

The Impact of Language Teaching Methodology in Schools on Adult Students' English-Speaking Skills: A Case Study

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Abstract – English is taught as the second language in the school curriculum from grade one to twelve in Sri Lanka. It was learnt as a compulsory subject in the schools during the last forty years, and many teaching methods applied for teaching English in schools. Nevertheless, when some students reach for Higher education face difficulties coping with English for communication purpose. Besides, the researches on the impact of teaching methods on adult students' English-speaking competency is rarely investigated. This research intends to study the impact of English language teaching methods of schools on adult students' English language speaking skills based on Advanced Technological institutes Dehiwala, and Galle which represent the higher education sector in the country. The research population consists of hundred and fifty students, from first-year male and female students from the two institutes, representing three Higher National Diploma courses. The data was collected by a survey questionnaire, interviews with students, and oral assessments of students. The study applies correlation and frequency analysis to investigate the impact of the variables. The overall results show the impact of language teaching methodology on students' English-speaking skills is insignificant, but there is a positive correlation between variables. Nevertheless, it shows that a typical English classroom in the school system is quite complicated by many factors, and students are taught English by teachers who have a distinct level of qualification and used different teaching methods. Thus, the findings are registered to undertake further investigation.

Keywords: English, Methodology, Speaking.