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Research Article

Impacts on G.C.E Ordinary Level Results Among Bilingual Students and Tamil Medium Students (A Comparative Based Research)

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Abstract. This research was carried out with the aim of identifying the impact of bilingual education by comparing the O/L results among the G.C.E O/L Tamil medium and bilingual students at KM/STR/AL-Marjan Muslim Ladies College, Sammanthurai. Writing, listening, and speaking skills are most important part in English which mainly committed by L2 learners. The examination department measures those students' lower performance in their exam. The Standard English has been going very low nowadays among L2 learners. But this problem is less in bilingual or L1 learners cause that the impact of bilingual and medium education and instruction. This is the reason researcher made the

investigation about it. This research conducted among 2015 O/L batch students at KM/STR/Al-Marjan Muslim Ladies College Sammanthurai. The participants in this research were 26 students those were coming from bilingual and Tamil medium. The study technique of quantitative approach used. The data we're collected from using test strategies of pre-test, "20 minutes fun" and post-test than some questionnaire. The students have many problems to develop their knowledge of listening, speaking and even writing. After the investigation I found that the secondary learner (Tamil medium) of English student un interested to study the subject of English as their second language, they have the difficulties in those skills and have low level motivation in their learning process. Furthermore, it also proved by analyzing the O/L results of the same students. If they practice with writing, speaking and listening activity regularly, they can upgrade the knowledge and we can say that if those students studied in bilingual, they could improve those skills. This is mainly helping them to identify their lack of English skills. Engaging the writing activities also help them. I hope that the game "20 minutes fun" really make them to interesting to study the spelling of the word with fun. This different strategy gave new opportunity for them. Therefore, the objects were reached through the hard work of researcher, teacher and specially the students of 2015 O/L batch students. I hope that this research paper really helps the students to improve their English skills and knowledge and it will help to encourage the bilingual education in our area and it will make teachers and students to overcome the issues in their future.

Keywords: Writing skills, speaking skills, listening skills, L1 Learners, L2 Learners, Impact, Bilingual.

INTRODUCTION

This study is conducted under the title "impacts on G.C.E ordinary level results among bilingual students and Tamil medium students. The comparative research among bilingual and Tamil medium ordinary level students at KM/STR/AL/ Marjan Muslim ladies' college Sammanthurai". This chapter includes the background of the study, statement of the problem, aims and objectives of the research, research question and significance of the study.

Background of the study

English language become a global language nowadays. It's very important to learn English to make many new opportunities in their future but especially the second language learner has got difficulty to work with it. The begging students trying to learn the English subject as their second language in their school but many of them having the problem in learning English.

When limited English proficient students are still learning English, it may be better to teach other subjects in their primary language. To the extent that the course content is more accessible when taught in the native language, limited English proficient students will not fall (as far) behind in these other subjects while they are catching up in English. Receiving instruction at school in the native language may also improve students' skills in their native language. Additionally, parents of limited English proficient students, who themselves typically lack proficiency in English, may be better able to assess their children's school progress, help with schoolwork, and communicate with teachers in a bilingual education setting. Instruction in the native language might develop general language skills that facilitate learning new languages. For example, some strategies developed for reading in the native language may be applicable for reading in English.

Because some instruction is in the native language, In BL education students receive less exposure to English at school than students in English medium. This might delay and weaken their acquisition of English language skills, which could in turn affect the academic tracks they can pursue later. Sometimes the inputs needed for bilingual education programs are not available. First, it is difficult to recruit enough certified bilingual education teachers for some districts, languages, and grades. While teaching in English medium also requires special training, there is a larger pool of candidates since proficiency in a non-English language is not necessary. Second, teaching and learning materials are not available in many native languages, subjects and grades.

Because, BL programs provide some content instruction in the native language, limited English proficient students with the same native language and in the same grade tend to be grouped together in self-contained classrooms, unlike in most English medium programs. On average therefore, limited English proficient students placed in bilingual education programs have less exposure to other students as well as to limited English proficient students of other native languages, and there could be peer effects associated with this. In Sri Lanka English language is taught as a second language. Here, this research is based on “Impact of Bilingual Education on G.C.E. Ordinary Level results among Tamil medium and BL students”. This research focused on reading, speaking, and writing skills. BL Education has been a part of educational landscape of Sri Lanka since a long time. It has been practiced in many other countries in various forms.

