

## THE ROLE OF ENGLISH IN EDUCATION, AT SCHOOL LEVEL

### IN SRI LANKA, AS PERCEIVED BY PARENTS

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#### 1.00 Historical background to the problem :

One hundred and thirty five years (1796 — 1931) of typical colonial education policy under the British, resulted in a three tiered school system in Sri Lanka, based on the medium of instruction. The three types of schools were : the English collegiate schools which charged fees and were more concentrated in urban areas, the Bilingual schools which carried out instruction in the mother tongue, which was gradually changed to English in the upper grades, and, the Vernacular schools that offered free instruction in the mother tongue throughout, with a limited curriculum. They were highly discriminatory institutions, the discriminative factor being the language of instruction. English collegiate schools offered access to higher education, foreign examinations and higher level employment and as such were the most prestigious schools. At the bottom of the three tiered arrangement were the Vernacular schools which prepared students for local examinations and consequently, offered little prospects for its products by way of employment.\*<sup>1,2</sup>

The granting of Universal Adult Franchise in 1931 and the formation of the State Council, paved the way for a series of criticisms against this discriminative system of schools. The main criticism was that English education was the Key for a better position in society and was the preserve of the well to do few who could pay for it, while the vast majority had to be content with low quality vernacular education which in turn confined them to a lower strata in society. This dual language policy tended to divide the society into two classes : the English educated and the Vernacular educated. Therefore agitation for redress continued both within the State Council and outside it.

The Special Committee on Education (1943)<sup>3</sup> appointed to make proposals for a national system of Education specified that the mother tongue should be the medium of instruction in the Primary School. Thus in the latter half of the nineteen forties, the mother tongue became the medium of instruction in primary school. The upsurge of national feeling in the nineteen fifties resulted in a continuation of this trend and as a result the mother tongue was made the medium of instruction in the secondary school as well, in the fifties, with English as the second language. The Universities switched on to the mother tongue in the sixties and by the end of the decade the English medium streams had dried up in schools and in most of the faculties of the University.

\* For further details read :

1. J. E. Jayasuriya, *Education in Ceylon Before and After Independence*. (Associated Educational Publishers. 1969).
2. Report of the Special Committee on Education, Ceylon Sessional Paper xxiv, 1943, (Colombo, 1943). PP. 26-27.
3. Op. Cit.

Today almost two decades after this transformation, different views have been expressed regarding the role of the mother tongue and the second language. Quite prominent among these views is the contention that there has been a lowering of standards, specially at University level due to lack of proficiency in English which in turn has its impact on the smooth conduct of affairs in both the public and the private sector.

Meanwhile, the proposals for Reforms in Education, 1981 stress the importance of English in Higher education, and, as a second language in Secondary education, as follows :

1. "32. (a) English will continue to be taught from grade 3 upwards but with initial concentration of resources from grade 6 upwards"<sup>1</sup>.
2. "90..... Once adequate facilities for the teaching of English from grade 6 upwards have been provided in schools a pass in English in part I of the University Entrance Examination, will be included as a requirement for admission to Higher Education Institutes"<sup>2</sup>
3. "129..... it is proposed to take in hand a certain percentage of pupils from grade 8, and give them an additional year of schooling during which they will do intensive work in English language and also study a few other vocational subjects in the curriculum, through the medium of English.
- "130..... This can be done if about 5% of the grade 8 enrolment is taken into this stream"<sup>3</sup>.

Differences of opinion prevail among Educationists, policy makers and the general public regarding these issues. The main objective of this study therefore is to ascertain the role of English in the education system of Sri-Lanka, as perceived by parents.

## 2.00 Issues focussed on by the study :

The present study centers around eight issues which are as follows :

**Issue 1** — Should English be made compulsory for those who hope to pursue a higher education ?

**Issue 2** — If a pass in English language should be made compulsory, the level at which it should be done.

**Issue 3** — The grade from which English should be taught as a second language.

1. Education, Proposals for Reforms, 1981, (Ministry of Education, Colombo.) P.6.
2. Ibid P. 14.
3. Ibid. P. 19-20.

*Issue 4* — If parents are given a choice of media of instruction for their children which one of the following would they prefer :

- A — Mother tongue as medium, English as Second Language
- B — English medium, mother tongue as second language,
- C — A few subjects in the mother tongue and a few subjects in English.

