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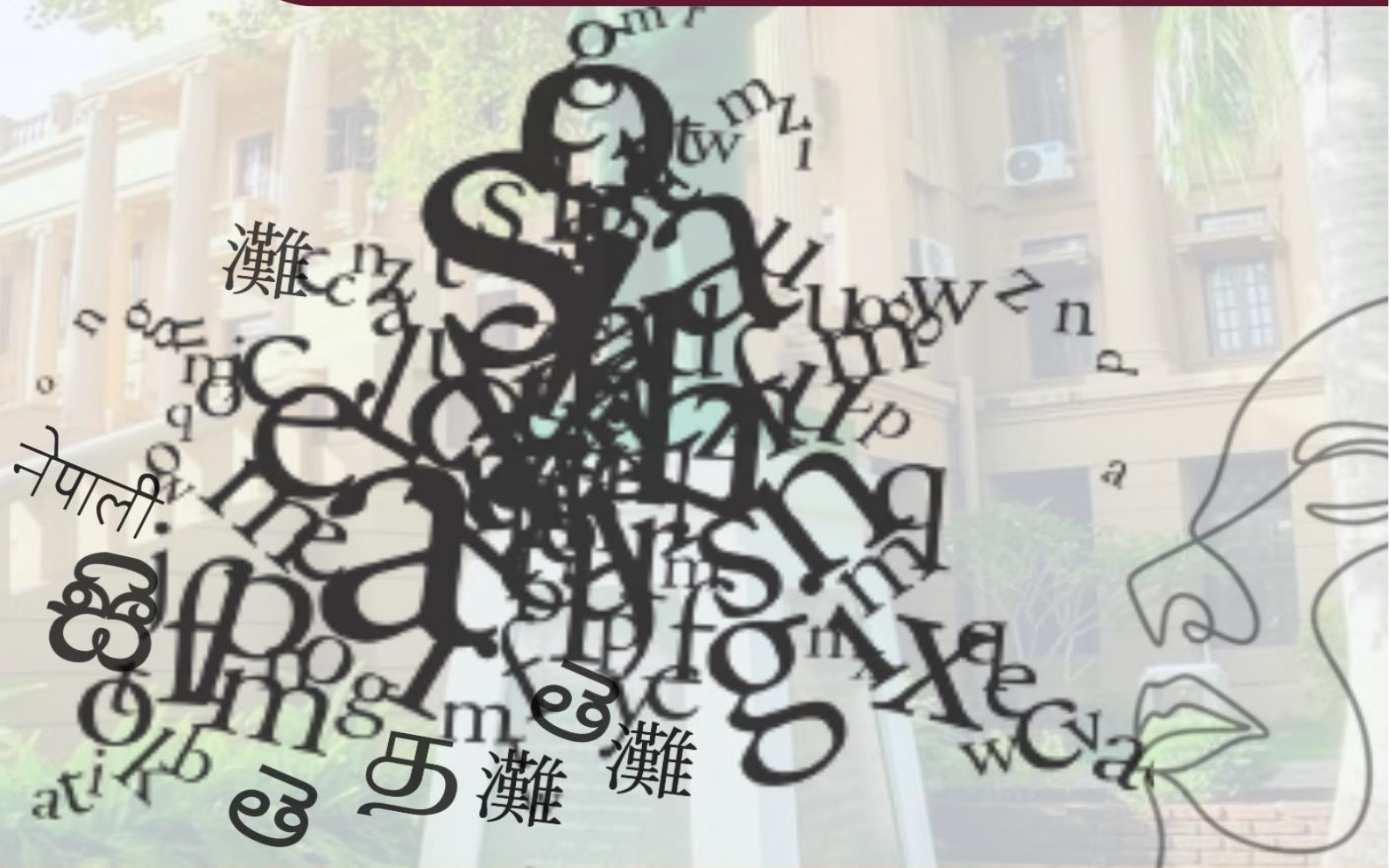
Proceedings of the First National Conference on Foreign Languages and Literature

Research Excellence through Language and Cultural Learning

Department of Languages
Faculty of Social Sciences and Humanities
Rajarata University of Sri Lanka

NCFLL

2023

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5th of September 2023

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Faculty of Social Sciences and Humanities
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MESSAGE FROM THE VICE CHANCELLOR
Rajarata University of Sri Lanka

I send this message to the first National Conference on Foreign Languages and Literature, which is being hosted by the Languages Department of the Faculty of Social Sciences and Humanities at Rajarata University of Sri Lanka, with great pleasure. The Department of Languages engages in a number of yearly academic and research activities, and it is important to note that this National Conference represents a significant step towards realizing our vision of becoming a top-tier academic and research organization that produces human capital with a first-class mentality. I firmly believe that this will improve the caliber of research and collaborations going forward.

The symposium's topic, "Reach Excellence through Language and Cultural Learning," invigorates academics and researchers in their efforts to advance a new academic culture in the field of language studies and highlights the department's academic identity. It will be extremely important in shaping the nation's language requirements.

I want to endorse the Languages Department at Rajarata University of Sri Lanka's Faculty of Social Sciences and Humanities for their dedication and outstanding initiative in arranging this Conference. I have no doubt that this event will give participants a platform to improve their knowledge-sharing partnerships while also giving research collaborations and the required boost. It is my hope that the conference will serve as a springboard for the development of fresh concepts for a better future.

A collaborative effort is necessary for a conference of this kind to be successful. I appreciate everyone who helped with the planning and execution of this conference, including the dean, head of the department, keynote speaker, conference chair, reviewers, sponsors, conference committee members, and attendees. This event would not be currently possible and successfully performed without their dedication and contributions.

I hope your conversation will be fruitful. I'm grateful.

Prof. (Mrs). G. A. S. Ginigaddara
Vice Chancellor
Rajarata University of Sri Lanka
Mihinthale.

MESSAGE FROM THE DEAN
Faculty of Social Sciences and Humanities

The Faculty of Social Sciences and Humanities at the Rajarata University of Sri Lanka is a vibrant, creative and socially engaged place which offers interesting and valuable qualifications in eight academic Departments. The Department of Languages has been functioning since 2015 up to now with a major focus on engendering a humanizing pedagogy in the university context. The unique and contemporary blend of course offerings of the department will help you to intelligently and productively gain abilities to master languages to suit Country's language necessities in the 21st Century.

The first national conference on Foreign Languages and Literature organized by the Department of Languages turns the academic capacity of the department into a collaborative action to cope with the researchers in the respective disciplines for solving the language barriers and challenges. The theme of the conference Reach Excellence through Language and Couture explores the aforesaid matter.

Ultimately, I am in high spirits to thank the department of Languages for taking initiatives and motives to organize this conference and make the event a reality.

Prof.D Thusitha Mendis
Dean
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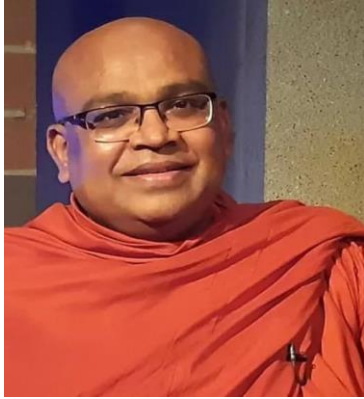Rajarata University of Sri Lanka

MESSAGE FROM THE SYMPOSIUM CHAIR
Faculty of Social Sciences and Humanities
Department of Languages

First I take pride in issuing a congratulatory message to the First National Conference on Foreign Languages and Literature as the Head of the Department and the Conference Chair. Department of Languages at the Faculty of Social Sciences and Humanities of Rajarata University of Sri Lanka is a unique because of the wide variety of programmes it offers from certificate courses to BA degree programmes in Language, literature and Cultural Studies. At present, Post graduates courses are being designed. In addition, various cultural programmes like 'Diyaketa Phana' and 'Vindaneeya Jeevithayata Magak' including social projects are immense contribution of the department.

