

Status of Teaching and Learning Tamil as a Second Language in International Schools Under the Thimbirigasyaya Division

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ABSTRACT

Sri Lanka is a multi-ethnic country, so knowledge of the language is essential for students. Although Tamil is a national language in Sri Lanka and is a compulsory or optional subject for social integration, there are many challenges in teaching it. Because of historical reasons such as the Sinhala Act of 1956, linguistic discrimination and denial of rights have led to the Tamil language facing a decline. Most studies indicate that the curriculum is too challenging for students learning Tamil as a second language and is ineffective because it places too much emphasis on grammar and vocabulary. On average, 20% of students fail to pass the Tamil Language and Literature subject in the G.C.E. Ordinary Level examination. However, the average pass rate for the Tamil Second Language subject is 73.74%. Since learning is mainly aimed only at passing the examination, the necessary spoken Tamil and communication skills are not developed. This research was conducted to identify teachers' teaching practices in the process of collecting, verifying, and analyzing data in the context of teaching and learning Tamil as a second language. Recently, it has been identified that social factors are a barrier for students learning Tamil as a second language. In this research, secondary school students (Grades 7, 8, and 9) studying in Colombo international schools were selected. A total of 320 students, 15 teachers, and 5 principals were selected using a stratified sampling technique from international schools in the Thimbirigasyaya Division. Data collection tools such as questionnaires and interviews were used, and secondary data were obtained from documents. Quantitative analysis was performed using SPSS, including tables, T-tests, correlation coefficients, and other relevant statistics, while qualitative data were analyzed using thematic analysis. The results of the Research show that there is a direct relationship between teachers' teaching status and students' learning levels. The teaching methods of teachers in classroom activities have influenced students' learning. This research concludes that there needs to be a change in the teaching methods used by teachers. Based on the research results, suggestions are made to teachers to improve effective learning related to Tamil language lessons in international schools and to develop activity-based approaches such as drama, discussions, and debates to increase students' participation and confidence by connecting learning to real-life situations.

Keywords: learning, teaching state, Tamil as a second language, international schools.

RESEARCH BACKGROUND

This research will examine the status of teaching Tamil as a second language in international schools under the Thimbirigasyaya Division. Initially, Tamil was taught only as a mother tongue, but in the late 20th century, due to globalization and migration, there was a need to learn Tamil. UNESCO research reports and research articles on multilingual learning are important sources of information.

The impact of changes in linguistic structure and phonology on learning has been explained. Several studies have discussed the teaching of Tamil as a second language for promoting ethnic harmony in Sri Lanka (Chandra Bose). The National Education Commission (2016) points out that second language textbooks give more importance to grammar than to communication skills, which reduces student interest. Factors such as the

relevance of textbooks, teacher training, and the learning environment also play a role in this research background.

The language learning theories of Chomsky and Stephan (2013) are very important. Even though students score high in exams, they make mistakes in speaking and writing. It is emphasized that the assessment system in classrooms needs to be changed (Vygotsky). The general perception of Tamil as a difficult language creates fear among students. Psychological studies indicate that this acts as a barrier to speaking Tamil (Gunasekaran, 2012). Regarding pronunciation differences in learning Tamil as a second language, students make more than 65% of pronunciation errors.

There is a shortage of qualified teachers who can teach Tamil with appropriate English proficiency in international schools in the Thimbirigasyaya Division. According to data from the Department of Population and Statistics, although the Thimbirigasyaya Division is a multi-ethnic region, the use of Tamil in the home environment is low among higher-income groups. As Gunasekara (2021) points out, since English is the medium of instruction in international schools, students learning Tamil often perceive it as a foreign language. The STAD method, based on Vikkocchi’s social learning theory, is rarely used in international schools. Although Sri Lanka’s National Language Policy emphasizes trilingual education (NEC, 2016), learning Tamil in international schools in the Thimbirigasyaya Division remains a challenging issue. Due to the dominance of English as a language (Gunasekara, 2021), it is necessary to examine the teaching and learning status of students, especially given the lack of modern teaching techniques.

Table 1.1 Students’ Learning Achievement Levels in Tamil Lessons

Year	Grade 7 Tamil Subject Marks %	Grade 8 Tamil Subject Marks %	Grade 9 Tamil Subject Marks %
2020	28%	34%	29%
2021	37%	26%	32%
2022	39%	35%	31%
2023	26%	27%	34%

(Source:: Prepared by the researcher, 2025)

Purpose of research

Identifying the status of Tamil language learning and teaching and proposing for improving learning teaching Tamil as second language

Research questions

1. What approaches are used by teachers in teaching Tamil?
2. How do these teaching approaches improve students' language skills?
3. What are the attitudes of teachers and students towards teaching and learning Tamil?
4. What is the relevance of the curriculum content implemented in international schools?
5. What is the relevance of human and physical resources for Tamil language learning?
6. What suggestions can be made to improve effective learning?

LITERATURE REVIEW

Dharmaraja (2015) stated that language is an important means of communication, sharpens one’s thoughts

and directions, and is the root of all activities. The commitment shown by students towards learning is the foundation of their success. Sivapalan (2012) stated that in the current situation, where the activity of learning Tamil as a second language has increased, it is necessary to examine this area and review previous research, considering the need for research related to it.

Sasindrarasa & Kailainathan (2012) stated that in the teaching and learning of a language as a second language, spoken language should be learned or taught first, along with its grammar. A person learning a language as a second language should first learn to speak it. The teacher's goal is not only to prepare students for exams but also to help them interact with society. Language proficiency is essential for securing better job opportunities after leaving school. (Senthilkumar 2015) Currently, the number of students who choose and study Tamil is decreasing. Educational policies, curriculum, assessment, teaching methodology, and teacher training are facing challenges in teaching and learning Tamil. Nithilavarnan (2015). Attention should be given to developing learners' linguistic activities in the classroom, as students' lack of focus and limited opportunities to speak in their mother tongue pose challenges in language learning (Atikson, 1994).

Nithilavarnan (2015) stated that Tamil learning and teaching activities in schools should be reviewed, and that Tamil learning practices in schools, students' interest in learning Tamil, the challenges faced in teaching, and the solutions to these challenges should be examined. A shortage of teachers teaching Tamil as a second language, along with a lack of teaching techniques, experience, and maturity, is found in international schools. Navaratnam (2015) stated that storytelling is an effective teaching approach to improve students' speaking skills in the classroom. Brown (2021) noted that improving students' speaking performance depends on an individual's ability to express their language skills. By clearly teaching students the pronunciation and grammatical differences of words, learning is expected to improve when students are able to recognize these differences on their own and are ready to learn. Kailainathan (2014) stated that the communicative language teaching approach is best for teaching Tamil as a second language. It encourages students to engage in dramas, group work, discussions, etc. Sin and Yunus (2021) stated that the main reason is the lack of sufficient time to speak Tamil in the classroom. Mertyn (2020) noted that language is essential for the development of human thinking and the expansion of knowledge. Language acquisition is a fundamental aspect of human personality development. Bhakiyalakshmi (2021) stated that teachers learn new methods according to the times and teach lessons using them.

