



Mother Tongue Influence On Teaching And Learning English as a Second Language in Sri Lanka

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Second Language teaching and learning process is affected by numerous external factors. This research aimed at finding out whether the two mother tongues; Sinhala and Tamil influence the teaching and learning process of English as a second language and if so; in which macro skill(s) it has the biggest effect and the attitudes of the language teachers towards the use of mother tongues in the teaching processes. Two separate questionnaires were given to two groups of the participants. The data gathered through the two questionnaires were analyzed separately, under each question using the tables and charts. The findings from this research proved that there is a considerable influence of the use of both the mother tongues in the teaching and learning process of English as a second language. The most obvious finding that emerged from this research was that both productive skills; speaking and writing out of all the four macro skills have the biggest effect due to the use of the mother tongues. Finally, a number of possible future studies using the various aspects that came across through this research are listed. However the current research has only examined the opinions of samples from only five provinces of the country. The most important limitation lies in the fact that the methodology of the research was highly affected by the covid-19 pandemic outbreak of the country. Further research might investigate the influence of mother tongues on micro-skills of the language. This research can also be expanded by involving participants of all the nine provinces of the country. Conclusively, it is also recommended that, future research can be designed by changing the data collecting instruments used in the methodology of the current study.

Keywords: Attitudes, Influence, Macro skills, Mother tongue, Second language Acquisition

