# CONTENTS

## Chapter 1 Introduction
1.1. Prelude 1
1.2. Research question, aims and objectives 6
1.3. The relation between experimental design and the problem 7
1.4. The organization of the study 10
1.5. English in Sri Lanka, a brief note 11
1.6. English language teaching in Sri Lankan universities 11
1.7. The selected universities for study 13
1.8. The issue of university culture 22
1.9. Selection criteria/preference and student population in Sri Lankan universities 25
1.10. Missions and visions of the selected universities 27
1.11. Conclusion 28

## Chapter 2 Review of Literature
2.1. Introduction 29
2.2. Current Communicative Approaches 30
2.3. Theoretical basis for teacher training 44
2.4. Theoretical basis for undergraduate ELT in Sri Lanka 47
2.5. Different aspects of ELT
   2.5.1. Learner needs and perceptions 63
   2.5.2. Lesson materials 70
   2.5.3. Student assessment 76
   2.5.4. Motivation 82
   2.5.5. Literature, culture and language 85
2.6. Conclusion 88

## Chapter 3 Language Policy and Practices
3.1. Introduction 90
3.2. Method 91
3.3. Language in various domains
   3.3.1 Language in the socio-political domain 92
   3.3.2. Language in the educo-economic domain 96
Chapter 3

3.4. English as a link language then and now
3.5. Government bodies that influence language issues in education
3.6. English and employment
3.7. Legislation of universities
3.8. English in universities
3.9. English, graduates and employment
3.10. Conclusion

Chapter 4 Students' Perceptions

4.1. Introduction
4.2. Methods of the study
   4.2.1. Sample
   4.2.2. Tools
4.3. Procedure
4.4. Results
   4.4.1. Students' motivation to learn English
   4.4.2. Students' needs and preferences
   Preference for speech for interpersonal relations
   Preference for speech as a societal requirement
   4.4.3. Students' attitudes towards
   Syllabus content (components)
   English literature
   English language teaching programme
   Teacher's use of mother tongue to teach English
   Medium of instruction
   Current assessment practices
4.5. Discussion
   4.5.1. Students' motivation to learn English
   4.5.2. Students' needs and preferences
   Students' preference for speech
   Students' needs and contextual variations of universities
   4.5.3. Students' attitudes towards
   Syllabus content
   Assessment practices
   The ELT programme
   Medium of instruction
4.6. Conclusion
Chapter 5 Teachers’ Perspectives

5.1. Introduction

5.2. Methods of the study
   5.2.1. Sample
   5.2.2. Tools

5.3. Procedure

5.4. Results and analysis of data
   5.4.1. Teachers’ perceptions of student performance
   5.4.2. Teaching methods teachers claimed to use
   5.4.3. Teacher training in lesson materials preparation
   5.4.4. Teachers’ preferences in content selection
   5.4.5. Teachers’ views on language policy
   5.4.6. Teachers’ views on current assessment practices

5.5. Discussion
   5.5.1. Teachers’ perceptions of student performance
   5.5.2. Student performance, teaching and training
   5.5.3. Teachers as lesson material preparators
   5.5.4. Teachers’ preferences in content selection
   5.5.5. Literature and language teaching
   5.5.6. Teachers’ views on language policy at national and institutional levels
   5.5.7. Teachers’ views on the coexistence of languages
   5.5.8. Teachers’ perceptions of English medium instruction
   5.5.9. Teachers’ views on current assessment practices

5.6. Conclusion

Chapter 6 Conclusion

Bibliography

Appendices