

*The issue of changing the medium of instruction to
English at Senior Secondary Level and its impact on
English language learning and teaching process*

A thesis submitted in partial fulfillment of the
Requirement of the degree of

**MASTER OF EDUCATION IN
TEACHING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES**

Faculty of Education
UNIVERSITY OF COLOMBO

**HEWA MANAGE CHAMPIKA SENARATNE
2004/MED/TESOL/19**

MAY 2006

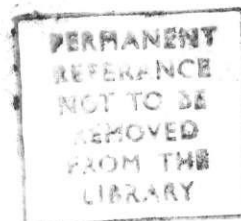
CR

540495

UCLIB



540495



ABSTRACT

Widespread of English and the strong demand for English language teaching for the students have been the concern of the governments, academics and policy-makers in Sri Lanka. They have taken many measures in increasing opportunities for effective learning and teaching of the English Language. One such decision taken by the Ministry of Education was to change the medium of instruction to English language in the Senior Secondary level. Therefore, this study tries to investigate on the issue of changing the medium of instruction to English at senior secondary level and its impact on the English language learning and teaching process to investigate the outcome of the policy decision.

The study was based on two main questions i.e.; what are the reasons for changing the medium of instruction to English at senior secondary level and what is the impact of the change on the English language learning and teaching process. These questions were examined through means of inspecting the available literature, by conducting an experimental design, questionnaire administration, classroom observations, interviews and by analyzing the A/L General English results. The experimental design was conducted with a comparison group of Sinhala medium students so as to evaluate the results. The administration of questionnaire, classroom observations and interviews were carried out among the English medium senior secondary students and teachers. All island A/L General English results were analysed to arrive at conclusions and recommendations.

The results of the experimental design and the A/L General English results confirmed the positive impact of the English medium instruction on the English language learning and teaching process. These findings give positive light to the policy decision and suggest that the change of the medium appears to be a practical solution to the immediate needs of the students. However, the major issues of the system such as, the best suitable medium to begin the new medium, to find necessary resources, to adopt the best methods are yet to be answered. Incorporation of content-based instruction in the English Medium instruction could maximize the classroom interaction thus enriching the second Language learning. These issues should be answered immediately for the smooth functioning of the system.

7