped to accomplish their roles as bilingual educators. However, there remains a lack of substantiated demonstration of comprehensive competencies necessary for the attainment of their lessons in delivering them within a bilingual instructional setting.

ISAs align themselves with similar opinions as the teacher do. ISAs mentioned that teachers of bilingual education must be motivated, further educated and engaged in capacity building programmes. They further emphasised the importance of motivation. The authority had taken initiatives to establish bilingual education in schools around the island and sort of abandoned supporting and motivating teachers. Lack of motivation shall

definitely influence on individual and overall performance as proficiency lacks.

4.10 Use of Technology in Bilingual Teaching

This section examined the ability of bilingual teachers to use technological applications and teaching aids integrated to their teaching endeavours.

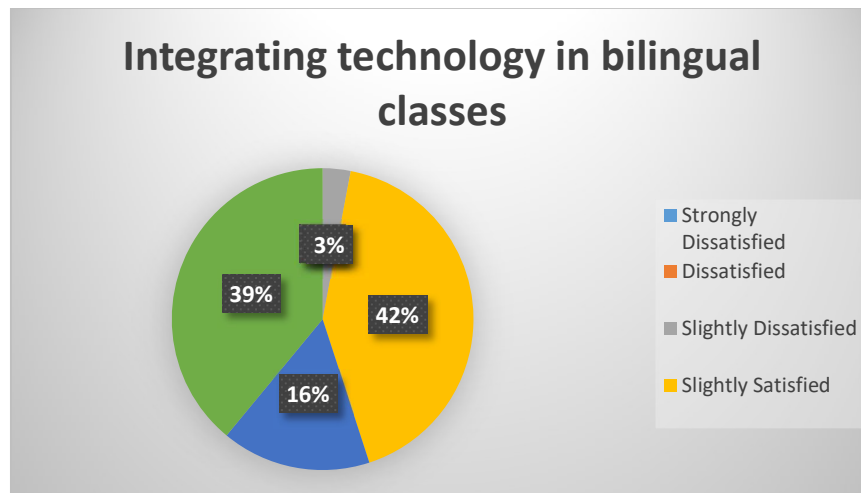


Figure 8. Integrated technology in bilingual classes

A notable observation arises from the data, indicating that a majority of teachers, comprising 39%, express a strong satisfaction regarding their utilization of technology within the pedagogical realm. Additional cohorts amounting to 16% and 42% respectively report satisfaction and a moderate level of satisfaction with their technological integration in teaching practices. Remarkably, a mere 3% of teachers evince a slight dissatisfaction with this aspect. This finding stands in contrast to previous scholarly inquiries, which have frequently highlighted the prevailing deficit in Technological Pedagogical Content Knowledge (TPACK) competencies among educators. The ISAs rest assured the fact that teachers work as bilingual educator have more exposure to the use of technological teaching tool compared to teachers of English or of other subjects taught in first language.

5. Synopsis of the Main Research Outcomes

A significant proportion of bilingual teachers, as indicated by the study's sample, possess qualifications at the National College of Education (NCE / NCoE) qualified. Additionally, the sample includes teachers with Bachelor's degrees, Postgraduate qualifications, and Master's degrees. The study reveals a diverse instructional focus spanning various subjects, including Mathematics, Science, Information and Communication Technology (ICT), Geography, Civic Education, Religious Studies, Physical Education (PE), and Aesthetics. Regarding English language proficiency for conducting subject lessons in English, approximately half of the teachers showed adequate yet none of the teachers witnessed perfect proficiency.

The analysis of teachers' competency in subject-specific terminologies reveals a notable deficiency in vocabulary among a substantial portion of the teaching cohort. Additionally, insights suggest a prevalent reliance on unreliable methods such as Google Translator for vocabulary verification. A high percentage (98%) of surveyed teachers perceive themselves as productive bilingual instructors, though a considerable proportion (69%) express only a slight agreement regarding their efficacy. ISAs highlight the need for motivational programs to bolster educators' confidence and performance.

