



Factors influencing the effectiveness of bilingual educational programs by a selected school in Jaffna zone

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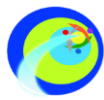
Abstract

Bilingual education plays a significant role in society and essential for higher education, employability, or economic growth among students and societies. This research aims to investigate the factors influencing the effectiveness of higher education for human capital. Data were collected through a questionnaire and analyzed by the research is undertaken using the SPSS package. Data will convert to numerical codes and entered a predesigned data entry spreadsheet in SPSS. 75 students were randomly selected from the Jaffna zone. Theory derived from education and physiology and sociology literature for analyzing and finding. The result indicates that "behavioral, motivation" and "education level" variables have no significant influence on the bilingual education to start-up and controvert findings in prior literature. Result further expose that social networking and internal control variables could positively affect bilingual education to start up the human capital investment process. Present system of education are increasingly unhealthy for the goals. Encouraging positive mindsets, creativity, and associating with challenging new thoughts and ways of responding to adopt innovation are a critical future enhancement.

Keywords: bilingual education, effectiveness influence and prospects

Introduction

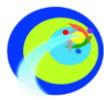
Bilingual education was introduced to Sri Lanka in 2001, initially through Amity School Programs. In this Bilingual Program, English is the medium of instruction in selected subjects from grade 6 to grade 11. The students of Bilingual Program are expected to be competent both in First Language (Tamil / Sinhala) and second Language (English). However, the students find it difficult to express themselves in English, especially in academic performances. The research findings of the National Institute of Education, 2007. The bilingual education in Jaffna Zone is limited to a few subjects and other subjects are done in mother tongue. The school learning process has a considerable dominance of Mother tongue in the learning practices. Bilingualism is the mastery of two languages. The regular use of two languages is the distinguishing characteristic of a bilingual. Bilingualism may occur due to many reasons. Often, people of minority groups become bilingual since they are 'forced' to learn the majority's language in parallel to



their first language. At the same time, when a link language is widely used in a country apart from the state language, bilingualism may occur. Definitions of Bilingualism cover a comprehensive spectrum of linguistic abilities. Children who are exposed to more than one language in early childhood are sometimes referred to as simultaneous bilinguals." Those who begin to learn a second language later are referred to as sequential bilinguals (Lightbown & Spada, 1991). The objectives of Bilingual Education may vary from country to country, depending on its cultural, social, economic and educational needs. The spectrum of Bilingual Education is vast but three common types of Bilingual Education Programs can be identified as Transitional, Developmental and Immersion, depending on the instructional models used. In Sri Lanka, the Developmental Bilingual Program was implemented in 2001 through Amity School Programs. In terms of Bilingual Education in Sri Lankan context, the National Education Commission's proposals –2003, state their standpoint under Bilingual Education Policy.

Bilingualism should be promoted by using English as the medium of instruction in selected subjects such as Mathematics, Science and Technology, including Computer Literacy, Social Sciences in secondary grades, year by year, from Grade 6, depending on teachers' availability. It is expected that students will reach an acceptable level of proficiency in English at the end of junior secondary education without jettisoning Tamil, which will continue to be the medium of instruction in selected subjects (Bilingual Education, Teacher Developmental Manual, 2007). Thus, Bilingual Education is implemented in Sri Lankan schools as suggested and the first batch who has studied under Bilingual Program has already faced their GCE (O/L) in 2007.

Most people are interesting to study in studying in the mother language while the importance of the English medium of education is losing from society step by step in Sri Lanka. As a result, the rate of education knowledge is higher than other Asian countries. However, the English language level level is significantly below average. Due to this reason, most youths are unable to perform well any interviews to get a job from the competitive job market. Further, the citizens of Sri Lanka are also unable to understand each other and cannot minimize the ethnic conflict. At present, the parents and the government have been spending more and more money to enhance English knowledge. The government of Sri Lanka again introduced bilingual education programs to the schools to develop the English knowledge to meet the global demands. The research mainly focuses on the question, To what extend the bilingual education program implemented, would create or develop the English knowledge to meet the global demands?



