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1st International Conference on Decolonizing English (ICDE-2025)

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Sri Lanka**

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Messages

Message from the Conference Chair

I am pleased to pen this message for the proceedings of the International Conference on Decolonizing English (ICDE), organized by the Department of English Language Teaching, University of Jaffna. This event marks a significant and historic moment as the department hosts its first international conference, offering a timely platform to engage with critical conversations around language, power, and pedagogy in postcolonial contexts.

This conference marks a significant milestone not only as the first international academic gathering organized by our Department of English Language Teaching, but also as a timely and critical intervention in rethinking and reimagining English language education through a decolonial lens. We are proud to host a diverse range of scholars, educators, and practitioners across South Asia and beyond, who come together to challenge inherited paradigms, share alternative perspectives, and advocate for more inclusive and context-sensitive pedagogies.

As the chair of this conference and the Vice Chancellor of the University of Jaffna, I am honoured to witness the emergence of such a vital academic platform. This conference reflects the deep commitment of the university in fostering critical scholarship, regional dialogue, and academic inclusivity. In this context, I wish to express our deep appreciation for the generous support extended by Professor Suresh Canagarajah through his Evan Pugh University Professorship funds. His thoughtful contribution has significantly strengthened the academic and institutional activities of the Department of English Language Teaching at the University of Jaffna. In particular, we take great pride in highlighting voices and research that foreground lived experience, marginalised identities, and transformative educational practices.

I trust that the dialogues initiated through ICDE will continue to grow and resonate across academic and educational landscapes in the years to come. Let this be the beginning of a sustained intellectual journey towards the decolonization of language, knowledge, and education.

Professor S. Srisatkunarajah

Conference Chair & Vice Chancellor, University of Jaffna

Message from the Patron

I am happy to welcome you to the Inaugural International Research Conference on Decolonizing English. This three-day conference from the 11th to 13th August, 2025 will be followed by a two-day mentoring workshop on academic publishing. I am happy that scholars from the South Asian region, including those in universities in India, Pakistan, and Bangladesh, and diaspora scholars outside the continent, have sent proposals for presentation.

I am planning to sponsor and fund this gathering annually. This need to bring leading scholars to our region to share their knowledge and to mentor local scholars is a dream from my days as an instructor in University of Jaffna in the mid 1980s. I saw that we didn't have the financial resources to go abroad to participate in international conferences, gain access to current publications, or represent our knowledge in international publications and forums. Though I returned after my doctoral studies in United States in 1990 to continue teaching in Jaffna and contribute to its intellectual development, the worsening civil war dashed all my hopes. As the university was closed for indefinite periods of time and we faced an embargo on publications and resources, even I became outdated in my scholarship and skills!

Now, I am blessed to receive financial resources from the Penn State University to continue this ongoing struggle to democratize knowledge production and academic communication. The Evan Pugh University Professorship awards a sizeable fund to the designated faculty members for scholarly enterprises. Though most professors in this position use this award for their personal research travel or for setting up labs and research centres that promote their areas of interest, I have decided to dedicate my funds to support and mentor scholars from less privileged backgrounds to represent their knowledge for the transformation of international scholarship. Among the series of outreach efforts I have sponsored, this conference and mentoring workshop in Jaffna is very special. Beyond helping scholars in Sri Lanka, I hope that scholars in the South Asian region can benefit from this gathering. There is much that all of us from South Asia can learn from each other and share about our mutual struggles to build a more democratic, inclusive, and sustainable environment around us.

I am thankful to progressive scholars from outside the region who are willing to share their knowledge and expertise in this conference. I thank Stephen May, Alessia Cogo, Michelle Gu, and Zhen Li for bringing their wealth of scholarly experience to share with us. Dushyanthi Mendis is our own international star, and I am thankful for her contributions. Harshana Rambukwella has done much to

represent local knowledge in international forums, and we are sad to miss his presence in this conference due to his untimely passing.

Finally, I am thankful to the members of the Department of English Language Teaching for organizing this conference so efficiently. The administrators of the University of Jaffna, including the Vice Chancellor Sri Satkunarajah and the Dean of Arts Faculty Raguram, have also extended their support to make this gathering a success.

I hope that these five days in University of Jaffna will be rewarding for all of us as we develop our collective knowledge on matters relating to language and communication in a conflicted world!

Suresh Canagarajah

Evan Pugh University Professor
Pennsylvania State University, USA

Message from the Conference Co-Chair

I write this message with great pleasure for the proceedings of the International Conference on Decolonizing English (ICDE), hosted by the Department of English Language Teaching (DELT), University of Jaffna. As the Dean of the Faculty of Arts and Co-Chair of this conference, I take pride in witnessing this landmark moment of the first international conference of DELT creating an academic platform to critically examine the intersections of language, pedagogy, and postcolonial realities.

This conference also marks a special homecoming of sorts. We are privileged that Professor Suresh Canagarajah, a globally renowned scholar in the field of translingualism and decolonial pedagogy, once served as a former academic of DELT to a full-fledged department within our Faculty. His continued engagement with the Department of English Language Teaching and his deep commitment to honouring his academic roots are both commendable and inspiring. We are immensely grateful for his role in initiating and supporting this collaborative venture, and we sincerely hope that this partnership will continue to grow and benefit generations of scholars and educators in the years to come.

The theme of this conference “Decolonizing English” is both urgent and transformative. It calls on us to interrogate inherited linguistic hierarchies, reimagine classroom practices, and amplify voices that have long been marginalised within dominant academic discourses. The Faculty of Arts remains committed to fostering such critical and inclusive scholarly endeavours.

I take this opportunity to commend the Department of English Language Teaching for their vision, dedication, and professionalism in organizing this event. I also extend my sincere thanks to all presenters, participants, and well-wishers whose contributions have enriched the intellectual fabric of this conference.

May the ideas exchanged here continue to inspire future work that challenges dominant narratives and nurtures inclusive, locally rooted academic practices.

Professor S. Raguram

Co-Chair & Dean, Faculty of Arts, University of Jaffna

Message from the Conference Co-Chair

It is with my immense pleasure and a deep sense of purpose to write this message as the Head of the Department of ELT and the Co-Chair of the 1st International Conference on ‘Decolonizing English’, organized by the Department of English Language Teaching, University of Jaffna.

This conference marks a significant step in our collective journey to interrogate, challenge, and reimagine the role of English in postcolonial societies. English, while a global lingua franca, carries with its complex legacies of colonial power and cultural dominance. As scholars, educators, researchers, and practitioners, it is our responsibility to critically examine how English is taught, learned, and lived particularly in the contexts where it intersects with issues of identity, equity, and resistance.

The theme of this conference encourages us to think beyond traditional pedagogies and literary canons. It invites a multiplicity of voices, perspectives, and methodologies that strive to dismantle hegemonic narratives and create inclusive, empowering spaces for learning and scholarship. We are proud to host a range of keynote speakers, paper presenters, and participants from across the globe, whose work exemplifies the spirit of decolonial inquiry and innovation. By bringing together scholars, teachers, students, and activists from diverse regions, this conference provides a platform to share research, rethink pedagogies, and propose transformative practices. It is our hope that this gathering will deepen our understanding of the colonial foundations of English and empower us to reclaim and reshape its role within our institutions and communities.

At this point, I extend my sincere appreciation to our keynote speakers, presenters, and delegates for contributing their voices to this important dialogue. My deepest gratitude also goes to the organizing committee for their dedication in making this conference a reality.

I also extend my heartfelt gratitude to all contributors, organizing committee members, and supporting institutions for their unwavering commitment to this cause. May the dialogues we initiate here resonate far beyond this gathering and inspire meaningful change in our classrooms, curricula, and communities. Let us decolonize with courage, compassion, and critical insight. Warm regards,

Dr. K. Sanmuganathan
Co-Chair & Head/DELT, UoJ

Message from the Convener

It is my privilege to write this message to the Proceedings of the first International Conference on Decolonizing English - ICDE 2025 organized by the Department of English Language Teaching of the University of Jaffna under the theme on “Decolonizing English” to be held from 11th to 13th August 2025. The sub-themes of the conference are politics of English in Asia, Globalization of English, Technology in communication, Local diversity in English, Localizing the teaching of English, Multilingualism in South Asia and Socio linguistic issues in the region. We have called for abstracts since January 2025. One hundred and thirty-three abstracts have been received and hundred and five abstracts have been accepted for presentation. Prof. Stephen May, University of Auckland, New Zealand, and Prof. Alessia Cogo, University of London, are the keynote speakers and Prof. Suresh Canagarajah, Pennsylvania State University, USA, Prof. Gu Ming Yue Michelle, Education University of Hong Kong and Prof. Dushyanthi Mendis, University of Colombo have been invited as plenary speakers. The teaching of English as a Second Language was the main task of the English Language Teaching Sub-Unit attached to the Faculty of Humanities (presently known as Arts) since its inception of Jaffna Campus of the University of Ceylon in 1974. Then, the English Language Teaching Unit (ELTU) established in 1986 looked after the task of teaching English till 2019. When it was upgraded as the Department of English Language Teaching, of the University of Jaffna in 2019 it has continued to support all the faculties in teaching English as a Second Language. In addition, it runs Special and General Degree Programmes in English Language Teaching to produce teacher trainees, English teachers, instructors, lecturers and English language experts, writers and researchers to work for the nation. In this Context, it is very much appropriate to open a forum to research matters related to teaching of English with international and national academia. We are thankful to Professor Suresh Canagarajah, former Head of the ELTU who has given us a great boosting in organizing this event and the Vice-Chancellor and Dean of the Faculty who have guided us in the right direction to make this event a successful one.

Professor. K. Shriganeshan

Conference Convener/ ICDE 2025, University of Jaffna

Message from the Chief Editor

I am delighted to extend my warm greetings to all participants of the 1st International Conference on ‘Decolonizing English’ (ICDE-2025), hosted by the Department of English Language Teaching (DELT), University of Jaffna, Sri Lanka. I wholeheartedly welcome all distinguished guests, scholars, and participants to this inaugural conference, which aims to provide valuable resources and opportunities for the English language academic community.

ICDE-2025 centers on the theme “Decolonizing English” which reflects a growing scholarly interest in addressing and re-examining critical issues in the field of English Language Teaching, English and Linguistics. The conference has brought together a diverse group of researchers, scholars, and practitioners from around the world to engage in meaningful dialogue, share new insights, and explore innovative approaches. and explores a wide range of critical issues, including the politics of English in Asia, the globalization of English, multilingualism in South Asia, and the localization of English language teaching. The conference offers a vibrant platform for scholars, researchers and practitioners to share knowledge and present recent research findings in areas such as English language teaching, English for global purposes, bilingualism, multilingualism, and English literature and linguistics.

The editorial committee received 142 abstracts. All submissions were subjected to a rigorous blind peer-review process conducted by subject experts in the relevant disciplines. Out of these, 104 abstracts were accepted and organized under seven thematic tracks, and are included in this conference proceedings. 38 abstracts were rejected.

We extend our heartfelt gratitude to Prof. Stephen May (University of Auckland, New Zealand), Prof. Alessia Cogo (University of London), Prof. Suresh Canagarajah (Pennsylvania State University, USA), Prof. Gu Ming Yue Michelle (Education University of Hong Kong), and Prof. Dushyanthi Mendis (University of Colombo) for their inspiring keynote and plenary addresses, which greatly enriched the conference.

We are equally grateful to our Vice-Chancellor, Professor S. Srisatkunarajah, and our Dean, Professor S. Raguram, for their unwavering support and guidance throughout the planning and execution of ICDE-2025.

Our sincere thanks go to all authors and reviewers for their valuable contributions and cooperation, which were instrumental in the success of this

conference. We also extend our appreciation to our delegates, resource persons, session chairs, academic and professional collaborators, media personnel, staff members, and students, whose collective efforts have made this event both memorable and impactful.

As the Chief Editor, I am proud to present the Proceedings of ICDE-2025, which reflect the cutting-edge research and vibrant discussions that unfolded throughout the conference. I hope these proceedings will inspire continued inquiry, dialogue, and collaboration in the field of English language teaching and learning.

I hope that this volume not only documents the outcomes of ICDE-2025 but also serves as a resource for further research, collaboration, and scholarly exploration.

Dr. T. Karunakaran

Chief Editor

Department of English Language Teaching (DELT),

Faculty of Arts, University of Jaffna.

Message from the Conference Secretary

It is with immense pleasure and gratitude that I write this message for the proceedings of the International Conference on Decolonizing English (ICDE), hosted by the Department of English Language Teaching, University of Jaffna. This conference marks a significant academic milestone for our department, emerging from collective dedication and a shared commitment to advancing inclusive and contextually rooted academic engagement.

At the outset, I wish to express our sincere thanks to Professor Suresh Canagarajah, whose intellectual vision and generous support through his Evan Pugh University Professorship funds were the key to the conceptualization of this conference. His continued engagement with the Department of English Language Teaching has been a source of inspiration and strength, and we remain deeply grateful for his guidance and collaboration.

I would also like to extend my heartfelt gratitude to our Conference Chair, Prof. S. Srisatkunarajah, Vice Chancellor, University of Jaffna, for his steadfast support and encouragement throughout the planning process. Special appreciation is also due to our Conference Co-Chair, Prof. S. Raguram, Dean, Faculty of Arts, for his dedicated involvement and exemplary academic leadership.

We are especially honoured by the presence of our keynote speakers, plenary speakers, panelists, and spotlight session speakers, whose contributions have enriched the intellectual depth and thematic relevance of this conference. Their insights have provided valuable directions for reimagining English language teaching through a decolonial lens.

A warm note of thanks goes to the session chairs and session coordinators for facilitating meaningful discussions and ensuring the smooth flow of the sessions. I also wish to acknowledge the administrative, logistical, and technical teams who worked behind the scenes to support in every aspect of this event.

I would like to express sincere appreciation to the authors of accepted abstracts, whose work forms the intellectual foundation of this gathering, and to the reviewers, whose thoughtful feedback ensured the academic rigour of the programme. I thank all participants, well-wishers, and institutional partners who contributed to the inclusive and collegial spirit of this conference. We trust that the dialogues initiated through ICDE will continue to resonate, shaping future research, teaching practices, and academic collaborations both within and beyond our region.

Finally, the success of this event also owes much to the tireless dedication of the organizing committee, whose collective efforts made each stage of this conference from planning to execution possible.

Mrs. C. A. Hensman

Secretary, International Conference on Decolonizing English (ICDE)
Department of English Language Teaching
University of Jaffna

Keynote and Plenary Lectures

Negotiating National Languages, English as a World Language, and Individual Multilingualism, in the Global South

Stephen May
University of Auckland, New Zealand

In this keynote presentation, I will explore the often-fraught tensions in language policy in the global South in relation to the dominance of national languages and a related emphasis on public monolingualism, the burgeoning expansion and influence of English as a world language, and their collective impact on the maintenance of individual multilingualism.

I will critically examine the still-apparent tendency in language policy – rooted in its colonial origins - to undermine individual multilingualism in a wide variety of local languages in favor of monolingualism in national languages and/or delimited bilingualism in an international language such as English. In so doing, I will also question the often-naïve assumption that the acquisition of English is the key to social, economic, and educational mobility in an increasingly globalized world.

Embracing the Mess: Decolonizing English Language Teaching through Plurilingual Realities

Alessia Cogo
University of London, UK

In this talk I explore the productive messiness of language and cultural understanding in English language teaching, drawing on Global Englishes and decolonial research. I will challenge the dominance of Anglophone norms and native speaker models by foregrounding the fluid, contested, and plurilingual ways English is used across diverse contexts. Through this lens, I will show how multilingual users resist linguistic imperialism (Canagarajah 1999), re-semiotize English, and negotiate complex identities in ways that defy neat categorizations, thus advocating for decolonizing pedagogies that embrace linguistic and cultural complexity, value local knowledges, and disrupt deficit framings of “non-native” speakers. Rather than seeking tidy solutions, I argue for pedagogical approaches that engage with the mess, i.e. acknowledge ambiguity, contradiction, and transformation as central to more equitable and empowering ELT practices.

Rediscovering Our Heritage Linguistics

Suresh Canagarajah
Penn State University

In this presentation, I discuss how I experienced tensions between local and mainstream models of communication, linguistics, and teaching when I started teaching in the University of Jaffna in the mid 1980s. I introduce South Asian scholars who have theorized the differences and helped me resolve my tensions. I illustrate how my heritage linguistics now influences my language teaching, motivating a literacy and multilingual education that affirms students' heritage languages and facilitates critical literacies and language proficiencies.

“Make Our Languages Visible”: Lived Practice, Theory, and the Way Forward

GU Mingyue Michelle

The Education University of Hong Kong

In an increasingly interconnected world, language and identity play pivotal roles in shaping the experiences of individuals navigating diverse cultural and educational landscapes. This speech examines how the linguistic practices and identities of ethnic minority groups, as well as other marginalised communities, such as migrants and transnational individuals studying or working in new settings, are shaped. These groups navigate challenges such as language tensions between heritage and local languages, cultural identities at risk of being diminished, and institutional constraints that may limit their professional roles. However, they also capitalise on their multilingualism as embodied cultural capital and legitimise their identities in diverse ways. By connecting macro-level ideologies to micro-level identity practices, the research provides a scaffold for reimagining inclusivity in education and policy through a linguistically just lens. By highlighting these experiences, my work informs policy discussions on linguistic inclusivity, advocating for greater institutional support and critical reflection among communities.

Resisting Epistemic Injustice in English Studies

Dushyanthi Mendis
University of Colombo

Colonising / colonization is not a process that is limited to the annexation of physical territory and setting up a system of government / rule. Colonisation can and does happen in research, knowledge production and even teaching. The colonization of intellect and scholarship occurs in a familiar pattern – by the global North, of the global South – and often results in epistemic injustice, i.e., excluding and/or silencing ways of knowing, doing, and being (Mahboob, 2023). This includes the imposition of Western research paradigms, unethical methods of data collection, and the selective dissemination of information. In this presentation I will discuss how epistemic injustice occurs in areas of scholarship and research in Sri Lankan English studies, and the impact this has on the global perception of Sri Lankan English(es). The presentation will conclude by suggesting some mechanisms to resist the colonization of local scholarship and reclaim agency in intellectual and scholarly spaces.

Keywords: Epistemic injustice, Colonization of local scholarship, Sri Lankan English(es)

Sociolinguistic Issues in the Region

Impact of Macro-Level Language Policies on Micro-Level Language Practices and Ideologies of the Memons and Malays of Sri Lanka

Rassool, R.

Postgraduate Institute of English, The Open University of Sri Lanka
dirpgie@ou.ac.lk

In Sri Lanka, there is little official acknowledgment of or discussion on the preservation of its lesser-known languages. Perhaps this is to be expected, in a country where the politics between the two major languages – Sinhala and Tamil – has led to interethnic violence that lasted over 30 years. There are only three languages mentioned in the Constitution – Sinhala and Tamil, the official and national languages, and English, which is termed the ‘link’ language. However, there are several other languages which are facing various threats to their survival. In this context, the present study investigates the manner in which Sri Lanka’s macro-level language and language-in-education policies of the 1940-1950 period have impacted the language practices and ideologies of two of the communities of lesser-known languages: the Memons and Malays of Sri Lanka. Although the journeys that brought these communities to Ceylon are very different, they both practice the Islamic faith, and members of both communities believe that their languages are now endangered. This study employs a sequential research design where a quantitative study of the language practices and ideologies of 176 Memons was followed by semi-structured interviews with several participants from the Memon and Malay communities who were directly impacted by the language and language-in-education policy implemented during the 1940-50 period. The findings reveal that these macro-level changes resulted in the language repertoires of these participants increasing because they became proficient in Sinhala/Tamil, which was the medium of instruction in school. The way this change is viewed by the participants is reflective of their ideologies surrounding their own language – for some it meant a threat to the survival of their mother tongue and for others it meant a broadening of their linguistic repertoire, which was viewed as having a positive impact on their identity as Sri Lankans. The study concludes by drawing attention to the complex relationship between policies, identities, and ideologies in the contemporary Sri Lankan context.

Keywords: Language policies, Language practices, Memon, Malay, Ideologies

Code Switching in the Language Classroom: Perceptions and Practices of Tertiary Level Teachers

Choudhury, M.
University of Asia Pacific
mehnazt.ch@uap-bd.edu

Code switching has become a common phenomenon in L2 classrooms. Most bilingual Language teachers switch codes in the classroom. Ghaderi et al write that, “code-switching, despite the historical debate, serves various purposes in language classrooms, including facilitating comprehension, managing the class, and enhancing learner engagement.”. This study aimed to explore the practice of code-switching by English language teachers at the tertiary level, firstly, to identify the reasons for which they switch codes, secondly, to find out the extent to which code switching is practiced by them, and, finally, to ascertain the type of code-switching that takes place in the classroom. Five tertiary level language teachers teaching foundation level English to Freshers in a private university of Dhaka, Bangladesh were chosen using purposive sampling. The data were collected through classroom observations and semi-structured interviews. Three classes of each sample were observed to document the extent to which each participant switched codes and the type of code switching they practiced. The semi-structured interviews were designed to find out the teachers’ perceptions of why they switched codes. Data were analyzed using Miles and Huberman’s three step analysis process i.e. data reduction, data display and lastly drawing conclusions. The findings of the study have implications for language teachers who can make more efficacious use of code-switching if it is done with a more critically deliberative approach.

Keywords: Code-switching, English language classroom, Teacher perception, Teacher practice

‘Teach in English or Retire’: Basic-level Teachers’ Experiences of Implementing EMI in Nepali Community School

Neupane, B.
Tribhuvan University, Nepal
nbinod2017@gmail.com

The medium of instruction (MOI) policy in education has become a burning issue in the multilingual classroom in Nepal. Many schools shifted to EMI after the government adopted a liberal economic policy in the 1990s. Influenced by neoliberalism in education, many private schools were established with EMI and gradually attracted parents from middle and high-class families. This study explores the basic-level teachers’ experiences of implementing EMI in Nepali community schools and the challenges they face in implementing EMI in their classrooms. I employed a qualitative phenomenological research design to explore the lived experiences of 12 basic-level teachers teaching 6 community schools in rural Nepal. Following in-depth interviews with 12 teachers and their classroom observations, this study presents their lived experiences of using EMI in their classrooms. Results indicate teachers’ tension and burden in implementing EMI due to low English proficiency and lack of pedagogical skills. However, teachers adopted EMI due to parents’ pressure, and for their professional survival because the decline of students from their schools forced them to early retirement. Similarly, the belief in the English language to achieve global opportunities and a better future career has established English as a linguistic capital in Nepal and reproduced educational inequality. Furthermore, teachers faced challenges such as linguistic and pedagogical incompetency, an unsupportive school environment and a lack of training to implement EMI in community schools. The findings contribute to a deeper understanding of EMI policy in the Nepali community schools and support in forming the language policy in school education.

Keywords: English Medium Instruction, Basic-level teaching, Community school

Domestication and Foreignization in the Tamil Translations of Henrik Ibsen's A Doll's House

Sutharsan, G.*, Sivaji, K.
University of Jaffna
gayathree@univ.jfn.ac.lk

The theory and practice of domestication and foreignization in translation have sparked extensive debate among scholars and translators especially in textual studies. This study analyses two Tamil translations by Kulanthai M. Shanmugalingam and P. Wicknesaran respectively of Henrik Ibsen's A Doll's House, exploring how each translation navigates the dichotomy between domestication - bringing the source text closer to the target culture, and foreignization - preserving the foreignness of the source text. By analysing the linguistic, cultural, and stylistic choices in each translation, the present study aims to highlight the strategies of the translators, and the impact on the understanding of the Tamil readers. The translation of Ibsen's critique of societal norms and gender roles is reviewed considering both the translations. A comparative content analysis of both translations reveals how each approach shapes the portrayal of A Doll's House and the implications for cross-cultural literature appreciation. Cultural references in both translations reflect clear foreignization strategy whereas idiomatic expressions and emotional tones adapt domestication. Both translations skilfully balance the strategies of domestication and foreignization and stand as testaments to the transformative power of theatre across linguistic and cultural boundaries.

Keywords: Translation, Domestication, Foreignization, Choice, Reception of the text

Age Dynamics in Community Language Learning as a Decolonizing Approach: Comparing Teens and Adults in Sri Lanka

Diwakara, S.
University of London
saavindi24@gmail.com

This study explores how Community Language Learning (CLL) as an approach can act as a decolonization method for learning English. We investigate differences in effectiveness among teenagers from 13 to 19 and adults from 25 to 45 in Sri Lanka, where multiple languages like Sinhala and Tamil coexist. Unlike traditional colonial language instruction that honours dominant epistemologies, CLL emphasizes learners' native cultural structures and also highlights the use of local knowledge. We fill a key gap by examining how the specificity of age is important in the implementation of CLL to achieve linguistic decolonization in postcolonial settings like Sri Lanka, where English is still infused with elements of colonial power, even though Sinhala and Tamil are official languages. The study's specific objectives were to: (1) identify motivational differences between teenage and adult learners within CLL contexts; (2) analyze age-specific learning strategy preferences; (3) examine cognitive processing variations across age groups; and (4) evaluate sociocultural adaptation differences when approaching English through a decolonizing framework. For data collection, a strong mixed methods approach was used over five months with 180 participants—90 teens and 90 adults from eight community centres spanning four provinces. Quantitative data collection involved language proficiency assessments, progress tests, and standardized examinations to judge linguistic competence. Qualitative data provided insights through focus groups, direct classroom observation, and semi-structured interviews; analysis was conducted thematically to explore learners' experiences of CLL as a decolonizing methodology. Results revealed clear differences depending on age level. When it came to motivation, teenagers showed greater intrinsic motivation related to the preservation of their cultural identity compared to adults (63 percent higher), while adults showed instrumental motivation related to career advancement (with 52 percent citing career advancement). Regarding learning approaches, teenagers showed a strong preference for collaborative meaning-making and learning mediated through technology that incorporated local cultural references. In contrast, adults demonstrated higher performance with structured analysis that addressed the power dynamics of language.

Keywords: Community language learning, Motivation, Decolonization, Power dynamics

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The Impact of Socioeconomic Class and Ethnicity on English Language Teaching/Learning: A Case Study of Five Underprivileged Colombo Schools

Wijesuriya, T
University of Jaffna
tamzie.rebs@gmail.com

This study examines the relationship among socioeconomic class, ethnicity and the teaching/learning of English as a second language in the Sri Lankan school system, based on a case study of GCE O/L classes in five underprivileged schools in the Colombo educational zone. It assesses the ways in which discrimination against underprivileged students is entrenched in systems of teaching and evaluating English, which re-inscribe disadvantage based on class and ethnicity and explores the attitudes which help to hide and/or justify this discrimination. Transcripts of discussions and interviews held with English teachers, principals and students of five underprivileged schools in the Colombo zone, as well as interviews with relevant teacher advisors (ISAs) form the primary information base of this study, which is supplemented by an examination of available statistical data and questions from O/L English papers. Findings include systemic deficiencies of teacher allocation and training, as well as rigid and narrow paper structures which encourage the teaching of a bare minimum of English which, while allowing students to score on the exam does not help them to use the language. Further, that the ideological content of the English papers usually alienates the urban underclass student, and carries the expectation of 'prior knowledge' of English in order to do well. Due to practices of teaching English in Sinhala or Tamil, and due to the hierarchies of language in Colombo, many Tamil students in the Sinhala medium schools under study are further disadvantaged. Complicating all this are notions of the purity of language which leads teachers and the system to devalue the language(s) the urban underclass student speaks and blocks more creative and effective ways of language teaching.