The First National Conference on Foreign Language and Literature in 2023 is one of pioneering steps that the department has taken to strengthen its research experiences in languages studies. That is why, we choose 'Reach Excellence through Language and Cultural Learning' as the theme of this conference. All the four pillars of language learning – listening, speaking, reading and writing – should be integrated in the course delivery to ensure a balanced development of language skills. In this matter, a discussion on research findings of the academicians and researchers play a significant role in developing syllabuses and curriculum. That was a main objective of organizing this type of conference. Mastery on Second /Foreign languages is now a part of life of individuals to deal with various professional and academic goals and conducts. Department of Languages tries to support to complete such requirements in providing experiences in language, culture and literature studies. I trust that this platform will provide strengths to us.

I prefer to utilize this opportunity to thank my staff and conference committee for successfully organizing this event as the head of the department.

Thank you

Ven.Prof.Olaganwatte Chandasiri
Head and Conference Chair
Department of Languages
First national Conference on Foreign Languages and Literature

Message from the Keynote Speaker

I would like to extend my very best wishes to the Department of Languages, Faculty of Social Sciences and Humanities at Rajarata University, Sri Lanka for organising their First National Conference on Foreign Languages and Literature. The conference theme, *Research Excellence through Language and Cultural Learning,* will generate an important discussion highlighting the current national and global trends in language education research. I am certain that the speakers and participants will find the conference very useful in shaping up their future research interests. I wish the Conference Committee, the speakers, and the participants a very successful conference.

Thank you

Dr. Bimali Indrarathne
Associate Professor,
University of York
United Kingdom

Demonstrating research excellence through language

Dr Bimali Indrarathne

Associate Professor, Department of Education, University of York, United Kingdom

Researchers in any field disseminate their research outcomes in publications, mainly in Research Articles (RAs) published in scientific journals. Gomez et al. (2022) conducted a citation analysis of nearly 20 million papers published within 35 years covering 150 fields in order to investigate which countries dominate in citations. They divided the countries into two groups: core (31) and periphery (the rest). Their analysis revealed that the papers published in core-countries are over cited and those published in periphery are under cited. Citations are dominated by the USA in all fields over time. Papers published in countries such as Germany, the Netherlands, the UK and Japan are also highly cited. China is emerging strong, mainly in the engineering and computational sciences fields. The core group also includes other Anglophone countries such as Australia, Canada and New Zealand. These findings highlight the prominent role English plays in research publications. It is the common global language for science and around 90% of the journals publish their articles in English (Lillis & Curry, 2010). While acknowledging the emerging criticisms of using English as the dominant language in research publications (e.g., McKinley & Rose, 2018) and its negative impact on the Global South and those who publish in other languages (e.g., Faraldo-Cabana, 2018), it is necessary to accept that English is still the most important language for research publications.

Increasingly, higher education institutions around the world encourage their academic staff to publish in high-ranking English medium journals with highly recognised citation indexes (Li & Flowerdew, 2020). Thus, researchers need to understand the features of English for Research Publication Purposes (ERPP), which is a sub-field of EAP.

As Flowerdew (2022) points out, research publications use a standardised model called IMRaD: Introduction (I), Methods (M), Results (R) and Discussion (D). The contents in each section are guided by 'wh' questions such as why the study was conducted, what (research questions, materials, answers, findings, implications, future research), when (data collection), where (data collection) and how (data collection, relationship to other studies). With time, several developments emerged to make IMRaD more relevant to different disciplines. Adding a structured abstract (background, aims/objectives, methods, results, conclusions/synthesis) is one of them (Wu, 2011).

In addition to the specific structure, researchers are expected to use other features of ERPP. These include complexity, formality, precision, objectivity, synthesising, paraphrasing, summarising, hedging, critical analysis, explicitness, discourse features, citations, avoiding plagiarism, evidence-based claims, cohesion and coherence, accuracy and inclusive language. Several studies highlight that researchers in various disciplines find it challenging to write RAs in English. Vocabulary (Bardi, 2015), formal features of English (Buckingham, 2014), discourse features (Buckingham, 2014), content development and organisation (Chien, 2019) and word order and syntactic sentence structure (Bardi, 2015) are some areas that pose challenges. It is important to acknowledge that these features may not be naturally acquired by researchers.Thus, it is recommended to offer ERPP courses to guide them and use genre-based pedagogies (Hyland, 2003) to teach research writing in these courses.

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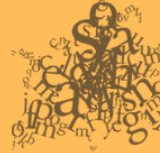
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Contents

Track 01

Foreign Language Teaching

The Impact of Linguistics and Non-linguistics Elements on Undergraduates' Willingness to Speak: An Investigation of Factors that Promote or Inhibit Classroom Participation

Shenya Sumanawardhane[1*], Madhuka Wickramarachchi[2,] Chameera De Silva[3]

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Hesitant speakers in an English as a foreign language (EFL) classroom create severe issues and they affect the progression of the lesson. This study aims to investigate the reasons for English-speaking reluctance among undergraduate students in a Diploma English class at the National Institute of Business Management in Colombo, Sri Lanka. The study collected data from 30 undergraduate students through a questionnaire that addressed language anxiety, speaking reluctance, negative experiences with teachers, and self-perceived language proficiency. The study found that learners' anxiety is a significant reason for their speaking reluctance. Students reported feeling more nervous and anxious in speaking classes than in other classes, and negative judgments from teachers and destructive peer reviews significantly contributed to students' language anxiety. Additionally, students' self-perceived language proficiency was a significant predictor of language anxiety, with students who perceived themselves to have lower language proficiency being more anxious and hesitant to speak in English. The study also found that teachers' negative behavior and lack of support significantly contribute to students' English-speaking hesitance. Negative behavior from teachers, including scolding and lack of encouragement, was found to be a significant factor leading to students' language anxiety and reluctance to speak in English. Furthermore, inadequate management of speaking activities by teachers was found to be a noteworthy factor in students' negative experiences, leading to language anxiety and English-speaking reluctance. The study highlights the importance of teacher support and positive behavior in promoting students' participation in speaking activities and reducing language anxiety. The study recommends that educators recognize the impact of their behavior and attitudes on students' language anxiety and adopt positive approaches to support students' language learning.

Keywords:foreign language teaching, language-anxiety, negative experiences, teacher's role, undergraduates

Impact and the Learner Attitude towards Peer Teaching in German as a Foreign Language Classroom

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The Sri Lankan education system is yet to fully adopt learner centered education. The language classrooms too are lacking the application of strategies which promote learner autonomy. Less research has therefore been conducted in relation to learner centered education in Foreign Language classrooms in the Sri Lankan context. Therefore, the purpose of the study is to introduce and examine peer teaching as a German language teaching strategy. Peer teaching involves one or more students teaching other students in a particular subject area and builds on the belief that "to teach is to learn twice" (Whitman, 1998). Deviating from the traditional definition of peer teaching where only the capable learner is teaching the slow learner, this research has involved all the students equally. The sample included thirty students following the Higher National Diploma in Tourism and Hospitality Management at Sri Lanka Institute of Advanced Technological Education. During the research period, the students were regularly involved in peer teaching sessions. Pre and post-oral tests and a focus group discussion were applied in collecting data in the mixed quantitative qualitative approach. The test results revealed the students scored better in the post test compared to the pre-test. The learners were confident in responding the questions on grammar and writing grammatically correct meaningful sentences. The findings further exposed that the learners identify peer teaching as a practical approach to improve their language skills. "When I teach, I learn better" represents the majority's opinion. The study further lays emphasis on the importance of promoting the learner centered education in FL classrooms.

