

Abstract

English medium education was introduced to Sri Lanka in 1796 by the British to reduce the high costs of employing administrative staff brought in from Britain. Thus, they taught English to a selected group of Sri Lankans and it was only the higher classes who were given the opportunity to attend the English medium schools. However, the open economic system along with globalization is responsible for the existing demand for the English medium education. Consequently, a variety of international schools spring like mushrooms all over the country and try to appease this demand. In order to compete with these international schools and to provide a quality education for all the students in far corners of the country, government reintroduced English medium education to public schools in 2001 under the Amity Schools Project.

This study is aimed at investigating the efficacy of English medium education at junior secondary level in selected schools in Kandy educational zone. The study shall consider five national schools in Kandy and it will analyze the successes and failures of both students and teachers in learning and teaching in English medium.

Furthermore, this study will reveal the future plans, strengths and weaknesses of the Amity Schools Project. Also, I will pay my special attention to the situation to which English medium students confront after their Ordinary Levels. Hence, in addition to the strengths and merits, it is expected that this study will provide an insight into the special problems and drawbacks of the Amity Schools Project.