*Issue 5* — If provision is made to instruct in the English medium, the grade at which teaching should commence.

*Issue 6* — If a pass in English is made compulsory will it be an unfair/unjust move by the majority of the students in the country ?

*Issue 7* — Whether proficiency in English is essential for all students ?

*Issue 8* — How has the switchover of the medium of teaching to the mother tongue affected the general progress of the country ?

Parental responses to the above issues were obtained by a questionnaire with closed and open type items.

### 3.00 The Sample :

In drawing the sample for this study, certain basic criteria were considered. These criteria provided a framework for selecting the sample.

1. Parents selected should be aware of the problem.
2. They should have had opportunity to work in both the mother tongue and English, thus providing a valid basis for judgement.
3. The sample should represent the state, and private sectors.
4. The sample should represent a wide geographical area.
5. The sample should represent different levels of education and categories of employment.
6. The sample should represent both sexes and people from different age groups, coming from different home and school backgrounds.

In order to ensure that the above conditions are satisfied a stratified random sample of 800 was drawn in the following manner. As the first step eight sectors of employment were identified by the researcher with the help of three others conversant in research in the field of social science. The eight sectors identified were : University Academics, Graduate teachers, Secondary trained teachers, and employees in Government departments, Corporations, Boards, private companies and Banks. The Second step was to list all accessible institutions under each sector. For example, all Universities were listed under the first category. The researcher at this stage was confronted with a practical problem regarding the second and third categories, as these two categories were spread

in over 9500 schools. In order to overcome this problem post graduate course in the three Universities and the 22 training colleges were listed under categories two and three respectively. The third step in sampling was to draw random units from the list of institutions under each category. The units drawn in this way are given below :

Sector	Units drawn at random
University Academics	University of Colombo, Kelaniya and Sri Jayewardenepura.
Graduate Teachers	Post graduate courses at University of Colombo and Peradeniya.
Secondary Trained Teachers	Dambadeniya, Pattalagedara and Maharama Training Colleges.
Government Departments	Treasury, Publications and Kurunegala Hospital.
Corporations	Hardware, Cement and Engineering.
Boards	Lotteries Board and National Youth Services Council.
Private Companies	Pugoda Textiles, Associated Motors, and an Import and Export Company.
Banks	Central Bank, Bank of Ceylon and Peoples Bank.

The fourth step was to list all individuals working in these institutions. Finally individuals were drawn into the sample at random from the above lists. The numerical strength of the sample is given below :

University academics	—	50
Graduate Teachers	—	100
Secondary Trained Teachers	—	125
Government Departments	—	125
Corporations	—	100
Boards	—	100
Private Companies	—	100
Banks	—	100
<b>Total :</b>		<b>800</b>

There are eight hundred individuals belonging to different institutions coming from different parts of Sri Lanka and different dimensions of life. This sample also included individuals of different levels of employment



ranging from Doctors, Engineers, and Administrative Officers to clerks and minor employees. However no attempt will be made to analyse the responses according to level of employment.

Out of the 800 individuals 667 responded to the questionnaire. A detailed break down of the respondents according to sector, sex, level of education, medium of education, school background, etc. are given in Table 1.

#### Administration of the questionnaire :

The questionnaire was handed over personally to the individuals at their institutions. They were given a period of two weeks to respond. 622 responded on the initial request and 45 others responded to the reminder. Finally a total of 667 or 83.4 percent of the sample responded, a satisfactory rate for a survey of this nature.

#### 4.00 Analysis of responses :

*Issue 1 :* Should the English Language be made compulsory for those who hope to pursue a higher education ?

According to Table 2, 68.2% of the sample is in favour of making English compulsory while 22.8% are not in favour of such a move. 9% have declined to comment. A remarkable difference of opinion was indicated by University Academics, and graduate teachers ; 58% of the former and 42% of the latter were in disfavour of such a move. Among the bank employees 34% were against the suggestion. In all the other sectors, a uniform pattern prevails with 72% or more being in favour of the issue.