Keywords: ELT class, Ethnicity, Education system, Purity of language

Pun Intended? A Discourse Analysis of Sinhala-English Bilingual Puns on Social Media

Wijesiriwardana, S.
National Institute of Business Management
sanduniwijesiriwardana@gmail.com

Within the postcolonial context of Sri Lanka, English plays a vital role in moulding the nation's linguistic discourse. Sri Lankan English has been established as a variety, and its developmental trajectory can be grounded in the theoretical framework of Postcolonial Englishes. Further, with globalisation and the dissemination of internet, the hegemonic grip held by English in Sri Lanka is further strengthened as English has seemingly become the dominant lingua franca, especially in social media. In the Sri Lankan context, the sociolinguistic landscape of social media platforms is characterized by the dynamic interplay between English and local languages, namely Sinhala, fostering a space for linguistic creativity. Out of the myriad varieties of creative linguistic constructions- such as lyrics and taglines in advertisements- bilingual puns in the form of memes are the foci of this study. A pun is a creative take on language where wordplay is used to evoke humour, and to grasp the meaning of a pun, the context is of vital importance. Bilingual puns are a result of blending, code-mixing and code-shifting, and these linguistic processes are vital features of nativisation of English, in a Postcolonial Englishes perspective. Therefore, this study aims to present a sociolinguistic analysis of the features of Sinhala and English bilingual puns present on Facebook and Instagram. Memes with bilingual puns were selected from chosen Facebook and Instagram pages. By utilising Norman Fairclough's Critical Discourse Analysis, these memes were analysed to identify their linguistic features and their context and culture-specific nature. Additionally, it was deduced that blending was the most prevalent linguistic feature in the creation of bilingual puns. Therefore, this study contributes to the study of morpho-syntactic features of Sri Lankan English and Sinhala-English bilingual puns.

Keywords: Bilingual puns, Linguistic creativity, Nativisation, Socio-linguistics, Sri Lankan English

Culturally Responsive Pedagogy: A Study on Materials in English Language Teaching in Sri Lanka

Dilhara, S.R. *, Herath, H.M.D.N.
University of Kelaniya, Uva Wellassa University
shehanid2@gmail.com

Culturally Responsive Pedagogy (CRP) has become a topic of concern in the field of English Language Teaching at present. This concern has risen due to the seemingly less incorporation of culture within the field. In Sri Lanka, English is taught as a second language and English is taught from a young age. Moreover, Sri Lanka's diverse cultural landscape makes CRP important for English language teaching in the country. Based on this diversity, it is essential that educational materials and teaching methods reflect the cultural contexts of learners to enhance engagement and learning outcomes. In such a setting, the limited research done in this field calls this research to address the questions to what extent is CRP followed in Sri Lankan national curriculum and what culturally responsive aspects are observed in it. Therefore, the study follows purposive sampling as the materials employed were ten text books prescribed by the government for the local English language syllabi from grades three to thirteen. In doing so, the prevalence given towards CRP and the extent to which CRP is adapted was analysed. A qualitative stance was taken by analysing the content of the materials thematically by following a combined theoretical framework of the Culturally Responsive Curriculum Scorecard (CRCS) (2018) developed by Bryan-Gooden, Hester and Peoples and the Fairness, Bias, and Cultural-Responsiveness (FBCR) checklist (2017) developed by the Center for Collaborative Education (CCE), Indiana Department of Education. Thereby, yielding results that CRP is adopted to a certain extent with further improvements. Accordingly, it is recommended that the three factors; organization of the school, school policies and procedures and community involvement is followed. Thus, this study implicates further studies on the incorporation of CRP in classroom teaching and learning for more in depth matter.

Keywords: Culturally responsive pedagogy, English language teaching, Sri Lanka, materials

Multilingualism and Emotional Competence: Exploring Linguistic and Cognitive Dimensions

Kafia, A.A.*, Rahman, A.

Department of English, Islamic University, Kushtia, Bangladesh

azranazmee80@gmail.com

Cognitive science has consistently demonstrated that multilingual individuals possess a cognitive advantage over monolingual. Similarly, linguistic research provides evidence that multilinguals can effectively separate their lexicons and grammatical structures traversing complex multilingual environments. However, how multilingualism impacts emotional competence (EC) remains under investigation. Prior studies have largely overlooked the role of cognitive flexibility in emotional regulation, leaving a gap in understanding how multilingual experiences shape emotional intelligence. This influence is mediated by linguistic and cognitive factors. Divergent thinking (DT) fosters creative problem-solving, allowing multilingual individuals to respond emotional situations with greater flexibility. Executive functions (EF) regulate cognitive control and decision-making, but excessive cognitive demands may interfere with emotional processing (Miyake & Friedman, 2012). Language switching (LS) enables smooth transitions between linguistic systems but may introduce cognitive challenges in emotional expression and increase mental fatigue. Similarly, cultural frame switching (CFS) allows individuals to adjust their communication styles based on cultural contexts, shaping emotional responses. This study explores two aspects of multilingualism and EC; i) investigating whether LS and CFS contribute to EC development, and ii) examining how DT and EF influence EC. The study was conducted among 42 non-Bangla speaking tribal EFL learners from various academic disciplines at a public university in Bangladesh. Participants enrolled in a one-semester English course (100 marks) covering Listening, Speaking, Reading, and Writing (L, S, R, W). Data collection involved; i) a socio-biographical and linguistic background questionnaire, ii) a Language and Social Background Questionnaire (LSBQ) to assess multilingual experiences, iii) a Profile of Emotional Competence (PEC) to measure emotional awareness and regulation, and iv) pre-test and post-test assessments before and after the semester to evaluate changes in EC and cognitive abilities. A mixed-method research paradigm was employed to ensure a comprehensive analysis for a more nuanced understanding of multilingualism's impact on EC. Findings revealed a significant relationship between multilingualism and EC.

DT and CFS positively mediated this relationship, suggesting that cultural adaptability (CFS) and creative problem-solving (DT) enhance

emotional intelligence. However, EF and LS negatively impacted EC, indicating that frequent LS may create cognitive overload, reducing the ability to regulate emotions effectively. Additionally, the cognitive demands of executive control (EF) may divert mental resources away from emotional awareness, impairing spontaneous emotional processing. These results emphasize the need to consider CFS and DT in understanding the intricate relationship between multilingualism and EC. Educators and researchers should integrate cultural adaptability and creative problem-solving strategies into language learning to enhance emotional resilience in multilingual learners. Addressing these dynamics can optimize cognitive flexibility and emotional intelligence. This study extends prior research by providing empirical evidence on how linguistic (LS, CFS) and cognitive (DT, EF) factors jointly shape emotional intelligence. Unlike earlier studies, it examines the negative impact of EF and LS on EC, challenging conventional assumptions and offering new insights into the complex interplay between multilingual cognition and emotional regulation.

Keywords: Multilingualism, Emotional competence, Cognitive dimensions, Divergent thinking, Executive functions, Language switching, Cultural frame switching

Exploring the Morphosyntactic Features of Spoken English Used by Selected Sri Lankan Parliamentarians from 2019- 2024

Maheshwaralingam, G.*, Senaweera, S.A.T.P., Gamage, G.D.U.P.K.,

Vithanage, A.V.D.K.N.

University of Peradeniya

gunasingarajahl@gmail.com

English language is one of the widely used languages in the world and its influence is felt across so many fields in the world, (such as Commerce, Politics, Global Affairs, Security, Health, Education, Technology and so forth), that it has become imperative for those in highly responsible positions to master English. In Sri Lanka, the Parliament is the ultimate sovereign body where members who represent the entire population are elected for serving the best interests of the people. Therefore, as indicated above, it is incumbent upon the members of Parliament to be well-versed in their field as well as the English language in order to maintain international relations with state and non- state actors, find new opportunities for the country and develop the country as a whole. However, several Parliamentarians in the country are not in a position to express themselves in English, except a few. Those who can handle English exhibit diverse morphosyntactic features in their spoken English. Hence, it is important to understand the morphosyntactic features of the spoken English used by Sri Lankan Parliamentarians. The present study explores the unique morphological and syntactic features found in the spoken English of selected Parliamentarians from 2019-2024. The present study employs a qualitative research approach. Parliamentary speeches, and interviews of the selected Parliamentarians served as the primary source of data for this research. Purposive sampling technique was employed by the researcher to gather adequate data from the parliamentarians representing Sinhalese, Tamils and Muslims in the country. The data from the research were thematically analyzed to align with the research questions. The overall findings of the study revealed the following morphological features such as formal and informal diction, reduction and contraction, ellipsis and morphological simplification, disregard for inflectional and derivational features, number, and case, reduplication, morphological repairs and the use of high-flown language. Furthermore, the syntactic features included declarative and interrogative structures, different types of answers, ellipsis, self-corrections, overlapping talk, turn-taking, completion and in completion of turns, changes in word order, using phrases as sentences, collocation errors, misuse of tenses, lack of awareness on prepositional phrases and time expressions, disregard for discourse markers and conjunctions and formal and informal expressions. The analysis of the data revealed that those members of Parliament who are well-

versed in English or who have received their education in English medium could speak English in a comprehensive way, while those who are not so competent in English did not figure themselves well in English and hence, made many errors in their spoken English, sometimes even hindering the mutual intelligibility, thus affecting the efficiency of their role. The research concludes that the selected Sri Lankan Parliamentarians (2019-2024) exhibited unique Morphosyntactic features in their spoken English, influenced by their competency in English. Thus, it is very important for the Parliamentarians to master the English language to efficiently deal with diverse linguistic people in the country and different stakeholders and political and non-political actors across the globe.

Keywords: Members of Parliament, International relations, Morphosyntactic features

Exploring Teachers' Meta-Discourse in Mother Tongue within English Medium Instruction (EMI) Content Classrooms in Sri Lanka

Leelachandra, D.

Sri Lanka Institute of Advanced Technological Education

dilini@sliate.ac.lk

This study investigates the role of teachers' meta-discourse in their mother tongue within English Medium Instruction (EMI) content classrooms, focusing on Higher National Diploma (HND) programmes at a higher education institute in Sri Lanka. The primary aim is to identify and analyse the functions fulfilled by mother tongue meta-discourse during classroom interactions. Adopting a qualitative research design, data were collected through audio recordings of naturally occurring teacher talk across multiple sessions in Accountancy, Management, and Information Technology classrooms. These were transcribed and analysed manually, with attention to recurring instances of mother tongue use functioning as meta-discourse. Supplementary data from classroom observations and semi-structured interviews with lecturers were triangulated to validate the findings and provide contextual depth. The data analysis followed a thematic approach, drawing on discourse analytic techniques to identify the patterns and pragmatic functions of such language use. Findings reveal that teachers' use of mother tongue meta-discourse serves several pedagogical functions, including organising classroom discourse, clarifying complex concepts, managing classroom routines, scaffolding learner understanding, and encouraging student participation. A key finding in the study is how the use of mother tongue meta-discourse in EMI contexts is not merely compensatory but strategic, contributing to meaning-making, relational dynamics, and cognitive access. The study also finds that such practices are largely intuitive rather than systematically planned, highlighting a gap in pedagogical awareness. These insights emphasise the educational value of teacher code alternation in EMI settings and suggest the need for reflective teacher training that recognises and refines these instinctive practices. The study offers implications for both EMI policy and pedagogical development, particularly in multilingual higher education contexts.

Keywords: Teacher meta-discourse, EMI content classrooms, Mother tongue in classrooms

Sinhala as the Medium of Instruction in a Muslim School: Factors Shaping the Students' Linguistic Identity

Dissanayake, P.D.S.N.
University of Kelaniya
sandapa8nimadi@gmail.com

Sri Lankan linguistic landscape has been influenced by its colonial history and post-independence attempts to establish a national identity. During the British colonial era, English as the dominant language of education created a linguistic divide. Under the Sinhala Only Act in 1956, Sinhala became the official language and primary medium of instruction in schools marginalizing Tamil speakers, and English as a secondary language remained prominent in professional contexts. In post-independent Sri Lanka, Muslim pupils had the privilege of pursuing their studies in Sinhala, Tamil or English, and public Muslim schools were established mainly for religious education. This study focused on the only Muslim public school in the North-Western Province in Sri Lanka where Sinhala has become the dominant medium of instruction. Accordingly, the study examined how socio-economic factors influenced Muslim students' choice of Sinhala as the primary language of instruction in a Sinhala medium public school setting while examining the institutional practices and policies that shape this language preference. To gather data, the study utilized a survey with students, interviews with teachers, and classroom observations. Qualitative data were analyzed using thematic analysis. The findings revealed that Sinhala is not only the medium of instruction but also the preferred language of education for many students (60.4%) who find it easier than Tamil despite their cultural attachment to it. Early exposure to Sinhala-medium nurseries further normalizes Sinhala as their primary academic language. Parental influence also reinforces this preference. Consequently, there is a request and tendency to do teaching and learning in Sinhala, with limited demand for Tamil or English instruction. The marginalization of Tamil despite home use is highlighted by the finding that 85.4% of the participants speak Tamil at home, whereas 14.6% speak Sinhala along with Tamil at home. Although all the students' first language is Tamil, they struggle to read and write in Tamil. None of the students responded in Tamil in the questionnaire, showing a lack of written and reading proficiency. Tamil is officially the second language in the school, but it remains minimally practiced. The study identified socio-economic motivations for Sinhala preference by the students and their parents. They believe that Sinhala is essential for social and economic integration in the Sinhala-majority region where the village is located. They need Sinhala, the majority and dominant language in Sri Lanka, to engage in trade and business, work in shops, visit hospitals, access government services,

etc. Their prior intention is to survive in the Sinhala-majority society. There is an institutional influence on students' language choice as the school follows a Sinhala-medium curriculum, with even Islam subjects being taught in Sinhala by the only Muslim teacher in school using a Sinhala medium textbook. The principal and the rest of the teachers are Sinhalese and not proficient in Tamil. Moreover, only two English teachers are present, indicating limited emphasis on English instruction. The Zonal Education authority does not oppose the Sinhala-medium instruction in the school. However, 39.6% of students preferred Tamil as the medium of instruction. The study identified that in this Sinhala-medium Muslim school, socio-economic realities and institutional structure drive the students' preference for Sinhala. Tamil, the first language of the students, and English which is recognized as important, are undervalued and taught minimally within the school due to community-driven language priorities. This linguistic environment reflects a shift in the linguistic identity of the students shaped by the Sinhala dominant post-independence language policies. There is a need to consider language practices in such schools to ensure that the students can navigate the Sinhala-dominant context without entirely displacing their first language.

Keywords: Muslim school, Tamil, Sinhala as the medium of instruction, Post-independence policies, Linguistic identity

Intercultural Approach in English Language Materials Provided by the Shadow Educational Institutes in Bangladesh

Shaha, R
University of Dhaka
rahul.rcs.ier@du.ac.bd

An investigation into how English Language Teaching (ELT) can be re-conceptualized as a participatory process highlights the role of intercultural approaches in fostering learners' understanding of new ways of thinking belonging to an L2 community. This study examines how teachers perceive intercultural components in English language teaching-learning materials and how students are exposed to diverse cultures in English language classrooms within shadow educational institutes in Bangladesh. To achieve this objective, the study follows a qualitative research method involving in-depth interviews with teachers, students, and experts, classroom observations and document analysis. It looks forward to providing insights that inform future ELT practices. Byram's Model of Intercultural Competence is the theoretical framework for interpreting the data. The detailed thematic analysis of the data reveals that ELT practitioners often harbour misconceptions about cultural assimilation and acculturation when selecting teaching materials. This study contributes to the ongoing discourse on decolonizing English language education by encouraging educators to critically assess and incorporate culturally appropriate materials in their teaching practices. The study aims to support ELT practitioners in enhancing students' intercultural competence by offering insights into effective intercultural integration. Future research may explore how intercultural content influences learners' language acquisition and cultural adaptability.

Keywords: Intercultural approach, ELT materials, Qualitative research, Shadow educational institutes, L2 community

Language Strategies Used in a Ward in a Government Hospital to Minimise Language Miscomprehensions

Abesooriya, A.P.L.P.*, Rassool, R.

Department of English Language Teaching, Wayamba University, Sri Lanka

Postgraduate Institute of English, The Open University of Sri Lanka

lawanya.abesooriya@wyb.ac.lk

Language is a critical factor in the reception of successful healthcare. Proper understanding of language and instructions is crucial to avoid dire consequences of misinterpretations and misunderstandings. To explore the language strategies used in the healthcare sector in Sri Lanka, a ward from a particular government hospital was selected. Through non-participant observations and semi-structured interviews, it was found that the language associated mainly with spoken aspects in the ward was Sinhala. Even though there were Sinhala and Tamil-speaking patients in the ward, the ward staff-doctors, nurses and attendants- used Sinhala to communicate with the patients. The medical instructions, announcements, advice and casual conversations between the parties took place in Sinhala. The Sinhala-speaking doctors, nurses and attendants used Sinhala to communicate with both Sinhala and Tamil-speaking patients. However, it was noted that Tamil-speaking doctors used both Sinhala and Tamil in the ward, depending on the patient's fluency in the language and the language that they were comfortable with. If the patient was a Sinhala-speaking patient, the Tamil-speaking doctor used Sinhala to communicate with them, while the doctor used Tamil if the patient was a Tamil-speaking patient. It was noted that most of the members of the healthcare staff did not consider the patients' comfort and language fluency or the language policy in Sri Lanka, whereas they used the language they were comfortable with for communication. Furthermore, as evident, Sinhala being the majority language in the ward, the members in the ward used different strategies to make the non-Sinhala speakers understand the Sinhala language rather than using their comfortable language. The members of the ward used the Tamil-speaking male guardians, Tamil-speaking doctors and Tamil-speaking patients who were equally fluent in Sinhala language as interpreters in the ward to make the other Tamil-speaking patients understand the Sinhala language. Furthermore, the use of 'deixis', the use of common and less complex Sinhala words and the use of loanwords were noted as strategies used in the ward. Even though these strategies were used, it was noted that mainly the Tamil population and occasionally the Sinhala population were in a vulnerable situation as the hospital did not adhere to the language policy guidelines of Sri Lanka. It was also noted that the Sinhala and English languages act as symbolic capitals and markers of power, while also reflecting the ideologies and cultures of the members of the

ward. The lack of clear-cut language policies and the necessity of solid language policies in healthcare to minimise language barriers are highlighted in the study.

Keywords: Government hospital, Language barrier, Language policy, Language strategies, Sri Lanka

English as a Marker of Hierarchy in Classroom in Jaffna schools: An Art-based Study

Vasanthakumar, S.J.
Uduvil Girls' College, Jaffna, Sri Lanka
shalojeshica@gmail.com

This study explores how English language proficiency functions as a marker of hierarchy among secondary school students in the Jaffna district, irrespective of gender or school. It specifically investigates students' perceptions of peers who are proficient in English, both inside and outside the classroom. Observations revealed that students who perform well in English—particularly those participating in English Day competitions or enrolled in bilingual classes—are often perceived as distinct from their peers. However, increased engagement with English language activities also appeared to result in social detachment from others. The research followed a qualitative, phenomenological methodology with an arts-based approach. Ten students were selected as the target group, and parental consent was obtained to ensure ethical participation and anonymity. Each student was asked to respond to a set of questions, provided in both Tamil and English, regarding their perceptions of classmates who are proficient or less proficient in English. Instead of traditional written responses, students were instructed to illustrate their views through drawings, accompanied by descriptive notes explaining their artwork. The students were subsequently interviewed by the researcher to clarify the meanings behind their use of colors and symbols. The collected data were analyzed thematically, using coding and symbol interpretation through an inductive approach. Labov's theory of linguistic variation and social identity served as the theoretical framework for interpreting the findings. The analysis revealed that English proficiency does play a role in shaping classroom hierarchies. Students who were good at English were often portrayed as leaders or role models, receiving more attention and higher social status. In contrast, those with limited English skills were typically depicted as isolated or marginalized. This suggests that English functions not only as a communication tool but also as a symbol of social positioning and identity within the classroom context in Jaffna district schools.

Keywords: Hierarchy, ESL learners, Attitudes, Labov's theory of linguistic variation, Social identity

The Role of Social Context and Identity in Code-switching: A Study Based on the Academic Staff at Uva Wellassa University

Herath, H.M.D.N.*, Abeyweera, G.H., Samarasinghe, A.G.S.M.,
Nayanahari, W.M.L., Dissanayake, D.M.R.N., Silva, R.R.P.
Department of English Language Teaching, Uva Wellassa University
kikie.elkie@gmail.com

Code-switching is a dominant linguistic phenomenon that occurs in bilingual and multilingual settings. This study examines the process of code-switching among bilingual and multilingual individuals, about the social factors that influence their decision to switch codes in different social contexts. The fundamental objective of the study was to determine whether Code-switching has a relationship between personal identity and social context. Accordingly, the research objectives were to explore how bilinguals identify when to switch between codes in different social contexts and to examine the linguistic and social factors that influence code-switching among bilinguals. Accordingly, fifteen (15) bilingual members of the academic staff of Uva Wellassa University were selected as the sample. The sample falls under the purposive sampling method. All the participants were proficient in English, and Sinhala or Tamil was their mother tongue. A case study methodology was used to collect data. The participants were individually interviewed using semi-structured interviews. The data was analysed based on Gumperz's Social Identity Theory. The findings show that the participants' choice of language is tied to identity formation and social positioning. The participants revealed that apart from the workplace, when they attend places such as shopping malls, theatres, and meetings, and when dealing with strangers who are unaware of their identity, they switch to English from their mother tongue. They also mentioned that it gives them a sense of superiority and aids in dealing with difficult situations. It also allows them to exercise power and authority. In contrast, in less formal and intimate settings, they use their mother tongue. The data suggests that the participants switch codes from their mother tongue to English in situations where they feel that their identity is at stake. They do so as a marker of their educational and professional status. Based on Social Identity Theory, code-switching occurs as part of identity negotiation in social interactions. The participants' switch to English, especially when they consider their identity to be at stake, shows an active negotiation of how they wish to be perceived in that context. By switching to English, participants aim to assert their position within a particular social group, showing capability and professionalism that their mother tongue might not convey.

Accordingly, the researchers concluded that code-switching is not a mere linguistic choice based on convenience in communication but a social strategy used to navigate various societal expectations and self-perceptions. This study contributes to the field of sociolinguistics by revealing the relationship between language use, social context, and identity, specifically among bilingual individuals. Further studies could investigate the influence of other social variables, such as age and gender, on code-switching in similar contexts.

Keywords: Code-switching, Bilingualism, Social identity, Social context, Social positioning

Reflective Narrative Knowledging and Decolonising Epistemologies Related to Sri Lankan Law Undergraduates' Reluctance to Speak in English

Diwakara, D. Y. S.

Department of English Language Teaching, University of Colombo

sandaru@delt.cmb.ac.lk

This study examines decolonial potential within the culturally posited narrative research, where it becomes possible for the researcher and the research participants to be critically self-reflective. The premise of this study is based on my experiences as an early career academic from a Sri Lankan state university, who has been researching the Faculty of Law (FoL) undergraduates' reluctance to speak in English from a cultural lens. Using an innovative conceptualization titled encultured axiom of linguistic shame-fear (linguistic *lajja-baya*), which is derived from Sri Lankan culture, I studied the different ways in which my FoL students displayed their reluctance to speak in English within and outside the English Language Teaching (ELT) classroom. Within this research, this conceptualisation is defined as culturally situated self-policing mechanisms which might prompt individuals to feel insecure and to regulate their language related thoughts and behaviours. This research is located within the social constructivist research paradigm, representing a poststructuralist orientation at its centre. Accordingly, the FoL undergraduate is identified as a diverse, contradictory and dynamic individual who departs from an essential, fixed or a coherent core. Thus, it was necessary to capture such nuances qualitatively in my research, where I wanted to critically explore my respondents' inner thoughts along with the way they behaved in the socio-cultural world in understanding their reluctance to speak in English. Accordingly, Narrative Inquiry (NI) was adopted as the data collection methodology of this research, where narrative interviews and Identity Portraits (IPs) were used as the data collection tools. This study specifically highlights the significance of using IPs as a rigorous data collection tool that can be used to visually represent the meaning making processes in social life. Accordingly, two participants of this study were asked to share their linguistic journeys of learning to speak English as narrative interviews and IPs. This process of narrative knowledging and self-reflexivity represented an epistemic turn that could deconstruct the thoughts and practices related to the Global North in order to incite the knowledge and the culture of teachers, students, and institutions of the Global South.

In other words, both these FoL undergraduates identified themselves to be the 'deficient other' through the presence of culturally situated linguistic

shame-fear, subscribing to the colonial ideologies associated with ELT. This is where ELT echoes constructions of colonialism through the native speaker/non-native speaker dichotomy, as well as the images of self and other. This study argues that culturally situated linguistic shame-fear is also influenced through this colonial discourse, where it incites the individuals to identify themselves as 'deficient'. However, by being self-reflexive, these FoL undergraduates were able to be authors of their own decolonizing texts, where they could start challenging colonial ideologies on their own terms. Accordingly, this study represents decolonial potential through its methodological and epistemological approaches.

Keywords: Narrative knowledging, Self-reflexivity, Encultured axiom of linguistic shame-fear, Decolonial epistemology, Identity portraits

Liminal Space in English Language Teaching: A Constructivist-Decolonial Approach within the Cultural Context of India

Sivasankaran, A.

Assistant Professor, Jain (Deemed to be) University Bengaluru, India

anagha.sivasankaran@jainuniversity.ac.in

The landscape of English Language Teaching (ELT) has evolved significantly in response to the dynamic and diverse needs of learners today. Recognizing and challenging the colonial roots of English, there is a need to incorporate the innateness of respective local cultures and languages to decolonize the ways in which English is used. Understanding this need, the research explores the imperative of establishing a liminal space, a space of transition and transformation in between the target language and source language, within the context of India to enhance language acquisition and foster a more meaningful and culturally responsive language learning experience through a constructivist approach. Furthermore, the research attempts to understand the practical strategies for creating a liminal space within the ELT classroom. Integrating the concept of a liminal space into the pedagogical framework of constructivism adds a socio-cultural dimension to the learning process, creating an ecosystem where learners can explore, negotiate, and construct meaning within a context that transcends traditional notions of attaining native like proficiency. The analysis aims to provide insights into the effectiveness of the constructivist and liminal space approach in enhancing language acquisition and fostering cultural sensitivity in the Indian context. Using a mixed-methods research design, the study incorporates qualitative data from classroom observations along with quantitative data from language proficiency assessments. The potential of an integrated approach to decolonize the English language to embrace a culturally rooted context is the ideal to which this research attempts to add value.