Attention should be paid to developing learners' language-related activities in the classroom. Students' inattention and insufficient opportunities to speak in their mother tongue are problems in language learning, Atikson (1994). Meaningful learning refers to the active involvement of learners in what is being taught. It is a holistic approach, focusing on cognitive, emotional, and behavioral aspects, where the learner is considered as a whole person within their environment, including family relationships, living environment, school, and social institutions. Ausubel (2008) states that by instilling positive emotions in students, improved results can be expected in future teaching and learning. Huizen and Wubbles (2005) indicate the continuous development of competency-based personality approaches in contemporary teacher education. An individual's activity in designing teaching forms the basis for providing ideas that connect with the socio-cultural process system.

Achchuthan and Jasingha (2014) stated that gender, age, family size, subjects taught, educational qualifications, place of work, and experience of school teachers also play an important role in the teaching process. It has also been mentioned that individual characteristics do not make everyone satisfied with teaching. The basic psychological needs of students, intrinsic motivation, academic achievement, and interest in education also have a positive effect on second language learning (Adri Amani and Saribaglou, 2014). Watisibwe and Balimuttajo (2020) stated that school education takes into account students' mindsets and changes in their behavior according to learning and attitudes related to their environment (Collie, Shapka, and Perry, 2012).

Dharmawan and Rooks (2006) noted that the responsibility of teachers and schools to improve students' academic performance and to focus on the well-being of each individual student increases interest in learning. Responsibilities are also increasing. Rowe (2000) stated that educational indicators are often used to measure school performance and are defined based on outcomes such as student achievement, teacher quality, classroom facilities, and Marks. Meyer (2002) does not use such indicators for average scores, noting that this approach

has some major shortcomings. Educational practices in the country have been reviewed over the years, and curriculum changes have also occurred. In particular, the findings of this study indicate that some teachers have failed to teach effectively due to a lack of preparation (Nawasdeen, 2019).

Nisha (2011) found that educational participation rates are not uniform across the country. This is because indirect costs vary across socio-economic groups, and factors such as cultural influences and the quality of education are key elements affecting participation. These are the key findings of the research. Teaching methods should be approachable in the learning process of students. (Richards & Rodgers, 2014). Teaching methodology refers to the different activities, training techniques, and the definition of learning objectives in the classroom when learning activities are carried out. Richards (2014). The teaching process requires teachers to be well-versed in scientific approaches to teaching a language, and the teaching method can also be challenging to learn. (Ministry of Education) It has been stated that the experience of teachers in second language teaching activities will have an impact on teaching. The National Institute of Education. This research also recommends that a 2NL framework be developed to ensure that arrangements are made for the comprehensive, transparent, and continuous provision of Tamil as a second language proficiency from primary to secondary levels. Mainly, Culture of language is crucial factor in language learning teaching however there is no sufficient cultural background in the schools for Learning Tamil as second language (Athirathan, 2014).

RESEARCH METHODOLOGY

The Thimbirigasyaya Division is an important area of Colombo. People who speak different languages, such as Sinhala, Tamil, and Muslim, and foreign languages live here. Sri Lanka's leading international schools are located within this division. The Thimbirigasyaya Division is a suitable place to study the use of and interest in the Tamil language among students who are studying through the English medium. It includes areas such as Bambalapitiya, Kollupitiya, Cinnamon Garden, Narahenpita, and Nugegoda. International schools under the Narahenpita and Thimbirigasyaya Divisions will be selected, and the research will be conducted. Quantitative and qualitative data were collected for the selected research topic, and the research was conducted using a mixed-method approach. Both types of data were collected to answer the research questions, and a descriptive survey design was used.

This research was conducted as a mixed-method study, as numerical data were obtained from closed-ended questions in the questionnaire, while qualitative data were obtained from open-ended questions. Numerical data were also obtained through document analysis, and qualitative data were obtained through interviews.

There are 1,900 students studying in Grades 6 to 9 in 10 international schools in the Thimbirigasyaya Division of the Colombo District, along with 10 principals. 56 teachers, two from each school, will be selected. This research is a descriptive quantitative study using the multistage sampling technique. A combination of quantitative and qualitative research methods was used to achieve the objectives. Attention was given to the participants' pronunciation ability through reading exercises. The study population consisted of 1,900 students in Grades 7, 8, and 9, and a sample of 320 students was selected using the Krejcie and Morgan table and the multistage sampling technique. Data obtained through questionnaires, interviews, and observations will be analyzed and explained using descriptive and inferential methods. Classroom teaching is based on the learning process, and data will be analyzed according to student learning styles, questionnaire responses, and classroom discussions.

A total of 320 students were selected from five schools, with 64 students from each school. The success of the study depended on obtaining the required data from the appropriate participants at the right time. During the data collection process, measures were taken to ensure high levels of reliability and validity. In this study, questionnaires and interviews were used as primary data collection tools, while documents were used as secondary data sources.

Data were collected from students and teachers to answer the research questions related to the research problem.

Data collection techniques such as questionnaires and interviews were used. Questionnaires were used to obtain data from students and teachers, and additional data related to the research problem were collected through data analysis.

A mixed research method was used to analyze the methods of teaching Tamil as a second language in international schools, the difficulties faced by students, and the teaching strategies employed. Both quantitative and qualitative data were collected and analyzed to provide context and credibility to the research findings.

Quantitative analysis was used to measure students' achievement, learning strategies, learning attitudes, etc., on a numerical basis. Qualitative analysis was conducted to understand the opinions and experiences of students and teachers in depth. This research was conducted as a mixed-method approach. The data used to measure the status of Tamil teaching in international schools were obtained from students' test scores, responses to questionnaires on proficiency levels and learning strategies, and other relevant sources.

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DATA ANALYSIS AND DISCUSSION