Literature Review

This chapter is briefly reviewed the available literature in bilingual education. (UNESCO 1953, 11) Tracing the history of bilingual education, Cummins cites Darcy (1953), that the prevailing attitudes in the past as follows: the introduction laid the basis in dealing with the question of difficulties in speaking and reading in English faced by grade nine students in bilingual education program, on which the proficiency in English seen as a necessary characteristic to be excelled in bilingual education, with the advent of specific euro psychological and social and psychological theories gaining recognition and popularity, many researchers have discussed the difficulties in English language competency, by the students in by lingual education. Where there have been arguments, theories and ideas either validating or refuting these particular issues, these theories combined with awareness and education result in many countries striving to change the role of English education. In Sri Lanka, more students came into the bilingual mode, which was positively confirmed only for very few students at the beginning. The importance of mother language learning is one of the main elements that has stratified and ranked the theoretical aspects and research findings related to bilingual education is an excellent division among theorists. Academic tasks and several investigators argued that bilingualism itself was a cause of mental confusion and language handicaps" (Cummins, 1979).

National Institute of Education research, which has taken place in 2007, explains that the “linguistic mismatch” hypotheses, which suggested that mismatch between the language of the schools' home and language to the academic retardation, had aggravated the situation. However, these attitudes were intrigued several decades ago and show that there are different myths about the adverse effects of Sri Lanka on Mother Language. Bilingual education in Sri Lanka is a long term plan to preserve the language, culture and the heritage of the Nation while giving importance to a global language. Hence, in the Sri Lankan context, the dominant language is intended to remain dominant while the state as weak in Sri Lanka or international language is to be developed. As discussed in the introduction, based on the NIE research finding, it is that students in the bilingual mode find difficulties in Sri Lanka for the competency. Tcome across academic performance difficulties.

Large numbers of recent studies done by Baker (2000) shown that bilingualism can positively influence both the cognitive and linguistic development of children. Especially, research done by Jim Cummins of Ontario institute for studies in education at University of Toronto supports the basic tenet of bilingual education; 'children's first language should be well



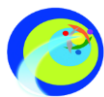
developed to get their academic and linguistic performance of maximized. 'Cummin's development Interdependence theory suggests that successful growth in a second language depends on a well-developed the first language. This view is quite applicable to Sri Lankan bilingual education program because this bilingual mode is initially introduced considering different socio-political, economic, cultural, and cognitive needs of the country.

Bilingual education in Sri Lanka is a long term plan to preserve the language, culture and the heritage of the Nation while giving importance to a global language. Hence, in the Sri Lankan context, the dominant language is intended to remain dominant while the state as weak in Sri Lanka or as an international language is to be developed. As discussed in the introduction based on the NIE research finding, it is obvious that students in the bilingual mode find difficulties in Sri Lanka for the competency and come across difficulties in academic performance. The theory of language as a particular conceptual distinction that has important implications for policy and practice to distinguish conversational fluency and academic aspects of Sri Lanka performance, has done a reanalysis large-scale language acquisition data from the Toronto Board of education. When this particular observation is applied to Sri Lanka bilingual education program, it is evident that those students, too, are quite comfortable in Basic interpersonal communication skills rather than cognitive academic language proficiency.

Policies related to languages have had far-reaching consequences for social inequality in Sri Lanka as they have had in many other postcolonial nations. Consequently, language policy, specific language in education policy, has been frequently mobilized to address social inequality, with varying degrees of success. Bilingual education imitated in order to effect changes in language learning. The study in the English medium themselves as superior and distance themselves from mother-tongue medium students and the effectiveness of Ministry circular and campaigns to position English as a tool rather than a weapon

Methodology

The study adopted a descriptive and explanatory research design and it will be conducted on the mixed method such as Qualitative and quantitative bases. Define the descriptive survey design as a description of the state of affairs. The study will be conducted at Jaffna Zone because of its conveniences to the researcher, and the possibility to access relevant data in the institution. Primary data will be collected from the Schools, Zonal educational office and



the students from the bilingual schools by a questionnaire, group discussion. The secondary data will be collected from annual reports, magazines, and statements. The procedure involved that the questioner will be distributed personally and randomly to select seventy five (75) students in grade seven to eleven from schools in Jaffna zone. Data and the management is undertaken using the SPSS package. Data will convert to numerical codes and entered a predesigned data entry spreadsheet in SPSS. Similar information is then categorized and grouped to give a summary of results using descriptive statistics. The descriptive statistics used include measure of central tendency (mean) and measure of dispersion (standard deviation) these statistics are used to determine the relative importance of critical factors of both the dependent and independent variables. Multiple linear regression is used to develop a model that predicts bilingual education output using the independent variables.