Keywords: Decolonization, Liminal space, ELT, Indigenous

A Content Analysis on Sri Lankan English Morphological Processes Identifiable in Short Stories: A Study Based on Selected Eight Short Story Collections Written by Sri Lankan Authors

Amarasiri, K.W.Y.S.
NIBM City Campus
yenushkasachini@gmail.com

Standard Sri Lankan English is a unique variety that has distinctive features that differ from the other varieties of English. These distinctive characteristics can be identified in various linguistics domains including morphology, phonology, syntax and semantics. Thus, the current study focuses on morphological processes that differentiate the vocabulary from Standard English. Limited research studies have been conducted to determine the morphology of Sri Lankan English, particularly with reference to the Sri Lankan English literary texts. Hence, the purpose of this study was to investigate the Sri Lankan English morphological processes identifiable in short story collections by Sri Lankan authors which distinguish the variety from standard British and American English. The data of the present study was collected utilizing a purposive sample of eight Sri Lankan English short story collections that have won or been nominated for the Gratiaen Prize from 1993 to the present. The methodology incorporated in the present study was content analysis through which data was analyzed according to the theoretical framework built based on the research findings of the scholars; Gunasekera (2005) and Senarathna (2009). The present study reveals that Sri Lankan English short stories have incorporated morphological processes like borrowings, compounds, acronyms, reduplications, expressions, tags, clippings, abbreviations, and back formations. Simultaneously, the study's findings also indicate that, among the above morphological processes, borrowings are Sri Lankan English's most productive morphological process. Subsequently, this study will contribute to the knowledge of the field of Sri Lankan English morphology.

Keywords: Sri Lankan English, Sri Lankan English morphological processes, Sri Lankan English short stories, Content analysis

Gendered Digital Expression: A Comparative Analysis of Emoji Usage Patterns among Undergraduates

Samarawickrama, K.A.R.K. *, Sandamali, N.W.N., Upananda, M.G.C.L.
Rajarata University, Sri Lanka
ruwini2013@gmail.com

Technology has transformed communication patterns in the digital era, with emojis emerging as pivotal tools for conveying emotions, actions, and objects in digital interactions. Emojis are pictorial icons that express emotions and actions. While prior studies explore emojis as emotional aids, few examine gender-based differences in their usage among undergraduate populations. This study aims to investigate how male and female undergraduates employ emojis, focusing on preferences, contextual use, frequency, and perceived functional roles in text-based communication. Using a mixed-methods approach, the researcher collected quantitative and qualitative data via a structured questionnaire administered to 100 final-year students including 50 males and 50 females from Eastern University, Sri Lanka. The questionnaire included closed-ended questions (e.g., Likert-scale responses on emoji frequency, types) and open-ended questions (e.g., subjective interpretations of emoji use in professional vs. casual contexts). Random sampling ensured equal gender representation. Data were analyzed to identify gendered patterns in emoji usage, revealing the following distinctions. Females predominantly use heart emojis and facial expressions in informal conversations, viewing emojis as essential for clarity. Males favor symbols such as thumbs up and smileys, often deploying a single emoji to replace words or emphasize points, while considering them optional. Both genders avoid emojis in professional communication. The study highlights how gender shapes undergraduates' emoji usage for emotional expression and social negotiation offering insights into youth digital communication trends.

Keywords: Gender-based differences, Emoji usage, Computer-mediated communication, Undergraduate students, Emotional expression

Localising the Teaching of English

Pedagogical Implications in Studies of Attitudes to World Englishes: A Critical Analysis

Fernando, D.

Department of English, University of Kelaniya

dinalif@kln.ac.lk

Language attitudes, perceptions, and beliefs are considered powerful determinants of language learning. Contemporary research attest to this in the proliferation of mostly survey-based studies exploring teacher and student attitudes towards varieties of English conducted within Global Englishes paradigms in various parts of the world. They generally promote an inclusive approach to Englishes in the classroom, suggesting that instead of the unquestioning adoption of a single, prestigious, ‘native speaker’ pedagogical model such as Standard British or American English, developing an awareness of Englishes such as Sri Lankan, Indian and Hong Kong English is more beneficial for local and international communication in the current global context. These studies often conclude with implications for teaching and learning in the form of overtly stated or implied recommendations on how to address attitudes to varieties of English in the classroom. I analysed the recommendations in nearly 50 recent studies of teacher and/or student attitudes to Englishes published between 2018 and 2024 compiled through keyword searches in several academic databases. Themes identified in these studies include increasing teacher awareness, developing WEs inclusive curriculum materials, promoting critical reflection, and Englishes in assessments. Informed by my own experiences as a teacher of English, teacher trainer, curriculum developer in Sri Lanka, as well as a researcher of Sri Lankan English, I critically engage with the generaliseability, feasibility and teacher agency undergirding these themes, relating it to the local context of teaching and learning English in secondary education in Sri Lanka. I conclude with a consideration of the affordances of adopting a subjective approach that takes into account individual, social and contextual factors in when promoting and integrating multiple Englishes in the classroom.

Keywords: World Englishes, Attitudes and perceptions, Pedagogical implications

Balancing Cultures: Analyzing the adaptation of English Language Teaching Materials to suit the ESL Context in Sri Lanka

Rajaratna, Y. G. A. D. S.*, Weerasinghe, W M N C, Karunarathne, H.M.M.S.
University of Peradeniya
dileeshiyasandamali@gmail.com

Language is inseparably linked to culture, and teaching English as a Second Language (ESL) often involves navigating the cultural dimensions embedded in the language. In the Sri Lankan context, localizing English language teaching materials has become common practice, but this process often filters out cultural aspects central to the authentic use of English, such as inclusivity, gender roles, and global perspectives. This disconnection can limit students' exposure to diverse worldviews and hinder their readiness to engage in a globalized society. This study involved a qualitative discourse analysis approach to analyzing lesson material used to teach compulsory English courses at the Faculty of Arts, University of Peradeniya, using cultural theories related to ESL. These lessons were chosen because they are utilized in teaching the compulsory English courses for first-year and second-year undergraduates, serving as the foundation for successful academic performance. It examined the practicality of finding a middle ground by incorporating both localized and original texts in English lesson materials in order to provide the learners with both local and global experience. The research analyzed how this approach is practiced in the Sri Lankan ESL context and its implications for bridging cultural gaps in language instruction. The findings revealed the benefits of integrating localized and original texts, emphasizing the need for a balanced approach that accommodates students' cultural identities while providing exposure to global perspectives. In conclusion, by critically evaluating the textualization and implementation of such practices, this study highlights their potential to support linguistic competence and cross-cultural understanding in ESL learners, preparing them to navigate the complexities of a globalized world.

Keywords: Localizing, English language teaching, English as a second language

Integrating Phonemic Awareness into Activity-Based Oral English: Enhancing Early Literacy in Sri Lanka

Jokeswaran, V.
University of Jaffna, Sri Lanka
vyoges@univ.jfn.ac.lk

This paper explores the importance of integrating phonemic awareness (PA) into Activity-Based Oral English (ABOE) for Grade 1 and 2 students at state schools in Sri Lanka. It argues that such integration would lay a vital foundation for developing reading and writing skills in Grade-3 onwards. Phonemic awareness refers to the ability to hear, identify and manipulate individual sounds in spoken words and syllables, including recognising how sounds change depending on the sounds in close proximity in a particular utterance. Currently, the ABOE approach in Grades 1 and 2 is rooted in rote memorisation of words and sentences, without emphasising the underlying speech sounds. This approach, while cognitively demanding, does not effectively prepare students for systematic reading and writing in later grades. Research shows that early difficulties in recognising and manipulating sounds within words predict later reading struggles. Developing PA helps children understand that words are made of individual sounds and that letters systematically represent these sounds. Early exposure to PA equips students with strategies to decode unfamiliar words, improving future reading skills. Inculcating phonemic knowledge in students of earlier Grades, therefore, will make them better learners as they will begin formal reading and writing from Grade-3 forth. To support this shift, students need to understand that written letters represent abstract speech sounds and be able to recognise differences and similarities in these sounds, as letter names and sounds do not always align. Through a review of existing literature on phonemic awareness, this paper demonstrates how incorporating PA into ABOE can improve students' understanding of speech sounds, helping them better decode words, read print and grasp orthography by linking sounds to the corresponding letter or letter combinations.

Keywords: Early literacy, Speech sounds and syllables, Literacy foundation, Phonological awareness, Early education, Orthography, Sound-symbol correspondence

Demotivation in L2 Learning - A Quantitative Exploration of Engineering Students' Perceptions

Gunawardena, S.J.
University of Moratuwa
sanathg@uom.lk

L2 demotivation refers to internal and external forces that diminish motivation in second language learning. Accordingly, the limited success of many English language programmes is attributed to this. This study involved approximately 900 engineering undergraduates who completed a Likert-scale-based questionnaire. This questionnaire comprised eight subscales, namely, overall L2 demotivation, internal conflict in adopting an English speaking identity, external pressures preventing integration, negative learning environment, systemic barriers, social withdrawal, nationalism and ethnocentric undercurrents, and cultural or ideological resistance, each representing a facet of L2 demotivation. Formal statistical approaches on the Likert responses revealed an unexpected trend: the majority confirmed being motivated by disagreeing with demotivation-themed Likert items. The strongest to weakest demotives were: internal conflict in adopting an English speaking identity, negative learning environment, systemic barriers, social withdrawal, nationalism and ethnocentrism, externally imposed conflicts in integration, overall demotivation and cultural and ideological resistance. Controlling for gender differences, it was found that males were demotivated significantly more than the females by externally imposed conflicts in integration, negative learning environment, cultural and ideological resistance and systemic barriers, while both groups were affected similarly by the other quantities. Comparing Sinhala and Tamil speakers revealed that Sinhala speakers were demotivated significantly more by negative learning environment, social withdrawal and systemic barriers, and Tamil speakers were demotivated more by externally imposed conflicts in integration, while both groups were affected similarly by the other quantities. However, the most noteworthy demotives are revealed by Likert-scale items with relatively lower levels of disagreement as this cohort was largely motivated.

Keywords: Internal and external demotives, Engineering students, Quantitative research, Gender, L1

The Role of First Language in Second Language Vocabulary Acquisition: An Investigation of a Bangladeshi Secondary School

Alimun, A.

Government Teacher's Training College, Sylhet

aladiba2u@gmail.com

The main purpose of this study was to investigate the role of first language (L1) in second language (L2) vocabulary acquisition in a Bangladeshi secondary school context, with a focus on decolonizing English language learning practices. The research explores how students' native language (Bangla) influences their capability to comprehend, translate, and retain English vocabulary. Data were obtained using a mixed-methods approach, including classroom observations, teacher interviews, student questionnaires, and focus group discussions across grades 6 to 8. The result of the study reveals that L1 facilitates the initial comprehension and retention of L2 vocabulary through code-switching and bilingual teaching approaches. This study also found that word-to-word translation discourages students from learning new vocabulary on their own. Thereby, they were not able to produce independent vocabulary learning strategies, carrying the colonial legacy of English education. Word (L2)-to-word (L1) translation is good for creating initial interest in English for the time being, but it restricts students' eagerness to explore and learn new vocabulary. This study suggests further research is needed to initiate new pedagogy where translation should be used in a way that students should be interested to learn new vocabulary, breaking the cycle of colonial English language learning practice.

Keywords: L1, L2, Vocabulary acquisition, Bangladeshi secondary school, Decolonizing English language learning

Contextualizing English Language Teaching for Technology Undergraduates in Sri Lanka: A Needs-Based Approach to Localization

Anestine, A.B.
University of Jaffna
anestine6996@gmail.com

In Sri Lanka, English is an important foreign language for further learning and professional development. Technology undergraduates require proficiency in English to engage with global research and participate in technical discourse. Many English language teachers lack the necessary digital literacy and familiarity with the technological domain. This leads to mismatch between what is taught and what students actually need. This becomes a problem when they teach to the students who are learning technology field. The lessons are often based on general topics and do not include the specific tasks that technology students need to know. This study proposes a needs-based approach to make English language teaching more relevant, contextualized and effective for Sri Lankan technology undergraduates. It focuses on finding out what both students and teachers need. The research includes students' surveys, classroom observations and interviews with teachers to understand the main problem in teaching English for technology students. It also looks at how local languages (Tamil and Sinhala) can support learning and how technology and real-world content can be included in lessons. This study uses a mixed method approach to explore the needs of both students and teachers in teaching and learning English Language. It involved 120 undergraduate students from faculty of technology, University of Jaffna. The study aims to show that the students can improve their understanding and ability to use the English for their real time situation when English language teaching is made more relevant and localized to the students' field. The study explains that current English teaching methods are not fully meeting the needs of technology undergraduates, teachers require more support in using technology and understanding technical language. It also suggests new ways to train teachers and use better teaching methods to prepare students for both their studies and their future jobs in the technology sector. A localized needs-based approach can make English Language teaching more relevant and effective.

Keywords: Contextualized English Language Teaching (ELT), Needs-Based language instruction, Technology undergraduates, Localizing, Familiarity, Technology knowledge

Unique Contribution of Visually Impaired Educators in Teaching Sighted Students in South Asia

Rony, M.R.

Government Teachers' Training College, Sylhet

mahbubronybcseu@gmail.com

This paper aims to highlight the contributions of the visually challenged educators in transforming the field of teaching English as a Second Language (ESL) by drawing from the unique experiences of a visually impaired teacher in South Asia. The study has its provenance in my own experiences as a completely visually impaired educator in a Government Teachers' Training College in Bangladesh, and hence the study is an empirical exploration into the challenges and also the opportunities faced by a visually challenged teacher instructing sighted students. Although several studies have been conducted on classes taught by visually impaired teachers, those are chiefly focused on the issues faced by the sighted learners in terms of inclusive educational practices; the challenges and insights of the visually impaired tutors are rarely addressed. As such, this paper aims to bridge that gap by showcasing how visually impaired tutors bring in unprecedented pedagogical perspectives that are not only essential but also effective in fostering an empathetic learning environment and encouraging creative problem solving. In light of the personal narrative on how these challenges shaped the author's own teaching practices, this paper intends to extrapolate on how visually challenged educators globally can redefine the traditional roles of a teacher through the integration of assistive technology and adaptive teaching strategies, thereby adding newer dimensions to what it means to be a teacher. Being an empirical narrative, the implications of this study with regards to inclusive education through the incorporation of Assistive Technologies are rendered greater credibility. The results showed that visually impaired teachers not only improve the learning landscape for a diverse set of students, they also partake in dehegemonizing teaching methods from Western and colonial frameworks by formulating unique solutions that are better suited to address issues in South Asian schools. This paper, therefore, invites a rethinking of institutional frameworks that support visually impaired educators and recognize their distinctive contribution in shaping a more inclusive and accessible educational system in South Asia.

Keywords: Autoethnography, Visually impaired educators, Inclusive education, ESL teaching, Assistive technology, Classroom management, South Asia, Bangladesh

Pedagogical Achievements and Challenges towards Effective Teaching: Focusing on the Case of Japanese Language Acquisition

Muthumali, P.D.M.*, Lokugamage, S.K.A., Prabath, K.B.
Sabaragamuwa University, Sri Lanka
malsha.muthumali@ssl.sab.ac.lk

This study examines Japanese language education in Sri Lanka, the JFL, Japanese as a Foreign Language. This study examines the acquisition difficulties and pedagogical strategies for learning one of the alphabets in the Japanese language. The Japanese language consists of three alphabets: Hiragana, Katakana, and Kanji. To succeed in Japanese language acquisition, one must master these three alphabets with their different usages. There is a lack of previous studies mainly focusing on Sri Lankan students in the JFL situation. In addition, the second alphabet, Katakana, involves complicated usage compared to the other two alphabets, Hiragana and Kanji. Therefore, this study focuses on the Katakana alphabet to unveil hidden factors related to learners and teachers. The research methodology included a comprehensive literature review focusing on the current situation of Japanese language education, with particular emphasis on the experiences and challenges of Sri Lankan learners. The research question is to find out what the current achievements and challenges are in learning and teaching the Katakana alphabet in the Japanese language. Through qualitative research analysis, this study identified both achievements and challenges related to learning and teaching perspectives. One of the major concerns regarding Katakana acquisition among Japanese language learners and teachers is the similarities and differences between the English language and the Katakana alphabet. In conclusion, this study states that learning and teaching the Katakana alphabet are largely affected by three aspects: linguistic, social, and cultural. The research intends to enhance Japanese language acquisition in Sri Lanka and generate ideas for specific teaching strategies to help Japanese Language learners overcome the difficulties they encounter when learning Katakana.

Keywords: Japanese language, Katakana, Pedagogy, Teaching and learning

Decolonising English Classrooms: Reclaiming Space through Indian Literature in Translation

Murthy, V.

St. Joseph's College of Commerce, Bangalore

vijayashanthi@sjcc.edu.in

The process of decolonising English classrooms necessitates a critical re-evaluation of curricula that have long been dominated by Eurocentric / Anglocentric literary traditions. This paper explores how Indian literature in translation serves as a powerful tool for reclaiming intellectual and cultural space within English studies. By incorporating diverse linguistic and literary traditions from India, educators can challenge the hegemony of Western literary canons and foster a more inclusive and representative pedagogy. Indian literature in translation provides students with access to regional narratives, oral traditions, and indigenous knowledge systems that are often marginalised in the mainstream English curricula. Texts by writers such as Premchand, Bama, Salma, Sukirthan Rani, Devanooru Mahadeva and Mahasweta Devi offer insights into caste, gender, resistance, and postcolonial identity, enriching students' engagement with literature beyond the confines of British and American texts. This study examines the pedagogical impact of integrating such texts into English classrooms, focusing on how they reshape students' perceptions of language, power, and literary value. Through qualitative research, this paper examines the impact of Indian literature in translation on undergraduate students and teachers who have engaged with these texts. Using in-depth interviews, the study captures their perspectives on how exposure to regional narratives influences their understanding of literature, identity, and cultural diversity. This paper argues that reclaiming space through Indian literature in translation is not merely an act of diversification but a crucial step toward decolonising English studies. It highlights how such interventions empower students to question established hierarchies, recognise the legitimacy of non-Western literary traditions, and actively participate in a more equitable and dynamic literary discourse.

Keywords: Decolonisation, Indian literature in translation, English studies, Pedagogy, Postcolonialism, Curriculum reform

Inclusive and Localized Teaching and Learning Materials: An Action Research in a Sri Lankan Undergraduate ESL Classroom

Dharshini, K.

Eastern University of Sri Lanka

dharshinis@esn.ac.lk

Teaching materials are an integral part of education. The teaching materials that are used in classrooms should be more inclusive to all the learners in the classroom. No two learners are alike. A classroom may consist of diverse learners with wide variation in geography, climate, culture, language, and local customs. The textbooks and teaching materials have greater impact on the learners. Given the importance of recent developments in the relevance of localized teaching materials, the present Action Research study attempts to explore the need for inclusive teaching and localized teaching and learning materials in a multilingual and multicultural classroom context. Further, this study examines how traditional teaching resources on British and American English—affect students' cultural identity and engagement. The study employs a qualitative action research approach with an intervention plan, which consists of four phases such as planning, action, observation, reflection suggested by Kemmis and McTaggart. The study was conducted with a group of 20 second year undergraduates in a lower level proficiency class in a Sri Lankan state university. The data were collected using classroom observations, student interviews, and content analysis of teaching materials and analyzed using thematic analysis. The findings indicate that the sole use of British and American English materials limit learners' connection to their own cultural backgrounds, prior knowledge and potentially affect motivation and participation. Further, the findings after the intervention revealed that incorporating locally relevant materials have resulted in learners' increased participation, motivation, engagement and to some extent the learners' ensured their identity, voice and felt sense of valued in the classroom. Accordingly, the study provided useful insights into critically look at the material use in the ELT classroom and promotes the importance of incorporating localized materials.

Keywords: Inclusive, Localized materials, Cultural relevance, Participation, Engagement

The Effectiveness of Collaborative Learning in Improving English Speaking Fluency among Junior Secondary Class Students

Nazrin, W.S.

Al-Matheena Maha Vidyalayam, Kalmunai.

sharmilanazrin14@gmail.com

This research investigates the effectiveness of collaborative learning in improving English speaking fluency among junior secondary students in the Nintavur Education Division, Sri Lanka. The primary objective of this study is to examine how collaborative learning strategies influence students' English-speaking fluency, coherence, vocabulary and pronunciation. The study addresses a significant gap in students' spoken English abilities resulting from traditional teaching methods that prioritize grammar, reading, and writing over oral communication. Collaborative learning strategies, including group discussions, role plays, peer teaching, storytelling, and language games, were explored as potential solutions to address this challenge. A mixed-method approach was employed, involving oral tests, classroom observations, and teacher interviews. Speaking fluency was measured using oral proficiency rubrics that evaluated fluency, coherence, pronunciation, and vocabulary. The research sampled 320 students (Grades 6 to 9) and 11 English teachers from 8 schools, selected through a stratified sampling method. Quantitative data were analyzed using SPSS, and statistical evidence indicated 65% improvement in students' oral fluency scores after implementing collaborative strategies. Qualitative findings were drawn from thematic analysis of classroom observations and interviews. The study emphasizes the theoretical underpinnings of collaborative learning, including Vygotsky's sociocultural theory, and its practical applications in improving speaking fluency. The review identifies gaps in implementing interactive methods within the Sri Lankan context, particularly in rural regions like Nintavur. The findings revealed that students exposed to collaborative learning strategies demonstrated significant improvements in their speaking fluency, confidence, and willingness to communicate in English. The data highlighted those interactive activities fostered a supportive learning environment, reduced students' speaking anxiety, and bridged gender gaps in participation. Students achieved higher oral test scores compared to those taught using traditional teacher-centered methods. Teachers also acknowledged the benefits of collaborative learning but cited challenges such as resource limitations, large class sizes, and insufficient training as barriers to effective implementation.

The study underscores the importance of integrating collaborative learning

techniques into English language instruction to create inclusive and interactive classrooms. Recommendations include targeted teacher training programs, curriculum reforms to accommodate collaborative strategies, and the provision of necessary resources. By addressing these aspects, the study aims to decolonize English education by shifting away from rote-based instruction toward dynamic, learner-centered pedagogical practices. This research provides valuable insights for educators, policymakers, and stakeholders to enhance English language education and foster students' communication skills, ensuring their readiness for academic and professional opportunities.

Keywords: Collaborative learning, English-speaking fluency, Junior secondary education, Decolonizing English, Nintavur

The Impact of Professional Development Activities on ESL Teachers' Growth: A Study Based on Government Universities

Silva, R.R.P.*, Abeyweera, G.H., Samarasinghe, A.G.S.M., Herath, H.M.D.N., Nayanahari, W.M.L., Dissanayake, D.M.R.N.

Department of English Language Teaching, Uva Wellassa University
rashmipoorna2821@gmail.com

Teacher Professional Development (TPD) can be defined and measured in terms of skills, updated and upgraded knowledge, effective use of teaching strategies, teaching experience, lifelong learning, socio cultural understanding and overall growth of the ESL teacher. An ESL practitioner can gain professional development by engaging in both independent and sponsored teacher professional development activities such as; seminars, workshops, and programmes like TESOL, TEFL, and CELTA. The general aim of this study was to identify the impact of Teacher Professional Development activities on ESL teachers' overall growth and development. The specific objectives were to identify the contribution of Independent and Sponsored Teacher Professional Development Activities to teacher agency, teacher efficacy, teacher quality, teacher professional capital, and teacher's overall growth and as well as to explore the limitations of Teacher Professional Development activities. The research question was; how can ESL practitioners benefit from TPD activities? This study employs both qualitative and quantitative methods. The data were collected from 30 participants who were selected using a stratified random sampling method. A questionnaire was distributed among 30 ESL academic staff members of Sri Lankan government universities to identify the general aim of this research and interviews were conducted with the same set of participants from different age groups to explore the specific objectives. The primary data collected for the study were presented statistically and analyzed descriptively, mainly through theoretical frameworks such as; Piaget's Constructivism, Vygotsky's Socio-cultural Theory, Bandura's Social Cognitive Theory, Becker's Human Capital Theory, and Professional Capital Framework by Hargreaves and Fullan. The data presentation suggests that most ESL practitioners have benefited from both Independent and Sponsored TPD activities.

The main positive impacts identified from the coded data were; promoting lifelong learning, upgrading and updating knowledge, building confidence, gaining practical exposure, incorporating technology, and promoting collaborative learning. In contrast, data also demonstrated some limitations in TPD activities such as; lack of motivation to conduct research, technological challenges for adult ESL learners, and generation gap between the educators and

learners. Therefore, the outcome of the study reflects both positive and negative impacts of TPD activities and highlights the contribution of TPD activities to teacher agency, teacher efficacy, teacher quality, teacher professional capital, and teacher's overall growth and development, with the aim of benefiting the academic careers of ESL practitioners.

Keywords: Teacher Professional Development (TPD) Activities, English as a Second Language (ESL), Teacher agency, Teacher efficacy, Teacher professional capital

Indigenous Literature-Based CBI for SLA: Decolonizing ELT in Postcolonial Nations

Anandhu, S.

Department of Languages Jain (Deemed to be University) Bengaluru, India.

anandhu.s@jainuniversity.ac.in.

English serves as a crucial language of communication in numerous postcolonial nations, including India and Sri Lanka. However, traditional English Language Teaching (ELT) in these contexts often prioritizes Standard English, perpetuating linguistic hierarchies and neglecting the rich linguistic and cultural diversity of local communities. This paper proposes a novel curriculum for English Second Language Acquisition (SLA) at the college level, centered around translated indigenous and local literature, aiming to both enhance language acquisition and decolonize ELT. This study addresses the following research questions: How does the use of translated indigenous literature in a Content-Based Instruction (CBI) classroom impact learners' English vocabulary acquisition? What measurable effects does incorporating translated indigenous literature into English SLA have on first-year college student's vocabulary acquisition rates, cultural identity affirmation, and attitudes toward English language learning in Indian postcolonial contexts? The objective of this research is to explore the effects of translated indigenous literature-based CBI on English vocabulary acquisition and the decolonization of ELT for first-year college students in India and Sri Lanka. A mixed-method approach, incorporating quasi-experimental design, was employed. The study employed a quasi-experimental design with a non-randomized, pre-test/post-test design with two intact first-year college classes in Bangalore N=60 students (30 per group). The experimental group (one class) received a 6-week CBI intervention using translated indigenous literature, while the control group (parallel class) followed standard ELT curriculum. Pre- and post-tests measured vocabulary gains, supplemented by surveys on cultural identity and language attitudes. Translated indigenous literature formed the core material, and corresponding CBI lesson plans were developed. Quantitative results confirmed vocabulary gains of the students, while qualitative data revealed three key outcomes: (1) stronger cultural identity, (2) decolonized English as an indigenous tool, and (3) increased motivation through local knowledge connections. The findings demonstrate the effectiveness of this new curriculum compared to traditional Standard English-focused instruction, highlighting its potential for both vocabulary acquisition and decolonizing language teaching.