Approaches Used by Teachers in Teaching Tamil Language

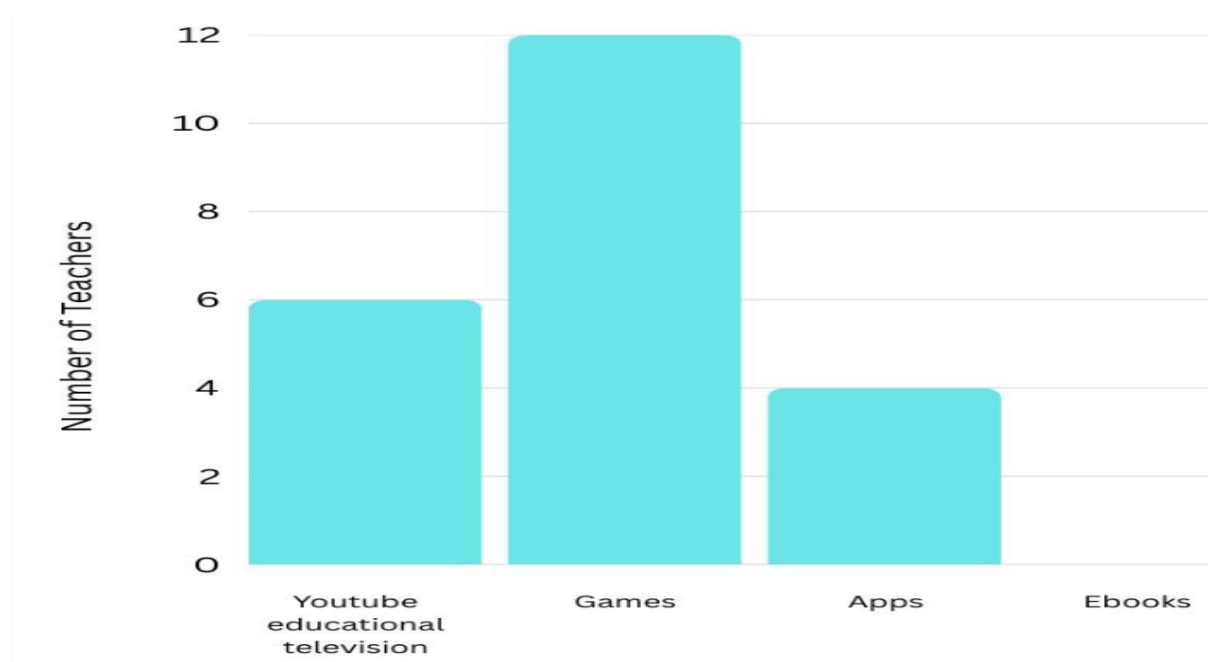


Chart 6.1 Teaching Approaches of Teachers Who Participated in the Research

Approaches Used by Teachers

This chart shows that teachers tend to use gamification mainly for language learning. It also suggests a lack of engaging or easily accessible Tamil e-book resources.

Students' Attitudes Toward Learning Tamil

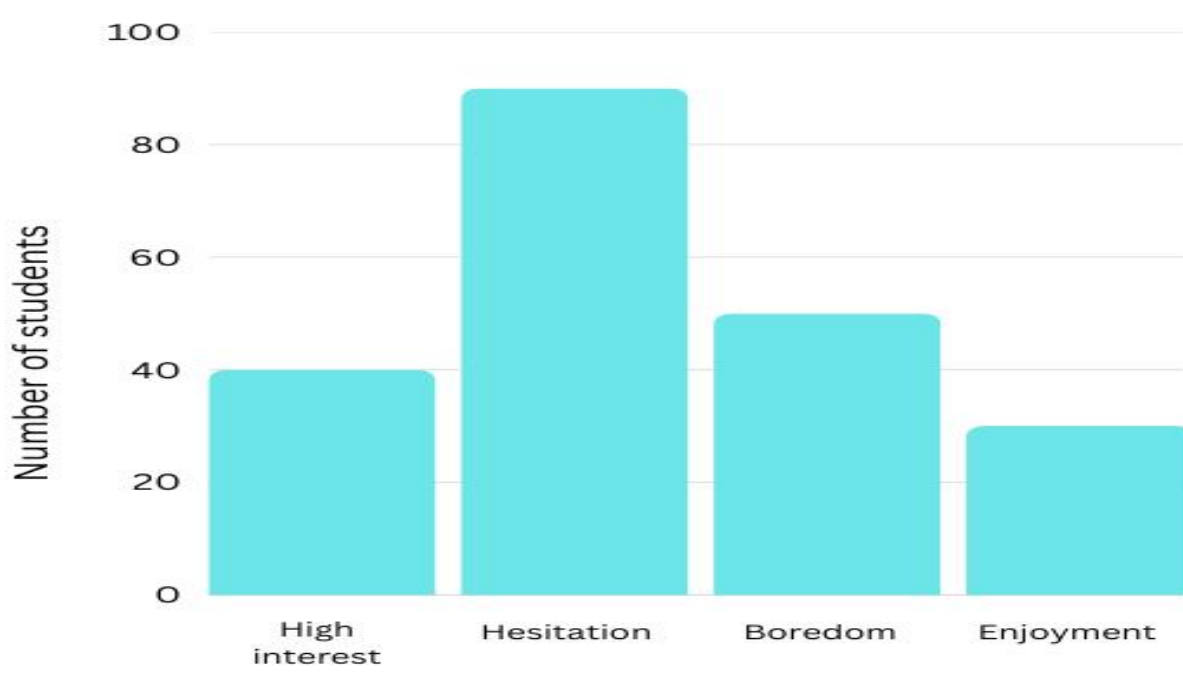


Chart 6.2 Attitudes of the Participating Students

Students' Attitudes Toward Learning

The data indicates a “crisis of engagement.” A majority of students appear hesitant or bored with the current teaching methods.

Relevance of Curriculum Content Implemented in International Schools

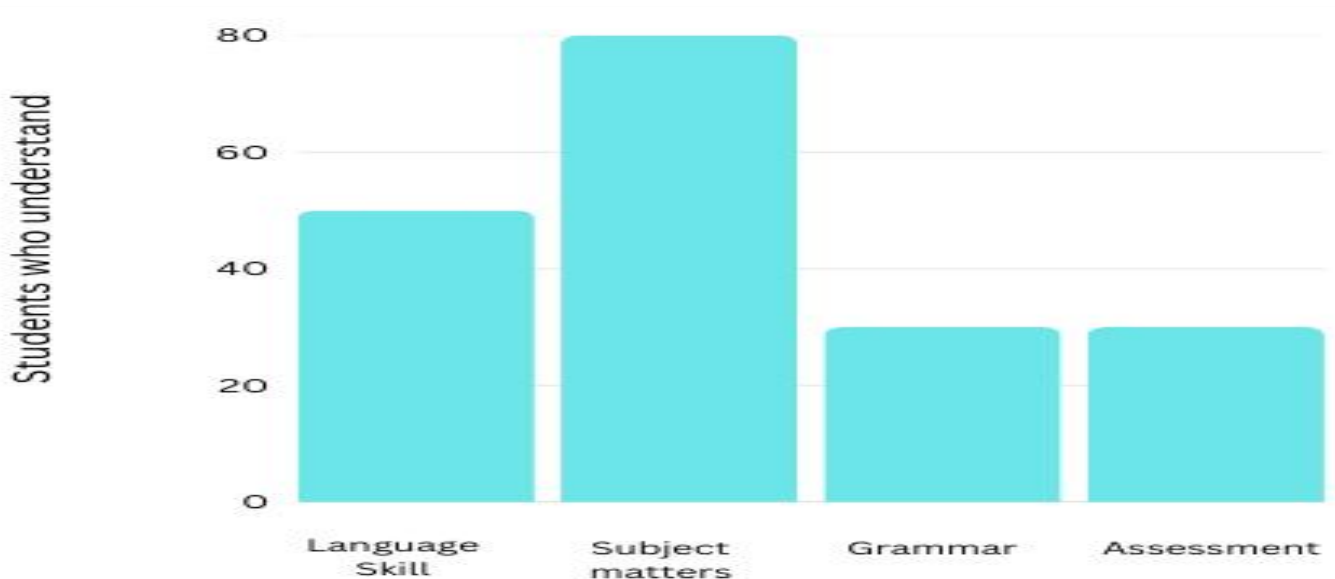


Chart 6.3 Curriculum Content Relevance

Relevance of Curriculum Content

This suggests that while students understand the “**what**” (topics/content), they struggle with the “**how**” (technical rules of the language). The curriculum seems strong on thematic content but weak on foundational mechanics.

