

**Final Year Dissertation Abstracts:
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DEPARTMENT OF
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Faculty of Humanities, University of Kelaniya, Sri Lanka


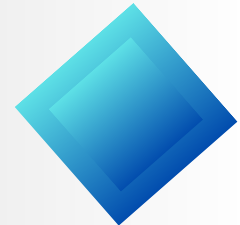

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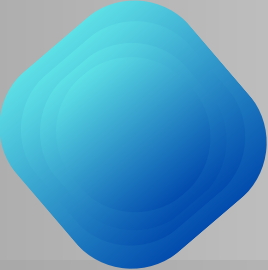
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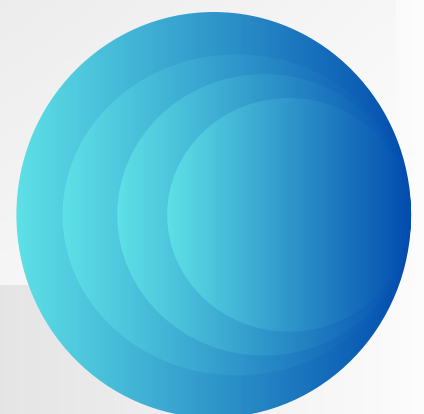


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Mind mapping as a technique to reinforce reading comprehension: A study based on General Certificate of Education Advanced Level English as a Second Language learners

- H.A.N.D. Bandara -

In Sri Lanka, reading comprehension is vital for students to improve in secondary school, tertiary education, and the workplace. The difficulties caused by monotonous techniques used in the learning process may be unable to comprehend a passage well, especially ESL learners, so they cannot grasp the content comprehensively. Therefore, the students pay less attention to General English during the A/L examination period. Consequently, reading comprehension is a complex learning and teaching process, and a technique can be adapted to minimize complexity and reinforce reading comprehension. In this case, the researcher utilized the mind-mapping technique to reinforce reading comprehension. It allows one to imagine and explore associations between the concepts in a passage and develop a holistic understanding of the content. Thus, this study aimed to evaluate whether mind mapping reinforces reading comprehension and investigate the learners' perceptions of mind mapping as a technique after the implementation for G.C.E. A/L ESL learners. The researcher focused on two research questions: finding the impact of using mind mapping to reinforce reading comprehension for G. C. E. A/L ESL learners and learners' perceptions after implementing the technique. This study utilized a mixed-method experimental research design done entirely at Sri Saranankara Sangaraja Maha Vidyalaya, Kurunegala. The sample of 40 students of B1-level was selected with the proficiency reading placement test as a non-probability purposive sampling, while 20 were assigned to experimental and control groups, respectively. The researcher incorporated two main instruments: tests, including pre-test and post-test, to address the first research question quantitatively and a feedback form to address the second qualitatively. Further, SPSS was used to analyze the quantitative data, while thematic analysis analyzed the qualitative data.

Findings revealed a statistically significant difference between scores of the experimental and control groups recorded as p-value $0.000 < 0.05$, which was favored by the experimental group exposed to the mind mapping technique. Moreover, the findings indicated that learners perceived positive perceptions towards the mind-mapping technique to reinforce reading comprehension. This study serves ESL practitioners by adopting an effective approach, such as mind mapping, to reinforce reading comprehension.

Keywords: Mind mapping technique, reinforcement, reading comprehension, English as a Second Language, G.C.E. Advanced Level Learners.

