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A STUDY ON THE EFFECTIVENESS OF BILINGUAL  
INSTRUCTION IN TEACHING ESL AT THE UNIVERSITY OF  
JAFFNA

By

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## Abstract

This study examines the effectiveness of Bilingual Instruction in Teaching English as a Second Language grammar. This research is undertaken on the first year students of Faculty of Management and Commerce and Ramanathan Academy of Fine Arts (Faculty of Arts). The research problem is that whether bilingual instruction promotes the learning of specific aspects of English as a second language grammar. In order to find answer to the research problem, mixed method research methodology is designed. In the quantitative study, an experimental method in the form of classroom study (both experimental groups and control groups) was adopted in which the test is the main instrument and probability sampling was used to select the subjects. As for the qualitative study, ethnographic study of participant observation, teaching method and semi structured interview were employed. Quantitative study (experimental method) is explained by three qualitative instruments like ethnographic study of participant observation, teaching methods and semi structured interview. The same experimental groups from Management and Commerce and Ramanathan Academy of Fine Arts were selected for the ethnographic study and teaching method. As for semi structured interview, non-probabilistic sampling was adopted. The finding shows that Experimental groups in both faculties of Management & Commerce and Ramanathan Academy of Fine Arts outperformed the control group except in voice. It was also established that the effect of bilingual instruction is relatively less in learning preposition than other grammar components like verb forms, question formation. However, bilingual instruction has no impact on the teaching of active passive. The qualitative results from participant observation revealed that in teaching speaking skill, mother tongue should be avoided. Qualitative research instruments such as participation observation, teaching methods and semi structured interview brings out multiple realities as to when to use L1, and when not, when to use L1 and L2 and how to use L1 and also the quantity of L1. Therefore, this research finding establishes that the principled or the reasonable use of mother tongue is essential in teaching English as second language grammar.

**Key words, Bilingual instruction, experimental method, second language**