Results and Discussions

Descriptive and explanatory statistics will be used to present and analyses the results. Responses of strongly Agree, Agree, Neutral, Disagree and Strongly Disagree were weighted as 5,4,3,2, and 1, respectively. The sum of weights was divided by 5 to get a criterion mean of 3 so that responses with men score of less than three were not accepted and meant negative attitudes towards bilingual education and those with a mean score of 3 to 5 were accepted as representing marginal to positive attitudes of students.

Table. 1 Demographic Variable

Demographic Variables	No. of Students
Tamil Medium education in Jaffna district -115812	98%
Bilingual education in Jaffna district - 2327	02%
Tamil Medium - Male students	48.12%
Tamil Medium Female students	49.91%
Bilingual education Male student	00.9%
Bilingual education - Female (School census – Province) - 1235	01.1%
Influencing Area (N-75)	
Parents Educational Level – more than Degree	79%
Family Income (Business and Government jobs)	68%
Students willingness	35%
Parent's willingness	65%

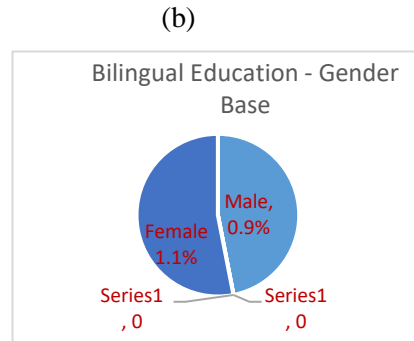
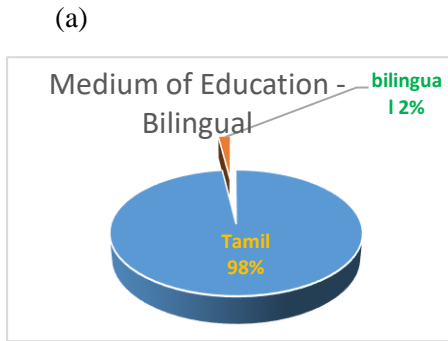


Fig 1. Medium of Education

Fig 2. Gender base

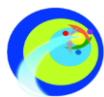
The result in table –1 shows that more students study in Tamil medium (98%) that there were significantly few students (02%) study in the educational programme. Table-1 further showss that more female students (1.1%) and less male students (0.9%) in Jaffna's bilingual education. Most of the 'students' in bilingual from parents who were educated families (79%), sufficient income families and leading business communities (68%). Furthermore, parents were decided (65%) the medium of education of their children while the least number (35%) students were decided their medium of education by themselves.

Table 2. Behavioral, motivation and education level is significant of 'students' attitudes (N-75)

Item	Mean	Std.Dev
I have been studying by myself in bilingual for my future	4.06	1.3
I have been studying to satisfied my parents' expectations	4.15	0.9
Schoolteacher teaching and guidance is motivated to me	4.37	1.3
My parents are always motivating in a positive way	3.17	1.0
School Physical resource supports my bilingual	3.09	1.1
Bilingual education support to my future job and higher education	2.03	1.2
Average	3.47	1.3

M= Mean score

The result in Table 2 show that there are a willingness and acceptance by most of the student ($3 < M < 5$) that bilingual education is a desirable career and that bilingual education is essential in preparing them to become as a talented student. The mean of 3.47 also indicates that their behavioral, motivation, and education level attitude towards bilingual education is positive for most students. 6 items measuring behavioral, motivation and education attitude



towards bilingual education 3 items with a mean score of 4 and above demonstrate that.

Table 3. Affective selection of bilingual students

Item	Mean	Std. Dev
Students should have minimum Credit pass with the English language	3.56	1.0
Both Parents have well known English and Tamil	4.12	1.4
Students selection considered Both parties willingness (student and Parents)	3.98	.93
Town side students only	2.73	1.3
Average	3.60	1.16

Table 3 shows that the general feeling and emotions of students and parents towards bilingual education is positive in three items measuring the affect component of 'students' attitudes high positive, the mean score is above 3 that is ($3 < M < 5$) one item where $M > 4$ parents show very high positive attitudes towards the bilingual education. The mean of mean $M = 3.60$ shows that overall, students and parents' affective intentions towards bilingual education are positive.