Analysis on the basis of educational level also shows a remarkable difference in the response pattern. The lower the educational level, the higher the percentage of respondents in favour of the issue ; and, with increasing level of education, the percentage of disagreement also increases. A conspicuous feature is that among the respondents who were undecided, the highest percentage was from the University academics.

The response pattern, when categorized according to sex, medium of education, school background, language spoken at home and curriculum stream, is similar. The majority of respondents were clearly in favour of making English compulsory for those who hope to pursue a higher education.

An analysis of the reasons given by respondents who are in favour of making English compulsory for higher education could be summarised as follows. The tremendous amount of international literature essential for higher education is available mostly in English which makes a sound knowledge of that language essential. A knowledge of English gives a person a broader outlook and access to the latest knowledge in many fields of education. The majority are of the view that English is essential for specialization in fields like medicine, engineering, etc.

A considerable proportion of the respondents believe that competency in English will facilitate access to employment opportunities in both the public and private sectors and pave the way for employment abroad.

Some of the respondents are of the view that in the context of the present economy and international needs, a knowledge of English is a must for everyone.

Even though the number is less, some uphold the view that only the talented came for higher education and as such English should be made compulsory to bring about excellence in education.

Those who are opposed to the issue point out that compulsory English will perpetuate social class differences. Teaching of English is not entirely satisfactory nor uniform in all schools. Furthermore the mastering of English is not only dependent on the level or quality of teaching in schools but also to a greater extent on family and social class environment of the person concerned. Therefore compulsory English will give a distinct advantage to a particular group; the urban elite who already have access to a better knowledge of English. Compulsory English will be an obstacle to the children from poorer and remote areas, who will be denied the right to higher education. Instead, English should be taught as a second language to the highest possible level paving the way for equality of opportunity for all, irrespective of class, creed or wealth. If not, some of the ablest children will suffer through sheer lack of proficiency in English.

**Issue 2 :** If a pass in English Language should be made compulsory, the level at which it should be done.

Table 3 reveals the pattern of responses to issue two. Undoubtedly the vast majority, 83.8% prefer it at G.C.E. (O.L.), while a meagre percentage of 8.4% prefer it at G.C.E. (A.L.). 7.8% of the respondents considered this to be "irrelevant" as they were totally oppose to such a move. The University Academics who also belong to the category with post graduate qualifications are of the latter opinion, 37.5% of the academics and 36.5% of the post graduate qualified are opposed to the issue and have stated 'not relevant' a response similar to that indicated in the "No" category of Table 1.

The parents who prefer a pass in English being made compulsory at G.C.E. (O.L.) think that at this level the student will be given a reasonable chance to learn the language. Furthermore proficiency in the language at this level facilitates higher education to a greater degree.

**Issue 3 :** The grade from which English should be taught as a Second Language.

Table 4 illustrates clearly that the preference is for Grades 1 and 3, with 47 percent saying 'yes' in each case. Those who advocate that English as the second language should be taught from the beginning argue that the earlier the person is exposed to the language, the greater are the chances of mastering it. On the other hand an equal number wish to delay it till grade three because of

social class and geographical disparities. In addition an evaluation of available resources raises serious doubts whether such a programme is feasible from grade one. As such 66% of the secondary trained teachers who are aware of the situation regarding resources available thought it fit to commence teaching from grade 3.

Only a negligible percentage, (6%) thought that it should be delayed further, till grade 6.

**Issue 4 :** If parents are given a choice of medium of instruction for their children, which one of the following would they prefer :

Type A — Mother tongue — English as second language.

Type B — English Medium — Mother tongue as second language,

Type C — A few subjects in English & others in mother tongue.

Table 5 indicates that the majority, a figure as high as 70%, prefer the mother tongue, with English as the second language. But a significant percentage of respondents from the Corporations, Boards, Companies and Banks prefer the English medium, or a combination of English and the mother tongue as media of instruction. Further, a fair number of University academics also prefer type C.

Preference for the medium of instruction also differs distinctively according to educational qualifications. A high percentage of those with post-graduate qualifications and those with qualifications lower than the O.L. seek Type A, while a fair number from these 2 categories also seek Type C. 37% of the less than O.L. - qualified prefer type C. The majority (51.8%) of those who have been educated in the English medium prefer that their children too be educated in the English medium, either of type B, or C.

