
A Comparative, Attitudinal Study Using a Group of Sri Lankan ESL Teachers and Students Regarding their Attitude on Online English Teaching

Senuri Hettiarachchi, Thadhee Hewawasam, and Thivangi Jayasinghe

University of Kelaniya

University of Kelaniya

University of Kelaniya

<senurihe@gmail.com>

Abstract – English Language Teaching holds a prominent position within the Sri Lankan educational curriculum due to the immense weight placed on its importance. Nevertheless, as of the years of 2020 and 2021, English language teaching was predominantly conducted through online methods due to the global pandemic. The present study aims at comparing and analyzing the attitudes of Sri Lankan ESL teachers and students on the success of online English teaching. It further aims at identifying the issues related to online English teaching which can thereby be resolved through practical solutions. As means of conducting the study, 25 ESL teachers and 25 ESL students were selected from the nine provinces of Sri Lanka, representing state, semi-government and private schools. Two questionnaires were circulated between the teachers and the students, both of which required the participants to provide information on their background and attitudes. Both quantitative and qualitative analyses were conducted. The results suggest that 7 teachers and 7 students believed that online English teaching was successful while 18 teachers and 18 students believed that it was unsuccessful. Furthermore, the results manifest a direct relationship between the students’ decreased interest in the lessons and the teachers’ excessive dependence on the school text book. Furthermore, 20 of the teachers and 13 students believed that the teachers’ lack of technological knowledge hinders the effectiveness of online lessons. In conclusion, the study reveals that 72% of the participants agree that online English teaching is unsuccessful and thus requires several modifications as means of improving its effectiveness.

Keywords: Teachers, Students, English