

## Ways to be Adapted to Increase the Pass Rate in English Language in the G.C.E. Ordinary Level Examination in Vanni Schools

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In Sri Lanka, students learn English as either their second or a foreign language. Even though the schoolchildren in Sri Lanka learn English as their second language from grade three, the pass rate, even after eight years of education is not at a satisfactory level in certain parts of the country. This research paper analyses the reasons for the low pass rate in English language in G.C.E Ordinary Level Examination in Vanni schools and it offers specific recommendations that can be practiced by the policy makers, school administrators, supervisors and language teachers in order to produce many English language speakers with higher pass rates in English in those regions. Students from five schools in Mullaitivu and Vavuniya districts are considered randomly for this study and the study was carried out in private classrooms located in Nedunkerny, Mathiyamadu, Katsilaimadu, Marailuppai, Kulavisuddan and Thanduvan for three years using qualitative and quantitative research methods. Accordingly, pre-test and final evaluation were conducted along with interviews, observation, and discussion throughout the study. The pass rate of the students was also analysed. Before the study, in the schools from where the samples were selected, only less than 20% of students passed the above mentioned examination in previous years. The reasons for this lower pass rate in English language exam were found out and the recommendations were implemented in the said private classes in order to examine their validity. The recommendations of the study are as follows: teaching with remedial syllabus to fill the knowledge gaps of the students caused in previous years, highlighting the teacher's specific roles as a coordinator, motivator, and source of knowledge and patience in those areas. In addition, conducting monthly parents' meetings to discuss the issues related to English language teaching and learning faced by the students, and giving awareness to the parents on the ideology of actual English language teaching and learning. Moreover, providing training to the teachers on teaching methodology in this special setting, teaching the students how to use the language items in their day-to-day life taught in the class, preparing lesson plans accordingly and paying special attention for setting proper term examination papers. Once these recommendations were implemented in the classes, the results were favourable and it was proved through a special final evaluation conducted orally as well as in written form for the sample participants in grade 10 and 11. The participants were asked to answer the questions in 2016 past paper book for this evaluation. This special final evaluation revealed that 75% of students were able to gain more than 63 out of 100 marks in the written examination. At the same time, the oral evaluation showed the students' ability to communicate in English in their day-to-day life.

**Keywords-** Ordinary Level examination, pass rate, policy makers, English language, Validity