This BL Education system was introduced in Sri Lanka in 2002. This program currently implemented in Sri Lanka and allows the school students from grade six onwards to learn many subjects in second language (English) and the rest of them are taught in their mother tongue. This education system is better for students than the Tamil medium teaching system. And also, students in BL system can sit for examinations in either language. The education authorities say that students do better in the Bilingual technique rather than monolingual English medium. And it allows better absorption in the subject and also in English Language. The focus of this study would be to measure the effect of BL medium of instruction on academic achievement of school children. This is an important policy question in a multilingual country like Sri Lanka, where in some schools the medium of instruction is English and in some other schools the instruction is in local language or both.

This study is conducted at Al- Marjan Muslim Ladies College. It is situated in Sammanthurai in Ampara district. The Bilingual education was started on 2007. There are about 10 teachers to teaching Bilingual system. In classroom students are disallowed to utilize Tamil in communicating their thoughts. This fact confirms this may improve English speaking skill of students. But many slow learners have the energy to take an interest and read but they deny themselves to do so, because they are bashful that their classmates may chuckle at them when they utter mistakes in English. When considering the secondary Bilingual students at Al- Marjan Muslim Ladies College, there they have choose mathematics, science, and English in English language while other subjects are taught in Tamil language. Apart from this, the Bilingual unit of Al-Marjan Muslim Ladies College, Sammanthurai has been running

successfully with flying colors all over the years. The focus of this study would be to measure the effect of Bilingual medium of instruction on academic achievement of school children. This is an important policy question in a multilingual country like Sri Lanka, where in some schools the medium of instruction is English and in some other schools the instruction is in local language or both. So, the above reasons make me to select this topic for the special observation at Al Marjan Muslim ladies' college Sammanthurai.

So, in this study, the researcher anxious to gather how the Bilingual education effect the G.C.E O/L Bilingual students than Tamil medium students of Al- Marjan Muslim Ladies College.

The study addresses several research gaps related to the G.C.E. Ordinary Level results among bilingual and Tamil medium students in Sri Lanka, with a focus on KM/STR/AL/Marjan Muslim Ladies' College in Sammanthurai. Existing research often overlooks direct comparisons between these groups and the unique sociolinguistic context of Sri Lanka, particularly in regions like Ampara. This study seeks to evaluate the academic impacts of language medium, emphasizing underexplored areas such as the correlation between bilingual education and academic performance, the role of teacher training, and the influence of limited English exposure. Additionally, it explores social and psychological factors, such as student confidence and participation, and provides potential policy insights for improving bilingual education strategies. By filling these gaps, the research aims to enhance understanding and inform practices and policies in multilingual educational environments.

Statement of the problem

This study finds the effectiveness of BL education on secondary students at KM/STR/Al-Marjan Muslim ladies' college Sammanthurai. The researcher found out some effectiveness on results and skills in bilingual students rather than Tamil medium students. This research compares between both bilingual students and Tamil medium students of the same grade and same school. This study focused, how the students studying bilingual education. After the analyzing the skills and results, the researcher suggested few ideas about their results improvement.

Aims and Objectives of the Research

The objectives of the research are derived from the aim of the study. Research cannot be carried out without the aim. The aim should be concise and specific based on the problem of the study. Therefore, the current study aimed to the effectiveness of BL education on secondary students at KM/STR/Al-Marjan Muslim ladies' college Sammanthurai. Based on the aim of this study, the following objectives are derived. They are as follows:

To Analyze the writing, listening and communication skills and analyze O/L examination results of Bilingual students and Tamil medium students.

To study how teaching in English language effects on bilingual students rather than the Tamil medium students.

To suggest, the bilingual teaching techniques and strategies to improve the students' results.

Research Question

How differentiate the skills and results between Tamil medium and bilingual students?

How the teaching in English medium effects the both bilingual and Tamil medium students' results?

Which type of techniques and strategies would be follow by the bilingual teachers to improve the students' results?

Significance of the Study

This study is significant for the students of grade 11 at KM/STR/AL-Marjan Muslim Ladies College, Sammanthurai to identify the impact of BL education on G.C.E O/L results among BL students and Tamil medium students. For that, students' Writing, listening and communication skills were checked and then analyzed the results of both medium. This study will be beneficial for the ESL teachers of KM/STR/AL-Marjan Muslim Ladies College, Sammanthurai to apply suitable remedies and recommendations to overcome this problem. Moreover, this study can be significant to the ESL curriculum designers in Sri Lanka to bring a practical change to improve the skills in writing, communication and listening among ESL learners. Finally, this study will be significant for all ESL/EFL learners, teachers, and curriculum designers around the globe.