Keywords: German as a Foreign Language, Peer teaching, Student centered learning, Teaching methodology

Teaching Grammar Using Literature in the Sri Lankan Classrooms

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During the past few decades, language teaching methodologies have evolved dramatically as new technologies have been introduced and global trends have been incorporated into lessons in an effort to keep up with the times. One such method that is gaining considerable attention among ELT practitioners is the use of literature-based instruction in language teaching since it can potentially improve language learning. There is a common practice of using literary texts as educational materials because of the authenticity and richness of their linguistic and cultural content. In teaching language systems, students are taught a wide range of language components, such as vocabulary, grammar, pronunciation, discourse, and pragmatics. When teaching such components, examples can be presented more contextually and effectively through the use of literary texts, so as to make the learning process more enjoyable and memorable for the learner. The purpose of this paper is to examine the usage and efficacy of literature-based language instruction in teaching English grammar. This paper makes use of existing literature, both local and international, in order to provide an overview of how literary texts can be used effectively in the Sri Lankan context to teach grammar based on evidence from both local and international contexts. Moreover, this paper will analyse existing textbooks and find examples regarding the use of literature to teach English grammar in Sri Lanka. According to the findings, adding literary texts into grammar education can have a number of favourable consequences. For starters, it can potentially boost student involvement and enthusiasm in language acquisition. Second, it gives a framework for students to practice grammatical principles in authentic situations. Third, it fosters cultural awareness and identity by exposing kids to many points of view via literature. Moreover, previous studies showed that literature has helped students to internalize grammar patterns and language skills. Finally, employing literary texts provides more genuine language training that represents real-life usage.

Keywords: Literature-based language teaching, grammar, authenticity, Sri Lanka

Use of drama to teach English in secondary level classrooms in Sri Lanka

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Drama is a piece of literature that can be used in teaching English. It provides the learner with authentic language rich in historical and cultural content and can increase learner interest. Using drama in teaching English can also increase learners' creativity while improving communication skills and building students' confidence in using oral English. Some studies have shown that drama provides rich exposure as it uses all four language skills: listening, speaking, reading, and writing. Furthermore, they indicate that students can experiment with language and make mistakes when using drama. However, most studies have focused mainly on how literature benefits teaching English in general in other countries and they have not specifically focused on how drama as a piece of literature affects teaching English. Although secondary school students in Sri Lanka appear to understand grammar rules, they often struggle to orally communicate effectively due to lack of opportunities, lack of interest and motivation, and affective filters like fear to speak. The objective of this presentation is to demonstrate how drama can be used in teaching English in order to improve oral communication skills while minimizing affective factors. We will also show example tasks on how this could be achieved.

Keywords: Communication Skills, Drama, Literature, Sri Lanka, Teaching English

Problems and Suggestions on Compilation of Localized Chinese Textbooks in Sri Lanka

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Even after more than 50 years since the beginning of Chinese language teaching in Sri Lanka, the compiling of Chinese language textbooks locally is very limited and happening at a low level. This is a major factor affecting the development of Chinese language learning and teaching in Sri Lanka. The compilation of localized teaching materials in Sri Lanka is one of the important projects that need to be completed urgently. The goal of this study is to find out the reasons that affected the lack of compiling Chinese language textbooks for local Sri Lankan students and put forward some suggestions for compiling appropriate textbooks that are suitable for Sri Lankan students at different levels. This is a qualitative study which uses the questionnaire and interviews as the primary sources while related books, journals, articles and web sites record are used as the secondary sources. The research discovered that the main reason for lack of the compilation of Chinese textbooks in Sri Lanka is limited official attention and support. Resulting to the lack of localized Chinese textbooks, the regulations for the compilation of localized Chinese textbooks have not been proposed so far. To compile high-quality local textbooks in Sri Lanka, attention to the following aspects should be paid: Most teaching levels in Sri Lanka need to strengthen exchange of knowledge and expertise with Chinese experts in China, follow the basic principles of textbook compilation, focus on comparative awareness, and consider integrating Sri Lankan cultural elements into the textbooks.

Keywords: Problems and Suggestions; localized textbooks; compiling textbooks

Culture of Hindi Cinema: Decoding Narratives in a Social Context

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The widespread influence of Hindi cinema has been remarkable over the past three decades, transcending language barriers and national boundaries. An evident question arises: what is the cause behind this remarkable admiration? This question gains even more significance when we acknowledge that Hindi has limited presence beyond India's borders. The answer lies in a crucial aspect of Hindi cinema's narrative culture, particularly the role of songs. This research paper seeks to comprehend the distinct characteristics of Hindi cinema songs from the 1960s and 1970s. Amidst various dimensions, the most noteworthy is the portrayal of love in the narrative. While the concept of love might appear common, the treatment of love in Hindi film songs is exceptionally unique. These songs reflect a significant part of Indian culture and mindset. The depiction of love's yearning in times of separation is especially distinct. This paper aims to delve into the essence of the idea of love as portrayed in these songs, providing profound insights into Indian culture through the lens of love. These songs can be considered among the greatest works of literature, showcasing the imagination of love in its fullest form. The narrative style in Hindi cinema finds parallels in the Bhakti Movement within Hindi poetry, offering a philosophical exploration of love in an era dominated by rationality, prioritizing emotional connections over purely rational approaches to love. Unlike Greek classics, which often end tragically, Indian classics tend to have an optimistic conclusion, reflecting a hopeful perspective on life. In essence, this paper suggests that human life and the human mind possess depths far beyond what we know, and humans are paradoxically both logical and irrational beings.

Keywords: Bhakti movement, Culture and love, Hindi Cinema, Hindi Poetry Literature, Human life

The use of the /vɑ:lɑ:/ suffix: A morphological study

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The suffix /wɑ:lɑ:/ is used in both word-formation and word-transformationIn Hindi, which is known as the national language of India. According to linguistic principles, this stem, which is identified as a suffix, has been interpreted as a suffix as well as a participle in traditional grammar. Three figures of usage can be identified in this stem. These figures represent gender and singular-plural discrimination: /wɑ:lɑ:/- masculine, singular, /vɑ:le:/ - masculine, plural, and /wɑ:li:/ - feminine. This stem are used with nouns and adjectives in the wordformation and the words formed here are transformed according to gender and singular-plural. This stem is used with verbs in the word-transformation and the word formed here is transformed again according to gender and singular-plural. In using this suffix as a grammatical unit, some linguists use this suffix as a single word and some linguists use this suffix as a one word after the affixation. Therefore, the main objective of this study is to analyze the use of this stem according to the morphological principles of the stem and identify the more correct usage. In teaching Hindi as a foreign language, by providing to the student with the correct use of terms, the student approach to the correct use of the language. Therefore, identifying the correct usage of /wɑ:lɑ:/ stem is very important in the process of teaching Hindi as a foreign language. Determining whether both of these uses of the suffix /wɑ:lɑ:/ are correct, or what the correct use might be, can be identified as the research problem of propositional research. The research problem in propositional research is to identify whether both of these uses of the suffix /wɑ:lɑ:/ are correct, or what the correct use might be. It is intended to use Hindi grammar books, morphological books and academic articles as the source of data collection for the proposed research. It is expected to analyze the data of the research based on the qualitative aspects of the collected data and also to reach the conclusion of the research.