The lesson plans and this paper are theoretically framed by Krashen's Input Hypothesis, a foundational SLA theory, and explore its application

within a CBI framework using translated indigenous literature. Key stages of the theoretical framework include: Comprehensible Input (i+1), subconscious Language Acquisition through Indigenous Literature, the role of the Affective Filter, and the principles of Decolonizing ELT. The analysis reveals the surprising effectiveness of this new curriculum and syllabus, utilizing translated indigenous literature in SLA, which holds significant promise for both Sri Lankan and Indian decolonial contexts. This study presents a potentially revolutionary concept for postcolonial nations seeking to decolonize their ELT practices and promote linguistic and cultural inclusivity.

Keywords: Content-based instruction, Second language acquisition, Decolonizing, Indigenous literature, Input hypothesis

Critical Thinking and Multicultural Competence in Indian ELT: A Decolonial Approach

Nayar, A.C.V.

Department of English and Cultural Studies, CHRIST University, Bangalore,
India

anupama.nayar@christuniversity.in

The teaching of English in India exists at the intersection of colonial legacy, socio-economic stratification, and linguistic diversity. Despite on-going efforts to localize English Language Teaching (ELT), pedagogical practices often remain embedded in Eurocentric frameworks that marginalize indigenous knowledge systems and reinforce cognitive dependency on Western epistemologies. This paper argues that integrating critical thinking and multicultural competence into ELT can serve as a decolonial intervention, enabling students to navigate linguistic hierarchies, challenge cultural stereotypes, and assert their own epistemic agency. Drawing on recent developments in multicultural communicative competence, plurilingual pedagogy, and translanguaging practices, this study proposes a contextualized ELT framework that fosters intercultural awareness, reflective inquiry, and linguistic agency. The iceberg theory of culture and SIL International's stages of cultural adaptation provide the foundation for designing a pedagogy that moves beyond surface-level understanding of English and encourages students to critically analyse the socio-political dimensions of the language. From a practitioner's perspective, this study adopts a mixed-methods approach, incorporating: Classroom Ethnography – Observing interactions in multilingual Indian classrooms to identify cognitive and affective barriers to English learning; Action Research – Implementing critical thinking strategies such as Socratic questioning, dialogic teaching, and problem-posing education to encourage students to deconstruct colonial narratives within English texts; Curricular Analysis – Reviewing ELT textbooks from Indian educational boards and higher education institutions to examine how they either reinforce or challenge decolonial thought; Student Discourse Analysis – Evaluating students' evolving perceptions of their linguistic identities through structured reflections and intercultural dialogue. The study anticipates that a critical thinking-driven, multicultural ELT pedagogy will lead to: Increased Student Agency – Learners will be able to critically assess and challenge linguistic and cultural biases within English texts and communication practices; Greater Intercultural Awareness – Moving beyond binary views of “native” vs. “non-native” English, students will develop confidence in Indian English as a legitimate linguistic identity;

Epistemic Inclusion – The pedagogy will incorporate indigenous narratives

and knowledge systems, making ELT a means of cognitive justice rather than cultural erasure; Plurilingual Competence – Learners will be able to navigate multiple linguistic codes fluidly, recognizing the role of English in a multilingual, multicultural society like India. By situating this research within the sub-theme of ‘Localizing the Teaching of English’, this paper advocates for a pedagogical shift from English as a colonial inheritance to English as a tool for intercultural dialogue and epistemic empowerment. The findings aim to inform curriculum design, teacher training programs, and classroom strategies that decentre English from its monolithic, colonial pedestal and reframe it as a dynamic, culturally negotiated practice in Indian classrooms.

Keywords: Critical thinking in ELT, Multicultural communicative competence, Plurilingual pedagogy, Translanguaging, Iceberg theory of culture

The Influence of Institutional Factors on Willingness to Communicate in English as a Second Language (ESL): A Study of Sri Lankan English Medium Students.

Wannakukorala, I.J.

Regional English Support Centre (RESC) Galle—Southern Province.

wannakukorala@yahoo.com

Effective communication in a second language is essential for language acquisition. Communicative competence in relation to the target language is a crucial factor contributing to success; learners must not only comprehend grammar and vocabulary but also use the language effectively in real-life interaction, adapting to a variety of social and cultural contexts. Though the situation and consequences are diverse, learners' primary intention in an educational environment is to learn and express them freely without fear of judgement or constraints. Nonetheless, the commonly experienced phenomenon in the English as a Second Language (ESL) context is that many feel authentic nervousness when speaking in front of others in real social contexts, possibly due to fear of making mistakes, lack of confidence in their abilities in the second language, concern how they will be perceived by others or unique institutional cultures and practices. This may demotivate learners, often leading them to choose silence as their preferred language option. In institutional environments, ESL teachers often encounter learners who have high linguistic competence but unwilling to use English for both academic and general communication—they do not feel at ease. This tendency among ESL learners has been a recurrent focus of ESL theorists, who seek to identify the factors influencing Willingness to Communicate (WTC) and how they hinder natural communication which is essential in enhancing Second Language Acquisition (SLA) in learners. The existing literature and research findings indicate that WTC is shaped by both individual and societal factors, ultimately influencing personality-related communicative competence such as self-confidence, anxiety levels, motivation and the willingness to take risks in communication, as well as societal influences like cultural norms, social attitudes toward the use of the target language, and the perceived value of communication in the target language within the community. Yet, the conducted studies on this area are not often found in the existing literature in relation to Sri Lankan ESL context.

Even with the efforts of ESL teachers, the availability and the utilization of innovative resources and modern pedagogical approaches mingled with technology, the aforementioned problem remains prevalent in Sri Lankan schools. Therefore, the objective of this study was to investigate this recurrent problem

that ESL teachers encounter in the school context; unwillingness to communicate among Sri Lankan learners in their particular institutional cultures that shape the learning environment and influence learners' attitudes toward communication in English. To carry on the study, a sample of two hundred and forty (240) grade 09 students was deliberately selected from the demography of the Galle education division in the Galle District in the Southern Province of Sri Lanka, with the intention of conducting the research using a mixed-method approach. The study revealed that teaching methodology (28%) and peer influence (24%) had the greatest impact on WTC in English. ESL teacher influence (20%) and school policies (10%) played moderate roles, while teacher-student interaction (8%) and extracurricular opportunities (8%) had the least influence. The findings highlight the need for interactive teacher and peer support to enhance WTC, while the remaining factors were attributed to miscellaneous reasons. The present study helps identify certain context-specific gaps in WTC in English among Sri Lankan and other South-Asian ESL learners. This insight could contribute to developing tailored strategies to enhance communication in English, fostering greater language confidence and proficiency among these learners and helping them overcome barriers to language acquisition, leading to the real-world application of English in the 21st century.

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Keywords: Authentic nervousness, Willingness to communicate, Linguistic competence, Affective factors, Socio-cultural context

Localising English Teaching: A Cross-Cultural Analysis of Code-Switching Dynamics in Multilingual India

Vijay, S.

Amrita Vishwa Vidyapeetham, Bengaluru, India

s_vijay@blr.amrita.edu

In linguistically diverse countries like India, code-switching is not merely an exception but a fundamental communicative practice that shapes everyday interactions. This study examines the interplay between regional languages and English, focusing on how code-switching functions as a tool for negotiating linguistic identity, pedagogical accessibility, and social mobility within India's multilingual landscape. Grounded in translanguaging theory and the concept of linguistic repertoires, the research explores how multilingual speakers integrate diverse lexical and morphological features into a fluid semiotic system rather than alternating between distinct language structures. By employing a sociolinguistic and discourse-analytic approach, this study investigates the motivations and functional dimensions of code-switching in educational and social domains, shedding light on how English is localized and recontextualized within indigenous linguistic frameworks. The findings highlight the role of code-switching in resisting linguistic hegemony and fostering inclusive, decolonized approaches to English language teaching. By examining both convergences and divergences in code-switching patterns, this paper contributes to the broader discourse on multilingual pedagogy, advocating for a more context-sensitive and culturally responsive approach to English education in India.

Keywords: Communication, Code switching, Hegemony, Decolonialism, Multilingualism

ESL Teachers' Perceptions on Shifting from a Deductive to an Inductive Approach: Enhancing Communicative Competence in Sri Lankan Classrooms.

Susantha Rohana Kumara, P.G.

Regional English Support Centre (RESC), Monaragala—Uva Province.

pgsrkumara@gmail.com

In recent years, the global focus in second language instruction has shifted from grammar-based accuracy to real-world communication skills. This transition is especially relevant in Sri Lankan ESL classrooms where traditional methods continue to dominate. The predominant pedagogical approach in Sri Lankan English as a Second Language (ESL) - classrooms is deductive learning, where teachers explicitly introduce grammar rules before guiding students through controlled exercises. While this method fosters grammatical accuracy, it often fails to enhance communicative competence and real-world language application. As a result, students excel in written examinations but struggle with practical English usage due to limited engagement in spontaneous communication. This challenge is further exacerbated by minimal student interaction and rigid instructional practices, reinforcing English as an academic subject rather than a functional tool for communication. Consequently, Sri Lankan ESL learners often demonstrate passive language skills in communicative settings, limiting their ability to engage in real-world English conversations. An alternative approach, inductive learning, shifts the focus towards student-centered discovery, allowing learners to infer grammatical principles through contextual examples, interaction, and problem-solving. This method has been recognized globally for improving critical thinking, learner autonomy, and communicative skills. Unlike the traditional rule-based approach, inductive learning creates an immersive learning environment, where students actively participate in the learning process by exploring examples and identifying patterns. However, its implementation in Sri Lanka remains limited due to institutional constraints, teacher preparedness, and resource availability. Many Sri Lankan teachers are accustomed to exam-oriented teaching, making it difficult to transition into a more communicative framework. Moreover, existing research primarily focuses on grammar-based instruction and test performance, leaving a significant gap in understanding how teaching methodologies impact spoken fluency, practical application, and ESL learner motivation. This study explores ESL teachers' perceptions of transitioning from deductive to inductive learning and examines how this shift influences communicative competence and classroom practices. The research employs a qualitative case study approach, involving 25 ESL teachers from various secondary schools in the Monaragala Education Division. Participants were selected using purposive sampling, ensuring the representation of different teaching experiences and ESL proficiency levels. Data was collected through

semi- structured interviews and classroom observations, with thematic analysis is used to identify teacher attitudes, challenges, and instructional effectiveness patterns. Additionally, classroom discourse analysis and task-based evaluations assessed students' communicative ability and practical English usage.

By integrating authentic speaking tasks, peer discussions, and scenario-based activities, the study measured how inductive learning impacts students' spoken proficiency in comparison to the conventional approach. Preliminary findings indicate that 40% of teachers frequently adopt inductive strategies, 35% integrate both approaches based on context, and 25% remain primarily reliant on deductive instruction. Challenges highlighted include insufficient training in inductive teaching techniques, resistance to curriculum modifications, and lack of teaching resources. Many teachers expressed concerns regarding time constraints and syllabus coverage, as inductive learning often requires longer engagement periods for students to internalize concepts. However, teachers who implemented inductive strategies reported higher student engagement, improved confidence in spoken English, and greater retention of language structures. These results align with global studies that emphasize learning by doing as an essential method for fostering long-term language thematacquisition. The study underscores the need for curriculum reforms that balance both deductive and inductive methodologies to create a more interactive and communicative learning environment. Based on these findings, teacher training programs should incorporate inductive methodologies, equipping educators with practical strategies for fostering real-world language application. Moreover, professional development workshops should be introduced to help teachers adapt to modern pedagogical approaches that prioritize communicative competence. Additionally, schools should integrate technology-driven learning tools, such as digital storytelling, role-play simulations, and interactive language applications, to enhance engagement and language acquisition. The implementation of blended learning models, where digital tools supplement face-to-face instruction, can further bridge the gap between traditional methods and communicative learning. By addressing institutional barriers and promoting interactive teaching techniques, this research provides actionable recommendations for curriculum developers, policymakers, and ESL educators, contributing to more effective language instruction in Sri Lanka. It highlights the importance of aligning ESL instruction with real-world demands, ensuring that students not only excel academically but also develop the ability to communicate effectively in diverse social and professional environments. Future research should explore longitudinal studies on how inductive learning impacts language retention and long-term communicative success among Sri Lankan ESL learners.

Keywords: ESL teaching, Deductive learning, Inductive learning, Communicative competence, Learner autonomy, Blended learning, Teacher training

Exploring ESL Teachers' Perspectives on Localizing English Education: Challenges and Opportunities in Integrating Local Culture into Language Teaching

Dissanayake, B. Y.

Department of English Language Teaching

Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura

binuriyoshika@sjp.ac.lk

The localization of English language education has emerged as a significant pedagogical approach aimed at making language learning more culturally relevant and engaging for students. However, English as a Second Language (ESL) teachers often encounter tensions between integrating local cultural elements and the demands of standardized English curricula. This study investigates the perspectives of experienced ESL teachers (with 5 to 15 years of teaching experience) on the localization of English education, the instructional strategies they employ, and the challenges they face in implementing such practices. Framed within Vygotsky's Sociocultural Theory and Communicative Language Teaching (CLT), the research explores how teachers mediate language learning through culturally responsive pedagogy and interactive classroom practices. Employing a qualitative narrative inquiry approach, data were collected from eight ESL teachers through semi-structured interviews. Participants were drawn from various educational institutions to ensure diversity in context and perspective. Thematic analysis was used to identify recurring patterns in teachers' beliefs, teaching strategies, and the institutional limitations they navigate. Findings indicate that teachers perceive localization as a means to enhance student engagement and comprehension through the use of culturally relevant content, code-switching and real-world applications. However, their efforts are often constrained by curricular rigidity, the pressure of standardized testing, and institutional resistance. Teachers also expressed a need to balance linguistic authenticity with the imperative of preparing students for global communication. Despite these constraints, contextualized instruction was seen to enable student confidence and support more meaningful language acquisition. This study contributes to the broader discourse on decolonizing English education by centering the voices of practitioners engaged in pedagogical adaptation. The findings highlight the necessity of policy reform, teacher training and curriculum flexibility to support localized English instruction without compromising global standards. Future research could further explore student perspectives and the long-term impacts of localized learning on language proficiency.

Keywords: Localized English education, ESL teachers, Narrative inquiry, Sociocultural theory, Communicative language teaching

Impact of Hypermedia-based Poetries Composed by Poetess, Anne Ranasinghe on Adjective Development

Nowzath, M.B.

Sri Lanka Institute of Advanced Technological Education

nowzathmnf@gmail.com

Hypermedia-based Ranasinghe's poetry refers to facilitate poems with graphs, images, animation, sound and hypertext with tactics exhibits the success of the students. This study was steered to recognize the output of hypermedia in the adjective development followed in the Certificate in Professional English (CPE) with factual learning styles: activities and arrangements in recitation with video and audio-based method. The term adjective refers to a word that modifies or describes a noun or pronoun and explains the qualities of someone or something independently or in comparison to something else. The study was conducted with participants of CPE course at the Sri Lanka Youth Vocational Training Centre of National Youth Services Council. Ninety students from CPE – class - A were engaged as an experimental group and equal numbers of students from class - B were engaged as the controlled group. A pre-test was led for both the groups to find out the previous proficiency level of adjectives of the students and the mean differences were found to be negligible for both the groups from the pre-test. Later, the experimental group used hypermedia-based learning based on selected learning strategies for six months with ninety hours learning while the controlled group was taught without the use of hypermedia-based Anne Ranasinghe's poetry learning. After six months a post-test was conducted for both the groups. When the post-test was conducted the mean (-0.091) was slightly improved for the group - B than the pre-test, and the mean (-2.971) was significantly improved for the group - A in the post-test. Thus, it is found that there is a positive relationship between the hyper-media based learning and the performance in adjective development. The research findings indicate that hyper-media based Anne Ranasinghe's poetry learning improves adjective development of the learners of ESL.

Keywords: Hypermedia, Recitation, Anne Ranasinghe's poetry, Video-audio, Adjective development

A Critical Analysis of the 2018 GCE Ordinary Level English Language Paper in Sri Lanka

Jayaweera, C.

Esoft

chathunijayaweera@gmail.com

Language tests are administered worldwide, and their pros and cons can be identified from both the test takers and designers. A good language test should be practical, comprehensive, relevant, and balanced, with a degree of difficulty that is neither too hard nor too easy. It should assess both linguistic and communicative competence, with clear instructions and real-world relevance. The ultimate goal of language teaching is achieving communicative competence, particularly speaking skills. This analysis evaluates the 2018 GCE Ordinary Level English language paper in Sri Lanka, focusing on its validity, reliability, practicality, and alignment with the syllabus objectives. A comparative analysis was conducted between the test content and the prescribed syllabus objectives to identify gaps, highlighting areas where the test fails to adequately reflect the curriculum's goals and objectives. This method enabled a detailed evaluation of the alignment between what is taught and what is tested, uncovering discrepancies in skill emphasis and topic coverage. The test predominantly assesses reading and writing, neglecting speaking and listening skills, and fails to meet the broader goals of the curriculum. While it exhibits some strengths in clarity, consistency, and reliability, several aspects, such as content validity, construct validity, and the testing of communicative competence, are found lacking. The test's design introduces negative backwash effects on the educational system, and its length, repetitive nature, and unrealistic time constraints detract from its practicality. The paper does not adequately reflect the content taught in the syllabus, and there is a noticeable imbalance in the proportion of skills tested. Suggestions for improvement include incorporating listening and speaking components, rebalancing the content, and adjusting the test format and time allocation to better align with the objectives of the curriculum.

Keywords: Language testing, Communicative competence, Curriculum alignment, Test validity and reliability, English language assessment

Decolonizing English through Open Book Quizzes: Learner Perspectives of Trincomalee Campus

Savarimuttu, J. S.R.*, Fernando, D. T. N., Jayasundara, N.S.,
Supun, M.K.

**Department of Languages and Communication Studies, Trincomalee Campus,
(EUSL), Sri Lanka.*

rohansavarimuttu@gmail.com

English has become a denationalized language which no longer is a property of the tiny island England. Even though English education has been implemented through Macaulay's ideology of creating a class to stand-in-between them and the masses through employing traditional testing tools to serve their paradigm, English no-longer plays that same designated role at present. In this postcolonial era decolonizing English has become one of its praxis, where new testing tools need to be evolved alongside the traditional ones and one such tool is the open book quiz employed for fiction, since open book quiz facilitates a very modern concept of testing the eidetic memory. This paper compares traditional examinations and learning experiences with Open Book Quizzes (OBQ) focusing on the role of the facilitator and its role in developing the respondents' analytical and critical thinking skills aligning with Bloom's Taxonomy. The quantitative method was employed with the help of a structured close-ended questioner. The sample is selected out of four classes of undergraduates of B.A., in Languages with regard to the course work 'Introduction to Fiction' (LANG 2133). Among them only 60.41% of the respondents preferred OBQs but 70.83% view it as a dynamic and effective assessment tool with regard to Internal Assessment or Continuous Assessment. This paper proposes that OBQs can prompt an efficient heutagogical approach. This study is grounded in a realistic approach comprising former students, present students, and lecturers and takes into considerations such as 1) preparation for examination, 2) experiences during examination and 3) post-examination reflections.

Keywords: Automaticity theory, Heutagogical approach, Learner centered approach, Motivational testing, Photographic and eidetic memory

The Role of Plurilingual Representations in Promoting Cultural Inclusivity: A Content Analysis Based on the Sri Lankan English as a Second Language Textbooks and Teacher Perceptions

Shehani Dissanayake, S. A. D. I.

Department of English Language Teaching, Faculty of Language Studies

Buddhist and Pali University of Sri Lanka

isurishehani99@gmail.com

Plurilingualism and cultural inclusivity are two distinct yet, deeply interconnected concepts that emphasize the dynamic and holistic nature of linguistic and cultural diversity. Plurilingual content, which emphasizes leveraging learners' entire linguistic repertoires, has emerged as a fundamental component in second language education. In a culturally and linguistically diverse context like Sri Lanka, the integration of plurilingualism in English as a Second Language (ESL) textbooks can serve as a powerful tool for promoting inclusivity and enhancing language acquisition. Despite the rich linguistic diversity of Sri Lanka, our ESL textbooks primarily prioritize English, often marginalizing the rich cultural and linguistic backgrounds of learners. This monolingual focus not only undermines the inclusivity of language education but also limits the potential for learners to engage fully with their linguistic and cultural identities. On the other hand, the absence of a deliberate and systematic integration of the elements related to first language (L1), i.e. either Sinhala or Tamil, and second language (L2), i.e. English, in ESL materials hinders the promotion of cultural inclusivity and linguistic equity. Therefore, this study aims to investigate the role of plurilingual representations in fostering cultural inclusivity through Sri Lankan ESL textbooks. Using a qualitative approach, the research analyzed content taken from the ESL textbooks ranging from Grades 6 to 11, followed by a thematic analysis. Moreover, five semi-structured interviews were conducted to explore the perspectives of teachers who are employed in the government sector on the effectiveness of incorporating plurilingualism and cultural elements in addressing the needs of learners who come from linguistically and culturally diverse environments. Consequently, the findings reveal that while plurilingual content is present in textbooks, it is inconsistently integrated and often limited to tokenistic representation of Sinhala and Tamil. The responses collected from teachers highlighted the potential of plurilingualism to enhance learner engagement and inclusivity by indicating that students demonstrated increased confidence when exposed to culturally relevant materials and first-language explanations.

These implications suggest that a more systematic and intentional approach to incorporating plurilingual content in ESL textbooks can significantly

enhance cultural inclusivity, linguistic equity, and learner engagement. The recommendations for future research include revising curricular frameworks to incorporate structured plurilingual strategies and providing professional development for educators thereby, underscoring the capacity of plurilingual content to transform ESL education in Sri Lanka and create a more inclusive and effective environment for learners irrespective of their cultural nuances.

Keywords: Plurilingualism, Cultural inclusivity, Plurilingual content, Linguistic equity, Teacher perceptions

English Learnability of Slum Children in Dhaka, Bangladesh

Sultana, N.*, Fatima, N.C.

Department of English, Notre Dame University, Bangladesh

sultananafisa@ndub.edu.bd

English Language Teaching (ELT) in the post-colonial era has gone through a process of decolonization. Kumaravadivelu (2003) defines decolonization as a complex process of taking control of the principles and practices involved in planning, learning and teaching English-a task which is yet to be accomplished (p.540). Language learnability assigns substantial significance to an individual learner's aptitude, environmental factors, attitudes, and motivation towards learning a language. Since decolonization in ELT aims to create a more inclusive, equitable, and culturally responsive approach to teaching English, this study establishes the state of English language learnability among the slum children of Dhaka, Bangladesh, taking into account their socio-economic and educational circumstances, while also identifying the underlying factors contributing to the prevailing situation. Slum dwellers are considered, "an integral part of urban society and contribute significantly to its economy both through their labour market contribution and informal production activities". The study is therefore based on Maslow's hierarchy of needs theory as for children living in slums, learning a foreign language is secondary to other needs to sustain. Maslow signifies that lower level of needs must be met before an individual moves to satisfy higher level of needs. Children living in slums struggle to meet their basic needs making education a dream difficult to accomplish. Therefore, it is important to identify how much they value language learning and how it could be more attainable. A mixed method approach was used to complete the study. Seventy samples, consisting of students and their parents and teachers from schools for slum children near Dhaka, were selected using the convenience sampling technique. Data were collected through survey questionnaires, interviews, and classroom observations. Descriptive analysis was done for quantitative data and for qualitative data thematic analysis was done to identify, analyze, and interpret patterns of meaning or themes. The findings reveal socio-economic challenges faced by parents in supporting their children's education, resulting in their children working alongside school. Limited resources for English language teaching and learning and high dropout rates are found to be responsible for the current poor state of English learnability of slum children.

Their inhibition and lack of interest affect their motivation, leading to low English proficiency. Further, the English teaching method lacks emphasis on communicative language learning. The study concludes by recommending

increased parental involvement, improved teaching resources, specialised English language teachers and practice of communication-based English teaching. Urgent interventions and support from the policymakers are also recommended to address the socio-economic conditions faced by the slum children and to ensure inclusivity, equitability, and culturally responsive approach to teaching English to enhance the learning environment and prospects of English learnability of slum children in Bangladesh.

Keywords: Learnability, Slum children, Decolonization

Attitudes of 200-Level Applied Science Undergraduates towards ESL Learning at Uva Wellassa University

Nayanahari, W.M.L. *, Abeyweera, G.H., Herath, H.M.D.N.,
Samarasinghe, A.G.S.M., Dissanayake, D.M.R.N., Silva, R.R.P.
Department of English Language Teaching, Uva Wellassa University, Sri Lanka
lakduwanasuriya@gmail.com

Language attitudes involve individuals' perceptions, emotions, and beliefs about a language, shaping their motivation, proficiency, and engagement in learning and communication. The research "Attitudes of 200-Level Applied Science Undergraduates towards ESL Learning at Uva Wellassa University" aimed to identify the language attitudes of undergraduates on learning English as a Second Language and the underlying reasons behind the formation of those attitudes as their medium of study is English. A Qualitative Research design was incorporated as the methodology, and the sample consisted of 100 randomly selected students representing the four-degree programmes. Structured Interviews were conducted, and the questionnaire consisted of 25 questions that covered the three aspects: Behavioural, Cognitive and Emotional which is also referred to as the "Tripartite Model" of language attitudes by Patia Rosenberg and Carl Hoveland (1960). The Data, proportions of the attitudes and the reasons behind the formation of the attitudes were analysed using the Thematic Analytical Method. Considering the findings, 78% of the sample provided positive answers for 18 questions (72%) while 22% provided negative responses for 07 questions (28%), thus revealing the undergraduates hold positive language attitudes towards ESL. The reasons for the formation of positive attitudes were found to be motivation created due to integrative and instrumental factors, practical and goal-oriented mindset created as a result of embracing English as a tool for empowerment rather than a forced imposition. Preference for interactive and task-based learning related to Applied Science that is driven by functional multilingualism, sense of security, curriculum being relevant to their field and career, contextualized subject content which supports a decolonized approach and academic benefits that ESL creates. On the contrary, the students who provided negative responses were formed due to several reasons that are understood based on Vygotsky's Sociocultural Theory (1978). Allocation of limited time for ESL per week, ineffective distribution of students per class has also caused negative attitudes towards ESL learning.

Besides, the heavy workload in the undergraduates' degree programmes and language difficulty, particularly in complex grammar and unfamiliar vocabulary, have paved the way for negative attitudes. To conclude, the study reveals that 200-level undergraduates in Applied Science programmes have positive attitudes

towards ESL, although the identified challenges affect their learning experience. These findings can inform future ESL curriculum development and measures to alleviate the identified issues.