figure 2: Relevance of Human and Physical Resources in Tamil Language Learning

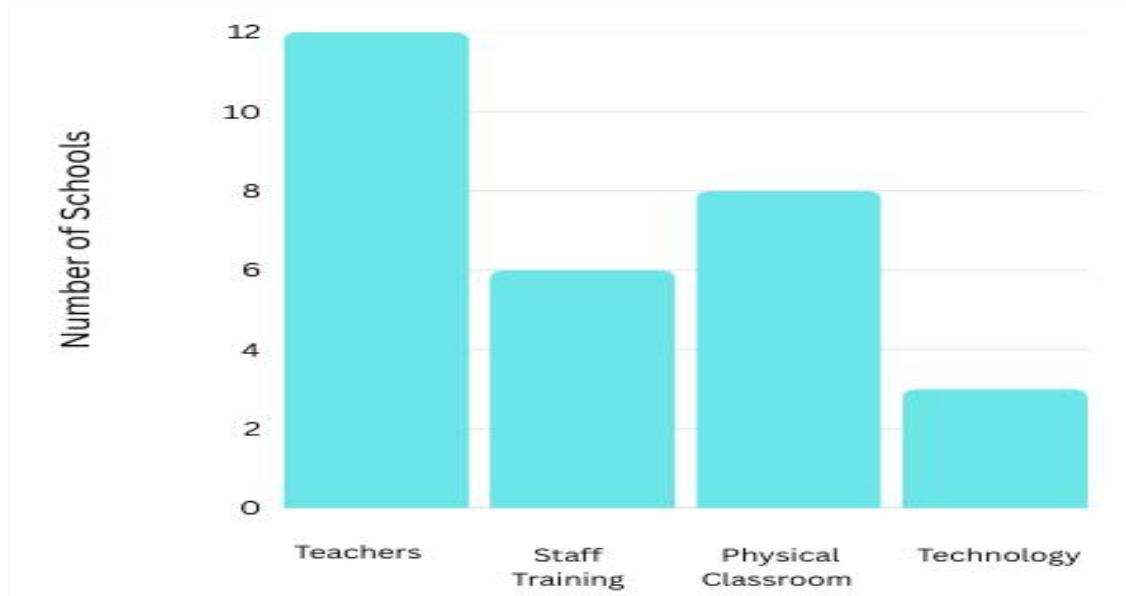
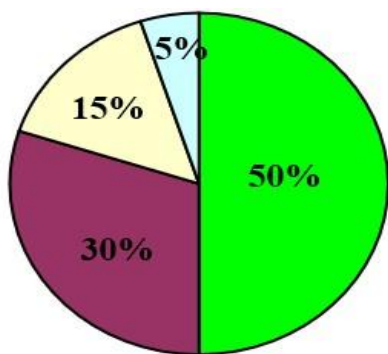


Chart 6.4 Relevance of Human & Physical Resources in Tamil Learning

Figure 2: Relevance of Resources

There appears to be a “human-tech” divide. While schools have teachers, those teachers may be limited by a lack of technological tools and professional development opportunities.

Years of Teaching Experience of Research Participants



Graph 6.5 Teachers’ Years of Service

Based on Question 4 of the questionnaire administered to the respondents, the service quality was assessed.

1–5 years of service completed: 50% of the teachers

6–10 years of service completed: 30% of the teachers

11–15 years of service completed: 15% of the teachers

16–20 years of service completed: 5% of the teachers

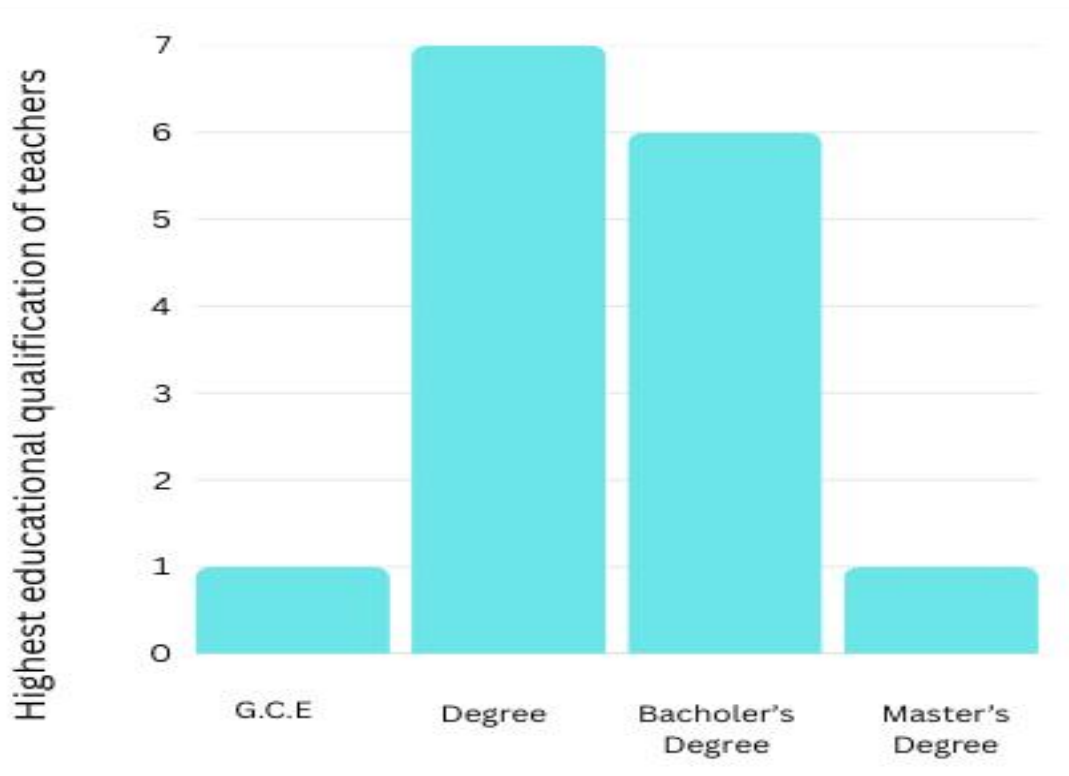
Highest Educational Qualification of Teachers

Table 6.6: Highest Educational Qualification of Teachers

Educational Qualification	Number of teachers
G.C.E Ordinary level	--
G.C.E Advance level	01
Diploma	07
Bachelor's degree	06
Master's degree	01
Master of Philosophy degree	

(Source: Prepared by the researcher)

Highest educational qualification of teachers



Graph 6.7 Teachers' educational qualifications

The educational qualifications of the teachers were examined based on Question 7 in the questionnaire, which aimed to identify the status of teaching and learning Tamil as a second language in international schools. Based on this, Chart 6.7 shows the details: 1 teacher has a G.C.E. Advanced Level qualification, 7 teachers have a degree, 6 teachers have a bachelor’s degree, and 1 teacher has a master’s degree.