On the whole, the majority of parents in all categories, except those parents educated in the English medium, prefer the mother tongue with English as the second language.

**Issue 5 :** If provision is made for instruction in the English medium, the grade at which teaching should commence.

Table 6 summaries the responses to this issue. According to the data in this table, 61 percent want instruction to commence from grade 1. 24.3% prefer grade 6. Only a negligible percentage, 7.5, want it from grade 11. The 7.5 percent who says "irrelevant", including 25 percent of University academics and 31.6 percent of post-graduate qualified are those who object to compulsory English in what ever form.

Despite variations in the response pattern from category to category, a clear majority has preferred grade one, because of the advantages to a child in learning a language from very young days. Those who want instruction to be

delayed till grade 6 believe that social class differences might manifest themselves if instruction is started from grade one. The child from the disadvantaged and rural environment will be adversely affected.

**Issue 6 :** If a pass in English is made compulsory, will it be an unfair/unjust move by the majority of the students in the country ?

The response to this all important issue, as seen in Table 7, varies very distinctly according to different categorizations in the sample. On the whole 70% agree that compulsory English will be unfair and unjust while the rest believe otherwise. The degree of agreement varies according to the sector of employment, the highest agreement being from the University academics and graduate teachers (92% and 82%) respectively, and the lowest from companies (55%) and corporations (48%). In the corporation sector the majority think that it will not be unfair.

Differences in the responses could also be observed according to educational qualifications, with most of the post-graduate qualified saying it is unfair (94%) and the less than O.L. and A.L. qualified also agreeing.

Parents from different school backgrounds also differ in their degree of agreement. A wide gap exists between parents, educated in colleges and parents educated in Vidyalayas.

The language spoken at home also exerts an influence on the responses to this issue. A relationship is also noted between the curriculum stream followed and the response to the issue. More arts educated are of the view that an injustice will result to the majority if compulsory English is re-introduced.

Those who say that there will be no injustice uphold the view that only the ablest come for higher education and listed the reasons given under Issue 1 as the advantages.

On the other hand, those who maintain that compulsory English will be unfair give other reasons for their contention. A reason adduced by them is the lack of equal opportunities in the school system, even for the ablest children, due to regional disparities in the distribution of resources. The availability of qualified teachers, facilities, and the interest taken by the administration differ widely from school to school. Another reason given by them is that learning English is closely tied up with family environment. Compulsory English will enable the urban elite to outclass even the ablest rural child by means of English proficiency alone. Some students will be denied a higher education through sheer lack of proficiency in English. This will lead to a division of society into 2 classes based on language, as it was during colonial times.

Another point of view is that compulsory English will obstruct a student going in for higher studies in the mother tongue, a violation of a basic human right, i.e. the right to education in the language of the parents, or the so called official language.



Compulsory English will also lead to a further curtailment of the numbers enrolling for higher education. It will indirectly induce drop outs at a higher level of education.

Accordingly, the most viable approach is to teach in the mother tongue and place English in the position of the second language, with better resources and facilities for all. The majority are of the view that compulsory English means a restriction of students to a particular class in society. The University academics, graduate teachers, secondary school teachers and employees of the Banks and Boards seem to be well informed of this issue. The post graduate qualified, and those with less than O.L. qualifications are also well acquainted with this issue. The products of Vidyalayas too indicate a good awareness of the different facts in this issue.

**Issue 7 :** Whether a proficiency in English is essential for all students.

Ninety six percent of the sample, irrespective of the different categorizations agree that a knowledge of English is very essential for all. The reasons given are that English being an international language leads to better knowledge, international understanding, and the universalization of English education will help reduce the gap prevailing in society between the English educated and the rest. English also will facilitate securing of employment at home and elsewhere in the world.

**Issue 8 :** How has the switch over of medium of teaching to the mother tongue affected the general progress of the country?

A perusal of Table 8 reveals that the responses to this issue are very different from those to the other issues identified in this study.