The Application of the Schema Theory in Teaching Reading Skills: A Mixed Methods Study Based on an Online English as a Second Language Classroom for Adult Learners at a Private Institution in the Western Province

-O. C. Nicholle Collom-

This study titled, “The Application of the Schema Theory in Teaching Reading Skills: A Mixed Methods Study Based on an Online English as a Second Language Classroom for Adult Learners at a Private Institution in the Western Province,” takes as its basic premise the Schema Theory in ESL reading presented by Carrell & Eisterhold (1983). The scope of this research is based on the notion that reading is a psycholinguistic guessing game requiring the activation of the schemas to ensure the successful use of the reader’s background knowledge to fully comprehend a text. Although scholars deem the process of reading to be an interactive one, a bottom-up approach is used for teaching reading in Sri Lanka, causing a lack of proficiency among learners that enter the tertiary level. Thereby, this study conducted for 64 intermediate-level adult learners between the ages of 21-24 at a private institution in the Western Province, followed a mixed methods research approach, using the experimental method in action research (Bielska, 2011) as its design. The quantitative findings gathered using the control group pre/post-test were analyzed using inferential statistics, depicting that there is a significant improvement from the pre-test to the post-test in the experimental group, while the qualitative data gathered from the observer’s paradox further substantiated the quantitative findings in the first research question. The learner perceptions that were gathered using open-ended questionnaires and semi-structured interviews were analyzed as comparisons under seven themes, proving that learners of the experimental group had positive perceptions about the application of the Schema Theory. Thus rejecting both null hypotheses, this study implies that the Schema Theory in reading can be used as a theoretical basis to enhance reading skills among adult ESL learners.

Further, this study suggests that this theory can be applied to teach reading interactively to Advanced level learners within a school environment.

Keywords: Schema Theory, Teaching Reading, Adult Learners, Mixed Methods, Online ESL classroom

The Impact of the Round Table Technique in Paragraph Writing: A Study Based on Grade 11 Learners of English as a Second Language
- D.M.R.N. Dasanayaka -

Paragraph writing is one of the important writing skills in the English as a Second Language curriculum in Sri Lanka. However, paragraph writing has been a challenge for grade 11 ESL learners due to a lack of writing skills. Moreover, these challenges cause learners to have negative perceptions of paragraph writing. Thus, applying the writing technique is vital in paragraph writing. Consequently, previous studies conducted in foreign ESL/ EFL contexts have shown that implementing the round table technique can assist learners in brainstorming, reviewing, or practicing writing skills in a group when writing a paragraph. However, it has not been applied to the Sri Lankan context, the research gap the researcher intends to fill in this study. Hence, this study aimed to investigate the impact of the round table technique in paragraph writing on grade 11 ESL learners and examine grade 11 ESL learners' perceptions of applying the round table technique in paragraph writing. The setting for this study was Sri Saranankara Sangaraja Maha Vidyalaya in the Kurunegala district. Furthermore, an experimental research design addressed via a mixed-method approach was implemented in the study. The sample of 40 ESL learners was selected with the proficiency test as a non-probability purposive sampling, and their proficiency level was identified as B1 according to the CEFR benchmark. Moreover, random sampling was used to divide the learners into the control and experimental groups, while the mixed method was utilized to gather data for the study. Thereby, quantitative data were collected using the pre-test and post-test, while qualitative data was collected through semi-structured interviews. Furthermore, SPSS Statistics was used to analyze quantitative data, and thematic analysis was used to analyze qualitative data. The study's findings revealed a statistically significant difference between the post-test scores of the experimental and control groups, favoring the experimental group that had been exposed to the round table technique.

The results obtained in the independent sample t-test showed that the significant value generated Sig. (P value) = 0.000 < 0.05. Moreover, findings indicated that the students in the experimental group positively perceived the round table technique as a cooperative, versatile technique for developing writing in paragraph writing. This study serves ESL practitioners by adopting an effective writing technique in teaching paragraph writing.