Keywords: Hindi language, stem, suffix, wordformation, word-transformation

Importance of Using Tongue Twisters as a Teaching Method to Improve Pronunciation of First-Year Chinese Learning Students of the University of Kelaniya

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Although Chinese is a widely spoken language, pronouncing Chinese the same as the native is hard because Chinese is a tonal language and is spoken fast. Mandarin Chinese operates with four different tones, meaning that how you say a word can give it four different meanings. When pronouncing Chinese language, the leaner also has to be careful because they require a tongue position. So, tongue twisters will be effective for Chinese learners to improve both tone pronunciation and tongue position. The main purpose of this research is to understand the importance of teaching Chinese tongue twisters as a teaching method for Chinese learning students to improve their pronunciation. This paper seeks answers to whether the Chinese tongue twisters are useful for Chinese learning beginners to improve their pronunciation. The target group of the research is 50 Chinese learning undergraduates in the General 1st year. These students are divided into two groups. One group will be practiced 10 Chinese tongue twisters by giving them chance to listen to audios and YouTube videos of thoseand the other group will not be. After teaching for 2 months, their pronunciation will be checked by the "Praat" voice analysis software. The results of the study will be shown a clear difference in pronunciation between the two groups and pronunciation errors that are common with students who did not teach tongue twisters. The conclusion will suggest a clear understanding of practicing Chinese tongue twisters to improve the pronunciation. Moreover, the university lectures can have depth understanding of practicing Chinese tongue twisters is a more effective teaching method to improve the pronunciation of Chinese learners to have a better outcome.

Keywords: Chinese, Improve, Pronunciation, Teaching method, Tongue Twisters

A study on the Learning Spoken Chinese Online: A special reference to First Year undergraduates learning Chinese as a foreign language in UOJ

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The teaching and learning of Chinese Language as a foreign language officially commenced as a basic course at the University of Sri Jayewardenepura in 2017 and now has progressed up to a degree level .It is a must to learn Chinese with an emphasis on the Spoken Chinese. This study focused on the most successful way of learning Spoken Chinese online during the Covid 19 pandemic. Many research studies on learning spoken Chinese through the online methodology had been conducted in various countries. The purpose of this to discuss and suggest solutions to the problems encountered in learning Spoken Chinese online .The research study was conducted in collaboration with the first year under-graduates studying Chinese as a Foreign Language at the University of Sri Jayewardenepura. The researcher intended to create a questionnaire for the selected 25 Chinese first year undergraduates and conducted a statistical analysis. This study explores the methods that can be used to learn Spoken Chinese online in University of Sri Jayewardenepura under-graduates learn Chinese as a foreign language. This study reveals mainly the effectiveness of learning Spoken Chinese online and methods to learn Spoken Chinese online in Sri Lanka.Based on the questionnaire, the problems faced by the students were investigated. Moreover, the study examines the advantages and disadvantages of learning Spoken Chinese online for beginner level students at the University of Sri Jayewardenepura.

Keywords: advantages and disadvantages of learning Spoken Chinese online,questionnaire, Spoken Chinese, teaching as a foreign language

Female Characters Represented in Novels of Premchand and W. A. Silva: Comparative Study

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Two noble writers namely Premchand - an Indian writer and his Contemporary W. A. Silva - a Sri Lankan writer yielded their lives to depict the closeness of people with society and to develop a better environment for living beings. Premchand mostly discussed the facts of the underprivileged people and their life Stories. A deprived woman played a significant role in his novels. But his contemporary In Sri Lanka W. A. Silva did not pay much attention to the destitute woman in his Novels. Premchand was born in a very poor stricken village. So, he experienced the deprived living conditions of the underprivileged. Hinduism, Sathi-poojā, dowry, Unmatching marriages, prevention from education, and prostitution have strongly depressed women. Woman lived as a prisoner within the house. In the meantime, W. A. Siva who hailed from a middle-class family did not attempt such characters. This is quite clear because his environment did not depict such a pathetic situation in women & their lives. The very reason for this difference is the Buddhist beliefs among the Sri Lankan society. So, the women in Sri Lanka did not experience such hardships as in India. She enjoyed free education, her character was noble, and lived with dignity even under the man's authority. In view of the above observations, we can come to a conclusion the personal, social, and religious environment and underprivileged existence of Premchand have influenced him to introduce downtrodden women in his novels than W. A. Silva. From all these facts it is evident that in any society, if the woman is educated, liberated from economic worries and she holds the proper position, she will be free from inequitable experiences and the development of the society is inevitable.

Keywords: Downtrodden, Novels, Premchand, W.A. Silva, Woman

The Modern Indian Woman Illustrated by Usha Priyanvada's Prose Novel

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A novel is a fictional narrative that describes human life. Recreating real human life's reality is the novelist's prime objective. She is known as Usha Priyanvada in Hindi novels as a prominent writer aiming to depict the above social reality. She was born in 1930 in a low-income family in Kanpur state. At present, she is happily enjoying the last half of her life. In Usha Priyanvada's sympathetic view, the social and economic impact, love and pain, loneliness, and the harshness of life abroad, the Indian woman appeared among the social disparities. Her complete novels - PachpanKhambe Lal Deevare, Rukogi Nahi Radhika, Antarvanshi, Seshyatra, Bhaya Kabir Udas, and Alpviram can be pointed out. In her novels PachpanKhambe Lal Deevare and Rukogi Nahi Radhika, she highlighted the problems women faced in urban life. Usha's novels reflect the fact that the problematic situations women face socially and economically have been able to be portrayed in a way that excites the reader's moods. In her book PachpanKhambhe Lal Diware, the research problem is the helplessness faced by the woman socially and economically; the main objective is to analyze how women face them. For that, primary and secondary sources are being studied. Books, articles, articles-magazines, etc. written about her works, life, background of the era, and the position of women are being studied as secondary sources. Primary data was collected through the lecturers of the Hindi department and Indian scholars. Due to Usha being born into a low-income family, she saw in her life socio-economically the poor woman. Premchand nicknamed the Agrajun of Indian Novelization, has also written several works on the Indian woman.

Keywords: Usha Priyanvada, Hindi, Novel, Premchand, Indian Woman

Learner autonomy for successful systemization of language structures: A case study on teaching German as a Foreign Language

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Grammar plays a major role in language learning. In order to achieve the fluency in a language it is important to learn the grammar rules and structures of the particular language. Most common way of introducing grammar is where the teacher explains the grammar rules to the learner. This study explores how successfully and precisely can the learners systematize the grammar rules if they work through the entire systematization phase independently, where the teacher merely takes on the role of a moderator. This study is particularly relevant for those who are interested in teacher training and want to further examine the effective methods of teaching. This work is based on a qualitative method with a selected sample of learners from German as a Foreign Language. The perceptions of the learners were collected through a questionnaire survey. The responses were analyzed in a content analysis method. Feedback from the students taken at the end of the sessions were also considered. The main objective of this work is to get an overview of how successful the learners would be if they work through the entire systematization phase independently. When analyzing the results it is evident that the students were actively involved only in certain stages of the systematization phase unless they were given the opportunity to work independently. Thus, it is imperative that foreign language teachers give sufficient time and opportunity for learner autonomy for successful systemization of language structures.

Key words: Learner autonomy, Foreign Language acquisition, Grammatical rules, Teaching German as a Foreign Language, Systematization phase

The impact of integrating interactive activities in teaching German as a Foreign Language

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This research focuses on how to integrate interactive activities in teaching German as a Foreign Language to university students. The aim of the study is to find out how to decrease the complexity and insipidity of language lessons with a case study conducted at the University of Kelaniya. Data were collected from a sample of first, second and third year students in the three year Bachelor of Arts Degree Programme where the content delivery was onsite. through in class observations, student feedback and their performance during the class-based assessments and examinations. The data were analyzed according to the qualitative analysis method. The analysis brought to light that the majority of the students get encouraged by the interactive group activities in the classroom. It was revealed that the complex grammar structures and sentence patterns were grasped more effectively by introducing interactive sessions on different day to day life themes, musical activities as well as online games and the use of audio-visual material with modern technology.

