

An Analysis of Speech Competency of English as a Second Language among Students Who Learn in Mother Tongue Based Bilingual Education in Sri Lanka

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Bilingual Education was introduced to the Sri Lankan education system in the recent past since 2001. Compared to other countries, the difference in bilingual education of Sri Lanka is that few selected subjects are taught in second language (L2). Other subjects are taught in first language (L1), which is either Sinhala or Tamil. Thus, it is identified as mother tongue based bilingual education. In the Sri Lankan context, students who learn under bilingual curriculum are considered more fluent in L2 than monolingual students. However, in class room observations, such considerations cannot be generalized, which of course is against the expectations of bilingual education programme in Sri Lanka. Hence, the objectives of the research are to find out the difficulties faced by bilingual students in speaking L2 and to investigate reasons related to the fluency of L2 among bilingual students. Accordingly, 68 students who learn under bilingual education curriculum in Grade 10 and 20 teachers who teach the subjects in English from 03 schools governed under provincial councils in Gampaha district were given questionnaires and the interviews to collect primary data. Book research was conducted to collect secondary data. Primary data was analyzed qualitatively and quantitatively using the descriptive data analysis method. Thus, the findings prove that the demotivating social factors, misconceptions of L2 among the students and deficiencies of pedagogical process in teaching English as a second language and bilingual education system have neglected the L2 spoken aspect.

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