Keywords: English as a Second Language, Ordinary Level grade 11, round table technique, writing, paragraph writing

An investigation on the effectiveness of using short stories as an extensive reading material to improve the vocabulary of grade six English as a Second Language learners in Sri Lanka

-U. L.T. Dayarathne-

Vocabulary is considered as a central component in language acquisition. Improving the vocabulary knowledge of ESL learners function as a crucial element in supporting the learners to acquire the language. Hence, many different methods are used by second language teachers to support the learners support ESL learners' language acquisition. This study focuses on improving the vocabulary knowledge of ESL learners using an interesting reading material which comes under extensive reading category. In addition, the perception of ESL teachers on using short stories as an extensive reading material is investigated in the study. The participants of the study include 90 grade 6 ESL learners and 25 ESL teachers to gather quantitative and qualitative data respectively. Quantitative data were gathered through comparing results of the experimental group and control group. Qualitative data were gathered through the online open-ended questionnaire. The findings of the research study revealed that there is a significant distinction between the pre-test and post-test of the experimental group and it proves that implementing short stories have improved the vocabulary knowledge of the participants. The responses of the ESL teachers also show that majority of the ESL teachers have a positive perception towards using short stories to improve vocabulary of the ESL learners.

Keywords: vocabulary knowledge, ESL learners, short stories, extensive reading, language acquisition

The Impact of Explicit Reading Strategy on Literal Comprehension of First-year ESL Law Students in the Sri Lanka Law College

-W.P De Silva -

Reading in a second or foreign language is considered one of the most difficult tasks that most ESL/ EFL students face. When reading students need to comprehend what they read. Teachers can provide ample guidance to their students by giving explicit reading strategy instruction to develop their reading comprehension skills. Yet, in this regard, there seems backwardness in providing proper guidance by the teachers to their students. The same situation can be seen in the Sri Lankan teaching context also. Hence, this study is motivated by the fact that most of the teachers in Sri Lanka may not practice explicit reading strategies on literal comprehension when they teach reading comprehension. Therefore, the purpose of this study was to examine whether the explicit reading strategy has an impact on literal comprehension. The present study is designed as a quasi-experimental research study. The population was 40 first-year law students at Sri Lanka law college and those students were divided into two groups: the experimental group and the control group. The sample was selected by using a convenience sampling technique. The data was gathered qualitatively and quantitatively. The instrument for collecting data was tests and semi-structured interview. The experimental group had the intervention focusing on explicit reading strategy while the control group was taught using strategies other than explicit instruction. The pre-test was re-administered in the post-test and given to the both experimental and control group. The present study focused on literal comprehension along with skimming and scanning strategies. The gathered data was analyzed using SPSS software and thematic analysis. The results of both quantitative and qualitative data postulated that explicit reading instruction has an impact on literal comprehension and students improved their literal comprehension after receiving explicit reading strategy instruction.

This research is based on only two strategies and therefore the future researchers can conduct their research studies focusing on all the levels of literal reading comprehension with more strategies.

Keywords: Reading, Literal comprehension, Skimming, Scanning, Explicit reading strategy instruction

Effectiveness of Using English Comic Strips as Pre-Speaking Tasks on Engaging in Dialogues: A Mixed Methods Study Based on Grade 10 ESL Students in a Government School

- *H.A.S Hansamali Dissanayake* -

The ability to speak English fluently and accurately has become essential in distinct academic and professional settings, and it is increasingly vital for English as a Second Language (ESL) student's academic and career success (Seidlhofer, 2011; Cummins, 2014). Thus, exploring diverse methods of enhancing speaking that caters to ESL learners' needs is a requisite for ESL learning. Hence, the study's primary aim was to examine the effectiveness of integrating English comic strips as pre-speaking tasks on the engagement of dialogues while also studying their influence by investigating ESL learners' perceptions about using English comic strips as pre-speaking tasks. The research delves into the consequential effect on dialogue production among a stratified random sample of 64 out of 92 Grade 10 ESL learners; the data collection involved pre-and post-tests and semi-structured interviews with the experimental group students. Data were meticulously analysed; quantitative data were interpreted using the Statistical Package for the Social Sciences (SPSS) version 23.0, while qualitative data derived from the semi-structured interviews were scrutinised using the thematic analysis approach proposed by Braun and Clark (2006). This investigation sets out to quantify the impact of English comic strips on dialogue production and decipher students' perceptions regarding incorporating comic strips as pre-speaking tasks. As a result of the research findings, it was determined that students' micro and macro skills in speaking, such as vocabulary retention, grammar structures and patterns, pronunciation, intonation and stress and motivation, were enhanced by integrating English comic strips as pre-speaking tasks.