Keywords: Language attitudes, English as a second language, Motivation, Functional multilingualism

Automatizing Graphic Skills to Improve Essay Writing Skills: A Psycho-Applied Linguistic Study to Automatize the Writing Skills of Post-Secondary Level Learners

Sureshkumar, S *, Paranthaman, V
Regional English Support Centre, Jaffna
suslas78@gmail.com

Automating graphic skills has the potential to help language learners perform well in writing skills. Graphic skills are essential to automate low-capacity learners in ESL classrooms. Reading and writing are graphic skills. Reading is a receptive skill and writing is a productive skill. Reading gives a comprehensible input for internal mental and collaborative learning to automate the low-capacity students' writing skills. Reading provides concepts in a particular area which builds up the confidence to use language for formal and informal writing. There was a huge gap between the current pedagogical expectation and the students' achievement in writing skills. Thus, this study was an attempt to investigate the effect of the 'Wrauding' technique to fill the prevailing gap in the ESL classroom. Wrauding refers to Rauding leading to writing skills. Low-capacity learners in ESL classrooms want much support to automatize their writing skills. The study focuses on giving language inputs through concept building, reading and auding incorporating the idea of micro-level text processing skills. Thus, the researcher uses a psycho-applied linguistic approach to enhance the internal voice of the learners which plays a crucial role in essay writing skills. To achieve this goal, two intact classes of students were selected to form an experimental group (n=20) and a control group (n=20). A pre-test (based on the course content) was given to all participants. The participants in the experimental group were familiarized with 'Wrauding' pedagogical techniques. In the control group, the conventional approach to teaching was used. Comparing the results of the post-test through ANCOVA showed that implementation of 'Wrauding' techniques can significantly affect ESL learners' writing ability. Therefore, 'Wrauding' can improve writing ability since its process has taken psycho-applied Linguistic perspectives that provide i+1 input for automatizing writing skills of Upper secondary ESL learners. Internal voice activation (IVA) and concept building for automating internal communication served a lot to activate students to participate actively in the essay writing classroom. The syllabus designers and ELT practitioners can use it for better results in essay writing.

Keywords: Internal mental collaborative learning, Experimental group, Wrauding ANCOVA (Analysis of Covariance)

Constructing Decolonial Pedagogies: Local Responses to Gender Issues in Kerala's English Textbooks

Lekshmi, R.
IIT Kharagpur
lekshmi.r1995@gmail.com

From the time of the state formation, Kerala was one of the few states in India willing to promote English learning from the early years of schooling. This has also meant that colonial loyalties remain deep-rooted in the Keralan subconscious and, more evidently so in the pedagogical practices. With an awareness of neocolonial power structures that exclude the experiences of different members of the gender spectrum and question their national belonging, the Kerala education department has formulated some macro-level responses to gender issues in the last few years. While recognizing the importance of socialization in gender discrimination, there were initiatives to promote gender-friendliness in the school infrastructure. In 2022, a committee was set up to include sexuality education in the school curriculum. Some government schools stood out for the unique initiative of introducing the gender-neutral address of 'teacher' instead of 'sir'/'madam' in the school. However, recent literature has shown that the imposition of gender neutrality fails to address the nuances of the gendered classroom realities. Due to opposition from religious groups in 2022, the state government had to clarify that there was no move to impose gender-neutral uniforms in schools and instead, it could be adopted as per the discretion of the institution. The publishing of the new draft Kerala Curriculum Framework (KCF) in 2023 led to the gender auditing of the curriculum and textbooks to ensure that no content, picturization, language or behavior enables gender discrimination. The revised textbooks of Classes 1,3,5,7 and 9 were lauded for their gender-inclusive representations. This study employs critical discourse analysis to qualitatively examine the five new Kerala English Readers used for Classes 1,3,5,7 and 9 to understand whether the gender roles depicted can constitute counter practices to the neocolonial pedagogies that perpetuate hierarchies in the English classrooms of Kerala. Following H. Song's framework, the content analysis looks at cultural representations of gender in the texts, images, exercises, dialogues, and captions and the data will be interpreted in three levels of superficial interactions, hybridization and critical reflections.

The analysis of the textbook revisions also finds out whether the seven types of gender bias as identified by previous studies namely invisibility, stereotyping, imbalance, unreality, fragmentation, linguistic bias and cosmetic bias in the curriculum are effectively combated. This reveals the potential of these representations to initiate critical reflections on gender while pointing at

challenges that need to be addressed through culturally sensitive gender-inclusive practices in the classrooms. In the contexts of the National Education Policy 2020 and the National Curricular Framework 2023 which aim to transform the educational experience by reclaiming Indian knowledge systems and local learning resources, the study has future implications in evaluating how language education policies can challenge gender discrimination through decolonial pedagogies that value diverse belief systems, practices, and knowledges in the linguistic and socio-political realities of each state in India.

Keywords: English textbooks, Cultural representations, Decolonial pedagogies, Gender discrimination

Foreign Language Anxiety in EFL Classroom Instructions

Rabby, G.

Government Teachers' Training College, Sylhet, Bangladesh

rabby141100@gmail.com

Foreign Language Anxiety (FLA) significantly influences students' self-assurance, involvement, and overall language skills in English as a Foreign Language (EFL) setting. This research investigates the factors contributing to and consequences of FLA among secondary school students in Bangladesh, incorporating perspectives from student-teachers and language experts. A qualitative research design was employed, using surveys, semi-structured interviews, and Focus Group Discussions (FGDs) to gather in-depth insights into students' experiences with language learning anxiety, specifically in speaking, listening, reading, and writing. The data were analyzed using thematic analysis. The findings reveal that FLA is driven by various elements such as fear of errors, discomfort in speaking English, exam pressure, and limited exposure to English beyond the classroom. Additionally, traditional teaching methods amplify anxiety across all language areas. Student-teachers identified challenges in addressing FLA while following strict curriculum guidelines, while language specialists stressed the importance of adopting interactive, student-focused teaching methods to alleviate anxiety. This study highlights the need for strategies in the classroom that create a more supportive and interactive learning environment. By encouraging peer collaboration, using communicative teaching methods, and fostering a positive atmosphere, anxiety levels can be reduced, thereby enhancing language learning. The study adds to the understanding of FLA in Bangladesh's EFL context and offers practical recommendations for curriculum designers, educators, and policymakers to improve English language teaching.

Keywords: Foreign language anxiety, EFL classroom, Educational-reform, Communicative teaching, Teaching techniques

A Study of the Challenges Faced by the Undergraduates in English Medium Education: A Study Based on First Year & Second Year Undergraduates at Uva Wellassa University.

Dissanayake, D.M.R.N.*, Abeyweera, G.H., Samarasinghe, A.G.S.M.,
Nayanahari, W.M.L., Herath, H.M.D.N., Silva, R.R.P.

Department of English Language Teaching, Uva Wellassa University, Sri Lanka
ruvini.nimesha@gmail.com

This study examines the challenges faced by undergraduates in an English medium learning environment and its impact on their academic performance. Language serves as a crucial medium for education. In many countries, including Sri Lanka, English is recognized as the second language. In most of the Sri Lankan universities, courses are conducted in the medium of English. This paper aims to investigate the challenging learning environment and the factors contributing to students' inadequate language proficiency, which affects their academic performance. Both qualitative and quantitative data were collected through a questionnaire while a test covering their knowledge of grammar and writing was administered to first-year undergraduates from a sample of 389 students at Uva Wellassa University. A questionnaire consisting of thirty-five questions was distributed among hundred second-year undergraduates. The test was conducted simultaneous to the English Pre-intensive course conducted annually for each batch of students. The majority of the students (60%) face writing challenges, while the study reveals that (80%) of the students had no prior English-medium education, and more than (90%) reported that the lack of English proficiency affects their GPA. The findings highlight that students' English proficiency is significantly influenced by their secondary education. A lack of English language exposure and various linguistic challenges including difficulties in language learning and communication, including grammar, vocabulary and pronunciation further impede their academic progress at the university level. The study uncovered a significant correlation between low English language proficiency and low GPA of students. Conducting motivational English Language programs for secondary learners, improving English language learning methods in schools, facilitating the undergraduates with more English study programs and resources within the university, providing the students with technical glossaries, and improving learner-centered education can be suggested as the main solutions to the problems found.

Keywords: English medium, Challenges, Language proficiency, Secondary education

Teacher Perceptions of Localizing ELT Material: A Study Based on the State University Sector in Sri Lanka

Siddique, F. S.
University of Peradeniya
shohan_siddique@yahoo.com

Localization of classroom material is gaining popularity in the ELT field due to proven pedagogical benefits such as increased learner motivation and teacher enthusiasm resulting in efficient learning outcomes. For similar reasons, the concept is also applied in the Sri Lankan state university ELT units. For the effective application of localization, it is pivotal that teachers and material developers understand the concept and are efficient and knowledgeable in its execution. However, it is questionable if, in the state university system in Sri Lanka, the incorporation of localization occurs succeeding adequate teacher/learner need analysis, and a valid process of training and evaluation. The present study, therefore, aims to analyze teacher perceptions regarding localization of ELT material, strategies that teachers use, how they perceive the application of localization and the need for formal training and evaluation. The study combined both qualitative and quantitative data collection and analysis methods. Questionnaires were first collected from 53 ESL teachers representing five state universities in Sri Lanka. Next, interviews were conducted with 05 teachers selected through snowball sampling techniques. SPSS and Excel software were used to analyze the quantitative data and qualitative data were analyzed via thematic analysis techniques. The “Four Strategies for Designing Instruction for Diverse Cultures” by Orey et al. (2009) was used as the theoretical framework for understanding the strategies of localization that were revealed during the qualitative data analysis. The results showed that though theoretically, teachers perceive localization as beneficial, due to the lack of training in the application and validation in the techniques that are employed, teacher perceptions shift constantly affecting the successful application. The study, therefore, emphasizes the need for training in the localization of material and evaluation of strategies that are employed.

Keywords: Localization, Contextualization, Teacher perceptions, Localizing strategies, Teacher training and evaluation

Sugar Coating Grammar Lessons: The Effective Use of a Dramatic Approach in Teaching Reported Speech to Undergraduates of a State University in Sri Lanka

Jayasinghe, J.A.K.M. *, Vithanage, R.I.

Department of English Language Teaching, University of Peradeniya
ramya_vithanage@yahoo.com

Grammar instruction in learning and teaching English encompasses many challenges and is perceived by students to be a burden. The already existing resistance towards the language learning process intensifies when grammar instruction takes place in class. However, in undergraduate courses which focus on English for Academic Purposes (EAP), helping students master grammar structures in order to better produce and perform in language related contexts is compulsory. Therefore, sugar coating grammar lessons could be considered one of the best methods to use in order to refrain from building resistance towards the language learning process. Hence, this study aims to help students master Reported Speech by creating an enabling space using texts/examples which are not necessarily academic, but which provide interesting and entertaining real-life scenarios, and thereby attempt to remove the sense of overburden, anxiousness prevalent in understanding grammar. This study presented EAP students of a state university with a grammar lesson designed in the following steps: 1) Ice-breaker: the introduction to Reported Speech; practiced with real life scenarios 2) Engaging activities to practice usage: role-play, script writing, summarizing dialogues, 3) Concluding activities: peer review and feedback. The key feature of these activities is that they are designed based on a dramatic approach, specifically focusing on Sri Lankan plays and movies, embedded with a variety of local flavours. These activities are also used as scaffolding to help students generate their own ideas and practice the actual language usage on their own. The study also incorporates existing scholarly literature on lesson material preparation and development by scholars such as Arjuna Parakrama and Suresh Canagarajah. By acknowledging their contribution to the discourse on ELT, this study promotes the importance of the usage of context-sensitive material which is linguistically as well as culturally relevant, referring to local knowledge and lived experience. The findings of the study indicated that the students enjoyed the process of learning the Reported Speech. Their feedback suggests that they learnt the grammar not knowing that they learnt it. In other words, the activity-based approach helped sugar coat an otherwise daunting task of learning the grammar structure/ formation, and usage. Therefore, it can be concluded that presenting grammar lessons as activity-based lessons decreases resistance to learning them.

Keywords: Reported speech, Grammar, Dramatic approach, EAP

An Empirical Study of Text Book Published for Secondary Education

Hamna, M.M.A.*, Sureshkumar, S.
suslas78@gmail.com

Adapting English Language instruction that reflects Sri Lankan context incorporating local vocabulary, cultural references, real life situations and issues relevant to Sri Lankan students rather than relying solely on generic English teaching methods that might not resonate with their experience can be understood as localizing teaching of English Language in Sri Lanka. The researchers focus on accelerating Sri Lankan vocabulary and idioms, culturally relevance examples, addressing linguistic diversity with cultural aspects that can tailor the learning materials through community engagement, individual engagement to improve comprehension, communication skills. There is a big gap in utilizing learning materials and methodology that can reflect Sri Lankan context since English has been legally announced as a second Language but practically it acts as a Lingua Franca. The text books have an imbalance diversity in its content to promote equity, inclusiveness and authenticity. The research really develops teacher capacity to adapt curriculum and navigate different dialect variations of English spoken within Sri Lankan Classrooms. Localizing the teaching of English can motivate three dimensional automations; learner, teacher, and learning autonomy that supports personalized learning reflecting socio cultural identity. This negotiation is a boost for automatizing the low-capacity learners. The researcher selected 20 classrooms from Valikamam zone, Jaffna and 10 classrooms from Katpity, Puttalam. This is mix-method research and the study can be useful to automatize the ESL practitioners of Sri Lanka to practice differentiated instructions to develop the text books according to the socio-cultural background. ELT practitioners and researchers can address linguistic diversity for ensuring localized use of English to ensure inclusive education.

Keywords: Linguistic diversity, Cultural references, Community engagement, Different dialect variation

Introducing a Framework for Developing Communication Skills of the Prospective English Teachers in the NCoEs of Sri Lanka

Indhurekhaa, T.*, Neranjani, E.S.

Faculty of Education, University of Colombo

This is an ongoing research study to introduce a framework for developing the communication skills of the prospective English teachers in the National Colleges of Education (NCoEs) of Sri Lanka. Recognizing the shortage of skilled English language teachers in Sri Lanka, NCoEs were given the responsibility of producing competent teachers to teach English Language in the government schools. The English Language competence, mainly communication skills are essential for all English Language teachers because they are the only role model of communication and exposure for majority of the students in Sri Lanka. However, it was observed that majority of the NCoE qualified teachers did not have adequate communication skills. Research studies conducted on the NCoEs in Sri Lanka revealed that the majority of NCoE teachers did not develop English communication skills due to the issues in the NCoE curriculum. A preliminary study was also conducted on 25 NCoE teachers of English who have already been employed and identified the issues and challenges faced by them in the classroom. The study applied a qualitative dominant mixed design adopting qualitative and quantitative data collection tools. Informal interviews and classroom observations were conducted to obtain in-depth data from the prospective teachers while a structured questionnaire was administered to the employed teachers to identify their views, attitudes as well as challenges. The statistical and thematic analysis are used to analyse the data. This study is significant to fill the gap in the current studies. The findings are expected to provide valuable insight for developing the NCoE curriculum incorporating efficient communication practices of the framework for the prospective English language teachers.

Keywords: Framework, Prospective English language teachers, Communication skill, NCoEs

Investigating the Academic Writing Skills of Tertiary Education Students: Challenges and Pedagogical Implications

Halik, A.F.A. *, Nusrath, G.M.R.

English Unit, T/Mu/Al Hilal Central College, Mutur, Sri Lanka

Academic writing remains a significant challenge for students in higher education, particularly in non-native English-speaking contexts. This study investigates the academic writing skills of second-year students enrolled in the tertiary education at selected Advanced Technological Institute (ATI) with a focus on identifying key difficulties and their pedagogical implications. A mixed-method approach was employed, incorporating both quantitative and qualitative data collection techniques to ensure methodological rigor. In this study, twenty-five second-year second semester students pursuing tertiary education were randomly chosen for investigation. A structured questionnaire (Google Form) was administered to gather students' self-reported perceptions, challenges and errors in academic writing. Moreover, the questionnaire focused on gathering students' opinions regarding the effectiveness of Lecturers' pedagogical instruction of the contents in academic and professional writing skills in the second-year second semester curriculum. Thematic analysis was applied to qualitative data, while quantitative responses were statistically analyzed. The findings reveal that 72% of students struggle with fundamental academic writing conventions, including coherence, grammatical accuracy, and formal vocabulary usage. Additionally, 75% of students reported difficulty in completing writing tasks, largely due to insufficient prior exposure to academic writing and inadequate instructional support. The study identifies pedagogical gaps in the curriculum, including a lack of structured academic writing instruction, insufficient scaffolding of writing tasks, and minimal formative feedback. These findings underscore the need for curriculum enhancements, including targeted academic writing interventions, explicit instruction on writing conventions, and increased opportunities for formative assessment. This study contributes to the broader discourse on academic writing pedagogy by providing empirical insights into the challenges faced by tertiary education students and proposing pedagogical interventions to enhance academic writing proficiency. Future research should explore intervention-based strategies and longitudinal improvements in students' writing skills.

Keywords: Academic writing, Curriculum development, Tertiary education, Writing pedagogy

Multilingualism in South Asia

Impact of Language Games in Promoting Additive Bilingualism to Address Learner Heterogeneity

Fernando, M.D.C.*, Thenabadu, S.M.

Faculty of Graduate Studies, University of Colombo, Sri Lanka

dilangifern@gmail.com

Learner heterogeneity in the Sri Lankan English language learning context seems less addressed. Given this situation, the English language teacher and the students experience challenges in learning English as a Second Language when there are lower, average, and high learners in the same classroom. Despite scholarly attempts to address this concern, less attention is paid to the impact of using language games, which may promote Additive Bilingualism in the classroom to address learner heterogeneity. This study (a part of a PhD study) evaluated the impact of using Task-Based language games in a heterogeneous classroom in developing the students' motivation in English language learning, within the realms of the Inter-dependence Hypothesis and Socio-Cultural theory. It was evaluated with 5 teacher perspectives who taught seven English lessons through language games for 250 Grade 6 students, in an educational zone in Colombo District, over seven weeks. The data were collected through semi-structured interviews and analyzed qualitatively through an inductive approach for recurring themes: [1]. Use of L1 as peer instruction.[2]. Use of the target language for classroom instruction.[3]. Use of L1 to introduce unfamiliar language. Based on the first theme, the use of L1 in the classroom when learning English through language games seems to promote Additive Bilingualism as the learners are spontaneously conversing with their peers in L1 during the task-based game as part of peer instruction. And the students feel a sense of belonging to their zone of Proximal development. More importantly, through the use of L1 as part of Additive Bilingualism in a heterogeneous classroom through language games, the learners are extrinsically and intrinsically motivated. Then they are not intimidated by making errors in the classroom. Especially, the lower-level learners are intrinsically motivated. Further, the higher-level learners feel more empowered as they are engaged in the learning process with an enhanced learner identity as peer instructors, using L1 during the language game. The second theme providing a new perspective of Additive Bilingualism, reveals that the teachers may use only L1 when giving common classroom instructions in a game-based approach in a heterogeneous setting. As a result, the learners from all levels feel inclusive. And there is no room for discrimination based on language proficiency, for lower and average-level learners. Hence, during the language game, they feel connected with their higher-level peers. The third thematic implication further validates the Additive Bilingualism. When the unknown language components are

introduced during a language game, use of L1 to explain the unfamiliar language structures seems essential, as otherwise, it may hinder the interest of game-based learning, especially for lower- and average-level learners. Hence, Additive Bilingualism could implicitly enhance learner motivation in a heterogeneous English classroom through language games. It is suggested to design game-based English lessons incorporating Additive Bilingualism, especially in a heterogeneous setting, as it motivates learners intrinsically and extrinsically. The game-material design with short explanations in L2 makes English learning more effective with a game-based approach, for lower and average level learners. However, the findings have limited generalizability in a smaller sample.

Keywords: Additive bilingualism, Language games, Learner heterogeneity, English, Sri Lanka

Making the ‘Silenced’ Voices ‘Heard’ in an English Medium Multilingual Teacher Education Context through Translanguaging

Udayaratne, K.K.

Pasdunrata National College of Education, Sri Lanka

ukumudu65@gmail.com

This qualitative case study investigates how English-medium multilingual student teachers in a Sri Lankan National College of Education utilize translanguaging practices and how such practices impact their personal and professional identity transformation. The study focuses on Tamil-speaking student teachers who initially struggled to communicate in a Sinhala-dominant context and how translanguaging enables them to reposition themselves from linguistically marginalized individuals to empowered, inclusive future teachers. Fivesecond-yearstudentteachersrepresentingdiverseethnolinguisticbackgrounds participated in the study. Data collection was done using semi-structured interviews, Focus Group Discussions (FGDs), and classroom observations. Content Analysis and Critical Discourse Analysis (CDA) were employed to examine the participants’ experiences. The analysis revealed that translanguaging enabled these students to navigate complex power dynamics between dominant and non-dominant language speakers, facilitating communication, and identity transformation. Simultaneously, the minority students demonstrated strong motivation to acquire Sinhala and English languages investing significant effort to overcome initial marginalization. The CDA revealed the impact of linguistic hierarchies, particularly the dominance of the Sinhala language which initially positioned Tamil-speaking students as “outsiders.” Three participants described themselves as “silent” or “mute” at the beginning of the course, expressing a desire to return home due to their inability to communicate effectively. However, Content Analysis showed a gradual shift in language ideologies, as these students managed to use their full linguistic repertoires: Tamil, Sinhala, and English, based on the communicative demands of the context. Further, the findings highlighted that translanguaging creates new understandings and new spaces for these student teachers to move between languages, and it makes those “silenced” voices “heard” in the teacher education context. It was interesting to observe the tolerance, acceptance, and linguistic complementarity they displayed towards each other’s language and culture at the end of the course. The study also suggests that changes are required in current teacher education programmes to raise awareness of modern pedagogy and practice.

Keywords: Translanguaging, Teacher education, Multilingual speakers, Dominant language, Identity and power dynamics

Teachers' Practices and Perceptions on the Use of Students' First Languages (L1s) in Multilingual English as a Second Language (ESL) Classrooms:

An Exploration at State Universities of Sri Lanka

Jayamaha, T.W.*, Wijesekera, H.D.

Wycherley International School, Sri Lanka, Sri Lanka Institute of Information Technology*

thushanthiw@gmail.com

The role of students' first languages (L1s) in English as a Second Language (ESL) classrooms has long been a subject of debate. While some argue that exclusive English use enhances language acquisition through maximum exposure, others emphasize the benefits of incorporating students' L1s to facilitate comprehensible input, engagement, and willingness to communicate. In multilingual classrooms, however, the use of L1s presents unique challenges, particularly when students speak diverse first languages and teachers lack proficiency in all of them. Given the increasing linguistic diversity in university ESL classrooms, this exploratory study investigates teachers' perceptions and classroom practices regarding the use of students' L1s in multilingual ESL settings at state universities in Sri Lanka. The study employs a mixed-methods approach, combining quantitative data to identify general trends with qualitative insights for a deeper understanding. Data were collected through a semi-structured online questionnaire followed by open-ended interviews with university ESL teachers who had completed the questionnaire and volunteered to participate in the interviews. The quantitative data from the questionnaire were analyzed using frequency analysis and cross-tabulation in SPSS while the qualitative data was subjected to thematic analysis. Subsequently, those findings were explicitly clarified with examples, while also making further insights, through the in-depth, thematic analysis of data gathered through interviews. The analysis, as a whole, draws from psycholinguistic, sociolinguistic, psychosocial, and multilingual theoretical perspectives. Findings indicate that teachers' attitudes toward L1 use are influenced by the multilingual nature of their classrooms. Many teachers adhere to a monolingual 'English-only' ideology, opposing L1 use in principle, yet in practice, they often rely on at least one L1 to facilitate instruction. Teachers also employ various pedagogical strategies when integrating students' L1s to support language learning while preserving learners' linguistic identities. Additionally, most teachers recognize the importance of ESL educators having some proficiency in the Second National Language (2NL) to accommodate students from different ethnolinguistic backgrounds. The study underscores the need for initial teacher training and continuous professional development to address the realities of multilingual ESL

classrooms at the university level. Based on these findings, the study calls for a critical re-evaluation of classroom language policies by teachers and curriculum developers, emphasizing that language choices can act as both tools of inclusion and exclusion. The study provides insights for teachers, policymakers, and other stakeholders, advocating for explicit classroom language policies that enable teachers to integrate students' L1s effectively without hesitation or guilt.

Keywords: English as a second language, Multilingual classrooms, Students' first languages

Globalisation

Globalization and Language Policy: The Evolution, Challenges, and Implications of English Education in Bangladesh

Hossain, T.
Waseda University, Japan
kstania2@waseda.jp

This paper examines Bangladesh's English education policy within the global context, analyzing its evolution, implementation, and implications in a rapidly globalizing world. Since English is still the primary language of international trade, communication, and education, Bangladesh has worked to improve social mobility and global competitiveness by incorporating English competence into its national curriculum. The history of English instruction in Bangladesh is examined in this paper, from its colonial origins to its current position as a compulsory topic in elementary and secondary school. It critically assesses whether Bangladesh's English education strategy aligns with international trends, including the focus on technology integration in language learning and communicative language teaching (CLT). Employing a mixed-method ethnographic approach—combining in-depth interviews with key policy planners and historical document analysis—the study addresses the following central question: How has Bangladesh responded to globalization, and what role has its language policy played in this process? The research also delves into the communication disparities between rural and urban students, examining how language policies perpetuate social inequalities and shape national ideologies. Despite being seen as a means of accessing international possibilities and economic growth, systemic issues such as insufficient teacher preparation, unequal resource distribution, and enduring urban-rural imbalances impede the successful implementation of English education in Bangladesh. The study also emphasizes the difficulties that educators, learners, and policymakers confront, such as socioeconomic inequality, insufficient funding, and gaps in teacher preparation. By contrasting Bangladesh's policies with those of other non-native English-speaking nations, it sheds light on their efficacy and suggests recommendations for fostering equitable and sustainable English language education.

Keywords: English language education, Globalization, Inequalities and language ideologies

A Critical Discourse Analysis of David Crystal's Views on the Globalization of English

Subhasingha, S.A.K.M.