The highest percentage (41.2 percent) indicate that they cannot comment either way. Even among the University academics (25 percent) post graduate qualified (15.8 percent) and graduates (33.5%), a fair number is undecided 32 percent of the sample maintain that the switch over has affected unfavourably the progress of the country ; the highest in this category of respondents were, company employees. Only 26.5 percent of the sample maintain that the change was salutary for the progress of the country, and among them, the predominant categories are the University academics (70.8 percent), graduates (53.5 percent), post-graduate qualified (84.2 percent) and those with less than O.L. qualifications (50.0 percent).

## 5.00 Conclusions

The analysis of the eight issues involved in this study reveal that in general the large majority of parents accept that English is very essential for excellence in higher education ; that English is of practical value for efficiency and employment ; and also that English enables a person to be in touch with local and international affairs. Therefore the majority, 68.2 percent, accept the proposition that English as the second language should be made compulsory for higher education. Yet the better educated parents are opposed to such a move realising the possible injustice to the majority of the underprivileged, specially

in rural areas. The less educated, on the other hand, are somewhat insensitive to this consideration and are insistent in their demand for English for all. This trend is most pronounced among corporation, semi-government and private sector employees. Perhaps these parents were handicapped by the prominence given to English, more recently, in the general administration and other affairs, and consequently they hope to ensure better prospects for their children through English proficiency.

On the other hand, a very high percentage of parents, viz. seventy percent, want teaching to be done in the mother tongue with English as the second language, (compulsory or otherwise), commencing from either grade one or three.

While seventy percent of the parents want instruction in the mother tongue, with English as the second language, 68.2 percent desire that English be made compulsory for higher education; 83% have indicated the G.C.E. (O.L.) as the most appropriate stage for above.

Yet, 70 percent feel that making English compulsory for higher studies will be unfair/unjust by the vast majority of students, when taking into account social class and geographical barriers and disparities in the school system. Their stand seems reasonable and justified when one considers the record of the English language teaching programme in Sri Lanka during the last three decades.

Therefore the findings of this study lead to the following suggestions :

1. The medium of instruction should be the mother tongue with English as the second language.
2. English as the second language should be taught from grade 1/3 depending on the school environment and resources available.
3. English should not be made compulsory at any stage as such a move could go against the rights of the majority of the student population. Instead, every effort should be made to promote learning of English as a second language and steps should be taken to provide equal opportunities through the provision of better resources and teaching methods.

The contention in the white paper (1981) that "once adequate facilities for for the teaching of English from grade 6 upwards have been provided in the schools, a pass in English will be made compulsory for University Entrance..."<sup>1</sup> seems unrealistic. Judging by the achievements of the past three decades, it will take at least another few decades to achieve a satisfactory status in the teaching of English and equal opportunities in this sphere.

Compulsory English which on the one hand will lead to excellence for a few, will, on the other, cause injustice to many by limiting selection for higher education to a privileged few.

1. White Paper 1981. Op. cit.

TABLE 1.

The Sample

Employment Sector —		The Sample										Number in sample
Personal Characteristics		University Academics	Graduate Teachers	Secondary Trained teachers	Government Departments	Corporations	Boards	Private Companies	Banks	Total	Percentage	
Sex	Males	30	36	42	44	24	42	52	52	322	48.2	
	Females	18	50	58	70	51	6	38	24	345	51.8	
Educa : Qual :	Postgraduate	36	—	—	—	3	—	—	—	39	5.8	
	Graduate	10	86	—	20	21	10	14	26	187	28.0	
	AL/HSC.	2	—	42	40	33	38	34	26	215	32.2	
	OL/SSC	—	—	58	54	18	30	30	20	210	31.5	
	Below OL.	—	—	—	—	—	—	12	4	16	2.5	
Medium of Educ :	English	16	10	—	8	3	8	6	12	63	9.5	
	Mother tongue	24	66	96	88	63	60	68	50	515	77.2	
	Bi-lingual	8	10	4	18	9	10	16	14	89	13.3	
School	Collegiate	26	16	2	16	9	20	14	24	127	19.0	
	MMV	10	10	36	26	27	16	20	18	163	24.4	
	MV	10	54	50	58	39	38	50	28	327	49.0	
	Vidyalaya	2	6	12	14	—	4	6	6	50	7.6	
Home Language	Mother Tongue	42	72	98	106	72	70	80	66	606	90.8	
	Bi-lingual	6	14	2	8	3	8	10	10	61	9.2	
Stream	Arts	40	86	48	86	45	34	46	44	429	64.3	
	Science	2	—	50	18	21	22	32	16	161	24.1	
	Commerce	6	—	2	10	9	22	12	16	77	11.6	
Total No. of Respondents		48	86	100	114	78	75	90	76	667	100.0	

TABLE 2.