Highest Professional Qualification of Teachers

Based on the information collected from Question 7 of the questionnaire given to teachers to examined their professional qualifications, the professional qualifications are shown in chart 6.8 Accordingly, 1 teacher is untrained, 8 teachers have completed a National Diploma in Teaching, and 6 teachers have completed a Postgraduate Diploma in Education.

Teachers' Professional Qualifications

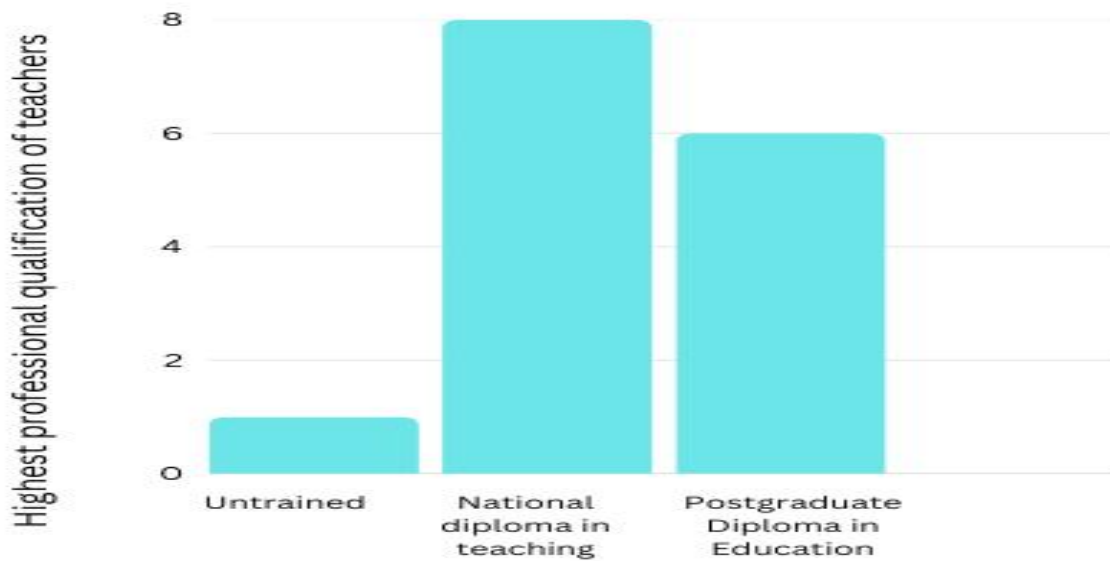


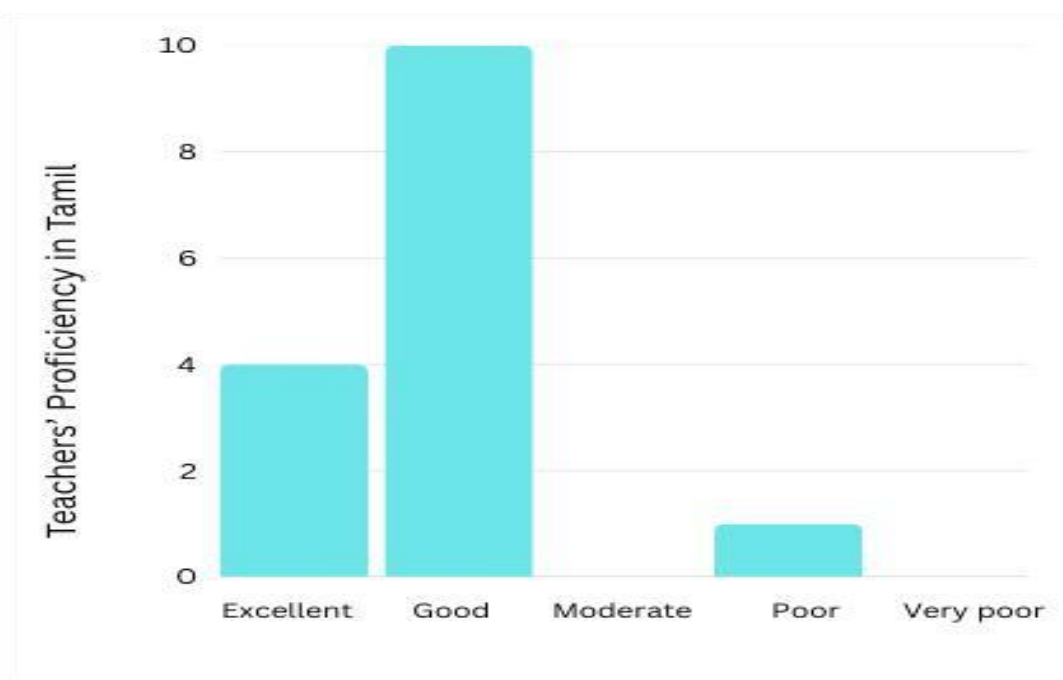
Chart 6.8 Professional Qualification

Techniques Used by Teachers to Collect Data and Information

Teachers' Proficiency in Obtaining Data and Information Related to the Tamil Language Subject

Based on the information obtained from Question 9 of the questionnaire, which assessed teachers' proficiency in obtaining data and information related to the Tamil language subject, 4 teachers rated themselves as very good, 10 teachers rated themselves as good, and only 1 teacher rated themselves as poor. No teacher rated themselves as average or very poor. Overall, most teachers rated their proficiency as good.

Teachers' Proficiency in Tamil



Graph 6.9 Teachers' Proficiency in Tamil

Chart 6.9 Teachers' Proficiency in Tamil

Data and Information on the Status of Teaching Tamil as a Second Language in International Schools

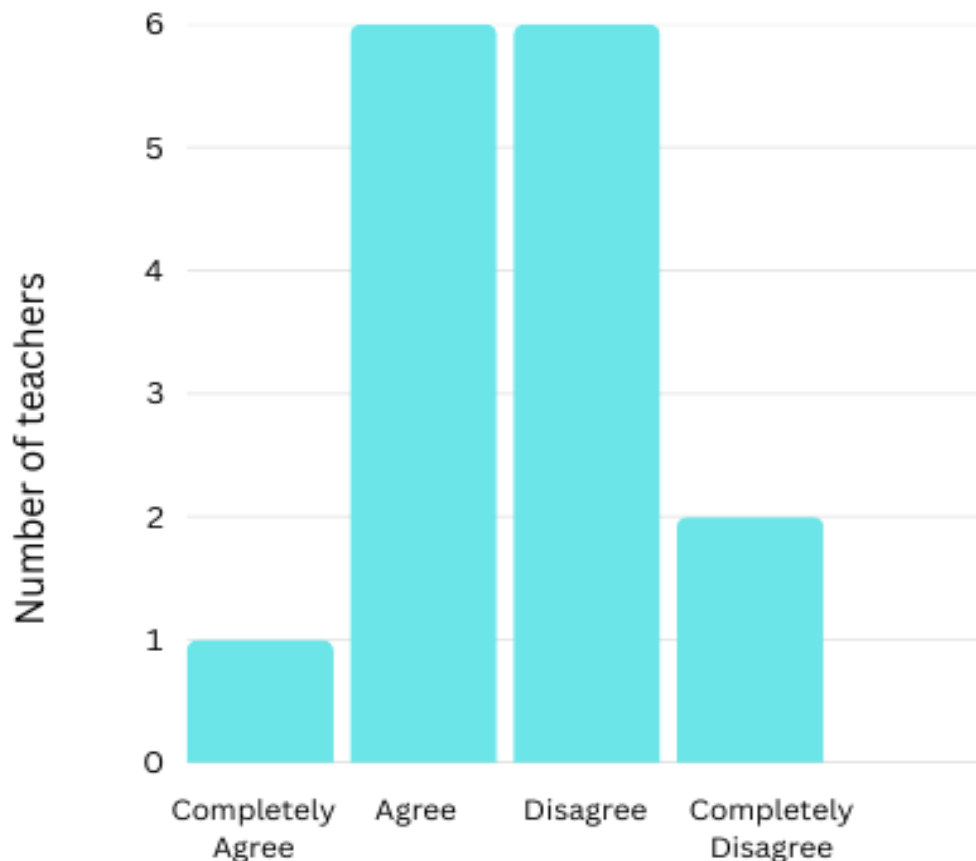
The data presented in the table below is based on the information obtained from Questions 16 and 17 of the questionnaire, which aimed to determine how teachers use questionnaires to obtain data.