Furthermore, the results, underpinned by multimodal, semiotic, and visual characteristics of comic strips, suggest that they play a significant role in engaging students in dialogues. Moreover, the study proposes that its findings can form the basis of a pedagogical guideline to improve dialogue engagement of Grade 10 ESL learners. Nevertheless, the inadequacy of the sample size was a limitation. Thus, it emphasises the need for further research on applying English comic strips as pre-speaking tasks on students' engagement in dialogues in ESL classrooms in Sri Lanka.

Key words: Engagement in Dialogues, English Comic Strips, Government School in the North Western Province, Grade 10 ESL Learners, Pre-Speaking Tasks

**The Role of Task-Based Instruction in Speaking Skills
to Promote Learner Autonomy: A Critical and Statistical Analysis on
Learning English as a Second Language
- S. A. D. I. S. Dissanayake -**

Speaking is a crucial language skill that needs to be practiced and enhanced for effective communication. Despite its significance, teaching and learning speaking remain challenging for most English as a Second Language (ESL) teachers and learners. Thus, the learners' low-level oral proficiency, generated by the psychological obstacles they face and the shortcomings of various pedagogical approaches, incentivizes the teachers to implement a systematic framework in facilitating learners to administer their learning processes. Hence, this study investigates the effectiveness of Task-Based Instruction (TBI) in speaking skills to promote learner autonomy among secondary-level ESL learners in terms of affective Individual Differences (IDs) and effective classroom management. The research employed a mixed-methods approach to collect and analyze data based on three research questions. The study sample comprised 40 secondary-level ESL learners from a Sri Lankan government school selected through stratified random sampling. The participants were assigned to two treatment groups: 'Group A' which was exposed to the Task-Based Instruction approach and 'Group B' which was exposed to the Presentation-Practice-Production (PPP) approach. Three pre-tests and post-tests were conducted for both groups to determine the extent to which the learners take self-responsibility for their learning in a task-based teaching setting. The test scores were analyzed through a paired samples t-test using SPSS (Statistical Package for the Social Sciences), indicating a significant difference between the speaking performance of the two groups. Moreover, five semi-structured interviews were conducted to identify the factors affecting learner autonomy in attaining better oral performance and the data were subjected to thematic analysis. The outcomes specified maintaining a moderate level of self-esteem, inhibition, and risk-taking.

Further, the responses revealed that extroversion and introversion positively correlate with learner autonomy and success in second language (L2) speaking. A Likert-scale questionnaire was utilized to assess the learners' perceptions regarding the execution of TBI in speaking to promote learner autonomy, where both SPSS and thematic analyses confirmed the practical applicability of the TBI approach based on some learner-centered pedagogical techniques and principles. Therefore, the research recommends the implementation of TBI in the Sri Lankan ESL context to promote autonomy in L2 speaking.

Keywords: Task-Based Instruction, speaking skills, learner autonomy, affective Individual Differences, effective classroom management

An Analysis of Grammatical Errors in Essay Writing: Secondary Level (Grade 10) Learners of English as a Second Language in Government Schools: Gampaha Educational Zone