Department of English Language Teaching, University of Kelaniya, Sri Lanka
madushanikalpani079@gmail.com

The globalization of English refers to the widespread use of English across nations and cultures beyond its native speakers. It involves the language's adoption in various domains, from international business and diplomacy to education and popular culture, leading to its status as a lingua franca. David Crystal, a renowned British linguist, is a leading figure in the study of the English language. Crystal's extensive work on language evolution, usage, and globalization makes him a crucial voice in discussions about English's global status. Analysing his perspectives is vital for gaining informed insights into the past, present, and future of English in a globalized world. Despite the extensive research on English as a global language, there remains a lack of critical engagement with the ideological positioning of influential linguists like David Crystal. While many studies focus on the spread and utility of English, few interrogate the implicit assumptions and power dynamics in expert narratives. This study aims to critically examine Crystal's predictions regarding the future of English through the lens of discourse and power. Based on its aim, this research looks forward to answer the research question of "What are Crystal's predictions regarding the future of English as a global language?" This study employs a qualitative research design, using Fairclough's three-dimensional model of critical discourse analysis as its theoretical framework. This model allows for a systematic examination of the interview text, considering its linguistic features, discursive practices, and socio-cultural context. The data source is a YouTube interview with David Crystal titled "Will English Always Be the Global Language?" selected through purposive sampling due to its relevance to the research topic. The interview was transcribed verbatim and then coded thematically to identify key themes and patterns related to the globalization of English. The analysis of Crystal's interview reveals not only his emphasis on historical and political forces such as British colonialism and American influence but also his framing of English as a naturally dominant language. This perspective, while informative, subtly reinforces the notion that English deserves its global role. Through Fairclough's model, this study reveals how such framing reflects and sustains linguistic hierarchies.

For example, Crystal's cautionary remarks on Mandarin suggest an awareness of global shifts, yet his tone implies confidence in English's continued dominance. This contradiction highlights the ideological work being done

through seemingly neutral commentary. This study does not merely summarize Crystal's views, it critiques them. By treating expert discourse itself as a subject of analysis, this research contributes an original perspective to ongoing debates around decolonizing English. It demonstrates how dominant narratives, even from respected scholars, can subtly reproduce global power imbalances. Future studies might benefit from comparing such discourse with counter-narratives emerging from the Globalization.

Keywords: Critical discourse analysis, David Crystal, English as a Lingua Franca, Fairclough's three dimensional model, Globalization of English

English Used by Sri Lankans on Social Media: A Discourse Analysis Based on Contemporary Facebook Content

Gamage, G.D.U.P.K., Maheshwaralingam, G.*, Vithanage, A.V.D.K.N.,
Senaweera, S.A.T.P.

University of Peradeniya
Gunasingarajah1@gmail.com

English being a link language in Sri Lanka, a multicultural country, plays a significant role in sharing opinions on social media. A rapid increase in the use of Facebook could be observed following the outbreak of the COVID-19 pandemic. It was also observed that a considerable number of Facebook users in Sri Lanka, approximately 40% of its population, use Facebook for diverse reasons. The main objective of the study is to explore unique morphological, syntactic, semantic, and pragmatic features of English used by Sri Lankans, which are shaped by extralinguistic factors such as socioeconomic, cultural, psychological, and political influences. In order to accomplish the aforesaid objective, 200 Facebook posts, including comments and replies made by academics, politicians, celebrities, differently-abled people, and typical Facebook users, were analyzed. A qualitative approach was adopted to align with the objectives of the study. During the data collection process, Facebook posts and comments in English shared by Sri Lankan Facebook users were selected using the purposive sampling technique. Discourse analysis was employed to analyze the data under four themes: morphology, syntax, semantics, and pragmatics. The overall findings and analysis of the study revealed several key features across different linguistic categories. Morphological features explored include abbreviations, reduplications, compounding, clitics, transliteration, and mother tongue influence. Syntactic features involve changes in word order and sentence patterns, subject-verb agreement, negation, voice, ellipsis, coordination, subordination, sentence fragments, interrogation, punctuation, neglect of capitalization rules, and reduced expressions. Semantic features encompass connotation and denotation, cohesion, presupposition, and the influence of the mother tongue. Finally, pragmatic features highlight a range of speech acts, such as emphases, formal and informal expressions, sarcastic remarks, and translanguaging. The research concludes that the English language used by Sri Lankans in Facebook posts, comments and replies encompasses unique linguistic features, influenced by socioeconomic, cultural, psychological, and political factors.

Keywords: Facebook content, Linguistic features, Sri Lankan English, Extralinguistic factors

The Impact of Global English on English Language Teaching (ELT) Methodologies in Non-native Contexts

Mathavan, N.*, Anestine, A.B.

University of Jaffna

theebi12@gmail.com

The growth of English in second and foreign language contexts has considerably impacted English Language Teaching (ELT). As an international language, English has transformed from an academic subject to a practical medium of communication. The change has encouraged educators to reconsider the curriculum design, teaching methodologies and instructional frameworks (Seidlhofer, 2011). The research examined the influence of English in non-native contexts with a focus on curriculum adaptation, teacher development and student learning outcomes. The research's primary finding is the shift from conventional grammar-based training to Communicative and Task-based approaches. Task-based approaches reflect the fundamental needs of English in international contexts (Richards & Rodgers, 2014). The study further examined how the integration of English Language and local varieties challenges native speaker norms while promoting inclusive and context-sensitive instruction. In addition, the study identified the significance of digital tools, such as virtual learning platforms and AI-powered resources, in shaping the teaching and learning experiences in different settings. The study followed a qualitative research methodology. It conducted surveys and interviews with English teachers and learners in Sri Lanka. The results showed how globalization has introduced diverse linguistic and cultural perspectives and expanded ELT teaching methods. However, the study also points to the challenges, such as insufficient teacher training, lack of adequate digital resources, and reluctance to adopt contextualized teaching approaches regarding ELT. The study recommends an adaptable and contextualized ELT paradigm that connects global English proficiency to local language and cultural realities. These findings will help shape discussions concerning ELT's future in a non-native environment. It will also assist teaching techniques that recognize the diversity and evolution of English in a global context.

Keywords: Global English, Non-native contexts, ELT methodologies, Digital learning, Task-based and Communicative Approach

Institutional Interventions and Language Challenges Encountered by the First-Year Undergraduates of the Faculty of Computing and Technology of the University of Kelaniya

Gamage, P.G.R.Y.*, Fernando, W.A.P.H.

University of Kelaniya

ransikayasasini@gmail.com

Despite English being an official language in Sri Lanka, most of the undergraduates from non-English-speaking backgrounds struggle to develop the requisite language skills for academic success in the globalized world. This is a key concern among computing undergraduates who are in need of proficiency in English to engage in technical communication, academic writing, and international collaborations according to their selected industries, all of which demand specialized language abilities. Hence, this study examined the challenges faced by first-year undergraduates in the Faculty of Computing and Technology (FCT) at the University of Kelaniya when adapting to global English standards, focusing on academic writing, technical language proficiency, and international collaboration. It focused on three key areas including academic writing, technical language proficiency, and international collaboration. Additionally, the study aimed to identify curriculum gaps in about each degree program, particularly the absence of English for Specific Purposes (ESP) courses tailored to computing undergraduates. Moreover, the availability and effectiveness of Target Language (TL) support programs designed to address these linguistic and academic challenges were also evaluated in this study. The primary aim of the research was to investigate these challenges in detail and evaluate the effectiveness of existing language support systems within the FCT. The study sought to answer two key research questions on the primary challenges faced by first-year undergraduates at the FCT in adapting to global English standards within their field of study and the perspectives of ESL lecturers on the challenges encountered by the first-year FCT undergraduates. A mixed-method research design was employed, combining both qualitative and quantitative approaches to provide a comprehensive understanding of the issue. The sample consisted of 100 first-year undergraduates, selected through random sampling, and 5 ESL lecturers from the FCT. Data collection involved semi-structured interviews with ESL lecturers, a student questionnaire, and secondary data sources. Qualitative data were analyzed through thematic analysis, while quantitative data were processed using SPSS to identify patterns and trends.

The findings revealed that undergraduates faced substantial difficulties in academic writing, including struggles with mastering formal writing styles, technical vocabulary, and adhering to global citation and referencing standards.

In technical communication, undergraduates found it challenging to express complex ideas and technical concepts clearly in English, which hindered their ability to engage effectively in international collaborations. Furthermore, the study highlighted the inadequate exposure to global resources and international communication practices, which intensified the challenges faced by these undergraduates. Based on these findings, the study recommends offering ESP courses that are tailored to the needs of computing undergraduates to enhance their technical writing and communication skills, expanding language support programs such as academic writing workshops and technical communication training, and promoting international exposure through virtual collaborations and exchange programs. This research filled an important gap in understanding the specific language challenges faced by Sri Lankan technological undergraduates and provided valuable insights into how language support and curriculum design could be improved to better prepare undergraduates for success in the global academic and professional arenas.

Keywords: ESP, Computing Undergraduates, Global English Standards, Academic Proficiency, International Collaboration

The Politics of English in Asia

Colonial Echoes: The Politics and Paradoxes of English Medium Instruction in Sri Lankan Secondary Education

Wijesekera, H.

Sri Lanka Institute of Information Technology

harsha.wi@slit.lk

The Sri Lankan educational landscape is shaped by historical, socio-political, linguistic, and economic factors. Typical in postcolonial countries, English enjoys a dominant place in society, particularly in education, where demand for English Medium Instruction (EMI) continues to rise. Reintroduced in 2003, six decades after independence from British rule, Sri Lankan Bilingual Education (BE) allows certain subjects in the national curriculum to be taught through EMI, while others are delivered in the mother tongue: Sinhala or Tamil. However, access to BE (and therefore EMI) remains highly restricted within the public school system, echoing colonial deliberations in the past, while fee-levying international schools offer full EMI instruction, exacerbating socio-economic inequalities through language: English. Within this complex educational landscape, BE reflects broader tensions between language, power, and equity in Sri Lanka. This paper examines the paradoxes in the implementation of EMI in Sri Lankan public schools, drawing on data from a broader qualitative study. The study employed multiple research tools, including surveys, focus group discussions, semi-structured interviews, and document analysis, to explore the perspectives of teachers, students, parents, and policymakers. Thematic content analysis was conducted using both inductive and deductive approaches to identify key patterns. Findings reveal significant disparities in the implementation of EMI (BE), primarily due to the absence of a coherent policy framework. Ministry of Education circulars often contain contradictory directives, reflecting a lack of informed decision-making and long-term strategic planning. Beyond systemic challenges such as a shortage of qualified EMI teachers and frequent, irrational teacher transfers, the study also uncovers active resistance within schools. Despite high demand, some school authorities obstruct EMI expansion due to ideological biases, bureaucratic inertia, or political motivations, further restricting access to English education for socio-economically disadvantaged students. These barriers raise serious concerns about equitable access to quality education and the continued role of English in perpetuating class-based privilege echoing the past ethos of the colonials.

This study argues that EMI should be more widely accessible in public schools to address linguistic and socio-economic disparities. BE can also serve as a bridge for students from diverse ethnic backgrounds to learn together in

a common language, helping to counteract the deep divisions created by a school system structured around mother tongue instruction. Yet, without well-structured policies and deliberate efforts to ensure equity, EMI risks reinforcing existing hierarchies threatening linguistic and education democracy rather than dismantling them. Expanding EMI access would contribute to the decolonization of English by transforming it from an elite-controlled linguistic commodity into a widely available educational resource. This shift is crucial to fostering a more inclusive and socially just education system. The paper concludes with policy recommendations focusing on teacher training, institutional support, and the need for a clearly defined, sustainable framework for EMI in Sri Lanka.

Keywords: English Medium Instruction, Bilingual Education, Language in education policies, Linguistic democracy, Sri Lanka

English Language and its Role in Professional Identity Formation and Career Mobility of a Selected Group of Sri Lankan First-Language Sinhala-Speaking Lawyers: A Narrative Inquiry

Wickramasinghe, W.M.C.A.
Wayamba University of Sri Lanka
ashanthi@wyb.ac.lk

This study aims to explore the role played by the English language in professional identity formation and career mobility of a selected group of Sri Lankan first-language Sinhala-speaking lawyers. The study highlights a dearth of research with regard to the relationship between the English language and legal professionals in the Sri Lankan context. Four participants were selected using purposive sampling based on their level of fluency in English. Using a narrative inquiry approach, data was gathered using life history interviews and autobiographies. This study concludes that there is a link between English, and professional identity formation through upward career mobility. It highlights that proficiency in English affects professional identity formation in terms of career mobility as its lack creates a glass ceiling. It also highlights that the gatekeeping practices of the English language, and its role as a form of cultural and symbolic capital affect professional identity formation. It also reveals that a performative dimension of language (rather than an actual in-depth knowledge of the language), the ability to perform an 'English identity' in court can be empowering in professional identity formation for the selected group of lawyers.

Keywords: English, Law, Professional identity formation, Career mobility, Narrative inquiry

Linguistic Reconciliation in a **புதிய இலங்கை / නව ශ්‍රී ලංකාව /** New Sri Lanka

Perera, N.

Curtin University

niru.perera@curtin.edu.au

In multicultural and multilingual societies across the globe, the language question has been central to notions of unity and equity. This is especially so in contexts of war based on ethnolinguistic division. Sri Lanka has had a history of linguistic injustice and denial of minority language rights, which both preceded and fed into its 26-year civil war. In the post war period, processes of transitional justice need to be oriented to the central role of language as a part of reconciliation. This talk draws attention to the notion of linguistic reconciliation and examines how it contributes to post-war peacebuilding in Sri Lanka. As the country enters a new post-war phase, with the election of its first leftist government, it is timely to consider the possibilities for achieving linguistic reconciliation amongst the many pressing areas in need of reform. The presentation is comprised of two qualitative studies: 1. A study on an online adult Tamil language course in Sri Lanka which involved qualitative interviews with students and teachers of varying ethnicities and language backgrounds. Reflexive thematic analysis of interview transcripts was used to understand the influence of language politics, war and trauma, and language policy on learners' motivations to study Tamil. Results showed that learners' motivations extended beyond the norm of the instrumental/integrative dichotomy and revealed the role of social, historical, and political influences and a shared vision for societal multilingualism. The results helped to form a preliminary conceptualisation of linguistic reconciliation and to promote language learning "of the enemy" as an integral and impactful component. 2. A pilot study to understand the future for language rights and linguistic reconciliation in a 'new' Sri Lanka. This study is based on interviews with key language stakeholders in Sri Lanka to gain their historical perspective on the journey for language rights following the Lessons Learnt and Reconciliation Report in 2011 and into the first six months of the new national leadership. This study is in the preliminary phase, so initial impressions will be offered. This talk aims to provide an overview of how language politics have played out in Sri Lankan society in recent history and generate discussion regarding the advancement of minority language rights into the near future, under a new political regime.

Keywords: Linguistic justice, Transitional justice, Reconciliation, Language rights, Tamil

Decolonizing English Language Textbook Design in India

Mahapatra, S.

BITS Pilani Hyderabad Campus

santosh@hyderabad.bits-pilani.ac.in

Literary texts have historically dominated English language textbooks and the corresponding pedagogy in India. This practice, which involves teaching English as a subject (rather than a language), can be traced back to the British colonial period when including literary texts seemed to have a hidden agenda. They were subtly used to valorise a British knowledge system, promote British culture, maintain social control, legitimise colonialism, and, to some extent, support Christian missionary activities. As more Indian elites who led political movements received English education, the inclusion of literary texts was normalised. The practice continued after the independence as almost all the universities had English departments, and their faculty members, who often specialised in literary studies, determined the English language education policies in the country. While the policy may suit students who have exposure to English outside the classroom, it ignores the specific language needs of students from socioculturally disadvantaged backgrounds, who make the vast majority of Indian learners, especially in rural areas, with very little exposure to English in their non-academic social surroundings. Students from such disadvantaged backgrounds often struggle to cope with the linguistic demand to understand and process literary texts. Although it has been proved that employing authentic contexts and skill-focused approaches can accelerate language learning, English language textbook designing in India, especially at the school level, ignores empirical evidence regarding the acceptable challenge of vocabulary in texts and remains enmeshed in a colonial legacy. Ramifications of the textbook design trend have profound social justice implications. However, very little attention has been paid to the issue in applied linguistics research. In light of the background mentioned above, the proposed study aims to make a case for decolonising textbook design in India by adopting an empirically driven and socioculturally informed approach. To achieve this goal, first, a historical analysis of the English language textbooks in schools from the first half of the 19th century to modern times is undertaken to identify the patterns of literary text use. Then, a brief review of empirical studies indicating the impact of real-life context use on students' language skills and abilities is conducted.

In the next stage, the review outcomes are used to show how including literary texts does not serve the intended purpose of effectively equipping students from various socioeconomic backgrounds with English language skills.

Last, an English language textbook decolonisation framework with a theoretical and an implementation part is proposed. Theories of second/foreign language learning, equity, inclusivity, and social justice drive the theoretical part of the framework. The implementation of the framework comprises a plan for changing the textbook design policy, raising awareness about social justice by including application-oriented content and collecting empirical evidence to strengthen the process of textbook design in the country.

Keywords: Textbook design, Social justice, India, Decolonisation, Framework

‘English-only’ Policy and Language Attitudes in Indian States

Bhargavi, C.

Indian Institute of Technology Jodhpur

cbhargavi.hcu@gmail.com

The lasting prominence of the English language interwoven in India’s educational and administrative systems is rooted in its colonial past and evolving to meet the standards of globalisation. The complex and often contested issue of English in education seems to be a pragmatic response to its economic value and global reach. At the same time, the preference also reflects more profound socio-cultural and epistemological implications tied to coloniality—the persistence of colonial power structures and ideologies in post-colonial societies. There is little doubt that English medium education disproportionately benefits certain strata of society, creating barriers for socially disadvantaged communities. The commodification of English proficiency as ‘linguistic capital’ further establishes socio-economic disparities, positioning English as a tool for empowerment and a mechanism of exclusion. Thus, English medium education is often pitched against education through local, regional or native languages/mother tongues. The change in public perception and attitudes towards the value of English and regional languages as mediums of instruction may have a far-reaching impact on language-in-education policymaking and practices across the country. However, very few studies have empirically explored the issues mentioned earlier. Against the above background, this paper critically examines the recent spread of an ‘English-only’ policy in many Indian states by analysing policy documents and records available in the public domain. Drawing on the theoretical framework of coloniality developed by Aníbal Quijano, this study situates the ‘English-only’ policy within the broader lenses of linguistic hierarchies, socio-economic inequalities, and cultural identity while investigating how these English-centred policies perpetuate coloniality by marginalising native languages. The paper further analyses language attitudes (societal perceptions and beliefs about the value of English versus regional languages) as a critical factor sustaining the ‘English-only’ paradigm. Using a questionnaire and an interview schedule, the study captures the attitudes of bilingual Telugu speakers in parts of Andhra Pradesh and Telangana, where the implementation of an English-only policy as a political response to a popular demand led to debates across the country. The findings indicate that the English-only medium of instruction policy in schools is more of a populist policy than a well-planned academic policy decision.

It reflects a social mindset entrenched in colonial legacy. The analysis of language attitudes reveals that English trumps Telugu as the preferred medium of

instruction in schools for economic mobility and social prestige. The study makes a case for a robust multilingual education policy that caters to the aspirations of students from various socio-economic backgrounds by focusing on the cultural and cognitive benefits of learning in native languages without ignoring the benefits that come with the mastery of English. In addition, it emphasises studying language attitudes for educational policy-making to ensure more localised and community-driven realistic policies are formulated and implemented.

Keywords: Language-in-education policy, Language attitude, Coloniality, India

The Study of the Impact of English upon the Bangladeshi Learners' Thought-process

Hossain, E.

Department of English, Green University of Bangladesh
elhamhossaindcc@gmail.com

Language is a potent tool of representation and it encapsulates the thoughts, ideas and feelings of a community which uses it as an instrument of handling the world. As a collective memory bank, it cartographs the history, culture, attitudes and thought-process and enables its speaker-community to form concepts and achieve cognitive and conceptual development. English has occupied a very crucial place in Bangladesh side by side with its national language and mother tongue viz. Bengali. Different streams of the education system, such as general education, madrasah education, English medium education and English version education in primary, secondary and tertiary levels are using English as a medium of instruction in different degrees in their pedagogy, and thus, English is treated in varied ways in different streams of education system here. In some streams it is treated as a substitution-language and in some other streams it is used as merely a supplementary language of Bengali. However, using mixed methods, this paper will seek to pursue the research question regarding how the diverse roles of English as a medium of instructions impact the cognitive and conceptual development of the learners.

Keywords: Tool, Memory bank, Pedagogy, Thought-process, Medium of instruction

English in Nepal: Navigating Opportunities and Cultural Hegemony

Dewan, M.S.

Ratna Rajyalaxmi Campus, Tribhuvan University

motikala.sd@gmail.com

The increasing prominence of English has significantly shaped Nepal's economic, social, and educational landscape, offering opportunities for upward mobility, global engagement, and access to international knowledge. However, this linguistic shift has also raised concerns about linguistic imperialism and cultural hegemony, as English increasingly marginalizes indigenous languages and reshapes local identities. From a sociolinguistic perspective, English functions both as a symbol of prestige and a tool of exclusion, reinforcing hierarchical social structures. This study critically examines the dual role of English in Nepal, investigating whether it serves as a gateway to global participation or reinforces socio-cultural dominance through language ideologies. Focusing on secondary public schools, this research investigates the challenges students and educators face in balancing English proficiency with linguistic and cultural preservation. It also examines the socio-political implications of English-medium instruction (EMI) on linguistic diversity and social equity. While English proficiency enhances access to higher education, employment opportunities, and global markets, the dominance of EMI disproportionately benefits urban and elite students. In contrast, marginalized and rural communities face systemic disadvantages due to unequal access to English education, exacerbating socio-economic disparities and threatening Nepal's linguistic diversity. This aligns with linguistic imperialism and critical language policy perspectives. Employing a qualitative case study approach, this study examines English language practices in secondary public schools through document analysis and classroom observations (Merriam & Tisdell, 2016). National education policies were analysed to assess their influence on English instruction, while purposive sampling ensured diverse participant representation. Thematic analysis was used to identify key themes related to economic mobility, language policy, and socio-cultural identity. To address linguistic inequalities, the study highlights translanguaging as a pedagogical strategy that enables students to fluidly navigate multiple languages instead of adhering to rigid English-only instruction. Additionally, it emphasizes the need for a balanced language policy that harnesses the benefits of English while ensuring linguistic fairness and the sustainability of Nepal's multilingual heritage.

This research contributes to discussions on how language policies

shape identity, power, and access in education. While English creates valuable opportunities, unchecked dominance risks deepening social inequalities and eroding cultural diversity. A critical, balanced approach is essential to maximize the advantages of English while safeguarding Nepal's linguistic and cultural diversity.

Keywords: Linguistic diversity, Cultural hegemony, Linguistic imperialism, Language ideologies, Translanguaging

Bangladeshi Literature in English: Negotiating Orientalism and Anglicism beyond Identity and Cultural Boundaries

Salam, A.

Department of English, World University of Bangladesh

salam@english.wub.edu.bd

Bangladeshi Literature in English (BLE) exists at the crossing of two contending colonial paradigms: Orientalism and Anglicism. Orientalism, as the present connotation suggests, is a romantic narrative of the Orient. On the other hand, Anglicism is thrusting the domination of the English language. These tensions have profoundly shaped BLE, as it grapples with issues of identity, language, and cultural representation in both local and global contexts. The Orientalist perspective often relegated Bangladeshi culture to an exotic, unchanging otherness, while the Anglicist framework promoted English as a vehicle for progress, sidelining indigenous traditions. BLE resists these reductive binaries, creating a space for Bangladeshi authors to reclaim narrative agency. Writers like Abid Khan, Numair Atif Choudhury, Razia Khan and Kaiser Haq, Raj Reader etc. exemplify this dual engagement, blending indigenous motifs with modernist and postmodernist techniques to forge a hybrid literary identity. Through poetry, fiction, and drama, BLE critiques colonial legacies while addressing contemporary issues such as globalization, political instability, and diasporic identity. This paper explores how BLE serves as a site of cultural negotiation, where the legacies of colonialism intersect with the aspirations of a postcolonial nation. By critically examining the works of key authors, it highlights BLE's role in decolonizing narratives and fostering a literary tradition that transcends imposed binaries. Ultimately, BLE asserts a dynamic identity that honors local traditions while engaging with global literary currents, offering a nuanced portrayal of Bangladesh's evolving place in a globalized world.

Keywords: Bangladeshi Literature in English (BLE), Orientalism, Diaspora, Cultural negotiation, decolonizing narratives etc.

Accent, Status and Decolonization: Perspectives of Bangladeshi Tertiary Students

Aktar, T.*, Hossain, N.
University of Asia Pacific
tasmiah@uap-bd.edu

According to Fuertes et al. (2002), the Accent Prestige Theory suggests that listeners use a speaker's accent as a cue to judge their intelligence, fluency, and social status. This explains the common misconception in Bangladesh that a speaker's English accent determines their intelligence and social standing, especially prevalent throughout the 20th century. Such notions have been facing growing opposition in recent times among the younger generations with a growing acceptance of speaking English influenced by Bangladeshi dialects. By combining quantitative (questionnaires) and qualitative (focus group discussions) methodologies, this paper explores tertiary-level students' perspectives on whether accent serves as a marker of intelligence and social status among their peers and how they see the Accent Prestige Theory through a reflective lens of the colonized part of the subcontinent. The researchers also highlight the viewpoint of tertiary-level students regarding accent bias and the normalization of the usage of English in their own accent as a form of decolonization. The findings indicate that participants prioritize fluency over accent when speaking English as a foreign language. Moreover, students recognize the association between intelligence and accent as a colonial byproduct. Finally, the study discusses how the increasing acceptance of speaking English with a Bangladeshi accent reflects a broader movement toward linguistic decolonization. The researchers believe that the findings of this study will reshape the approaches to teaching English speaking skills in tertiary-level classrooms.

Keywords: Decolonization, Accent Prestige Theory, Accent bias, Native speakers, Non-native English

Decolonizing Digital Governance: English, Language Accessibility, and Citizen Engagement in Sri Lanka

Abdul Razak, A.

Postgraduate Institute of Humanities and Social Sciences (PGIHS)

arazs@ou.ac.lk

This study explores the relationship between language accessibility and citizen engagement within Sri Lanka's digital governance framework, focusing on the role of English in shaping public access to e-government services. As digital technologies and e-government initiatives become increasingly prominent in Sri Lanka, issues surrounding language barriers and the post-colonial legacy of English in governance have emerged as critical concerns. Despite the rise of digital governance, many citizens, especially those who do not speak English encounter challenges in accessing government services and information. This research examines how Sri Lanka's colonial history, with English as the official administrative language, continues to influence the inclusivity and effectiveness of digital governance platforms. Adopting a qualitative research approach, this study combines a literature review and semi-structured interviews to analyze the current state of digital governance in Sri Lanka. The literature review draws upon historical accounts, policy documents, and academic publications to assess the enduring impact of English on governance and the digital divide. Semi-structured interviews with key stakeholders, including government officials, ICT professionals, and citizens, will be conducted to explore their experiences with digital services and identify language-related barriers to engagement. The study particularly emphasizes the participation of marginalized groups, such as Sinhala- and Tamil-speaking citizens, in digital governance. The research is framed by the belief that digital governance can be a tool for decolonization, addressing language inequalities embedded in post-colonial governance systems. By analyzing how English continues to dominate e-government platforms, this research seeks to highlight the need for inclusive policy reforms that reflect Sri Lanka's linguistic diversity. Key themes include the digital divide, language policy in public administration, and the role of e-government platforms in enhancing citizen engagement. Findings offer a comprehensive understanding of the challenges faced by language minorities in accessing digital services and provide actionable recommendations for improving language inclusivity. This study contributes to the broader conversation on decolonizing public administration in post-colonial states and aims to promote equitable participation in the digital era. Through inclusive policy reforms, Sri Lanka's e-government initiatives can better align with the principles of social justice and inclusive development.