Key words: Audio-visual material, Effective teaching methods, German as a Foreign Language, Interactive learning, , Modern technology

Integration of Technology into Foreign Language Instruction: The impact of Virtual Events on German Language Learning

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In a globalizing world technology is a vital factor, which requires its universal presence. In this context, language learning should not be limited to the traditional classroom. In addition to overall language skills, cultural awareness towards the target country is pivotal. The present study aims on the potential of involving virtual language related events, conferences, guest lectures, projects, workshops and virtual tours as unconventional avenues to improve the German language acquisition and cultural awareness of learners of German as a Foreign Language at University of Kelaniya. Thus, how virtual language sessions can influence the German language and cultural competences among participants is addressed throughout the research. The sample group consists of 40 undergraduates from 2nd and 3rd year at the university offering German as a Foreign Language for the Bachelor of Arts Honours Degree. The study employs a mixed method approach. The data were collected through pre and post test results of the students, classroom observations and student reflections on virtual events. The quantitative data show an enhancement of four language competencies along with an immense development of cultural awareness. The qualitative data illustrate a significant preference of the students towards virtual events. The analysis of data reveals that virtual sessions in a foreign language classroom offers a dynamic platform for language learners to enrich their linguistic, cultural and motivational skills. The study contributes to comprehend, how technology is integrated to overcome geographical confines and offer an effective experience for language learning by exploring the culture in an unconventional way.

Key words: Cultural Competency, Foreign Language Teaching, German as a Foreign Language, Technology in the language classroom, Virtual events

Difficulties encountered by undergraduates in translating texts from German into first and second language

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When acquiring a foreign language, the learner is confronted with new phonetic, phonological, morphological, syntactic, and semantic patterns which are totally different to the structures of learner's first language. Thus, the action of "translation" starts to occur automatically in the brain. The learner has the tendency to think in the first language and transfer the known linguistic patterns or vocabulary to the new structures of the foreign language. Therefore, the learners of a foreign language may encounter numerous linguistic and cultural differences they are not familiar with. This paper mainly focuses on difficulties encountered by the undergraduates of German as a foreign language with a sample of 13 students following the course unit on translating literary and non-literary texts from German to Sinhala and English of the Bachelor of Arts Honors Degree Program in German Studies at the University of Kelaniya. As the data collecting methods researcher analyzed the work submitted by the students during continuous assessments and class tests which also included group activities. Furthermore, face to face interviews with the lecturers in German, student performance analysis and classroom observations were conducted in order to gather data. During the data analysis it was revealed that the students have difficulties in translating long sentences, as they attempt to translate the texts word by word following the syntactic rules of their first or second language. Moreover, they encounter difficulties in translating idiomatic expressions, literary ironies, metaphors and proverbs from German into the target language. Lack of cultural competency was another main obstacle during the translation process. In conclusion, the study contributes to ascertain the common difficulties encountered by the undergraduates in translating from German into the target language and to develop teaching strategies that would lessen the difficulties faced by the students during the translation process.

Enhancing career prospects of foreign language learners by integrating cultural competence in the language classroom

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Diversity at workplace is considered as an asset by many organizations since it acknowledges the strengths of each employee who contribute different ideas and perspectives, which create more disruptive and innovative working environment. A series of recent studies has indicated that cultural diversity in workplace is vital to foster an open, collaborative, and productive working environment, where ethnic, cultural and religious diversities of each employee is valued and respected. Yet, a closer look to the literature on cultural diversity in workplace suggests that workforce diversity causes more obstacles and conflicts among employees due to lack of cultural competency. The objective of this research was to examine how workforce diversity affects the performance of the employees and the working environment of an organization and how the university foreign language curriculum could prepare the students for a diverse working environment. Primary data for the research was gathered through the expert interview method, using 15 employees, selected from German speaking service sectors through purposeful sampling method and an analysis of the curriculum of Bachelor of Arts Honours Degree Programme in German Studies was conducted. According to the research findings it was identified that workforce diversity can often cause conflicts at work due to lack of understanding or respect for another's social or cultural difference. Therefore, programs imparting cultural knowledge about foreign cultures through intercultural comparison should be integrated into the curriculum of foreign language programmes offered by the universities to facilitate better career prospects and to enhance individual and organizational performance.

Key Words: Cultural diversity, Diversity management, Foreign Language curriculum, German as a Foreign Language, Workforce diversity

Track 02

Language and Culture

An Investigative Study of The Past Folk Life And Present Nature Of The Culture Of The Ahiguntik People)A Study Conducted With The Anuradhapura-TambuttegamaAhigunthika Village In The North Central Province)

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Culture can be identified as an inextricably linked element in any social system. The *'Ahikunthi people'* can be identified as a unique group of people who have an ethnic subculture that exists in the cultural lag and avoids merging with those social streams, depending on Sri Lankan society. The *'Ahikunthi people'* can be pointed out as a special group among the people who live as small groups of people in Sri Lanka and maintain their own cultural identity. These people with *'Austroloidanthropomorphic'* features are also known as the Telugu people because of the Telugu language, which corresponds to the Indian Andhra language, which they use as the main means of expressing their cultural identity. About ten thousand *'Ahigunthians* 1living in Sri Lanka are still trying to survive by maintaining their traditional livelihoods. He is doing his life's work by dancing *'Nai and Rilaun and reciting Sasthara'.* The main problem of this research is to study the past folk life and the present nature of the culture of the *'Ahikunthi people .'* The basic objectives of this research were to identify the life of the Telugu people, to identify the cultural aspects associated with their life and to identify their nature in the face of modern social activism. The study area for this research was the *'Tambuttegama area'* of Anuradhapura district in the North Central Province. As a research method, data was collected using the participatory observation method under the qualitative data collection research method. There, the research was conducted through a randomly selected sample and the study of previous research reports and the questionnaire method as well as the interview method were used. Here, the Telugu people of the past came to this country as a group of Indian immigrants and made it their way of life to please other people by holding *'nain, pologun'* and *'dancing'.* Identified. Also, all the activities of the existence of that human community, which are integrated into the society but are separate, have been confirmed as their lifestyle and culture, and in the face of the changing socio-economic pattern of modern times, it can be recognized that the main cultural characteristics of the Telugu people are slowly disappearing. The Telugu language is limited to the elderly members of that society, the traditional tent house system built using natural resources is limited to only one group of people living a tourist lifestyle, and the traditional economic means of *'SastaraKeemala',' Nai'* and *'Rilawun'* dancing are fading away and most of the Telugu people are working as laborers in the modern society. It could be recognized that today's Telugu society has become a subculture that is being culturally diffused by being influenced by the mainstream society based on the cultural lag that is shaped by traditional rituals and beliefs. The conclusion that can be reached from the data analysis of this research is that the past life and current culture of the *'Ahikunti people'* are under some threat in the face of modern social activism.

Keywords: Ahikunthi People ,Cultural Heritage,Culture, Tourism, Folk Art, subculture

A study on how to interpret the cultural information of the kings reflected in the book Mahavansaya(1)

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Among the chronicles created in Sri Lanka, the Mahavansaya, a famous genealogy, was written by Mahanama, who lived in the Anuradhapura period under DiksandhaSeneviaPirivena. Consisting of 37 chapters, it contains information about 54 kings from King Vijaya to King Mahasen. From the invasion of Vijaya to the period of King Mahasen, the activities of the kings, cultural information commentary is seen. It is an evident effect that the cultural information of each king is not properly explained through the book. The main objective of this study is to analyze the cultural information of the kings reflected in the Mahavamsaya (1). The sub-objectives of this study are to study the similarity of the discourse on the cultural information of the kings to the information of other sources and that the interpretation of that cultural information can be practically studied. Mahavansaya(1), Vansattapakasiniya, is confirmed by the information contained in Deepavamsaya. The question that the researcher was interested in is whether the truth and reliable information about the cultural information of the kings from the Mahavansa is recorded. Qualitative research methodology has been used for this purpose. Fifty people have been contacted for this purpose under purposive sampling. As the primary source, structured questionnaire and five interviews were used through the history departments of Peradeniya and Kelaniya universities. The fact that 11 out of the 37 chapters of the Mahavansa have been reserved for Dutugemunu Raja Varnan in the Mahavansa is a break in the balance of the work. It has been mentioned that King Mahasen, who performed excellent service like King Dutugemunu for the development of ***…The king collected his sins as well as his merits.*** It can be widely recognized in the commentary on cultural information that only half a chapter has been reserved for King Kavantissa, who dedicated himself to the development of King Dutugemunu's reign and the activities of the Buddha Order. It can be recognized among the study results and findings that in the investigation of the information about King Valagamba, who faced many difficulties in Lakdiva, there is a limited level of cultural information analysis in the Mahavamsa through sourced information such as Vansattapakasiniya and other works, inscriptions and reports of the Department of Archaeology. It can be concluded that the Mahavansa author has reserved more space in the work for the kings who did many services to the Mahavamsa, and less space for praising other kings who performed great services.