Should English Language be made compulsory for those who hope to pursue a higher education — Responses in percentages.

	Yes	No	Cannot State	Number in Sample	
Employment Sector	University Academics	25.0	58.3	16.7	48
	Graduate Teachers	44.2	41.9	13.9	86
	Secondary Trained Teachers	74.0	22.0	4.0	100
	Government Departments	80.7	10.5	8.8	114
	Corporations	87.2	7.7	5.1	78
	Boards	72.0	12.0	16.0	75
	Private Companies	80.0	13.3	6.7	90
	Banks	57.9	34.2	7.9	76
	Sex	Male	66.8	25.5	7.6
Female		69.5	20.1	10.4	345
Education	Postgraduate	21.0	57.9	21.1	39
	Graduate	54.4	35.6	10.0	187
	AL/HSC	74.5	17.6	7.9	215
	OL/SSC	80.4	11.8	7.8	210
	Below OL	100.0	—	—	16
Medium	English Medium	74.2	22.6	3.2	63
	Mother Tongue	66.4	24.7	8.9	515
	Bi-lingual	74.4	11.6	14.0	89
School	Collegiate	67.7	22.6	9.7	127
	MMV	71.4	23.4	5.2	163
	MV	67.5	22.3	10.2	327
	Vidyalaya	64.0	24.0	12.0	50
Home Language	Mother tongue	68.0	22.7	9.3	606
	Bilingual	70.0	23.3	6.7	61
Stream	Arts	61.3	28.5	10.2	429
	Science	84.4	11.7	3.9	161
	Commerce	73.0	13.5	13.5	77
Total :		68.2	22.8	9.0	667

The contention in the white paper (1981) that "once adequate facilities for the teaching of English from grade 6 upwards have been provided in the schools, a pass in English will be made compulsory for University Entrance" seems unrealistic. Judging by the achievements of the past three decades, it will take at least another few decades to achieve a satisfactory status in the teaching of English and equal opportunities in this sphere.

Compulsory English which on the one hand will lead to excellence for a few, will, on the other, cause injustice to many by limiting selection for higher education to a privileged few.



TABLE 3.

If a pass in English should be made compulsory, the level at which it should be done — Responses in percentages.

	GCE/OL	GCE/AL	Not Relevant	Number in sample
<b>Employment Sector</b>				
University Academics	54.2	8.3	37.5	48
Graduate Teachers	74.4	13.9	11.7	86
Secondary Trained Teachers	84.0	12.0	4.0	100
Government Departments	98.2	—	1.8	114
Corporations	87.3	10.3	2.4	78
Boards	92.0	—	8.0	75
Private Companies	95.5	4.5	—	90
Banks	68.4	18.4	13.2	76
<b>Sex</b>				
Males	77.0	14.0	9.0	322
Females	90.2	3.0	6.8	345
<b>Education</b>				
Postgraduate	59.9	5.3	36.8	39
Graduate	74.4	14.4	11.2	187
AL/HSC	92.0	4.0	4.0	215
OL/SSC	89.2	6.9	3.9	210
Below OL	75.0	25.0	—	16
<b>Medium</b>				
English Medium	83.9	6.5	9.6	63
Mother Tongue	84.2	8.1	7.7	515
Bi-lingual	81.4	11.6	7.0	89
<b>School</b>				
Collegiate	90.4	4.8	4.8	127
MMV	81.8	7.8	10.4	163
MV	81.5	10.2	8.3	327
Vidyalaya	88.0	8.0	4.0	150
<b>Home Language</b>				
Mother Tongue	83.2	8.6	8.2	606
Bi-lingual	9.0	6.6	3.4	61
<b>Stream</b>				
Arts	83.6	6.8	9.6	429
Science	85.7	10.4	3.9	161
Commerce	81.1	13.5	5.4	77
<b>Total :</b>	<b>83.8</b>	<b>8.4</b>	<b>7.8</b>	<b>667</b>

TABLE 4.