Table 4. Social networking and internal control variables

Item	Mean	Std.dev
Inadequate bilingual education opportunities from the schools	3.92	0.91
Lack of Bilingual education knowledge and skills	1.45	1.5
Lack of start- up social networking support such as how to initiate the bilingual education	3.95	1.1
Difficulty in accessing bilingual facilitation	4.14	0.87
Bilingual examination (islandwide competitive) which is not education-friendly	1.98	1.0
Average	3.09	1.08

Table 4 shows the challenges that act as barriers to 'students' bilingual intentions. The main challenge that affects the interest and hence attitude of students towards bilingual education after going through bilingual education difficulty to get the facilitations ($M > 4$). Challenges with a moderate effect on students interest hence negatively affect their attitude toward bilingual education are lack of initiate the bilingual education ($M = 3.95$), lack of bilingual opportunities ($M = 3.92$), student believe examination ($M = 1.98$) is the support of an effort to start bilingual also that they do not lack bilingual knowledge and skill ($M = 1.45$)

Table 5. Overall measurements of 'students' attitude toward bilingual education

Students attitude component	Mean	Std.dev
Behavioral Motivation and Education level	3.47	1.3
Affective selection of bilingual education	3.60	1.16
Social networking and internal control	3.31	1.08
Average	3.39	1.18



Table 5 shows that overall, students' attitude towards bilingual education and their higher education is positive ($M=3.39$). This shows that bilingual education has been effective in motivating students' students to view bilingual education as a future career option.

Conclusions and Recommendations

The result of the study showed overall attitude of students towards bilingual education has a very positive score. It is also shown that students believe their participation in bilingual education helps stimulate their interest in bilingual education. In his study, he also found that by developing skill, knowledge and motivation of higher studies to engage successfully. The bilingual education programme had given them enough knowledge and skill to successfully start their carrier and further education. Results indicate that behavioral motivation and education level variables have no significant influence on bilingual education to start up and contradict previous literature findings. Results further reveal that affective selection of bilingual variables could positively affect bilingual education start up human capital investment practices. Results support the social capital theory's validity, revealing that social networks have values and productive benefits. Results show demographic variable reveal could positively affect bilingual education and Gender plays roles in the bilingual education start up practices, with female predominate high education or employability or entrepreneurship culture.

The global economy, propelled by the push and pull of technology, changes at a speed never before seen. This is having profound political, social and economic effects that necessitate fundamental change in the activities. Current models of education are proving increasingly unfit for purpose. Nurturing and encouraging positive mindsets, creativity, supporting the testing of new ideas and ways of doing things, and adapting/adopting innovation are critical future employability factors. Our future prosperity and well-being will be dependent on creating new learning models. Significantly encroach the entrepreneurship or enterprises' education for the future carrier. This work builds on an extensive literature review coupled with this research. Bilingual education shall originate a variety of disciplines for development. The result is a very challenging set of thoughts, comments and suggestions that are relevant to all education institutions, at policy, strategy and operational levels shall establish. Based on the above conclusions, there are several recommendations that can be made.



First bilingual teaching and learning process needs to be more specific. The bilingual education provides students with teaching, learning and doing strategies that may compensate for the difficulties assimilating and processing new concepts and technology through the second language. In addition to multiple intellectual power bilingual students do to integrate new content, a new language seems to deploy a positive impression on their cognition and learning. Second, as follow-up, the above recommendation of bilingual education needs to invite, as part of teaching members from institutions that provide facilities that enhance technical and quality education. There is a qualitative challenge. The teachers frequently lack good resources such as teaching materials and textbooks, or proper training. The quality of teaching is essential to good learning outcomes. This indicates an education system that attracts and retains qualified teaching staff and supports teachers in the class room and their continued professional development. Third, the teachers need to help students become more able to identify their opportunities. The bilingual education system is only as good as its teachers; the teachers are important to universal and quality education. They are central to modeling the coming generations' minds and attitudes to deal with new global challenges and opportunities. Innovative, comprehensive and results-focused teaching is crucial to provide the best possible opportunities for children and youth. Fourth as part of bilingual education teaching, teachers need to make teaching more practical by linking with further education and carrier. Professional development for teachers in an essential aspect of becoming a well-rounded and experienced educator. The practice of continually developing 'one's skills as an educator is vital to creating a teaching workforce best suited to helping students. Such as ways for education, develop the skills, workshops, field study, short courses and specific aspects of education and online teaching. The school and zones need to come up with database of students who were able to start their bilingual education for their carrier pathway or business to monitor and provide technical support where needed.

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