- K.C. K. Fernando -

Analyzing and grading linguistic errors in students' English writing has been intriguing in second or foreign-language education and learning. Error analysis and evaluation represent a shift toward a more favourable treatment of student linguistic errors in their compositions. It enables language teachers to illustrate and comprehend how language learning occurs in learners' minds. This study investigates the common grammatical errors that Secondary level Sri Lankan English as a Second Language (ESL) learners of government schools make in essay writing. Moreover, this study explores the effectiveness of implementing remedial lessons based on the Inductive grammar teaching approach to overcome the errors made by the learners. This research population comprised forty grade 10 students of a selected institution which teaches the national syllabus. The sample was assigned to two groups: Group A and Group B, through simple random sampling. Both groups were considered treatment groups since two approaches were tested to determine the most effective approach to teaching the grammar errors made by the participants in the teaching session. Thus, Group A was taught using the Inductive approach, while Group B was taught using the Deductive approach. A pre and post-test were employed to conduct the present study, and the data were analyzed using SPSS (Statistical Package for Social Sciences), version 22. Moreover, a questionnaire was utilized to investigate the ideas and perceptions of the teachers towards the inductive and deductive approaches. The findings indicated a significant difference between the students taught using the inductive approach (Group A) and those taught through the deductive approach (Group B). Moreover, according to the teachers' ideas and perceptions, the inductive approach is more beneficial to the learners than the deductive approach.

Overall, the findings indicate the effectiveness of implementing the inductive grammar teaching approach to overcome the students' grammatical errors.

Keywords: Error Analysis, English as a Second Language (ESL), Inductive Approach, Deductive Approach

Screencast Feedback in Teaching IELTS Essay Writing: Action Research on a Cohort of ESL Students

-Y.N. Jayathilake-

The essay writing component of IELTS is both a challenging and complex task for language learners. Therefore, the provision of effective feedback for essay writing can be useful in improving their writing skills. Digitalization has transformed the provision of feedback, with screencast feedback emerging as a rewarding method. This study examines the significance of employing the screencast feedback method in IELTS essay writing through learners' scores in three writing samples upon being given screencast feedback, teacher's reflections and learner perceptions of the practice. Due to the absence of previous qualitative action research conducted on the topic, this study employs a qualitative, action research design involving the collection of data through continuous tests, journaling and structured interviews which were then analyzed using the thematic analysis method. A sample of five learners taking IELTS was chosen using the purposive sampling method to cooperate with the researcher, an experienced IELTS instructor, in conducting the study. The findings of the study suggest that both the researcher and the participants have remarkably positive perceptions towards the employment of screencast feedback in IELTS essay writing as a result of the perceived benefits including increased learner engagement and motivation and improved learning outcomes. However, challenges such as concentration difficulties and time and technical requirements were also identified and solutions were found to address the challenges, thus enhancing the effectiveness of screencast feedback. Pedagogical implications of employing the screencast feedback method in essay writing such as the integration of journaling, provision of personalized writing instruction and the incorporation of audio-visual modalities in the teaching and learning context were identified. Limitations of the study included the reduced sample size and time constraints.

Further studies need to be conducted to explore the impact of screencast feedback on other language skills and examine its long-term impact on learners' language proficiency. Overall, this study contributes to the growing body of literature in the language education field concerning the use of screencast feedback in language learning and highlights its potential as a valuable instructional tool in the IELTS essay writing context.

Keywords: Digitalization, Screencast feedback, Second language writing, Learner perceptions, Action research, Teacher reflections, IELTS essay writing

A Needs Analysis to Develop English Language Skills of Government Trainee Nursing Students in Sri Lanka

- E. A. D. H. Kaushika -

Needs analysis acts as a guidance to develop an effective English for Specific Purpose (ESP) course as it analyses the English language needs of a specific community (Ex: nurses, engineers, technicians etc.) which the English course is intended to be conducted in the long run. This study therefore aims at investigating the English language skill needs and problems faced by government trainee nursing students in Sri Lanka. The study adopted the needs analysis framework suggested by Dudley-Evans and St John (1998). Data collection was primarily done through questionnaires and the data analysis was quantitative data analysis through SPSS version 24.0. The participants were 115 first year nursing students and 10 nursing tutors of a government nurses training school/college in Sri Lanka. The study found out that all four English Language skills (reading, writing, speaking and listening) were of “high need” according to the perspectives of both students and tutors for the academic and career progression of the nursing students. Moreover, when considering all four skills, speaking and vocabulary are the most needed skills of nursing students (M=4.41) in the perspective of nursing students and writing (M=4.53) is the most needed skill perceived by tutors. When considering the problems, the majority of the nursing students (M=4.83) face difficulties primarily due to “limited vocabulary” according to the perspectives of both the nursing students and tutors. This study recommends that a course specifically designed for English language skills for nursing students is needed and these findings of this study will be helpful in generating such a course. For future research, the researcher recommends including the perceptions of the administration staff to enhance further research incorporating not only questionnaires but also interviews and observations.

