



IMPLEMENTATION OF EFFECTIVE TEACHING METHODS WHEN TEACHING ENVIRONMENT RELATED ACTIVITIES AT PRIMARY LEVEL

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Primary education is considered the most important period which provides a foundation for lifelong learning. Therefore, the government of Sri Lanka has taken several steps to enhance the quality of primary education. However, several studies have highlighted that the primary education system in Sri Lanka is still experiencing serious issues and there are malpractices related to teaching Environment Related Activities (ERA) at primary level. Thus, the present study attempted to identify the effective teaching methods of teaching the ERA subject at primary level, to examine how far teachers are aware of those effective methods and to investigate the implementation of those methods by teachers in the actual teaching learning process. The study was conducted in the Gampaha and Anuradhapura educational zones. The sample of the study comprised 144 teachers selected using the stratified random sampling method and eight key informants in the field of primary education. SPSS was utilized to analyze numerical data while qualitative data was analyzed descriptively. Both key informants and the teachers in the two educational zones identified observation, group method, assignment and role play as the most effective teaching methods whereas brainstorming, discussion, play and project method were specified as moderately effective methods. The lecture method, guided discovery, exhibition and programme learning were identified as the least effective teaching methods. Teachers have considered the nature of students and the practicability of methods when rating teaching methods according to their effectiveness. There was no considerable difference between teachers' awareness of effective teaching methods and most of them had rarely implemented those effective teaching methods in a regular manner in both zones. Instead of considering the effectiveness of methods, teachers tried to fulfill the short-term requirements related to the scholarship examination. Thus, a gap existed between the awareness of teachers on effective teaching methods and their implementation in the teaching-learning process of Environment Related Activities at key stage III.

Keywords: Environment Related Activities, Effective teaching methods, Primary Education

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