

An analysis on the distinction between rural and urban English education in Sri Lanka

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Abstract

Equal education opportunities are of major concern in Sri Lanka. Although the notion of equal education has been a primary objective of the Sri Lankan education system, the disparities in educational possibilities are still prevalent. Therefore, the paper aims to investigate the distinction between rural and urban English education in Sri Lanka by investigating how disparities are further widened by the way English language is acquired/taught in urban and rural areas. Furthermore, the paper examines the causative factors and proposes recommendations to bridge the gap in English language education between rural and urban areas. The data for the study was gathered through secondary and primary data sources, including, school and university students and teachers. The findings indicate that the rural students underperform compared to their urban counterparts. As the causative factors, it is identified that rural students lack essential resources such as library and internet facilities and lack exposure to develop English competence. The dearth of pragmatic and schematic knowledge and lack of proficient and qualified teachers in rural regions are also distinguished as causative factors. The paper offers comprehensive recommendations to minimize the gap. Governmental and Non- Governmental organizations could promote workshops and provide rural students with necessary resources. The teachers should incorporate practical teaching approaches like communicative approach, to create a learner-centered classroom. Moreover, the responsible authorities should take measures to appoint qualified and proficient teachers. Ultimately, writing, speaking, listening, and reading skills should all be tested throughout assessing and teaching.

Keywords: *Language Skills, Resources, Teachers, English Education.*