Keywords: Mahavansaya(1), Vansattapakasiniya, Cultural Information, Mahanama Thero, Credible

The 'Nakath Seettuwa' in the SLE context: A Textual Analysis

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The auspicious times for the traditional Sinhala and Hindu New Year of Sri Lanka as declared officially by the Department of Cultural Affairs of the Ministry of Buddhasasana, Religious, and Cultural Affairs, Sri Lanka comes to the forefront in the month of April owing to its national and cultural significance. The textual representation of such auspicious times in a single document as primarily disseminated in print and electronic media employs nuances of Sri Lankan English(es) contributing to the cause of Sri Lankan English(es). By virtue of engaging in a textual analysis of select representations of these auspicious times, this study asserts that the aspect of repetition inadvertently occurs, in that, the usage of SLEs within this context takes place as a repetition in an orthographical translation situation. This ongoing study asserts that the employing of a SLE phenomenon either preceding or post the English representation, problematizes the notion of SLEs in relation to its usage of the representation of auspicious times of the Sri Lankan national festival of the Sinhala and Hindu New Year therein. Further investigations are required to precisely elucidate the said representations, and this remains a subject for future studies.

Keywords: Repetition, Representation, Sri Lankan Englishes, Textual Analysis

Track 03

Literature and Culture

Thieving criminal culture revealed in Jataka literature

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Jataka literature is a source of sacred literature that takes a primary place among the sources of Buddhist literature. The Book of Jataka, which is a source showing how the Buddha fulfilled the Paramita Dharma in his previous lives, was codified as a book during the Kurunegala era in Sri Lanka. Jataka book is a literary work of rare volume even from a sociological point of view, as it shows a massive social core and a philosophical as well as a religious core. Cultural criminology studies the cultures that arise due to crimes, and the gangs of thieves that are frequently mentioned in Jataka literature are a cultural group that arose due to such crimes. But due to the lack of academic studies on this proposition, it is an academic necessity to conduct this study. In order to study these groups of thieves, the literature investigation method was followed as the research method and the research has been done using the Pansiyapanas Jataka kata potha and Jataka Pali as the main sources. Referring to Jataka as the source, the reasons why this criminal gang culture is unique from other cultures have been studied. Thus, according to Jataka stories like Vedabbha Jataka, Sattikumbha Jataka and Chulladhanuggaha, these groups did not live with the common people as they do today, they often settled in caves and temporary dwellings in the jungles. The main reason for this is that forests help criminals to escape and hide easily. And according to stories like Vedabbha, these groups have targeted the roads through the forests and engaged in robberies. Trade groups and passengers have been their main targets. Jataka, like Saththikumbha, reveals that these groups are a barbaric group after being civilized. It housed a large population of around five hundred and had the unofficial equivalent of a contemporary state military force. Chulladhanuggaha Jataka reflects how these groups were a threat even to royalty at times. Also, in some seasons, villages are attacked and looted (Ghandathindu Jataka) and even engaged in hire killing (Somanassa Jataka). Although the administration was led by the leadership to a systematic bureaucratic system, it is not revealed that women were in these groups. According to this, these groups lived as a separate deviant culture in ancient Indian society and in Lankan society and it is clear that they are not easy to control before the law. Accordingly, from the point of view of cultural criminology, this past thief culture is a historical criminal culture that needs further study.

Keywords: Jathaka, Cultural, Thieving, Literature, Crimes

Can the 'Ghosts' Speak? Magic, Myths, and Trauma in Shehan Karunatilaka's*Chinaman* and *Chats with the Dead*

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The study analyses Shehan Karunatilaka's novels *Chinaman* (2010) and *Chats with the Dead* (2020)in relation to the theme of representing trauma through the narrative style of magical realism. Shehan Karunatilaka as a writer has been acclaimed for his signature style in writing in diasporic/ postcolonial literary genre as reflected in his Sri Lankan English literary works. The present study aims to look at Karunatilaka's works of fiction, through Ted Morrissey's theoretical perspectives on trauma theory as an approach to analyse literary texts and Christopher Warnes theoretical perspectives on magical realism and postcolonial novel. The choice of *Chats with the Dead* as a textual reference, rather than analysing *TheSeven Moons of MaaliAlmeida* is a political act of resistance to 're-orientalism' as underscored by us as researchers. We identify that the re-publishing of *Chats with the Dead* as *The Seven Moons of Maali Almeida* as an act of 're-orientalism' to appease the 'global English reader'. We argue that Karunatilaka's use of magical realism narrative strategy in representing trauma both in *Chinaman* and *Chats with the Dead* reflects both Sri Lankan social institutions and Sri Lankan English idiom. Karunatilaka's representation of Sri Lankan culture in his novels involving supernatural elements and mythological narratives is a strong example of a unique postmodernist writing style emergent in Sri Lankan English literature, which demands the reader to be a 'witness' to sensitive socio-political themes. We also argue that Karunatilaka's use of those narrative techniques has a semblance to the narrative style used by classical Sinhala prose writers, categorically the composers of the Buddhist Jataka Tales, which demands the reader/audience to be a witness to the universe created within the literary discourse.

Keywords: Ghosts, Magical Realism, Narrative style, Shehan Karunathilaka, Trauma

Track 04

Second Language Pedagogy

Group Work in Online-Mode ESL Learning; Benefits and Challenges

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Today online-mode teaching and learning methods are in vogue all over the world, especially in higher education. The COVID-19 pandemic caused it to become indispensable in Sri Lanka as well. As an interactive element in online ESL pedagogy, online group work is increasingly becoming significant. Although numerous research studies have proved the benefits of online group activities, their implementation poses several challenges. In relation to the background, this research study examines how ESL learners perceive the efficacy of online group work in their studies. Accordingly, this study was conducted based on the purposive sampling method within a quantitative framework, with 32 participants attached to the Faculty of Science, University of Kelaniya. In this study, two questionnaires were used to investigate the attitudes of the participants in relation to the benefits and challenges they had during online group work. In relation to the findings, most of the learners found that online group work is beneficial in their learning process. According to the results, the majority of the participants (59.3% and 53.1%) strongly agreed with the statements that online group work assist them in sharing knowledge and ideas among others and stimulating creativity. Further, most significantly 84.3% of the participants have agreed with the fact that online group work facilitates individual student's learning about evaluation. However, the findings manifest that difficulty with communication, lack of feedback, lack of leadership, issues with technology, lack of time and reluctance to participate actively as the major challenges. Conclusively, it is proven that online group work can be implemented as a successful tool in TESL contexts, but it is advisable to amalgamate it with in-person group work as and when it is possible.