METHODOLOGY

Qualitative and quantitative data collection method was used in this research. Under these methods researcher used pre-test and post-test to collect the data from students in the particular class at KM/STR/Al-Marjan Muslim Ladies College. This system collected the reliable data for this research work and gave appropriate suggestion for all medium students, teachers and readers. For analyzing and compare the results, Datas were collected from questionnaire.

Population and sample of research

The school of KM/STR/Al-Marjan Muslim Ladies College Sammanthurai had 4 classes in 2015 O/L batch that 1 bilingual class and 3 Tamil medium classes. Bilingual class had 13 students and each Tamil medium classes had 29 students. But the researcher took all bilingual class students and randomly selected 13 students from Tamil medium classes as sample for this research purpose to collect primary data to analyze the students writing, listening and communication skills. And those 26 students' G.C.E O/L results and other information also were collected from questionnaire.

Data Collection Method

The primary and secondary data were collected under techniques of qualitative approaches. The method could be collected the both numerical and verbal collection

of data from students. This method of the data collection saw the student's Skills in writing, speaking and listening before and after the teaching learning process. Data were collected under the 2 main data collection methods. They are Primary data collection method and Secondary data collection method.

Primary Data Collection

The primary data was collected under the three data collection methods. They are pre-test, post-test and questionnaire.

Pre-test and Post test

The researcher conducts the pre-test for Students of 2015 O/L batch at KM/STR/Al-Marjan Muslim Ladies College. The first 10 questions were related in writing part that asked to read and write the answers in given space (find the answer from given paragraph), next 10 questions were related in listening part, for that simple audio clip was played and the students were instructed to do the question by listening the audio that had played. The last part had 1 question that was related in communication part. The same questions papers were given for both Tamil and bilingual medium students and asked to answer it. This test paper totally contains 3 parts of questions to check those 3 skills. These results could be able to collect their pre-test results.

The researcher gave same questions in related to 3 parts of skills through the teaching learning process and also conduct the "20 minutes" game for make them energetic and engage the learning for them. Finally, the 3 parts of questions were given as their post-test. The reliable result was taken as post-test results.

Questionnaire

This questionnaire had 12 common English language related questions. It had four polar interrogative questions (yes or no), two multiple choice questions and six one-word answer questions. The researcher conducted some questionnaire to selected students. And the researcher got 26 responses. Then those responses were collected for this research work. This is not like the test. These responses were analyzed. Also, the O/L results of the particular batch are collected from the School KM/STR/AL-Marjan M.L.C. administration (Appendix 4) for this research work.

Data analysis

Data analysis took several steps. All the questionnaire data were analyzed by using descriptive and frequencies through Excel. Recorded interview was listened and they were transcribed as transcripts. Responses to the open-ended questions concerning difficulties, reasons, and remedies were also transcribed.

DATA ANALYSIS

It helps to get the comparison of results of both bilingual and Tamil medium students' test results. 3 parts of questions were given in pre-test and post-test.

Table 4.1.1 Categories of Question Types

Parts Of Questions	Number of the question given in each part
Part 1- Writing Part	10
Part 2- Listening Part	10
Part 3- Communication /speaking Part	01

The above table shows the number of questions given in the post-test and pre-test as above-mentioned categories. There were given each 3 types of questions to get the results for this research work. Totally 21 questions were given for 2015 O/L batch Students' knowledge level. All papers had same questions for the both medium students of KM/STR/AL-Marjan Muslim Ladies College Sammanthura

pre and post-test results of Tamil Medium Students.

Parts of Questions	Total questions for each type (for 13 students) N	Total correct answers for each type (for 13 students) n	Percentage (%) of correct answers
Part 1- Writing Part	130	70	53.84
Part 2- Listening Part	130	50	38.46
Part 3- Communication /speaking Part	13	03	23.08
TOTAL Average	273	123	115.38 38.46%

Average of Pre-and Post-test results of Tamil medium Students

The above-mentioned table explains the average of pre-and Post-test results of 13 Tamil medium Students of this research. It has given total question types and total correct answer for 13 students under each type. Finally, the researcher found the students correct answer as percentage with the percentage formula ($t=n/N*100$). This percentage used to get the results of this test. It shows the students level of writing, listening and speaking skills and it reveal the impact of bilingual teaching learning and strategies than Tamil medium learning. The overall percentage is 38.46% shown above table.

