

## **Success and Failures of English Language Teaching Methodologies in Sri Lanka: Case of English Language Teaching Unit (ELTU) of the University of Colombo**

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Teaching English as a second language becomes a conspicuous issue of selection of and application of suitable methodologies, particularly for the language learners in non-English speaking environments. Though there are well developed methodologies for systematic teaching of second languages used in different parts of the world, it is quite understandable that the Sri Lankan second language teaching convention has not opted for using them methodically in class rooms. This hypothetical ground convinced us to do this study on the second language teaching methodologies with special reference to English Language Teaching Unit of the Colombo University (ELTUCU). The major objective of the study finds whether the teaching methodology used by the ELTUCU was success or failure. It was revealed by the study that the teaching methodology that has been used by the English Language Teaching Unit of the Colombo University does not deal with one selected theoretical approach, but with scattered practices, randomly picked from each and every other method of teaching languages. The very obvious fact is that this sample has given little recognition even to the prominent modern methods in the curriculum, so that most of the practices enact a conventional role leading to poor language acquisition by the learner. The very low achievement of students' goals and the inclusion of the students who already achieved the proficiency level prior to joining the program, further pointed to the lesser success of the methodologies used. Finally, the study concludes, with the empirical backing of the research, that the non-use of modern methods in the class room for teaching English would make little impact on non-native language learners, especially in the context of teaching English.

Key words: Language, English, Speaking, Teaching methodology