The Grade from which English should be taught as a  
Second Language : Responses in percentages.

		Grade 1	Grade 3	Grade 6	Number in sample
Employment Sector.	University Academics	50.0	41.6	8.4	48
	Graduate Teachers	53.5	41.9	4.6	86
	Secondary Trained Teachers	32.0	66.0	2.0	100
	Government Departments	38.6	54.3	7.1	114
	Corporations	48.7	48.7	2.6	78
	Boards	56.0	40.0	4.0	75
	Private Companies	53.3	31.1	15.6	90
	Banks	55.2	42.1	2.7	76
Sex	Males	40.1	50.9	9.0	322
	Females	53.7	43.3	3.0	345
Education	Post-Graduate	42.1	42.1	15.8	39
	Graduates	51.1	46.6	2.3	187
	AL/HSC	47.1	50.9	2.0	215
	OL/SSC	46.1	45.1	8.8	210
	Below O.L.	25.0	37.5	37.5	16
Medium	English Medium	54.8	45.2	—	63
	Mother Tongue	45.7	48.2	6.1	515
	Bi-lingual	48.8	41.9	9.3	89
School	Collegiate	59.7	35.5	4.8	127
	M.M.V.	41.6	53.2	5.2	163
	M.V.	42.7	50.3	7.0	327
	Vidyalaya	60.0	36.0	4.0	50
Home Lang.	Mother tongue	44.3	49.8	5.9	606
	Bi-lingual	73.3	20.0	6.7	61
Stream	Arts	44.9	46.4	8.7	429
	Science	49.4	49.4	1.2	161
	Commerce	54.1	45.9	—	77
	Total :	47.0	47.0	6.0	667

Total :

65.2

22.8

9.0

667

TABLE 5.

If parents are given a choice of media of instruction for their children which of the following would they prefer :

- (A) Mother tongue as medium, English second Language.  
 (B) English medium, Mother tongue second language.  
 (C) A few subjects in mother tongue and a few in English.

	A	B	C	Number in sample
University Academics	80.0	4.0	16.0	48
Graduate Teachers	65.1	16.3	18.6	86
Secondary Trained Teachers	78.0	10.0	12.0	100
Government Departments	72.0	14.0	14.0	114
Corporations	61.5	30.8	7.7	78
Boards	68.0	24.0	8.0	75
Private Companies	62.2	22.2	15.4	90
Banks	71.0	18.4	10.6	76
Males	66.9	15.9	17.2	322
Females	72.0	18.8	9.2	345
Post graduate	78.9	—	21.1	39
Graduate	62.2	21.1	16.7	187
AL/HSC	68.6	21.6	9.8	215
OL/SSC	75.5	14.7	9.8	210
Below O.L.	62.5	—	37.5	16
English Medium	48.4	32.3	19.3	63
Mother tongue	71.7	15.8	12.5	515
Bi-lingual	72.0	16.3	11.7	89
Collegiage	61.3	27.4	11.3	127
M.M.V.	68.8	15.6	15.6	163
M.V.	71.3	15.3	13.4	327
Vidyalaya	80.0	12.0	8.0	50
Mother tongue	70.4	16.2	13.4	606
Bi-Lingual	60.0	30.0	10.0	61
Arts	71.0	14.5	14.5	429
Science	66.2	24.7	9.1	161
Commerce	67.6	18.9	13.5	77
Total :	70.0	17.0	13.0	667

TABLE 6.

If provision is made for instruction in the English Medium,  
the grade at which teaching should commence :