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Keywords: Digital governance, Language accessibility, E-government services, Citizen engagement, Post-Colonial legacy

Decolonizing Tamil for Legitimizing English-Mixing in Tamil

Jathusan, J.

University of Jaffna

jeyakujathusan28@gmail.com

With the “recognition” of Tamil as “a classical” language and the insecure status of Tamil speakers today due to the accelerating linguistic imperialism of English and nationalist languages like Hindi in India and Sinhala in Sri Lanka, there is a growing antagonism in upper-class Tamil nationalist circles against the mixed (mixing) state of Tamil with other languages, including but not limited to English. In the first part of this paper, I argue that, while there are legitimate concerns for Tamil speaking communities to resist the linguistic imperialism of English (and other languages), resistance along the lines of Tamil nationalism and Tamil purism is itself conditioned by the linguistic essentialism and other essentialist ideas of British indirect rule.
The second part of this paper focuses on the attempts made by Tamil purists to do away with English influence in Tamil by introducing a new and supposedly uncontaminated Tamil vocabulary to replace English-origin words in Tamil and by depreciating Tanglish scripts. I argue that, contrary to the claim that the supposedly pure form of Tamil will help the “Tamil national” subjects authentically express themselves, the form of Tamil advocated for by purists appears alien to the usual Tamil speaker, who is already used to using many English-origin words in Tamil and finds Tanglish script, at least when it comes to social media interactions, easier than Tamil script. I argue, moreover, that linguistic purism focuses on transmitting the supposed past of Tamil into the future at the expense of the present of many a Tamil speaker. In the third part of the paper, I argue that, since decolonization should not be about the return to an atavistic past and cannot be complete without overcoming the parochialism of postcolonial nationalisms, it is not sufficient to recognize merely that the “spread” of English and the subsequent penetration of English into Tamil would not have been possible if not for British colonialism. Rather, decolonization means, linguistically speaking, among other things, foregrounding languages as always undergoing changes in contrast to the colonially rooted essentialist understanding of languages. If so, decolonizing English includes the critique of the colonially rooted essentialist understanding of Tamil and, thus, legitimizing at least some forms of English-mixing with Tamil. I conclude my paper by pointing out that my arguments imply that the conflicts between Tamil and other South Asian languages that Tamil comes into contact with should be scrutinized with regard to how colonialism has formed and/or animated such antagonisms.

Keywords: Linguistic essentialism, Nationalism, Purism, Tanglish, Decolonization

Humanities and Social Sciences Undergraduates' Perspectives about the Medium of Instruction in the Degree Programmes Offered at the State Universities in Sri Lanka

Ariyasinghe, D.A.G.*, Ariyasinghe, N.P.G
Gampaha Wickramarachchi University of Indigenous Medicine
dinaliariyasinghe@gmail.com

In both academic and corporate sectors today, there is an increased demand for both competency and fluency in the English Language. To address this development, aligning with the changes in the higher education sector in the world, a significant number of degree programmes in Sri Lankan universities are also being streamlined in the process of internationalisation and are offered in the English medium. In disciplines such as applied sciences, medicine, technology, and management, almost all degree programmes are mostly offered in the English Medium. However, the degree programmes in the disciplines of humanities, social sciences, and fine arts are predominantly offered in either Sinhala or Tamil. Thus, considering the above context, the present study is conducted to investigate the humanities and social sciences undergraduates' perspectives on the medium of instruction in their respective degree programmes. In this mixed-method research study, a trilingual questionnaire representing Sinhala, Tamil and English was circulated among the participants to collect data. The questionnaire is designed to elicit their responses to the medium in which they currently receive instruction in their degree programmes as well as the challenges they would anticipate in instances when it changes to English. Especially, in terms of the students who are currently learning under the EMI (English-Medium Instruction), it strives to explore the challenges faced while comprehending the lecture materials and facing assessments and evaluations, besides their prospective suggestions to support the students to eliminate language barriers. Conclusively, it is believed that the present study will remedy the existing dearth of studies that have been conducted concerning the medium of instruction in the undergraduate programmes in humanities and social sciences, within the Sri Lankan state university system.

Keywords: Humanities, Medium of Instruction, Social Sciences, Sri Lankan Universities

English Medium Instruction and Identity-formation of Undergraduate Students in Sri Lanka

Jayawardana, H.M.H.N.M.

*Department of English Language Teaching, University of Sri Jayewardenepura,
Sri Lanka*

niharamjayawardana@gmail.com

In Sri Lanka both the majoritarian language Sinhala and the minority language Tamil are considered official and national languages while English is recognized as the link language. Nevertheless, the status of both the Sinhala and Tamil languages does not always reflect their official recognition in society. English is considered a prominent indicator of class identity. Against this background, this qualitative study focused on identifying how English as a Medium of Instruction (EMI) shapes the identities of Sri Lankan university students. It explored the students' diverse language ideologies and the role languages play in identity formation. For this purpose, 20 students from two universities in Sri Lanka were interviewed. The sample included the students who are taking EMI courses and those who do not. The data was analyzed thematically. The results of the study revealed that the majority of the students consider English language proficiency as a pathway for professional and academic success aligning with the popular ideology in South Asia and elsewhere. In addition, the study shows how EMI has contributed to shaping individual and group identities reflected in behaviours, fashions, lifestyles, and personalities. It was also revealed that the EMI students are recognized as 'intelligent' students compared to the vernacular ones. The study further highlighted how English language proficiency levels could be related to self-confidence as well as self-insecurity among undergraduate students. In conclusion, the study emphasizes that identity sensitive approaches, language policies and supportive instructional strategies should be provided to students in their learning environments while ensuring the promotion of inclusivity and prevention of prejudices connected with identity-related English language phobia.

Keywords: Link language, English medium instruction, Language ideologies, Identity formation, Self-confidence

Impact of Legal Jargon in English on Shaping Sri Lanka's Legal System: An Experiential Survey on Stakeholder Perceptions

Hapuarachchi, B.A.

National Institute of Business Management

bhagyahapuarachchi@gmail.com

Even after 75 years of independence, Sri Lanka still follows the legal system that it inherited from British colonial rule. Accordingly, the legal jargon used in Sri Lanka's judiciary strictly adheres to colonial linguistic conventions that often involve Latin phrases. Yet, a fraction of Sri Lanka's English language academic populace is engaged in a campaign to promote a brand of English known as Sri Lankan English formulated in their ivory towers, incorporating all types of interlanguage anomalies committed by Sri Lankans. So manipulative, they have even managed to influence Sri Lanka's Ministry of Education to propagate that substandard variety of English within the national school system under the project "Speak English Our Way". The category of English the so-called Sri Lankan English campaigners (who do not practice it within their families) attempt to promote under the popular term "decolonization" clashes with the linguistic conventions and language policies followed by Sri Lanka's long-established legal institutions. Against this background, this paper investigates how the persistent use of colonial legal English has shaped the experiences and perceptions of key stakeholders including legal professionals, the judiciary, and the general public and what challenges the new category of English could pose on the common people. The exploratory study has a qualitative research design that involves in-depth interviews, focus group discussions, and document analysis as data collection methods. Random sampling techniques such as snowball sampling and simple random sampling will be employed to select participants. As data analysis methods, thematic analysis and constant comparative methods will be employed. The gathering of the data and disclosure of information will be done while following ethical guidelines. Upon exploration, the findings will mainly contribute to processes related to language and legal policy reforms as well as to establishing a positive perspective for the general public in finding security in accessibility and comprehension of legal matters.

Keywords: Decolonisation, Colonial legal English, Sri Lankan English

Power Relations and In-service English Teacher Education in a Second Language Context - A Decolonised Study

Ekanayake, E.M.S.M.

*Department of Humanities and Social Sciences, Faculty of Graduate Studies,
University of Sri Jayawardenepura
shanika1ekanayake@gmail.com*

This qualitative study explores the nexus between power relations and in-service English teacher education in a second language context. While previous studies have examined the power-relations in pedagogy between students and teachers, there is a lack of studies focusing on power relations in teacher education. Addressing this gap, the study investigates how power relations in teacher education influence teachers' professional development and classroom practices contributing to a deeper understanding of power structures in teacher education. The study is grounded in Paulo Freire's banking concept and problem posing education which challenge hierarchical power structures and advocate for dialogue-driven, egalitarian learning environments. Using a qualitative approach, data were collected through semi-structured interviews with in-service English teachers engaged in postgraduate studies across diverse educational and professional institutions both within and outside the country. Purposive sampling ensured a range of perspectives, while field notes were utilized to ensure depth and reliability. The data were analyzed using thematic and discourse analysis to uncover patterns and narratives around power relations in teacher education. The findings revealed that balanced power relations positively impact teachers' agency, collaborative learning, and instructional practices contributing to more inclusive and dynamic educational settings. Supportive, discussion-based environments foster mutual respect, knowledge co-creation, and active teacher engagement. Power imbalances, particularly in lesson observations and feedback sessions, can cause discomfort and emotional distress affecting teachers' confidence and willingness to experiment with new teaching strategies. Traditional linguistic choices like 'madam' and 'sir', reflect hierarchical respect, influenced by cultural norms and habitus. While some participants are comfortable with these practices, viewing them as symbols of respect, others prefer informal, egalitarian interactions that promote approachability and collaboration. Evolving societal norms influence power relations, emphasizing the interplay of tradition, culture, and power in teacher education. Teachers adapt their communication styles and power negotiations based on situational contexts, demonstrating flexibility in maintaining professional relations.

These findings highlight the importance of fostering supportive, collaborative environments through open communication, accessibility, constructive feedback and teacher engagement. Addressing power imbalances, promoting inclusivity and implementing clear feedback protocols contribute to equitable, empowering educational settings that prioritize mutual respect, growth, and shared responsibility. The study offers practical implications for teacher education programs by emphasizing the transformative potential of balanced power relations on teachers' professional growth and classroom practices. It calls for strategies that empower teachers and foster equitable learning environments. Future research could further explore discourse and power dynamics in professional development contexts.

Key words: Power Dynamics, Teacher Education, L2 context, Teacher Agency
Critical Pedagogy

Politics of English Translation: Exploring the Transition of Kannada Classics into Global Discourse

Mitra, A.

Government First Grade College, Nagamangala

kookivasu@gmail.com

Since the 2000s, there has been an increased interest among regional authors and translation scholars in bringing the classics of regional languages into English. Numerous projects, often in association with universities, have been launched with the intent of showcasing and positioning local cultures on the global stage. However, this trend has also unveiled the inherent politics of translation, raising concerns about the distortion of ancient texts when presented in a language and cultural context that differs from their origin. This paper explores the politics and theories of translation by focusing on the Kannada classics *The Life of Harishchandra* by Raghavanka (translated by Prof. Vanamala Vishwanatha) and *The Kannada Mahabharata* (translated by S.N. Shridhar and team). These works, translated as part of the monumental Murty Classical Library of India project, serve as case studies to analyze how ancient texts are reinterpreted and represented during the translation process. The study engages with translation theories, including Eugene Nida's "dynamic equivalence," Lawrence Venuti's "domestication and foreignization," and Walter Benjamin's concept of "the task of the translator," to critically evaluate the transformation of these texts. It examines how stylistic nuances intrinsic to Kannada literature—such as poetic rhythms and cultural idioms—are often simplified or paraphrased in English translations, leading to a potential loss of primordial literary essence. By tracing the trajectory of these texts from their Kannada origins to their English renditions, this paper interrogates the interplay between visibility, global representation, and the compromises made in translation. The analysis underscores how the pursuit of global recognition often sacrifices the richness of local literature, thereby perpetuating a politics of representation that shapes the reception and legacy of regional classics.

Keywords: Translation, Kannada classics, Politics of representation, Global discourse

Confronting English at a Women's college in India: Stories of (dis) empowerment and Decoloniality

Kral, T.
Lancaster University
tdkral@gmail.com

The coloniality of English in India continues to be a source of tension and paradox. The language maintains its elite metropolitan prestige yet holds the aspirations for social mobility among millions in peripheral communities. Its spread is publicly condemned by nationalist politicians yet English-medium schools continue to proliferate. Patriarchal codes implore boys to learn English to boost their job prospects but urge girls to instead mind their marriage prospects. Most scholars lament the social divisions English has brought, while others insist that English represents a tool for decolonial resistance, offering economic opportunity, voice and agency to those in marginalized communities who otherwise face relentless barriers of gender, class, caste and religion. In this talk, based on research for my doctoral thesis, I explore how young women from disadvantaged and non-metropolitan communities navigate the many tensions around English as they complete their higher education and plan their lives beyond. The study was conducted at an English-medium women's college in a small city in the state of Andhra Pradesh, where promises of student empowerment through English collide with the intersectional barriers of gender and social class, and wide disparities between the English haves and the have nots. Through the lens of student narratives, interactive interviews and the capability approach theoretical framework, I examine how English both empowers and disempowers students' capabilities like aspiration, autonomy and voice. I further probe the role of status, fear and patriarchy as structural constraints which hinder the development of key capabilities. Finally, I propose a decolonial pedagogy which challenges elite and 'native speaker' standards, nurtures translingual and participatory learning spaces, and emboldens students to use English on their own terms.

Keywords: English, Decoloniality, Capability approach, Empowerment, Pedagogy

English in Asia: Power, Identity, and Inequality

Patil, V.

Government First Grade College for Women, Bidar

vypatil.025@gmail.com

English occupies a paradoxical position in Asia, serving as both a vehicle for socio-economic mobility and a source of cultural and linguistic tension. The study aims to critically trace the historical development of English in the region, from its colonial origins to its present status as a global language; to analyze its influence on social mobility and the widening of socio-economic inequalities; and to study its impact on local cultures, native languages, and traditional knowledge systems amid tensions between global and local forces. Using case studies from India, China, and Southeast Asia, the article shows that while English facilitates access to global opportunities, it also reinforces social divides and marginalizes indigenous identities. It further highlights how English often threatens linguistic and cultural diversity, raising concerns about homogenization. However, it also demonstrates how Asian societies creatively adapt and appropriate English to assert agency within global contexts. The article argues for a balanced approach that maximizes the pragmatic benefits of English while safeguarding linguistic and cultural diversity, promoting a more inclusive and culturally sensitive model of development across Asia.

Keywords: Globalization, Linguistic policy, Cultural identity, Inclusive development, Global Discourse

English Language Education and Feminist Pedagogy: Reflections of a Tertiary Level Teacher

Sinha, M.

The English and Foreign Languages University

madhumeeta@efluniversity.ac.in

Locating feminist pedagogy in the context of empowerment and social justice alongside ‘experience’ as a crucial concept for knowledge production, this paper emerges out of my reflections as a teacher of English Language and Literature at a central university in India. Here “Feminist Pedagogy” can be defined as a process from a gender perspective to make the classroom a democratic space. The context of English in a postcolonial country like India is both aspirational and hierarchical. Universities have become melting pots of the diverse Indian society due to the transformative capacity of education and the policy of reservation but difference in the quality of schooling and language education bring huge disparity in terms of the English language capability of students for academic purposes. While teaching different courses in TESL (Teaching English as a Second Language), over the last two decades, I have tried to bring notions of identity, difference, marginalization through feminist texts that I use in my classes. These articles also raise issues of marginality from the location of caste, class, sexuality, race etc. to create a conducive learning context. The effort is to help the students to incorporate the notions of respect, mutuality and community building through various classroom practices, projects and discussions. My analysis is based on my involvement in teaching a course, “Language Teaching through Media,” for a semester in 2019 as part of a programme called Post Graduate Diploma for Teaching in English (PGDTE). I wish to particularly discuss the journey of two students who in the language of pedagogic practices could easily be labelled “reticent”, and “weak” but they finally turned in a project work which was greatly appreciated by the class and fetched them a good grade. The conscious choice of selecting texts, careful grouping of students and individual discussions with those who needed an extra support helped me immensely again in 2022 for PGDTE, but this time over two semesters where I taught two courses “Interpretation of Literature” (Semester 1) and “Teaching of Literature” (Semester 2). In both these courses I had included texts highlighting discrimination based on caste, class, gender, sexuality, race etc. which brought in a nuanced understanding of difference.

Caste, community and sexuality became very interesting analytical tools and students by the second semester gradually formed new friendships and developed a new understanding of many of the ideological questions and

improved their language skills. With the comparison of these two classes as case studies I will try to demonstrate that the English classroom can become a space of inclusive learning and ethical knowledge production with Feminist Pedagogy as a critical approach. My research attempts to deal with the following questions: How could I rework the notion of academic “merit” and the hierarchy based on it through my classroom practices foregrounding the notion of identity and community? What changes are possible when students are involved in the selection, discussion and assessment process by becoming a learning community rather than remaining individual students? What could be some possible ways of bringing in empathy and ethics in the classroom for social justice?

Keywords: Feminist pedagogy, English language education, Experience, Difference, Social justice

Inclusive or Exclusive? Analyzing Minority Representation in Tamil Nadu and CBSE Textbooks

Manivannan, T.*, Tasnim, Md. E.

The English and Foreign Languages University, Hyderabad, India

tharsnitheivalakshmi@gmail.com

Textbooks are the primary knowledge hub or a resource for marginalized children who lack access to commercially produced supplementary materials or any other educational materials available in the mainstream market. These textbooks given in the school play a huge role in shaping their perspectives on culture, identity, and other consciousnesses that build their understanding of society. When textbooks maintain an unbiased and inclusive approach, they foster equitable learning. However, if the textbooks are biased and favour the majority population and neglect the marginalized groups, then, it is devoiding of meaningful relevance of content for these groups. Already, the standardization of languages due to globalization has positioned English as a dominant “killer language”. Likewise, these regional majority languages in various Indian states are taking the same role by subjugating minority languages and dialects. The primary victims, in this process of extinction, are the tribal languages, immigrants’ languages, and dialects. This state is further exacerbated by policies that lie only on paper. To understand whether the textbooks are inclusive, this study critically examines the English textbooks of Tamil Nadu State Board curricula and Central Board of State Education curricula of grades 1- 10. The qualitative content analysis approach is used to evaluate the textbook’s representation in terms of linguistic, cultural, and history of tribal communities. The findings showed significant gaps in representation, particularly in the Tamil Nadu State Board’s primary-level textbooks (grades 1-3), where tribal identities are completely absent. Even though Tamil Nadu is home to indigenous communities such as the Irula, Kurumba, and others, their presence in the curriculum remains very rare. Further doing a comparative analysis between state and central board textbooks, it is found that there is a persistent underrepresentation of tribal communities across both curricula. By ignoring this, we are perpetuating systemic invisibility and cultural homogenization. The study concludes by discussing the pedagogical and sociocultural impact of this exclusion, particularly on mainstream students’ perceptions and marginalized students’ perceptions of India’s diversity.

Keywords: textbook analysis, tribal representation, marginalized, Tamil Nadu state board, CBSE curriculum

Power Dynamics, Language Death, and Multilingual Material Development in South Asia

Malik, M.A.

English and Foreign Languages University in India

muzamilphdeleman24@efluniversity.ac.in

Linguistic diversity in South Asia is marked by a complex interplay of historical, political, and social forces that determine the survival or decline of languages. This presentation explores the power dynamics between dominant and marginalized languages, highlighting how state policies, economic imperatives, and globalization contribute to language endangerment and, in extreme cases, linguistic genocide. Drawing on examples from across South Asia—with a particular focus on Kashmiri along with other Indian languages and the south Asian languages, facing the crises. This study examines how systemic linguistic hierarchies have led to the erosion of indigenous languages and what can be the remedial initiatives to do away with this indigenous linguistic erosion. To counteract this decline, multilingual material development emerges as a crucial intervention. By promoting educational resources, digital platforms, and community-driven initiatives in multiple languages, it is possible to sustain linguistic diversity and cultural identity. This presentation will discuss successful multilingual education models and digital innovations that empower speakers of endangered languages. Also this study will attempt to link Agnihotri's (2014) concept of 'Multilinguality' as an alternative for the concept of 'Multilingualism', freeing language itself from the imposed hierarchies. Ultimately, it argues for a shift in language policy and planning that embraces multilingualism as a means of both cultural preservation and social equity. Since this research will try to examine the significant works that have already been written in the field, So this research will choose the qualitative method of research.

Keywords: Multilingual education, Linguistic hierarchy, cultural identity, Multilingual material development

Technology in Communication

Bias by Artificial Intelligence in English Language Teaching: Challenges, Opportunities, and Strategies for Success

Abeywickrama, B.
University of Colombo
bihimini@delt.cmb.ac.lk

Artificial intelligence (AI) is revolutionizing the field of education, transforming teaching practices, learning experiences, and assessment methods. In the field of English language teaching (ELT), it offers numerous advantages to teachers as well as learners including individualized teaching and learning, real-time feedback, and automated assessments. However, concerns about academic integrity and the limitations of AI-driven evaluation methods have prompted scholars to reassess the integration of AI in the field of English language teaching and investigate the need for ethical guidelines to ensure responsible and effective implementation of AI in language classrooms. This research aims to examine how AI can be effectively integrated into English as a second language contexts with a special focus on language assessment. Early research on the role of AI in language education highlighted its advantages and explored measures to ensure equitable opportunities while mitigating potential biases and barriers to adoption. Over time, however, scholarly focus shifted toward addressing challenges associated with AI-assisted teaching and learning. With the increasing use of AI in language teaching, it is essential to examine its integration into language classrooms in ways that foster language learning and academic integrity. Another area worthy of investigation is the effectiveness of plagiarism detection tools and their effectiveness in language testing. This study employs a mixed-methods approach and includes an analysis of AI-assisted learning tools and assessment methods as well as qualitative data from ELT practitioners and learners. The findings emphasize the need to leverage AI for pedagogical advancement and discourage the over-reliance on AI-generated content.

Keywords: Artificial intelligence, English language teaching, Language assessment

Exploring Low-Proficient ESL Undergraduates' Responses to Face-to-Face and AI-Mediated English-Speaking Experiences

Embogama, R.M.S.N.

Department of English Language Teaching, University of the Visual and Performing Arts, Sri Lanka
sumudu.e@vpa.ac.lk

The omnipresence of educational technologies has become an undeniable reality in the post-COVID era. Generative Pre-trained Transformer (GPT) technology in formal and informal teaching and learning contexts has resulted in a pervasive and often controversial presence in the contemporary education landscape, driven largely by the rapid popularization of OpenAI, specifically ChatGPT. This phenomenological study intends to capture and reflect on the lived experiences and emotional realities of low-proficient adult ESL learners when communicating in the second language, i.e., English, as it compares their experiences during face-to-face spoken interactions and those of ChatGPT as a communicative partner. Through purposive sampling, 84 visual arts undergraduates were selected for the study. Using the multimodal approach, the arts-based visual data were gathered from students depicting their experiences during conversations with English speakers and ones where they speak directly to ChatGPT's AI assistant. The narrative exploration was done by collecting data via group discussions, whereby participants reflected on and articulated their feelings during both human and AI-mediated communication. In addition, visual data were gathered from the sample, whereby they shared drawings of their visualization of the experiences during face-to-face vs AI-assisted spoken communication. Major study findings uncover the stark contrast between the participants' experiences with the two modes of communication with their artwork and verbal exchanges reflecting powerful and recurring themes of the fear and anxiety present during face-to-face conversations indicating such instances as high-stakes contexts with intense pressure due to the power dynamics placing the L2 learner in a vulnerable and disadvantaged position. However, the AI-mediated interactions appear to create different emotional and learning spaces for the students, which are in stark contrast to the anxiety-ridden imagery associated with their face-to-face spoken interactions. Given the obvious reticence to English speaking among L2 learners, it is a timely requirement to engage in further research focusing on AI-assisted language support and its transformational potential.

Keywords: Artificial Intelligence, ChatGPT, L2 learner experiences, Technology in TESL, Visual narratives

Exploring the Effectiveness of Blog Writing Technique in ESL Classrooms to Enhance the Writing Skills of Learners

Samarasinghe, A.G.S.M.*, Abeyweera, G.H., Herath, H.M.D.N., Nayanahari, W.M.L., Dissanayake, D.M.R.N, Silva, R.R.P.

Department of English Language Teaching, Uva Wellassa University of Sri Lanka

subodhanisamarasinghe@gmail.com

In today's highly competitive world, gaining competency in a second language is paramount for individuals since it has become one of the key elements of surviving and thriving in the industrial arena. Writing is indubitably a vital skill among the four basic skills that has to be mastered in the process of acquiring the English language. Yet, merely writing essays or answering questions in ESL classes does not facilitate the development of the learners' writing skills in the target language. Additionally, the Generation Z learners detest traditional writing techniques and prefer techniques that are engulfed in modern technology. Thus, this study was conducted with the aim of investigating the efficacy of incorporating the Blog Writing technique to develop the writing skills of the undergraduates of the Faculty of Animal Science and Export Agriculture, Uva Wellassa University of Sri Lanka. The study was conducted using a mixed method of qualitative and quantitative methods. Primary data were retrieved via discussions, observations and unstructured interviews of a random sample of 50 undergraduates, whereas the secondary data were accumulated through previously published research in different contexts, books, journals and scholarly articles. The research was carried out for 15 weeks as the blog writing method was introduced and implemented for the second-year students at the beginning of their academic semester and the final formative assessment conducted at the end of the semester was considered for the study to investigate the effectiveness of practicing blog writing on their written skills. Apart from that, scripts produced at the beginning of the semester were compared with that of the scores obtained at the final formative written assessment to gain more insight. The findings of this study indicate that the majority of students have exhibited improvement in their writing tasks, while some undergraduates demonstrated a slight improvement. Considering the results accumulated through the study, it has become obvious that the implementation of the blog writing technique has a considerable positive impact on enhancing the writing skills of the students in ESL classrooms.