Key words: Needs Analysis, English language skills, English language problems, Academic and professional needs, Government trainee nursing students, Sri Lanka

Teacher-initiated code-switching in English as a Second Language classrooms: A study based on grade 10 classes in a government school in the Galle Education Zone

- L.P. Basnayake -

Code-switching, in other words alternating between languages, is a widely used linguistic phenomenon in English as a Second Language (ESL) classrooms, which has caused for a huge debate among researchers. Even though, many studies have been conducted to seek out its pedagogical usage in foreign ESL contexts, there is a paucity of studies in Sri Lanka. Thereby, this study focuses on teacher-initiated code-switching in secondary ESL classrooms, in terms of its functions and learners' perceptions. Three English teachers and forty-five grade 10 learners in a government school were participated in this study. The learners were divided into three proficiency groups based on their marks obtained for English, to determine the impact of learners' proficiency on their perceptions. Following the mixed method approach, data were collected through, observations, audio recordings, close-ended questionnaires and Focus Group Interviews. The transcribed utterances in teacher talk were analysed using Conversational Analysis and coded according to Ferguson's taxonomy. It was found that the teachers mostly code-switch in constructing and transmitting target language in comparison with affective and classroom managerial functions. The SPSS statistical analysis of learners' responses indicates that the majority of learners in all the proficiency groups valued the supportive role of teacher-initiated code-switching in learning grammar and new vocabulary. However, the data revealed that the learners' proficiency levels have an impact on their perceptions on teacher-initiated code-switching where low-proficiency learners prefer teacher-initiated code-switching more than high and mid-proficiency learners. In addition, a significant number of learners from high and mid-proficiency groups suggest the necessity of restraining its usage, because the overreliance of code-switching may inhibit the target language proficiency.

In addition, a significant number of learners from high and mid-proficiency groups suggest the necessity of restraining its usage, because the overreliance of code-switching may inhibit the target language proficiency. Thus, it is necessary to conduct more research on this area to make aware of both teachers and learners on its pedagogical uses and limitations in ESL classrooms.

Keywords- teacher-initiated code-switching, ESL classroom discourse, functions, learners' perceptions, secondary learners

An Analysis of the Perceptions of Lecturers and Students on E-learning and Investigate Effective Methods to Enhance Learning and Teaching: English as a Second Language in Sri Lanka

- *Buddhika Liyanaarachchi* -

Integrating e-learning into higher education is a growing trend, particularly in the English as a Second Language (ESL) field in Sri Lanka. For e-learning to succeed in this context, it is critical to understand the perceptions of both lecturers and undergraduates. Hence the current study aims to identify the perceptions of lecturers and undergraduates towards the incorporation of e-learning in the ESL context of Sri Lanka and to identify the most effective factor that promotes the effectiveness of e-learning out of flexibility in time and space and the ability to accommodate various teaching/learning styles. The researcher used the mixed method approach to conduct the research by taking advantage of the data collected through both qualitative and quantitative approaches. Total no of 55 undergraduates who follow the Teaching English as a Second Language (TESL) degree and 05 English lecturers from the Department of English Language Teaching of the University of Kelaniya were selected as the study sample to identify the perceptions towards incorporating e-learning in the ESL context. An e-class was conducted as an experiment by adapting the 02 factors which promote the effectiveness of e-learning: flexibility in time and space and the ability to accommodate various teaching/learning styles. 05 undergraduates who follow the TESL degree participated in the class, and at the end of the class, they were given 02 online quizzes. The questionnaire shared among the undergraduate sample collected quantitative data through closed and open-ended questions. Next, the questionnaire shared among the lecturer sample collected qualitative data. Moreover, the 02 online quizzes were used to collect quantitative data. The quantitative data were statistically analyzed using 'The ANOVA Tukey HSD test in SPSS', whereas qualitative data were analyzed manually using thematic analysis.