Using Direct Observation to Collect Data from Teachers

Chart 6.10 Obtaining Information through Direct Observation

When research was conducted on the use of direct observation to obtain information from teachers, the data obtained are shown in the table based on Question 18 of the teacher questionnaire. According to the results, 2 teachers used the observation method to the greatest extent, 10 teachers used it to a greater extent, and 3 teachers used it to some extent to obtain data and information.

Teachers Use Efficient Teaching Techniques



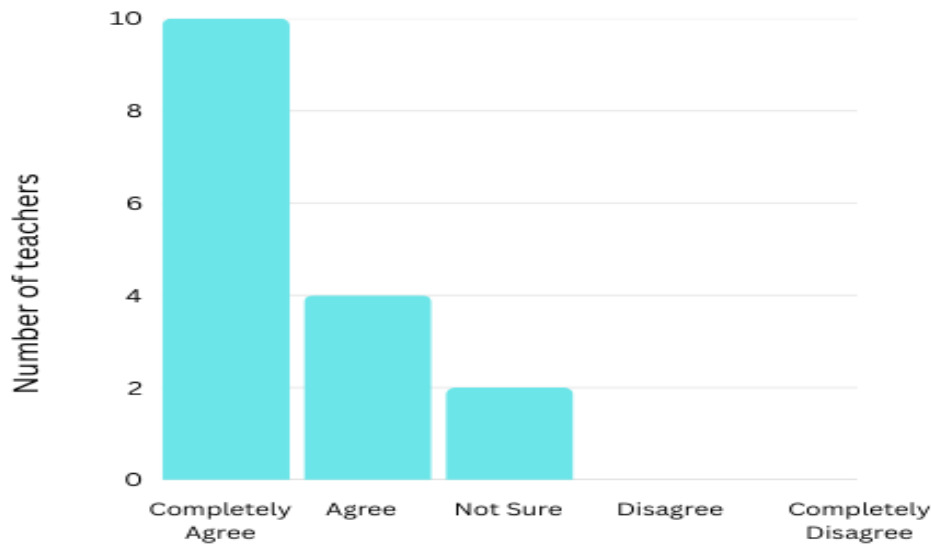
Graph 6.11 Use of Teaching Techniques

Teachers' Use of Efficient Teaching Techniques

This chart highlights confidence gaps in pedagogical efficiency. The agree/disagree split shows that while about half the staff feels capable, the other half perceives a significant gap in how effectively material is being delivered to students.

Teachers obtain information through research.

Obtain information through research.



Graph 6.12 Obtaining information through research

Teachers Obtain Information Through Research

The graph shows that teachers are **self-motivated and intellectually active**. The “efficiency” issues noted in Graph 6.11 are **likely not due to a lack of knowledge or research**, but may result from **external factors** such as limited classroom resources or insufficient specialized training.

The data from Question 18 of the teacher questionnaire will be presented by the consultants during the supervision of teaching activities, showing the teaching techniques used by teachers to obtain data and information.

Problems Faced in Obtaining Data

When teachers collect data, it is often not immediately available, and the information obtained may be inaccurate. Errors are frequently observed, and multiple reminders are needed to complete data collection. Additionally, teachers sometimes provide insufficient information to support the data collection process.

Techniques Used to Solve the Problems Faced by Students and Teachers in Obtaining Data

Effective strategies to address these challenges include setting appropriate time limits for data submission, requesting timely submission, praising those who submit on time, providing frequent reminders and incentives to students, and implementing procedures to ensure data is handed over promptly.

Table 6.4: Efficient Teaching Techniques of Teachers

Source of variation	Compound squares	df	Mean Square	F - Percentage	Sig./ F Value
Between Groups	.150	3	.50	.485	.698

Within Groups Error	1.650	16	.103		
Total	1.800	20			

Source: Prepared by the researcher

H₀: There is no relationship between teachers' natural effectiveness, teaching techniques, and data collected through interviews.

H₁: There is a relationship between teachers' natural effectiveness, teaching techniques, and data collected through interviews.

Effective Teaching of Teachers in the Learning and Teaching Process

The data for Question 22 of the questionnaire, which relates to the use of Excel software for analyzing data in the learning and teaching process, is presented below.

Table 6.5 Effective teaching strategies of teachers.

Usage Rate	Action Count
I completely agree	5
I agree	6
I am not sure	2
I do not agree	1
I completely disagree	1
Usage Rate	Action Count
I completely agree	5
I agree	6
I am not sure	2
I do not agree	1
I completely disagree	1

Source: Prepared by the researcher

Table 6.6: MS Access Software for Analyzing Data in Teaching and Learning Situations

Data analysis is essential for evaluating learning outcomes. Providing teachers with specialized training in using data analysis tools, such as MS Access, will help them make more accurate decisions regarding the learning process.

Table 6.7 Analyzing data in a learning teaching situation.

Training Section	Purpose	Target Group
Data Analysis and Application	Analyzing student achievement levels and gaps using MS Access	Teachers who teach

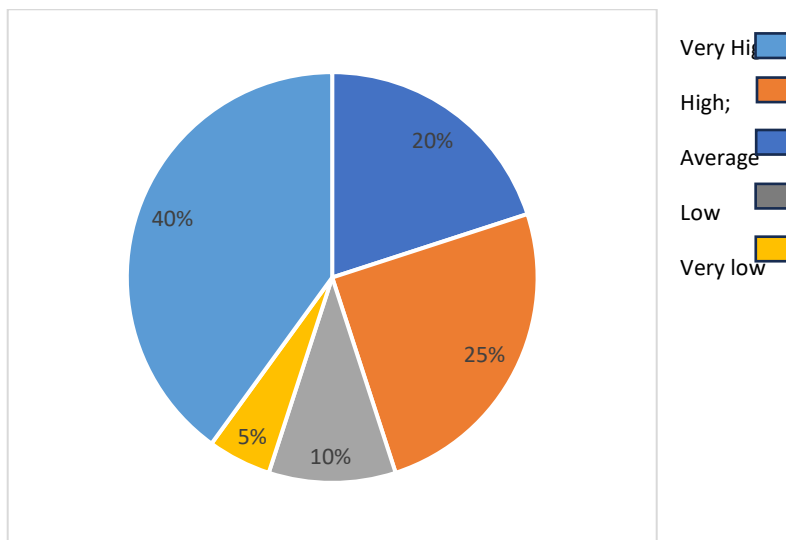
New Methods of Learning - Teaching	Customized learning strategies, cooperative learning, technology integration	Teachers who teach
Teachers Satisfaction and Mental Health	Creating a positive work environment	Teachers who teach