Table 4.2.2.1 Average of Pre-and Post-test results of Bilingual medium Students

Parts of Questions	Total questions for each type (for 13 students) N	Total correct answers for each type (for 13 students) n	Percentage (%) of correct answers
Part 1- Writing Part	130	100	76.92
Part 2- Listening Part	130	80	61.53
Part 3- Communication /speaking Part	13	09	69.23
TOTAL Average	273	189	207.68 69.23%

The above-mentioned table explains the average of pre-and Post-test results of 13 bilingual Students of this research. It has given total question types and total correct answer for 13 students under each type. Finally, the researcher found the students correct answer as percentage with the percentage formula ($t=n/N*100$). This percentage used to get the results of this test. It shows the students level of writing, listening and speaking skills and it reveal the impact of bilingual teaching learning and strategies. The overall percentage is 69.23 % shown above table.

Analyzing Questionnaire responses. This analyze also helped to show the impact of bilingual education on the particular students. Here, the researcher got all 26 students' response. It is very helpful to compare the Tamil and bilingual medium student differences.

4.3.1 Analyzing the questionnaire responses

QUESTIONS	RESPONSE			
<i>Multiple choices questions</i>	Tamil (13 students) responses		Bilingual (13 students) responses	
1. What is your first language?	• Tamil - 13		• Tamil - 13	
	• English-o		• English-o	
	• Other-o		• Other-o	
2. Which medium you studied in your secondary time?	• <u>Tamil-13</u>		• Tamil-o	
	• <u>Bilingual-o</u>		• Bilingual-13	
<i>Yes or No questions</i>	Tamil		Bilingual	
	Yes	No	Yes	No

1. Do you like English as a Subject?	4	9	13	0
2. Have you ever felt comfortable speaking English?	1	12	11	2
3. Have you lost any fluency in mother tongue (only for bilingual studied students)?	-----	----- ---	3	10
4. Did you face any language (English) problem during your O/L examination time?	10	3	1	12

One word Answer Questions

- If you studied Bilingual, why did you select that?
- If you are Tamil medium, why didn't you select bilingual?
- How do you feel about your medium? is it helpful to your highest studies?

For these questions, students gave some valuable feed backs (In Appendix 3), It is very helped and useful to done the research successfully.

The questionnaire responses show the challenges that act as barriers to 'students' bilingual intentions. The main challenge that affects the interest and hence attitude of students towards bilingual education after going through bilingual education difficulty to get the facilitations. Challenges with a moderate effect on students interest hence negatively affect their attitude toward bilingual education are lack of initiate the bilingual education, lack of bilingual opportunities, student believe examination is the support of an effort to start bilingual also that they do not lack bilingual knowledge and skills.

Furthermore, it shows that overall, students' attitude towards bilingual education and their higher education is positive. This shows that bilingual education has been effective in motivating students" students to view bilingual education as a future career option.

• What is your O/L Result?

Mathematics:

Science:

English:

For this question, Students O/L results were collected analyzed from the students' response for this research.

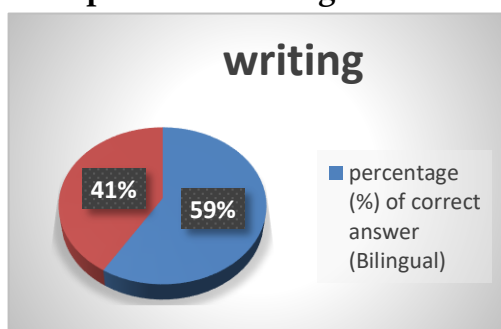
Analyzing O/L Results of Mathematics, Science and English subjects Of 2015 batch

Table 4.3.1.1 O/L results analysis

Subject	Number of students	A pass	B pass	C pass	S pass	W	Pass % of 2015
Science Tamil medium	13	02	03	05	-----	03	76.92%
Science English medium	13	-----	05	03	05	-----	100%
Maths Tamil medium	13	01	02	06	03	01	92.3%
Maths English medium	13	----- --	-----	05	08	----- -	100%
English (Tamil medium)	13	03	03	01	04	02	84.61%
English (English medium)	13	05	08	-----	-----	-----	100%

According to this Analysis, the Students who studied in bilingual medium they got 100% pass in English, Maths and Science subjects. They studied those subjects in English language. But, when the researcher compares the Tamil medium students with bilingual students, they got Low pass percentage than bilingual pass percentage that 76.92, 92.3, 84.61 in Science, Maths and English Subjects respectively. So, we can conclude that there is a Positive impact of bilingual education on Students Specially O/L students according to those analysis and testing .