Keywords: Online learning, Covid 19-pandemic, Online group work

The use of cohesive devices in essay writing by ESL undergraduates of the University of Vavuniya

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Supra-sentential grammar comprises items used to make connections between sentences in writing. Cohesive Devices (CD) provide the consistency of sentences and paragraphs from one to the next. ESL learners must focus on structurally fostering cohesion in academic essay writing to enhance readers' understanding of the ideas. The challenging part of paragraphing is internal paragraph structure, where the various sentences in each paragraph coordinate to achieve concord by employing cohesive devices correctly and effectively. This study signifies how cohesive devices are used by university students in the Sri Lankan context in essay writing to integrate sentences and paragraphs to make sense in writing and the connectivity of the ideas expressed flow smoothly and clearly within a text. This study explores how competent first-year ESL learners are inengaging different cohesive device types, frequency of usage, and the difficulties they encounter. Twenty-five students from first-year Project Management following the degree programme in English medium from the University of Vavuniya were the respondents. The analysis employs qualitative and quantitative research design through a corpus-based analysis. The researcher chose the participants from the population using a simple random sampling method. The cohesive theory of Halliday, including reference, substitution, ellipsis, conjunction, and lexical cohesion, was used to analyse the data. The findings reveal that the students can apply a few cohesive devices, and the mainly used ones are the CD of conjunction. However, the respondents have not satisfactorily attempted anaphoric, cataphoric references, ellipsis, lexical cohesion, substitution, and structural parallelism. Therefore, the research recommends specific teaching and learning strategies to improve the application of cohesive devices in essay writing for effective cohesion and coherence in the text. The study concludes that CD in essay writing plays a significant role in supporting learners' writing and integrating cohesion and coherence of sentences. Further, by understanding these cohesive strategies, the students learn how to manipulate and use them appropriately in essay writing effectively and successfully as advanced learners of university education in English medium.

Keywords: Cohesive Devices, Cohesion and Coherence, Essay Writing, Paragraph, Sentence

Teaching of Idiomatic Expressions in Teaching English as a Second Language in Sri Lanka

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Idioms are one vital component every language around the world owns which entails an intended meaning behind them. Idioms and idiomaticity enable one to develop figurative competency, a component of communicative competency, ultimately enables one to master overall language competency. Since there are different varieties of English language, idioms from such varieties that can be used to identify the language's culture and any hidden meanings. When teaching English as a Second Language (ESL), it is essential to expose the second language (L2) learners to such idioms from varieties of English. A corpus based textbook analysis was done using the English grade 10 and 11 textbooks from local syllabus in Sri Lanka to determine to what extent second language acquisition through idioms is supported by these texts. The findings indicate that idiom usage is very confined in English textbooks for grades 10 and 11. Furthermore, those that are included are of one specific variety —British English— and are not all that varied. The study's findings unambiguously support the Sri Lankan L2 learners' minimal exposure to idiomaticity. This paper will highlight these findings and propose improvements which can be made to refine and elevate the quality of existing educational materials, specifically textbooks in order to increase learner understanding of idioms which ultimately enables communicative competency of L2 learners.

Keywords: ESL, Idioms, Varieties of English, Textbooks, Communicative Competency

A study about issues and recommended solutions for G.C.E. A/L English Textbook in Sri Lanka

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English Language textbooks published by the National Institute of Education (NIE) play an instrumental role in the teaching and learning of the English Language in Sri Lanka. The present study is primarily concernedwith sets out to examine the shortcomings of the G.C.E. Advanced Level (A/L) English textbook in Sri Lanka. The G.C.E. A/L is a pivotal examination that opens pathways to university entrance, vocational courses, and diploma courses. However, there is an increasing rate of failures and non-attempts with regard to the G.C.E A/L English subject and therefore it is mandatory to examine the learning material of the said subject and its related issues. In view of the above, the data for the study was collected by analyzing the G.C.E. A/L English textbook and was evaluated using the standard criteria listed below. These include English textbooks should provide meaningful tasks related to students' daily communication, speaking and writing activities should be developed to improve the productive skills of the students, and the pedagogical content should be authentic and should consist of real-life written and spoken discourse that the students confront in the real-life contexts, the authentic pedagogical content concomitant with real life written and spoken discourse, learning should be facilitated through contextualized input, reading lessons should be properly organized in order to enhance learning ownership, autonomous learning, and critical thinking skills.The findings demonstrate the absence of proper and authentic speaking tasks that follow proper initiation stages. In terms of grammar activities, there is a lack of contextualized input with less concentration on productivity aspects, while the reading activities have not been properly categorized under pre-, while, and post-reading stages and the majority of the writing tasks lack productivity. Thus, it is recommended to provide authentic input for the learners as they learn English as a second language, and there must be credible activities that help to develop speaking skills.

Keywords: A/L, English, Textbooks, Issues, Sri Lanka, Authentic

Teaching Reading Using Multisensory Language Teaching

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Dyslexia is a language learning difficulty that mainly impacts the ability required for precise and fluent word recognition, spelling, and decoding. Having spelling issues is one of the most common signs of dyslexia, because learners with dyslexia have difficulties in noticing, remembering and recalling words and letters. They may also find it difficult to map sounds and letters in words. These difficulties lead to poor reading comprehension. It is necessary to use specific language teaching methodology to teach learners with dyslexia than those commonly used in most classroom settings. Learning will benefit if the teacher can provide effective, cumulative and explicit teaching by involving multisensory activities when teaching reading. As the methodology we are using documentary analysis, observations and reflective notes analysis. Based on our experience that we gained though the teaching process, we learned that documentary analysis involves the study of documents, such as written records, photographs, videos, and audio recordings, observations can be used to document behavior, interactions, and the physical environment and reflective notes analysis involves the analysis of one's own thoughts, feelings, and experiences. The researchers then measure the reading achievement of the two groups to see if there is a significant difference. Multisensory learning is the simultaneous use of visual, auditory, and kinesthetic-tactile pathways to improve memory. The objective of this talk is to discuss why learners with dyslexia struggle with reading and how multisensory activities facilitate learners reading with scaffolding the process. positively influence learners' reading outcomes.

Keywords: Dyslexia, Reading, Multisensory, English language teaching, Language learning

Collaborative learning methods in improving English speaking in blended learning environments

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Collaborative Learning (CL) is a method of learning where students can work in pairs or groups. It provides opportunities for learners to interact, express ideas and listen to others' opinions, and to be autonomous. Teaching speaking using collaborative methods motivates learners to speak regularly in English as they can get the support of their peers facilitate the development of social interaction among learners. Teaching speaking cycle is a common method used in teaching speaking in classrooms. Most stages of this procedure involve collaborative activities. For example, the initial brainstorming activities can mostly be done as group/pair activities. Also planning, delivering and revision stages can be done as collaborative activities. The feedback stage can also encourage peer learning through peer feedback. This collaborative speaking cycle can be implemented in a blended teaching mode too. At present blended learning is becoming popular and collaborative learning can be aided by modern technology through applications such as Zoom, Google classroom and Microsoft teams. For example, brainstorming and planning stages of the teaching speaking cycle can be done collaboratively in an online environment. It increases learner engagement as it can involve different types of materials such as videos, pictures and podcasts. This pre-preparation can aid speaking in the face-to-face class. It is time saving for the teacher and facilitates interaction among students in different locations. In this talk, we will demonstrate how teaching speaking cycle can be implemented in a blended learning environment through collaborative activities to improve speaking skills of learners.

Keywords: Collaborative Learning, Teaching Speaking, Blended Learning, Interaction, Engagement

The Effectiveness of Using Cultural Materials in Teaching ESL Classrooms

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Recently, there has been an increasing interest in incorporating cultural materials into English as a Second Language (ESL) instruction. In this study, the efficacy of incorporating cultural resources into ESL lessons is being investigated. This quasi-experimental study involved a pre-test and post-test administered to two groups of ESL students. The experimental group received cultural materials as part of their instruction, while the control group did not. The study also included qualitative data from teacher observations and student feedback. The results of the study showed that there is no significant difference in performance between the experimental group and the control group in reading comprehension, but an increase in the ability to understand different accents. The students in the experimental group also reported greater motivation, interest in their ESL studies, and overall acceptance of other cultures. These findings suggest that using cultural materials in ESL instruction is an effective way to enhance language learning and cultural awareness. The findings of this study have compelling implications for ESL teachers and curriculum designers. Incorporating cultural materials into ESL instruction can lead to improved language learning outcomes and greater cultural understanding. Teachers can provide a more engaging and relevant learning experience for their students by integrating cultural materials into their lesson plans. As a result, this study contributes to the growing body of research on the importance of incorporating cultural materials into ESL instruction as a means of improving student learning outcomes as well as how using cultural materials in ESL instruction increases acceptance and tolerance among ESL learners which directly affects positively in intercultural communication.