The data indicates that a majority of teachers have participated in Professional Development (PD) programs, primarily informal workshops. However, ISAs emphasize the necessity for formal PD initiatives to enhance teachers' capacity for fulfilling curriculum objectives effectively. The majority of surveyed teachers express confidence in teaching their subjects in English, though none report the highest level of confidence. ISAs underscore the need for enhanced English proficiency among educators. While teachers generally perceive

themselves capable of addressing language errors, none report a high level of proficiency in effectively correcting such errors. ISAs stress the importance of additional English language expertise beyond subject knowledge. While almost all of teachers perceive themselves as adequately equipped for their roles, there is a lack of substantiated demonstration of comprehensive competencies for delivering lessons within a bilingual instructional setting. ISAs echo the importance of motivation, further education, and capacity-building initiatives for bilingual educators. A majority of teachers express satisfaction with their utilization of technology in teaching, highlighting a contrast to previous findings on TPACK competencies. ISAs acknowledge the exposure of bilingual educators to technological teaching tools and emphasize its significance in instructional practices.

In conclusion, the findings underscore the multifaceted challenges and opportunities inherent in bilingual education, necessitating concerted efforts to enhance educators' proficiency, motivation, and technological integration to foster an enriched learning environment.

6. Recommendations and Conclusions

6.1 Recommendations:

Several findings of this research suggest wide-ranging recommendations, as far as enhance English language proficiency is concerned implement targeted professional development programs aimed at enhancing English language proficiency among bilingual educators. These programs should focus on improving vocabulary, grammar, and language structure to enable teachers to conduct lessons in English effectively.

Formalize Professional Development Initiatives: Prioritize the implementation of formal, structured professional development programs tailored to the specific needs of bilingual educators. These programs should encompass a range of topics, including bilingual teaching methodologies, curriculum adaptation, and language enhancement strategies.

When it comes to the use of terminologies in bilingual teaching and learning, In-Service Advisors (ISAs) advocate for the integration of glossaries within textbooks to mitigate this challenge. Establish motivational programs and initiatives aimed at bolstering educators' confidence in their abilities as bilingual instructors. Recognize and celebrate achievements, provide mentorship opportunities, and create a supportive professional community to cultivate a positive and empowering environment for teachers.

Provide resources and trainings to support the effective integration of technology in bilingual teaching practices. Provide educators with access to technological tools, training workshops, and ongoing support to enhance their technological pedagogical content knowledge (TPACK) and facilitate innovative teaching approaches.

Develop and implement comprehensive evaluative frameworks to assess educators' productivity and effectiveness in bilingual instruction. These frameworks should encompass qualitative and quantitative measures to gauge teaching performance, student outcomes, and overall program effectiveness.

Foster collaboration and networking opportunities among bilingual educators to facilitate knowledge sharing, best practices exchange, and professional growth. Establish forums, online communities, and peer learning groups to encourage collaboration and support among teachers.

Address disparities in resource allocation and access among bilingual education institutions to ensure equitable opportunities for professional development, technological support, and instructional materials. Advocate for increased funding and resource allocation to support the unique needs of bilingual education programs.

6.2 Conclusions:

In conclusion, the findings and recommendations presented underscore the complexity and significance of addressing the multifaceted challenges inherent in bilingual education. The study revealed a notable discrepancy between educators' perceived proficiency and the actual competencies required for effective bilingual instruction. While the majority of teachers expressed confidence in their abilities, there remains a clear need for targeted interventions to enhance English language proficiency, terminology mastery, technological integration, and overall pedagogical effectiveness.

The recommendations put forth in this report offer a comprehensive framework for addressing these challenges and advancing the quality of bilingual education. By prioritizing professional development, motivational initiatives, technological support, and collaborative networks, educational stakeholders can empower bilingual educators to excel in their roles and create inclusive, culturally responsive learning environments for students.

It is imperative for policymakers, administrators, and educators to collaborate closely to implement these recommendations and ensure the continued improvement of bilingual education programs. Through ongoing evaluation, adaptation, and innovation, we can collectively work towards realizing the full potential of bilingual education as a means of promoting linguistic diversity, academic excellence, and social equity in education systems worldwide.

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