Table 6.8 Effective teaching methods of teachers

Usage Rate	Number of people surveyed
Often	3
Occasionally	7
Rarely	3
Not at all	2

Source: Prepared by the researcher

Utilization of Human and Physical Resources for Tamil Language Learning



Pie Chart 6.13: Utilization of Human and Physical Resources for Tamil Language Learning

Teachers Who Implement Effective Teaching Practices

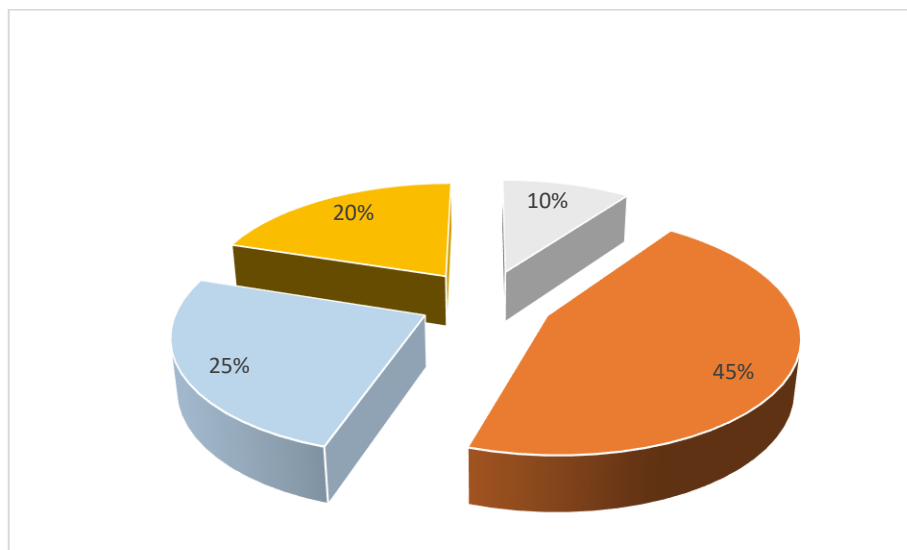
Data collected on teachers' implementation of effective teaching practices in relation to data analysis revealed that 58% of teachers sometimes implement effective teaching techniques, 12% regularly implement them, and 8% rarely implement them.

Effective teaching practices

Usage Rate	Number of teachers
Often	04
Occasionally	08
Rarely	03
Not at all	00

Source: Prepared by the researcher

Teachers who are able to develop effective teaching practices related to data analysis.



Pie chart 6.14: Teachers Promoting Effective Teaching Practices

Table 6.9 : Teachers Promoting Effective Teaching Practices

Usage Rate	Number of teachers
Very good	04
Good	05
Average	05
Poor	01
Very poor	00

(Source: Questionnaire for teachers)

The language of communication between students at school

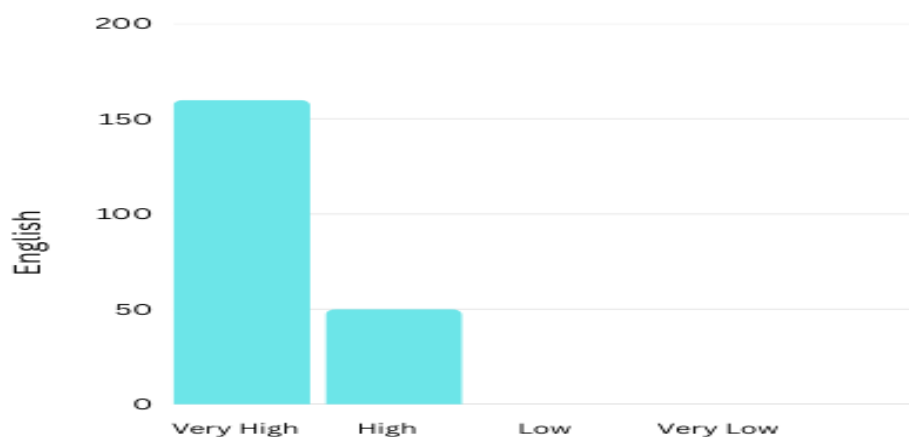
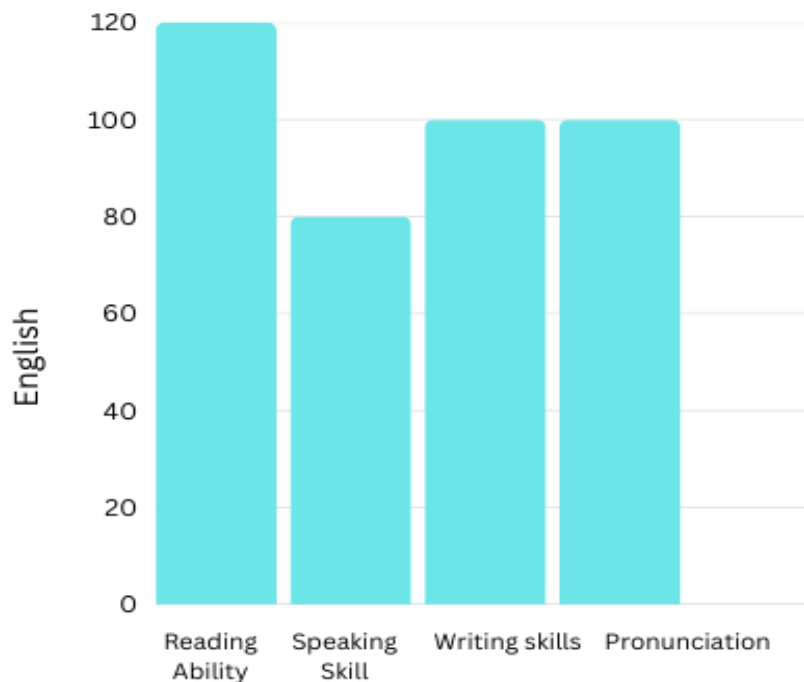


Chart 6.15 Communicative language of the school students who participated in the Research

Students' proficiency in language skills



Participating students' proficiency in language skills

Chart 6.16: Students' Language Skills Proficiency Table

Students who participated in the study were hesitant to speak in Tamil.

	Very high	High	Low	Very low
Number of students who participated in the study and were hesitant to speak in Tamil.	10%	60%	30%	20%

Source: Prepared by the researcher

Proficiency in language skills

language skills	Number	Mean	Standard deviation
Speaking Skill	40	1.15	0.40
Reading ability	30	0.10	0.30
Writing skills	50	1.20	0.43
Pronunciation	50	1.20	0.43

Source: Prepared by the researcher

Mean (1.15): This indicates the overall average level of students, corresponding to the lowest proficiency level on a 5-point scale. **Standard Deviation (0.40):** This indicates the variation in students' abilities. Since this value is low, most students are at a similar proficiency level.