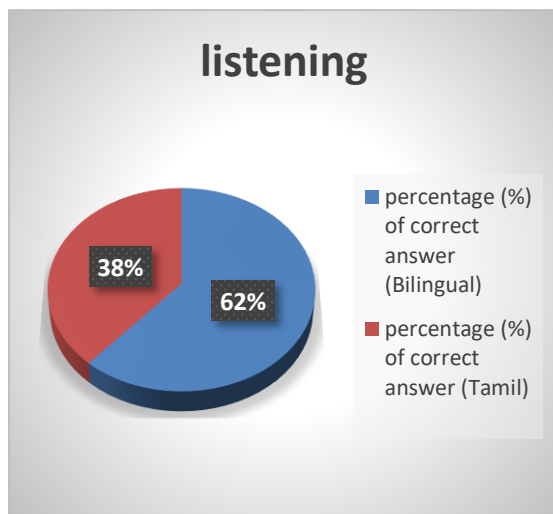
Compare the Writing skills



Pie chat of Writing skills of Bilingual and Tamil medium students' average of Pre- and post-test .

Above Pie chart shows the percentage of correct answer of both medium (Tamil and Bilingual) Students in Writing part questions. Here, 59% of bilingual students write correct answer for the writing part questions. But only 41% of Tamil medium students write correct answer. So, When we compare those two medium students, Bilingual Students have high writing skills than Tamil medium Students.

Compare the listening skills



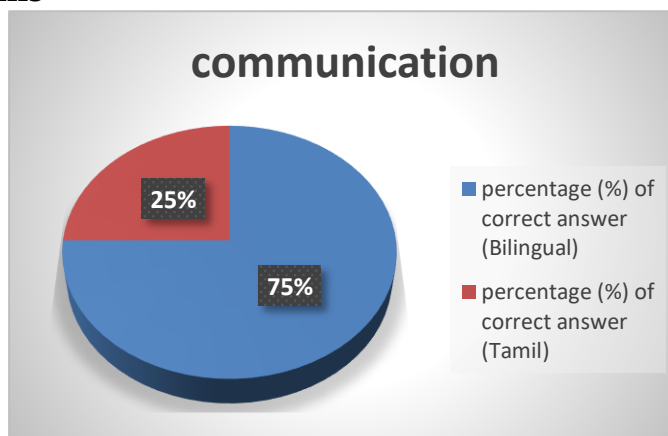
Pie chat of listening skills of Bilingual and Tamil medium students' average of Pre- and post-test .

Above Pie chart shows the percentage of correct answer of both medium(Tamil and Bilingual) Students in listening part questions. Here, 62% of bilingual students listen and write correct answer for the listening part questions. But only 38% of Tamil medium students listen and write correct answer. So, When we compare those two medium students, Bilingual Students have high listening skills than Tamil medium Students.

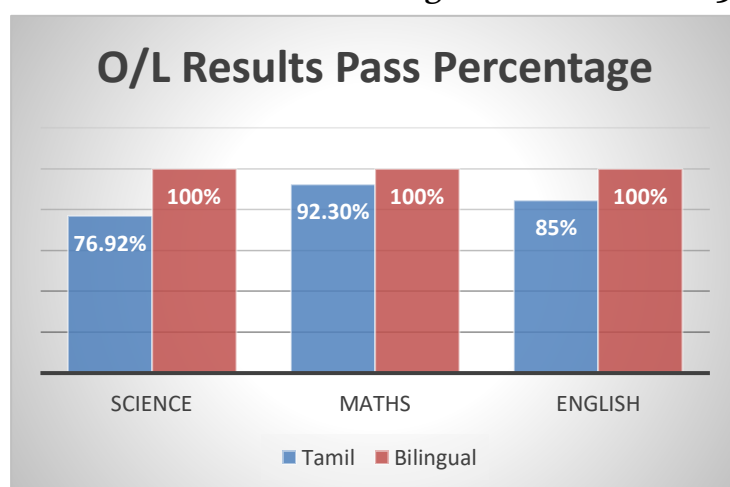
Compare the communication skills

Pie chat of communication or spoken skills of Bilingual and Tamil medium students' average of Pre-and post-test

Above Pie chart shows the percentage of correct answer of both medium(Tamil and Bilingual) Students in communication part question. Here, 75% of bilingual students spoken skills level is proper and good. But only 25% of Tamil medium could speak properly and good. So, When we compare those two medium students, Bilingual Students have high communication skills than Tamil medium Students.