Keywords: Blog Writing Technique, Enhance, ESL Classrooms, Writing Skills

Faculty Perceptions and Adaptation to AI Tools in Literature Assessment: A Study of Undergraduate English Programs

Dissanayake, D.M.K.H.D.
CINEC Campus (Pvt) Ltd.
kalaniharshani55@gmail.com

The increasing use of Generative AI tools like ChatGPT in higher education has raised concerns about academic integrity and the efficacy of traditional assessment methods (AlAli & Wardat, 2024). This study, which was conducted in a leading non-state higher educational institute of Sri Lanka, explores how the faculty members in an undergraduate literature program perceive and adapt their assessment practices in response to the growing presence of AI tools. Semi-structured interviews with six lecturers teaching literature provided qualitative insights into their views on AI's impact on student assessments, while document analysis of assignment guidelines, marking rubrics, and assessment policies helped to contextualize institutional responses to these challenges. The findings revealed a predominantly negative perception of lecturers towards ChatGPT, with faculty viewing it as a threat to the authenticity and originality of student submissions. However, revealed through document analysis it also highlights a gap in how faculty are adapting their assessment strategies to counter AI's influence on student submissions. Many lecturers continue to rely on traditional essay-based assignments focused on evaluating students' creative writing and analytical skills, without focusing on the process of writing or considering the potential use of AI tools. In response to concerns over AI-driven academic dishonesty, the faculty have shifted to in-class tests as a perceived solution. The study suggests that faculty reconsider their existing assessment practices and engage in developing more adaptive strategies. Faculty could collaborate to design an assessment toolkit for literature subjects, incorporating assignment templates, process-based assessment rubrics, and other resources to challenge AI-generated content while ensuring academic integrity.

Keywords: AI tools, ChatGPT, Assessment methods, Adaptive strategies, AI-augmented academic landscape

Decolonizing Literary Comprehension through GenAI: Harnessing Generative AI for Visual and Contextual Insights into Literary Texts

Weerasinghe, A.M.M.
Regional English Support Center / MoE
mithie.w@gmail.com

The global ELT industry often emphasizes literary texts rooted in British culture, which can pose significant comprehension challenges for students in post-colonial contexts such as Sri Lanka. Although the prescribed literary texts in the Sri Lankan A/L syllabus include selections from world literature, most of these works originate from British and American contexts. These literary texts rooted in British and American culture, pose significant comprehension challenges for students in local classrooms. The cultural nuances embedded in poems, short stories, novels and dramas often remain alien to the students, creating a disconnect that hampers engagement and understanding of the prescribed texts fully, resulting in low performances in responding to them. Close observations of classroom teaching, along with questionnaires and interviews conducted with learners and teachers, revealed that local students showed little interest, as the culturally bounded elements alienated them. This research study, therefore, sought to fill this cultural divide by integrating literature with AI technologies particularly the ChatGPT image generation capability to enhance contextual understanding and promote a decolonized approach to teaching literature. Conducted with ten literature teachers from the Kurunegala district, the research involved training them to incorporate AI-generated illustrations into their lessons. The study catered to 55 students who offered Literature as a subject for A/L. These AI-produced visuals served as cultural mediators, helping students bridge the gap between unfamiliar literary settings and their own lived experiences. Classroom observations, teacher reflections, and student feedback revealed that AI-generated imagery facilitated contextualization by visually representing abstract and foreign concepts, making literary themes and settings more accessible. Furthermore, it enabled students to reimagine texts beyond their colonial frameworks, fostering deeper engagement and critical discussion. The findings highlight AI's potential as a pedagogical tool that not only enhances literary comprehension but also promotes interaction, learner autonomy, critical thinking and creativity. Classroom observation, feedback forms, questionnaires and interviews were the main data collection tools, and the data was analysed using thematic analysis. These insights affirm that AI-assisted visualizations can serve as a decolonizing strategy, empowering Sri Lankan students to engage with English literature beyond its traditional Eurocentric framing.

Keywords: Literary comprehension, AI image generation in teaching, Decolonizing approach
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Integration of AI Tools in EFL Speaking Classrooms in Bangladesh: A Teacher-Student Perspective

Ahmed Dibbo, S*, Islam, S.

**Shahjalal University of Science and Technology, University of Asia Pacific (UAP)*

sabbir-eng@sust.edu

The integration of Artificial Intelligence (AI) tools in English as a Foreign Language (EFL) speaking classrooms has gained significant attention globally. Several studies suggest that the use of AI tools such as chat-bots in an educational setting is effective, engaging, and enjoyable for EFL learners as it ensures increased exposure to the target language due to the easy accessibility of the AI tools. However, the adoption and perception of the use of AI tools for teaching speaking in an EFL classroom remain mostly unexplored in developing contexts like Bangladesh. Therefore, this study investigates the perceptions of teachers and students regarding the use of AI tools in EFL Speaking classrooms in the context of Bangladesh, focusing on their perceived benefits and challenges. The study specifically aims to find out whether both teachers and students of EFL speaking classrooms are aware, adept and equipped enough to effectively use language-learning focused AI tools such as Duolingo and Talkpal AI and chat-bots such as ChatGPT, Deepseek, Meta AI and Google Gemini by being conscious of their numerous benefits. It also focuses on understanding whether they are aware of the general and the contextually specific challenges of using these tools to meet and mitigate these challenges. The study is underpinned by the Technological Pedagogical and Content Knowledge (TPACK) framework developed by Shulman and then expanded by Mishra and Koehler along with the Self-Regulated Learning (SRL) theory established by Zimmerman both of which originate from the key concepts of the Constructivist approach and advocate the seamless integration of technology in education as well as the encouragement of learner autonomy with measured support and supervision from the teachers. Data for this has been collected by using a mixed-methods approach through surveys and semi-structured interviews with several EFL teachers and students who were chosen through purposive sampling based on the criteria of being involved in teaching speaking classes at various public and private universities in Bangladesh.

A total of 20 EFL teachers which included both male and female faculties of varying levels of experience ranging from less than 1 to over 20 years, and 50 students including both male and female students participated in the questionnaire survey among which 5 teachers and 10 students took part in semi-structured

interviews to further strengthen the data collected through the survey. This research will contribute to the growing discourse on AI in education by providing valuable insights for policymakers, educators, and technology developers in incorporating AI tools inside the EFL classrooms of Bangladesh and help take ownership of the use of technology that would be more contextually appropriate and as a result more effective.

Keywords: AI tools, EFL speaking classroom, Teacher perception, Student perception, Bangladesh, Benefits, Challenges

Gamified Lesson Designs in Fostering Positive Washback: A Case Study from Bangladesh

Abtahee, H.
Green University of Bangladesh
abtahee.eng@gmail.com

The study conducted at two major private universities in Bangladesh examines the impact of gamified lesson design on teaching and learning outcomes by enhancing positive washback in language instruction. In tertiary-level language courses, washback—the influence of examinations on teaching and learning—significantly affects educational efficacy. Conventional pedagogical approaches, typically centred on the instructor and inflexible in the application, may not effectively synchronize educational processes with intended evaluation results, particularly for Generation Z students who exhibit diminished attention spans and require engaging learning settings. Gamified lesson design, using platforms or apps such as Quizizz, Kahoot!, Gimkit, Quizlet, Prodigy, Duolingo, and Mentimeter, has proved greatly promising in engaging the students, encouraging their participation, and making their classrooms more interactive, as it allows space in the methodology for quizzes, surveys, discussions, problem-solving tasks, and many more activity ideas. This study takes a close look at how teachers perceive gamification to align teaching methods with assessment goals and, at the same time, boost the learners' motivation to attain the desired learning outcomes. The aim is to understand whether gamified lessons with real-time feedback, points, badges, leaderboards, challenges and levels can motivate the students to meet learning objectives while promoting positive washback. The research also explores how tertiary-level EFL instructors are encouraged to incorporate gamification into their lesson plans. It examines their challenges and the role various demographic factors could play in attaining the desired course outcomes by boosting the learners' motivation. While addressing these areas, the study aims to demonstrate how gamification can help improve language learning and align teaching with assessments.

Keywords: Gamification, Washback, English as a Foreign Language, Tertiary Education, Assessment

Use of ChatGPT to Enhance English Speaking Skills: Learners' Perception in a Sri Lankan University.

P.B.S.L. Pushpakumara, P.B.S.L.

Department of English Language Teaching and International Center for Multi-disciplinary Studies, University of Sri Jayewardenepura
sampath@sjp.ac.lk

Innovations in technology have significantly transformed the educational landscape in recent years. ChatGPT is one such innovation that plays an evolving role in education. Studies have been conducted to examine the use of ChatGPT to enhance writing among English as second language (ESL) learners, yet research on the use of ChatGPT to develop speaking skills of the ESL learners remains limited. The present study, therefore, investigated the perception of undergraduates regarding the use of ChatGPT voice over generator to develop their speaking skills. ChatGPT voice over generator enables the learners to orally interact with the app in real time, and this app offers spontaneous personalized responses. Using non – probability convenience sampling techniques, forty-three (N-43) students from a state university in Sri Lanka were selected for the mixed-methods research. After the participants experienced the use of ChatGPT voice over generator in the classroom, they were asked to fill out a questionnaire which consisted of fourteen closed-ended questions and three open-ended questions. Quantitative analysis of the closed ended questions and qualitative content analysis of the data received through the three open ended questions revealed that the majority of the participants had not used ChatGPT for learning purposes before, yet all of them believed that ChatGPT voice over generator app was very helpful to enhance their speaking skills. Similarly, 97.7% of the participants believed that ChatGPT is effective in helping them to develop their English-speaking skills. Further, 86% of the participants were confident that ChatGPT voice over generator has the potential to develop their speaking skills. Majority of students (74.5%) preferred to talk with ChatGPT voice over generator more than with their friends or the teacher because ChatGPT voice over generator does not laugh at their mistakes, and the app is accessible twenty-four hours a day and seven days a week. Therefore, vast majority of the participants (90.7%) were satisfied with the app. However, ChatGPT voice over generator is not without limitations. For instance, 60.5% of the participants found it difficult to understand the accent. Qualitative data too supported this view.

However, difficulty in understanding the accent is a characteristic of the language learning process, yet exposure to the standard accent of ChatGPT voice over generator is beneficial to the learners. Repeated exposure to the standard

accent may help learners understand and produce the target language more accurately and naturally over time. Poor internet facility was also identified as another significant challenge. Infrastructure in universities can be developed to integrate technology more effectively in language classrooms and other similar contexts. Future research needs to be conducted to empirically investigate the impact of ChatGPT voice over generator app to develop the oral proficiency of the ESL students using more rigorous research designs such as experimental or quasi-experimental designs. Also, it is important to explore the long-term effect of using ChatGPT voice over generator on the development of learner confidence to engage in conversations with humans. Such research may shed further insight into the effectiveness of integrating ChatGPT into the ESL classroom.

Keywords: ChatGPT voice over generator, Perception, English speaking skills

Enhancing Writing Skills Through AI-Driven Feedback: A Study on the Effectiveness of ChatGPT in Reflective Writing Practices

Fernando, W.S.A.

Department of English Language Teaching, Wayamba University of Sri Lanka
sajeewani@wyb.ac.lk

Formative feedback during writing sessions is crucial for improving students' writing skills. However, educators often struggle with the heavy workload and limited time available to provide such feedback. Research has shown that the ethical use of AI tools like ChatGPT can alleviate this burden, allowing instructors to offer timely and effective feedback. This study aimed to assess the effectiveness of ChatGPT's feedback in enhancing writing skills, evaluate student perceptions and experiences, and analyze qualitative insights on its impact. A convenience sample of 192 first-year undergraduates comprising of high, intermediate and low English proficiency levels from a Sri Lankan state university participated in a writing intervention consisting of 30 hours of synchronous lectures, which covered pre writing techniques and nine patterns of paragraph structures. In the final 45 minutes of each 2-hour session, students wrote an individual paragraph of the specific type being taught. They also spent nearly 30 hours practicing and revising their work based on feedback generated by ChatGPT, and 10 hours reflecting on their progress and recording key insights from each round of revision, all outside of class hours. Using the provided guidelines, students were required to revise their paragraphs twice using ChatGPT: first, focusing on paragraph structure, grammatical accuracy, and vocabulary appropriateness; second, refining the unity and development of the paragraphs. For both revisions, students received detailed, line-by-line explanations of the changes and the rationale behind them, promoting reflective learning. As a final step, participants compiled their first and second drafts of paragraphs and reflections into a portfolio. Immediately after the intervention, they also completed a 15-item Likert-scale questionnaire. The research employed a mixed-methods design. Quantitative data collected from the questionnaire, which included eight items measuring the effectiveness of ChatGPT's feedback on writing skills and eight items exploring students' perceptions and experiences with the tool, were analyzed using descriptive statistics. The percentages and mean values indicated that ChatGPT feedback significantly improved students' writing skills, and participants held a notably positive perception of its benefits.

Additionally, thematic analysis of qualitative data from the student reflections identified six major themes: Elevated writing, Academic (future) pursuits, Enhanced learning experience, Transformative journey, Built confidence,

and Successful. Overall, the qualitative data received through portfolio reports revealed that revising paragraphs using ChatGPT feedback was highly beneficial in developing their writing proficiency. These findings suggest that ChatGPT feedback had a positive and substantial impact on students' writing development. Given that ChatGPT is a relatively new AI tool, further research on its effective application in academic settings is needed. The findings of this study suggest that using ChatGPT as a writing assistant can be highly advantageous for both students and teachers. This research encourages educators to integrate AI tools like ChatGPT into their pedagogical practices in an ethical manner, aligning with the advancements in technology.

Keywords: Formative feedback, ChatGPT generated feedback, Reflection, Qualitative insights

The Impact of Digital Learning Tools on Student Engagement and Academic Performance in Primary School

Asma, M.S.B.*, Fernando W.S.A.

Thomas Gall School, Galle, Sri Lanka

Department of English Language Teaching, Wayamba University of Sri Lanka

betaasma317@gmail.com

In recent years, the use of digital learning resources in educational institutions has increased considerably. Platforms such as Pearson Active Learn UK is transforming engagement in primary education, where these tools are rapidly gaining traction, reshaping classroom dynamics, and enhancing learning outcomes. This study investigates the influence of digital tools on literacy and numeracy performance, as well as student engagement among Year 1 students at Thomas Gall School in Galle, Sri Lanka. A mixed-methods approach was employed, incorporating quantitative data from Active Learn profiles and qualitative data from teacher questionnaires administered via Google Forms. The sample consisted of 68 students and four teachers. Due to weather-related closures, data collection spanned two weeks across three Year 1 classes (GG, HH, UU), incorporating both digital and non-digital activities. In literacy, students engaged with interactive e-books such as “Amazing Tree,” “Dixie’s Pocket Zoo,” “Brave the Waves,” “Horribly: Slow and Sticky,” and “Sea Snaps.” For numeracy, gamified activities like “Starfish Strike,” “Bingo!,” and “Beetle Bump” were used. Non-digital tasks included spelling tests, sentence building, mind mapping, collages, and creating musical instruments. Completion rates demonstrated that Active Learn engagement was 26.63% (GG), 30.98% (UU), and 39.86% (HH), whereas non-digital approaches achieved higher rates of 51.45% (GG), 39.86% (HH), and 39.86% (UU). With an overall completion rate of 29.53% compared to 43% for non-Active Learn tasks, the findings suggest that traditional teaching methods are more effective for young learners. However, Active Learn, as a digital platform, still provides engaging, gamified learning experiences that can complement conventional instructional strategies. The teacher questionnaire highlighted the crucial role of teachers in implementing digital learning materials. Three out of four teachers (75%) observed improved student participation with Active Learn, though half (50%) reported ongoing engagement challenges. While student engagement increased, not all teachers felt adequately prepared, underscoring the need for targeted professional development and training. To our knowledge, this research is the first documented study in Sri Lanka to implement a digital platform like Pearson Active Learn in early primary education.

It advocates for a blended learning approach that integrates digital tools with traditional methods to improve learning outcomes, supported by Horn & Staker's emphasis on personalization and engagement. In contrast to literature promoting fully digital models, this study supports blended learning within the Sri Lankan context and offers recommendations to address early literacy challenges. Despite its promising findings, the study is limited by a small sample size and reliance on self-reported teacher data. Future research should involve larger, more diverse samples and adopt longitudinal designs to evaluate long-term effectiveness.

Keywords: Active learning, Academic performance, Digital learning tools, Primary education, Student engagement

Local Diversity in English

The Decolonization of Sri Lankan English: The Need to Break the Rules and Expand the Borders

Rajapakse, A.
Postgraduate Institute of English
rlraj@ou.ac.lk

Sri Lankan English (SLE) is generally identified within academia as the variety of English used in Sri Lanka and therefore bears its own unique identity. This study examined the perceptions, beliefs and attitudes of three English teachers about the situation of English in their individual teaching contexts to understand the status of SLE in the sphere of education. The study gathered its data through informal interviews with the three English teachers who have more than thirty years of experience teaching English in private and public sector schools in the western province. In their observations about the situation of English in their teaching contexts, the participants identified the distinction between the mid-closed short back-rounded vowel /o/ and the mid-open short back rounded vowel /ɔ/ as the principal phonemic characteristic distinguishing between high and low forms of SLE, the reluctance to assimilate indigenous terms, the non-deviation from the input variety in the written form and the general lack of opportunity for and acceptance of creative uses of language as key factors preventing the indigenization of English in Sri Lanka. They further noted that as a result of these factors, the ownership of English in Sri Lanka has remained amongst its speakers within the upper-middle-class social stratum to whom proficiency in English comes as a birthright, thus effectively preventing it from growing in to a truly Sri Lankan variety with its own unique identity. The observations made by the participants suggest that the conservatism surrounding the rules governing the use of English in Sri Lanka has caused the variety that is the least deviant from the input variety spoken by the upper-middle-class, first language speakers of the language to be upheld as the standard form. The paper uses the participants' observations to argue that although presented as the characteristics that give it its unique identity, the rules governing the use of English in Sri Lanka have prevented the language from growing into a truly Sri Lankan variety and functioned as a barrier against the decolonization of English in Sri Lanka in postcolonial times. The paper calls for the rules pertaining to SLE to be revised and the lines marking its borders to be extended to encompass new and creative uses of the language produced by its multifarious users.

Keywords: Decoloniality, Language ideology, Postcoloniality, Sri Lankan English, World Englishes

Effectiveness of Localized English Content in Developing Cognitive Skills among IX Standard Students

Idayaraja, T.

Bharathidasan University, Thiruchirappalli

idayam1976@gmail.com

This study investigated the effectiveness of localized English content in developing cognitive skills among IX standard students. Recognizing the intrinsic link between language learning and cognitive processes such as memory, attention, problem-solving, and critical thinking, this research addressed the gap in understanding how localized English content, with its unique linguistic and cultural features, influences cognitive development. Despite the acknowledged benefits of localized content, its specific impact on cognitive skills remains under-explored. Drawing upon constructivist learning theory and empirical evidence from successful English language learning through cultural immersion, this study hypothesized that instruction utilizing localized content would significantly enhance cognitive skills compared to conventional content. The objective was to determine the effectiveness of localized English content, compared to traditional English content, in enhancing the remembering, understanding, applying, analyzing, evaluating, creating, attention, and problem-solving skills of IX standard students. A localized English content unit, “Our Village Economy and Culture,” was developed, focusing on the students’ local economic activities and festivals. Subject experts evaluated the unit for clarity, usefulness, language, style, aesthetic appeal, illustrations, presentation, consistency, and suitability. Valid and reliable cognitive skills assessment tools were also developed and evaluated. A quasi-experimental design, employing purposive sampling through a matched-pairing technique, was used to assign 40 participants to experimental and control groups. Both groups underwent pre- and post-tests. The experimental group received instruction using the localized content, while the control group used traditional English content. Identical teaching and learning activities were implemented across both groups to ensure a fair comparison. A t-test was used to analyze the significant differences between the two groups’ post-test scores. The analysis revealed a statistically significant improvement in the cognitive skills scores of the experimental group compared to the control group. The results indicated that students in the experimental group, who received instruction using localized English content, demonstrated significantly greater development in cognitive skills compared to the control group.

These findings suggest that incorporating locally relevant and culturally embedded materials is an effective strategy for fostering cognitive development

among students.

Keywords: Cognitive skills, Cultural features, Local economic and cultural activities, Localized English content

Borrowings in the Sri Lankan English Spoken by Moors: The Influence of Sri Lankan Muslim Tamil and Arabic

Marikar, H.

University of Kelaniya

haadiyahm97@gmail.com

This study aims to expand the description of Sri Lankan English through a descriptive analysis of the sub-variety produced by the Sri Lankan Moor community, reflecting on the multilingual, multi-ethnic, and multicultural landscape of the country. The current description not only involves the speaker's status and region in society but can involve religious, ethnic, and racial background as well in addition to the relevance and priority given to said background. Researchers have acknowledged the existence of sub-varieties spoken by Sinhalese, Tamils, Muslims, and Burghers and the unique vocabulary used by Buddhists, Hindus, Muslims, and Christians. At present, a significant amount of research on lexical differences seen in SLE has been dominated by the influence of the Sinhala language and culture due to the hegemonic role it plays in Sri Lankan society, its wider use and larger population, as well as linguistic ideologies. Whereas little attention has been paid to the contact and influence of not just Tamil, but also Sri Lankan Muslim Tamil, which has been considered to be a less prestigious variety of Tamil in Sri Lanka and faces negative connotations. The contact and influence of other languages that are not commonly spoken by the Sinhala majority and are relevant in terms of religion and ethnicity, such as Quranic Arabic, is also a gap to be explored as little research has been done on the sub-variety of Sri Lankan English that is used by Moors. This study thus explores the borrowings from Sri Lankan Muslim Tamil and Arabic in the Sri Lankan English spoken by Moors. As the researcher is a member of the Sri Lankan Moor community the study uses consensually recorded conversations, recorded interviews in the home of informants and a focus group discussion with members of the community in order to compile a small corpus. Through a descriptive analysis of the collected data, the study identifies context-relevant borrowings that include those that occur during weddings, funerals, festivals, and prayer functions as well as those used in day-to-day life to talk about things, feelings, actions, greetings, and terms of address. Through this, the study seeks to understand how users of English adapt the language to suit their requirements and contexts.

The results are indicative of how users decolonise English by taking ownership of it thus moulding it to suit their communicative needs in a post-colonial context. It also draws attention to the de-hegemonising of SLE and research done on it, now expanding its description beyond the Sinhala dominant

studies, reflecting the multiethnic and multicultural speech communities in Sri Lanka.

Keywords: Borrowings, Moors, Sri Lankan English, Sub-variety

Echoes of Identity: A Linguistic Odyssey through Sri Lanka's English Dialects

Ramanayaka, S.K.L.J.

Sri Lanka Institute of Tourism & Hotel Management (SLITHM)

lathisha.rama@gmail.com

Language, much like a flowing river, carves its path through the landscapes of human interaction, constantly evolving through regional and cultural influences. This study embarks on an intellectual expedition to unveil the intricate variations of Sri Lankan English across different regions, analyzing their impact on linguistic expression. The research investigates whether geographical influences shape English usage in Sri Lanka and explores the extent to which spoken and written forms diverge across diverse localities. By delving into these linguistic currents, the study aims to illuminate the forces shaping Sri Lankan English as a dynamic second language. A meticulously structured methodology serves as the backbone of this research, ensuring a comprehensive and data-driven analysis of regional linguistic variations. The study encompasses a diverse pool of 150 Craft-level students from nine regional hotel schools under the Sri Lanka Institute of Tourism & Hotel Management (SLITHM). These participants, drawn from distinct linguistic environments, offer a broad spectrum of English usage. Data collection employed a twofold approach: structured questionnaires assessed the nuances of formal written English, while in-depth interviews provided insight into oral communication styles. The gathered data underwent meticulous linguistic scrutiny, dissecting phonetic, syntactic, and lexical variations to reveal the extent of deviation from standard Sri Lankan English. The research uncovers a nuanced linguistic tapestry woven with subtle yet distinct regional variations. While minor phonological and syntactic deviations emerge across Sri Lankan English speakers from different regions, the study finds no substantial evidence of fully distinct dialects. Instead, sociolinguistic factors—such as mother tongue influence, educational background, and regional linguistic exposure—shape the observed linguistic differences. The findings suggest a convergence rather than fragmentation of Sri Lankan English, highlighting a shared linguistic identity that accommodates regional accents and expressions without diverging into wholly separate dialects. Every linguistic inquiry operates within certain boundaries, and this study is no exception. The research primarily focuses on formal spoken and written English, potentially overlooking informal, colloquial, or digital variations that may provide additional insights into regional dialectal influences.

Furthermore, while the sample population is diverse, it does not encompass the full breadth of Sri Lanka's linguistic landscape, leaving room for

future research to expand the scope. Subsequent studies could incorporate a wider demographic range, including professionals from different sectors, to deepen the understanding of regional English usage. These future explorations could further enrich Sri Lanka's linguistic discourse and aid in shaping educational and policy frameworks for English language instruction. This research contributes significantly to the field of sociolinguistics by mapping the subtle dialectal nuances of Sri Lankan English, reinforcing its evolving identity in the global linguistic landscape. By charting these variations, the study underscores the importance of fostering a unified Sri Lankan English identity that acknowledges regional influences while promoting linguistic cohesion. In a world where English continues to adapt and transform, understanding these dialectal intricacies is essential for educators, linguists, and policymakers striving to establish a balanced and inclusive linguistic standard. Ultimately, this study not only captures the echoes of regional identity within Sri Lankan English but also paves the way for future linguistic explorations, ensuring that language remains a bridge rather than a barrier in Sri Lanka's rich and diverse communicative fabric.

Keywords: Dialectal variations, Linguistic identity, Phonological differences, Regional Influences, Sociolinguistics

Local Identity: Strategies for Effective English Teaching in Nepal

Joshi, S.R.

Bishwa Shanti Chiran Milan Campus Kathmandu, Nepal

joshisatyaraj226@gmail.com

This research paper explores the integration of local identity into English language teaching (ELT) in Nepal, highlighting the importance of culturally responsive pedagogy. In a country marked by rich linguistic diversity and distinct cultural heritage, traditional ELT methods often fail to acknowledge the significance of local contexts. This study seeks to identify practical strategies that educators can employ to incorporate local identity into English teaching, thereby enhancing student engagement, language acquisition, and cultural pride. Using a qualitative research design, the study investigates multiple case studies from Nepali classrooms where local narratives, folklore, and community resources have been successfully integrated into the curriculum. The research methodology includes in-depth interviews with teachers, classroom observations, and content analysis of teaching materials. These approaches aim to explore the role of educators in fostering an inclusive classroom environment that celebrates local languages, traditions, and cultural practices. A systematic approach to data analysis, including thematic coding, ensures that the findings are grounded in observable classroom practices and teacher perspectives. The findings suggest that integrating local identity into ELT significantly boosts student motivation, language retention, and cultural pride. When students see their own culture reflected in the curriculum, they are more engaged and motivated to learn English. The study also identifies specific strategies that educators can implement, such as incorporating indigenous literature, local stories, and community-based resources into lessons. By adopting culturally responsive teaching methods, teachers can create a more relatable and meaningful learning experience for students, fostering a deeper connection to both the English language and their local identity. This study advocates for a paradigm shift in ELT practices in Nepal, urging educators and policymakers to embrace local identity as a core component of effective English teaching. The integration of local identity not only improves language learning outcomes but also empowers students by reinforcing their cultural pride and sense of belonging.

Keywords: Culturally responsive pedagogy, ELT practices, Local identity, Local narrative, Teaching strategies