According to the statistics obtained using SPSS software, there are significant differences in the Tamil language abilities of school students under the Thimpirikasaya division. Reading Mean :

Value Mean = 3.50,

SD = 0.60

Although this value is high, **speaking skills** are low, with Mean = 1.15

SD = 0.40 indicating that students' speaking skills are much weaker.

Table 6.11 Modern strategies in Tamil teaching classrooms

Answer	Points	Number of students	Total points
Totally agreed	5	60	300
Do not agree	4	60	240
Neutral	3	35	105
Disagree	2	25	50
Totally disagree	1	30	30

Source: Prepared by the researcher

$$\text{Average calculation} = \frac{725}{210} = 3.45$$

The average score of 3.45, as reported above, indicates that the use of modern techniques in teaching Tamil as a second language in international schools under the Thimpirikasaya division is at a moderate level.

Table 6.12 The interaction between school and home environments in learning Tamil as a second language

Motivational factors	Mean at school (M)	School standard deviation (SD)	Mean at home (M)	Home standard deviation; (SD)
Appreciating learning achievements	3.82	0.96	2.10	1.03
Providing rewards	3.58	1.23	2.06	1.07
Giving recognition	3.21	1.22	2.08	0.97
Acceptance	3.66	1.13	2.30	1.06
Goal setting	3.59	1.07	2.21	1.07
Celebrating successes	3.52	1.20	2.27	1.13
Positive environment	3.13	1.28	2.35	1.09
Handling failure	3.14	1.21	2.10	1.07
Identifying skills	3.52	1.16	2.20	0.96

Source: Prepared by the researcher

While the motivation provided at school (average 3.13–3.82) is very high, the motivation provided at home (average 2.06–2.35) is low. The lack of support from parents and the home environment directly affects students' interest in learning Tamil in international schools.

CONCLUSIONS

Based on the analysis, 25% of teachers have achieved subject-related proficiency. 10% of teachers have trouble in understanding the subject matter. 50% of teachers teach the subject with confidence. 10% of teachers achieve professional satisfaction in teaching. 20% of teachers have prior knowledge of the subject matter. Most teachers have achieved good proficiency in the subject area they teach. However, they require additional training in new curricula and language technology. The proficiency level of teachers who have recently received professional development training is higher than that of those who have not received such training. There is an inverse relationship between teachers' subject matter proficiency and students' academic achievement. As a result of the research, although 45% of teachers have satisfactory basic proficiency in their subject matter, they require continuous specialized training in teaching Tamil using updated curricula and modern technologies. Tamil teaching is largely based on traditional rote learning methods. This hinders the development of research skills, creativity, and critical thinking among students. Most curricula place excessive emphasis on theoretical knowledge and lag in incorporating the soft and digital skills required for the modern job market. Some subject areas and content, especially in science and technology, have failed to keep pace with rapidly evolving innovations and knowledge. Although the curriculum is relevant, the teaching methods remain traditional; therefore, goals such as critical thinking and problem-solving are not effectively achieved.

Much of the content focuses on general or global aspects without adequately connecting to the local community, economy, culture, and students' contextual needs.

It has been found that most schools lack adequate library facilities, including dedicated language laboratories, modern audio-visual equipment, dictionaries, journals, and reference books for Tamil language learning. Some existing learning resources, such as posters and charts, are outdated or not integrated with digital technologies. This does not align with the learning styles of 21st-century students. Additionally, some Tamil teachers have not been adequately trained in modern teaching approaches such as ICT-integrated instruction and active learning. As a result, despite the relevance of the content, it does not effectively reach students.

In some regional schools, the proportion of qualified Tamil teachers is low relative to the number of students. Teachers are also burdened with teaching additional subjects. Active learning methods that promote Tamil not only as a subject but also as a means of social communication are lacking. Most students rely on passive methods such as listening to lectures or reading notes. While these methods build understanding, they do not support long-term retention or practical application of knowledge. Students demonstrate weak organizational skills related to learning, such as goal setting, time management, and self-assessment strategies. Most teachers use the same teaching method for all content, regardless of the importance of the topic. They do not select instructional strategies appropriate to the topic. Cognitive functioning and concentration levels are reduced due to inadequate rest, lack of exercise, and unhealthy eating habits.

RECOMMENDATIONS

Mentoring programs will be developed with experienced teachers and new and less experienced teachers will be provided with subject-specific assistance;. Teachers will be provided with easy access to modern books, research articles, and digital resources to update their subject-specific expertise. Teachers will be provided with individualized guidance on which areas to focus on by assessing their subject-specific expertise. Mandatory training for teachers will be provided twice a year, and all teachers will be provided with specialized training on in-depth analysis of the subject matter. Teachers will be provided with regular assessment of subject knowledge and individualized guidance on their weak areas;. Financial assistance will be provided to encourage teachers to participate in Tamil research papers, modern literature, and academic conferences. Teachers will be trained on how to use supporting dramas and interactive e-books to teach the Tamil language;. Teachers will be provided with awareness programs on how proficiency in the Tamil language helps students in employment and career

development;. Compulsory subjects that include 21st century skills such as communication, collaboration, critical thinking, and creative thinking (4Cs) should be integrated into all subjects.

Digital literacy and basic data analysis skills in coding will be made a mandatory part of the curriculum from the primary school stage. Avoiding overloading with information, reducing the scope of content for in-depth understanding and allocating more time to key concepts. Teachers will be provided with continuous development training to teach new curriculum content and use new technologies. Promoting process-oriented skills, for example, field trips, student-centered approaches will be given priority. Students will learn at their own pace by digitizing Tamil language learning resources in the form of e-books; educational videos, and software. A well-stocked Tamil library section with contemporary literary texts, journals, research articles, and multi-disciplinary dictionaries relevant to the curriculum will be established.

Continuous training will be provided for Tamil teachers and continuous in-service training will be conducted on the use of information technology in teaching and ways to use language for social communication. Teachers with special qualifications in spoken Tamil, written Tamil, Tamil grammar, literature, should be appointed in the right proportion as per the requirements of the modern curriculum. Providing teachers with soft skills training to effectively communicate with students emotionally and socially will help improve the learning environment. Activity-based learning approaches such as dramas, debates, poetry competitions, discussions will be made mandatory to encourage the use of Tamil language. After studying, one should engage in the practice of retrieving information from the brain without looking at notes. Explain or teach the learned material to another person in a simple way. This will help in understanding the subject in depth and identifying the gaps. Instead of studying the subject for a long time, one should study it repeatedly over several days with small breaks. This will lead to deeper understanding than memorization. Adequate sleep is necessary for effective learning to consolidate memories. Ensure that you eat nutritious foods that are necessary for brain function. Practice complete attention by removing electronic devices from the study area. Expand your understanding by using various learning resources such as videos, documentaries, online exercises, real-world examples, and more, rather than relying solely on textbooks.

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