O/L results of Tamil and bilingual medium of 2015 O/L Batch.



Pass percentage of O/L results of 2015 O/L batch students.

The above multiple bar chart shows the pass percentage of bilingual and Tamil medium of 2015 O/L batch students at STR/AL-Marjan Muslim Ladies College Sammanthurai. Here, the researcher compare science, Mathematics and English

Subjects cause bilingual Students study those three subjects in medium of English.

According to the bar char analysis, bilingual Students of 2015 O/L batch got 100% pass in those three subjects but when we compare the Tamil medium students, they got only 76.92% pass in science subject, 92.30% pass in Maths and 85 % pass in English subjects. So, Bilingual Students were got high pass percentage than Tamil medium Students.

According to the data analysis and research finding, it clearly shows that there is the difference in the skills in English that writing, Speaking and listening between the bilingual and Tamil medium students. It resembles their results of output. The pre-test and post-test data collection shows that correct answer percentage of Tamil medium students in writing part was 53.84% but bilingual student was 76.92%. And correct answer percentage of Tamil medium students in listening part was 38.46% but bilingual student was 61.53%. In spoken part, Tamil medium got 23.08% but Bilingual students got 69.23%. Therefore, it can contact that final conclusion had shown, Overall the Tamil medium students skills were just 38.46 % and percentage of bilingual students skills were nearly 70% .According to this analysis an O/L results of 2015 batch at KM/STR/AL-Marjan Muslim Ladies college, we can say that the result of this study showed overall attitude of students towards bilingual education has a very positive score than Tamil medium. It is also shown that students believe their participation in bilingual education helps stimulate their interest in bilingual education.

FINDINGS AND DISCUSSION

In this part, the researcher presents the findings of the data analysis and a discussion of the findings of results by testing skills (writing, listening and communication skills) of 2015 O/L batch Tamil and bilingual medium students at KM/STR/AL-Marjan Muslim Ladies College, Sammanthurai. Tables and charts that made by researcher were shown analysis all results in chapter 4.

The table 4.1.1 shows, the 3 parts of questions of questions given in the post-test and pre-test. 10 questions were given in each writing and listening part, 1 question was given in communication part. The 4.2.1.1 table explained the average of pre-and

Post-test results of 13 Tamil medium Students of this research. It has given total question types and total correct answer for 13 students under each type. It shown the students level of writing, listening and speaking skills and it reveal the impact of bilingual teaching learning and strategies than Tamil medium learning. The overall percentage of Tamil medium students was 38.46%. But the overall percentage of BL students was 69.23%. In bilingual students, out of 13 students 10 students wrote correct answer for writing part, in the listening part 8 students and communication part 9 students wrote correct answer.

According to the table 4.3.1 Analyzing the questionnaire responses. This analyze also helped to show the impact of bilingual education on the particular students. Here, the researcher got all 26 students' response. It is very helpful to compare the Tamil and bilingual medium student differences. students gave some valuable feed backs for questionnaire (Appendix 5), It is very helped and useful to done the research successfully.

The questionnaire responses show the challenges that act as barriers to 'students' bilingual intentions. The main challenge that affects the interest and hence attitude of students towards bilingual education after going through bilingual education difficulty to get the facilitations. Challenges with a moderate effect on students interest hence negatively affect their attitude toward bilingual education are lack of initiate the bilingual education, lack of bilingual opportunities, student believe examination is the support of an effort to start bilingual also that they do not lack bilingual knowledge and skills.

Furthermore, it shows that overall, students' attitude towards bilingual education and their higher education is positive. This shows that bilingual education has been effective in motivating students" students to view bilingual education as a future career option. Students O/L results were collected analyzed from the students' response for this research.

The table 4.3.1 was shown the analyzing O/L Results of Mathematics, Science and English subjects of O/L 2015 batch. According to this Analysis, the Students who studied in bilingual medium they got 100% pass in English, Maths and Science subjects. They studied those subjects in English language.