Keywords: ESL, Cultural Materials, Cultural Awareness, Classroom Instructions

Influence of YouTube in learning English as a Second language

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This research paper analyzes whether YouTube has an influence on students' learning English as a second language in Sri Lanka. English being a key to entering the global village, this study will further educate the students about the role of YouTube in learning English as a second language. In order to answer this problem, a study was conducted with the participation of students who are candidates for the upcoming G.C.E. Advanced Level examination to receive more candid information from a suburb of Colombo District. Questionnaires were provided to the participants in line with the analysis of the study. As for the results, almost the whole population who were selected as representatives from their generation agreed with the fact that YouTube would be a student-friendly digital media to utilize as a helping hand in learning English as a second language. A scope of young scholars on the matter of learning English as a second language and modernizing traditional ESL classrooms with the use of YouTube in teaching English as a second language is subjected to evaluation in this report. With the results of this study revealing that the younger generation would show higher interest in utilizing YouTube in learning English as a second language, it was further discussed how the current methodologies of learning ESL could not be replaced, but it is fundamental to associate YouTube with the methodologies already followed. The implications of this study could be further used to promote the use of YouTube for learning English. As for the findings of the research, key advantages such as easy accessibility and convenience in using YouTube as a learning tool can be identified. Through engagement with the videos and audios presented on the digital platform, it enables the user to access real-world language practices and further encourages them to interact with the global community through facilities like the comment section. In addition to the pros focused on in the study, during the interviewing process of the participants, it was clearly mentioned that the reliability of content and distractions while using the platform could be considered cons in this process. However, as a conclusion of the study, it can be mentioned that YouTube can be a valuable supplementary learning tool for learning English as a second language through its availability of content selection, structured language learning methods, and its operational language being English, which facilitates the user to put their language knowledge into practice and master it too as a second language among young individuals.

Keywords: New Trends of Learning, Self-learning, Online Education, Digital Learning, Learning Resources

Perceived Effectiveness of ESL Curriculum in Higher Education Institutions in Sri Lanka in Addressing the Language Needs of the Students

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ESL courses which are popular among the students in higher education institutes in Sri Lanka as "Kadu Panthi" are specifically designed to enhance the English language skills of the students to adjust themselves in their academic activities- which are mainly done in English. But what cannot be neglected yet is, despite all the effort taken by the higher education institutions, still there are some students, who could not thrive their English language skills to the required level to scaffold students in their academic activities. The crux, therefore, remains unchanged and unaddressed most often, resulting in some students failing the examinations and even giving up their respective academic programs due to the language barrier. Especially, the undergraduates who read for the degree programs that are only offered in English struggle much with their language needs in English since they often find their academic activities much challenging and frustrating as they cannot master the English language as required by the academia. Thus, the study conducted addresses both the students' and lecturers' expectations and perspectives on ESL curriculum in practice, studying its perceived effectiveness in addressing the English language needs of the students, by using a cohort of 25 students and 05 lecturers in the Department of Information Technology in SLIATE and evaluates the lack of attendance of the students in the English classes, lack of knowledge in basic grammar and less interest of the students as the reasons for less effectiveness of ESL programs in the respective study program.

Keywords: ESL Curriculum, Higher Education Institutes, Language Needs, Learners' Expectations, Perceived Effectiveness

Mother Tongue Influence On Teaching And Learning English as a Second Language in Sri Lanka

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Second Language teaching and learning process is affected by numerous external factors. This research aimed at finding out whether the two mother tongues; Sinhala and Tamil influence the teaching and learning process of English as a second language and if so; in which macro skill(s) it has the biggest effect and the attitudes of the language teachers towards the use of mother tongues in the teaching processes. Two separate questionnaires were given to two groups of the participants. The data gathered through the two questionnaires were analyzed separately, under each question using the tables and charts. The findings from this research proved that there is a considerable influence of the use of both the mother tongues in the teaching and learning process of English as a second language. The most obvious finding that emerged from this research was that both productive skills; speaking and writing out of all the four macro skills have the biggest effect due to the use of the mother tongues. Finally, a number of possible future studies using the various aspects that came across through this research are listed. However the current research has only examined the opinions of samples from only five provinces of the country. The most important limitation lies in the fact that the methodology of the research was highly affected by the covid-19 pandemic outbreak of the country. Further research might investigate the influence of mother tongues on micro-skills of the language. This research can also be expanded by involving participants of all the nine provinces of the country. Conclusively, it is also recommended that, future research can be designed by changing the data collecting instruments used in the methodology of the current study.

Keywords: Attitudes, Influence, Macro skills, Mother tongue, Second language Acquisition

Track 05

Translation Studies

Analysing The Syntactic and Semantic Problems In Technical Translation

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The numerous variances among languages are the grounds for many syntactic and semantic complications when translating a text. Tamil and English belong to different language families, hence syntactic and semantic problems are encountered. Therefore, translating lexical items acceptably is not enough, they should be organized in a mode conforming to the right syntactic procedure of the target language. Each field of translation is considerably significant and comprises certain attributes, difficulties, and methods. However technical translation plays a key part in transferring acquaintance and fresh innovations throughout the world. Therefore, translator of technical texts deals with numerous challenges including lexical, morphological, syntactical, and semantic issues. This paper analyses the syntactic and semantic issues arising in the process of technical translation from English to Tamil with regard to the arrangement of syntactic structure, syntactic ambiguity, author's style, etc. Translating for lay-readers and professional audiences is the next issue analyzed in this paper. Qualitative methodology is use in the research to analyze the problems encountered and to come up with a solution. A comparative approach is used to compare the source and translated text and the descriptive approach is used to analyze the issues and describe the solutions undertaken in the translation process. It has been found that proper techniques should be adapted depending on the context of the source text and those techniques and strategies are elucidated in this paper.

Keywords: Semantics, Syntax, Technical translation, Translation

A Comparative Study on English-Hindi Idioms: Based on 50 Selected Idioms

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Idioms are captivating linguistic constructs that transcend the literal meanings of words. They are figurative expressions used to convey a particular message or concept. Like a secret code, idioms can be perplexing to non-native speakers, but once deciphered, they unlock a world of vivid imagery, humor, and insight. Idioms help to witness how they reflect the spirit and values of a society and gain glimpses into the history, customs, and worldview in English and Hindi which belong to the same language family, namely, the Indo-European language family. The objective of the present study was to provide a clear understanding of the idioms that function in English and Hindi languages to help English as a Second Language (ESL) learners who are studying the Hindi Language as a foreign language and to help the native speakers of Hindi and English to learn English and Hindi as a foreign language respectively. Primary data for the study were gathered through structured interviews with academics of the University of Kelaniya and secondary data were collected through library surveys. Data analysis was performed as a comparative study based on thematic analysis techniques. This paper emphasized that even though idioms in two languages provide the same meaning, the contexts in which they can be used are different, and certain idioms in one language are rendered as proverbs in another language. Furthermore, it is noteworthy that the idiomatic meanings in English predominantly convey positive connotations, whereas the same idioms often give negative implications in the Hindi language.

Keywords: Culture, English, Foreign Language Learning, Hindi, Idioms