Sample	Grade 1	Grade 6	Grade 11	Irrelevant	Number in Sample
University Academic Staff	50.0	16.7	8.3	25.0	48
Graduate Teachers	58.1	30.2	4.7	7.0	86
Secondary Trained Teachers	62.0	22.0	8.0	8.0	100
Government Departments	50.9	31.6	12.3	5.2	114
Corporations	64.1	28.2	5.1	2.6	78
Boards	84.0	—	—	16.0	75
Companies	57.8	35.6	6.6	—	90
Banks	71.0	13.2	7.9	7.9	76
Males	53.5	31.9	6.4	8.2	322
Females	68.3	17.1	7.9	6.7	345
Post Graduate	42.1	15.8	10.5	31.6	39
Graduates	60.0	27.8	3.3	8.9	187
AL/HSC	58.8	25.5	11.8	3.9	215
OL/SSC	69.6	18.6	5.9	5.9	210
Below O.L.	37.5	62.5	—	—	16
English	51.6	32.3	3.2	12.9	63
Mother Tongue	61.5	24.3	8.5	5.7	515
Bi-Lingual	65.1	18.6	2.3	14.0	89
Collegiate	69.4	21.0	1.6	8.0	127
M.M.V.	58.4	24.7	5.2	11.7	63
M.V.	57.3	26.8	10.8	5.1	327
Vidyalaya	72.0	16.0	4.0	8.0	50
Mother tongue	58.4	26.6	7.5	7.5	606
Bi-Lingual	86.7	3.3	3.3	6.7	61
Arts	56.0	27.5	7.2	9.3	429
Science	70.1	18.2	9.1	2.6	161
Commerce	70.3	18.9	2.7	8.1	77
Total :	61.0	24.3	7.2	7.5	667



TABLE 7.

If a pass in English Language is made compulsory for Higher Education, will it be an unfair/unjust move by the majority of students in the country — Percentages.

	Yes	No.	Number in sample	
Employment Sector.	University Academic Staff	92.0	8.0	48
	Graduate Teachers	81.3	18.7	86
	Secondary Trained Teachers	74.0	26.0	100
	Government Departments	63.2	36.8	114
	Corporations	48.7	51.3	78
	Boards	76.0	24.0	75
	Companies	55.5	44.5	90
	Banks	76.3	23.7	76
Sex	Males	70.0	30.0	322
	Females	69.0	31.0	345
Education	Postgraduate	94.7	5.3	39
	Graduate	75.5	24.5	187
	AL/HSC	61.7	38.3	215
	OL/SSC	63.7	36.3	210
	Below OL.	100.0	—	16
Medium	English	58.0	42.0	63
	Mother Tongue	71.7	28.3	515
	Bi-Lingual	62.8	37.2	89
School	Collegiate	56.5	43.5	127
	MMV	70.0	30.0	163
	MV	71.0	29.0	327
	Vidyalaya	84.0	16.0	50
Home lang	Mother Tongue	72.0	28.0	606
	Bi-Lingual	50.0	50.0	61
Stream	Arts	71.5	28.5	429
	Science	65.0	35.0	161
	Commerce	64.8	35.2	77
Total :		70.0	30.0	667

TABLE 8.

How has the switch over of medium of teaching to the mother tongue affected the general progress to the country — percentages.

	Sample	Favourable	Not Favourable	Cannot say	Number in Sample
Employment Sector.	University Academic Staff	70.8	4.2	25.0	48
	Graduate Teachers	53.5	23.2	23.2	86
	Secondary Trained Teachers	12.0	40.0	48.0	100
	Government Departments	17.5	33.3	49.2	114
	Corporations	15.4	35.8	48.8	78
	Boards	20.0	20.0	60.0	75
	Companies	24.4	48.8	26.8	90
	Banks	18.4	34.2	47.4	76
Sex	Male	30.0	38.0	32.0	322
	Female	24.0	26.0	50.0	345
Education	Post Graduate	84.2	—	15.8	39
	Graduate	37.7	28.8	33.5	187
	AL/HSC	16.7	41.1	52.2	215
	OL/SSC	14.7	33.3	52.0	210
	Below O.L.	50.0	25.0	25.0	16
Medium	English	29.0	25.8	45.2	63
	Mother tongue	26.3	31.6	42.1	515
	Bi-Lingual	25.6	41.8	32.6	89
School	Collegiate	24.2	37.0	38.8	127
	M.M.V.	26.0	36.3	37.7	163
	M.V.	27.4	29.9	42.7	327
	Vidyalaya	28.0	24.0	48.0	50
Home lang.	Mother tongue	27.5	31.2	41.3	606
	Bi-Lingual	16.7	13.3	40.0	61
Stream	Arts	30.4	32.3	37.3	429
	Science	22.1	33.7	44.2	161
	Commerce	13.5	29.7	56.8	77
Total :		26.5	32.3	41.2	667