But, when the researcher compared the Tamil medium students with bilingual students, they got Low pass percentage than bilingual pass percentage that 76.92, 92.3, 84.61 in Science, Maths and English Subjects respectively. So, we can conclude that there is a Positive impact of bilingual education on Students Specially O/L students according to those analysis and testing etc.

In the figure 4.4.1 Pie chart shows the percentage of correct answer of both medium(Tamil and Bilingual) Students in Writing part questions. Here, 59% of bilingual students write correct answer for the writing part questions. But only 41% of Tamil medium students write correct answer. So, When we compare those two medium students, Bilingual Students have high writing skills than Tamil medium Students. The figure 4.4.2 pie chart shows the percentage of correct answer of both medium(Tamil and Bilingual) Students in listening part questions. Here, 62% of bilingual students listen and write correct answer for the listening part questions. But only 38% of Tamil medium students listen and write correct answer. So, When we

compare those two medium students, Bilingual Students have high listening skills than Tamil medium Students.

The figure 4.2.3 pie chart shows the percentage of correct answer of both medium (Tamil and Bilingual) Students in communication part question. Here, 75% of bilingual students spoken skills level is proper and good. But only 25% of Tamil medium could speak properly and good. So, When we compare those two medium students, Bilingual Students have high communication skills than Tamil medium Students. The figure 4.5.1 multiple bar chart shows the pass percentage of bilingual and Tamil medium of 2015 O/L batch students at STR/AL-Marjan Muslim Ladies College Sammanthurai. Here, the researcher compare science, Mathematics and English Subjects cause bilingual Students study those three subjects in medium of English.

According to the bar chart analysis, bilingual Students of 2015 O/L batch got 100% pass in those three subjects but when we compare the Tamil medium students, they got only 76.92% pass in science subject, 92.30% pass in Maths and 85 % pass in English subjects. So, Bilingual Students were got high pass percentage than Tamil medium Students.

CONCLUSION AND RECOMMENDATION

Conclusion

The result of the study showed overall attitude of students towards bilingual education has a very positive score. It is also shown that students believe their participation in bilingual education helps stimulate their interest in bilingual education. In this study, researcher also found that by developing skills, knowledge and motivation of higher studies to engage successfully. The bilingual education program had given them enough knowledge and skill to successfully start their carrier and further education. Results indicate that behavioral motivation and education level variables have no significant influence on bilingual education to start up and contradict previous literature findings. Results further reveal that affective selection of bilingual variables could positively affect bilingual education.

This study was carried out with the aim of overcoming the difficulties confronted by O/L students of KM/STR/AL-Marjan Muslim Ladies College Sammanthurai in writing, listening and communication skills and their O/L results. This study was focused the bilingual and Tamil medium students' O/L results. The primary data were collected among the participants using two research instruments, namely: observation and test. According to the analysis of the primary data, the findings shown that most of the Tamil medium participants had less listening and communication skills than bilingual students. Most of the Tamil medium students had less ideas about the grammar, tenses etc. and they did not perform well in writing test. According to the analysis of the test, a large amount of BL participants got good marks in all 3 tests. So, the BL students performed well in all test than Tamil medium students.

According to the 2015 O/L batch results, the Tamil medium students' pass percentage of science, mathematics and English subjects were 76.92%, 92.3% and 84.61% respectively. And BL students pass percentage was 100% in all 3 subjects.

According to the test and results analysis the researcher concluded that there was a positive impact of BL education than Tamil medium education on G.C.E O/L results.

Recommendation and Limitation

Furthermore, it has been described some more recommendation for Tamil medium students and English teachers that Students always read the material lot, must give the priority to write too, motivate yourself to engage with bilingual education, to make interesting to learn English, as a teacher not only focus the lesson but also engage with students to select good educational path and other researchers also give different method to upgrade the positive impact of bilingual education. Bilingual teaching and learning process needs to be more specific. The bilingual education provides students with teaching, learning and doing strategies that may compensate for the difficulties assimilating and processing new concepts and technology through the second language

There is a qualitative challenge that the teachers frequently lack good resources such as teaching materials and textbooks, or proper training. The quality of teaching is essential to good learning outcomes. This indicates an education system that attracts and retains qualified teaching staff and supports teachers in the class room and their continued professional development. As part of bilingual education teaching, teachers need to make teaching more practical by linking with further education.

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