The findings revealed that factors like flexibility in time and space, ability to accommodate various learning styles, and self-learning improves positive perceptions within university academics towards e-learning. However, it is also revealed that factors like network issues, distractions in the teacher and learner environments, and lack of participation and enthusiasm have affected the negative perceptions of university academics towards e-learning. Concerning the factors to promote the effectiveness of e-learning, it is revealed that the ability to accommodate various learning styles is more effective than the flexibility in time and space. It was found that university academics prefer a hybrid method rather than only the traditional classroom or e-learning platforms.

Keywords: e-learning, undergraduates and lecturers, effectiveness, ESL, flexibility in time and space, various learning styles

Evaluation of a Narrative-Based English Language Curriculum and Teacher Perceptions: A Case Study Based on a Preschool in a Rural Setting

- D. P. Mannaperuma -

In any education system, the curriculum is a central guide that plays a critical role in shaping students' learning outcomes. However, despite the increasing demand for English language learning in Sri Lankan preschools, there is a lack of standard guidelines provided by local authorities for developing an English curriculum. Thus, this study aimed to evaluate the English as a Second Language (ESL) curriculum in a rural preschool in Gampaha District, Sri Lanka, employing Stufflebeam's Context, Input, Process and Product (CIPP) evaluation model (1983) to investigate whether it addresses the requirements or aspects of a curriculum. The researcher employed a mixed-methods explanatory sequential design. Data were collected through document analysis, questionnaires, and semi-structured interviews with the head of the preschool, the assistant teacher, and the parents of students in the selected preschool. The findings revealed that the ESL curriculum did not fully address the critical aspects that an effective curriculum should possess, failing to achieve its objectives and meet the expectations of its beneficiaries. Furthermore, the study revealed that the Sinhala medium guidebook did not impact the ESL curriculum unless the preschool relied on it during its development. This study highlights the necessity of establishing standardized guidelines or providing training for developing and evaluating ESL curricula in preschools in Sri Lanka. Such measures are crucial to ensure the effectiveness of the curricula and their alignment with the objectives and requirements of the individuals benefiting from them. Providing standard guidelines for an ESL

curriculum in Sri Lankan preschools could enhance the quality of English language learning and contribute to the overall success of the early childhood education system.

Keywords: English as Second Language (ESL), Teaching English for Very Young Learners (TEVYL), Early Childhood Education, Preschool Education, Curriculum Evaluation, Curriculum Development, CIPP Evaluation Model

A study: Linguistic features of Code-Mixing when giving instructions by English as Second Language teachers in the Kurunegala district
- H.D.R.S. Medagama -

Language can be recognized as an efficient communicative tool used by the public for their daily social interactions. Thus, it can be identified as an emblem of social identity. As most of the countries in the world have been globalized, it is significant that many people use different languages to communicate. As a result of this, the terms bilingualism and multilingualism have come into existence and they describe the co-use and coexistence of two or more languages by communities or individuals. The English language emerged as a dominant language in the world resulting in multilingualism. At present, the status of English in Sri Lankan society is inevitably predominant and prestigious. The use of switching and mixing of languages by people during their speech is common even in Sri Lankan society. The Sinhala - English language mixing is a recurrently occurred phenomenon in different fields in Sri Lanka. Among those fields, ESL classroom is significant and Code-Mixing is used by both students and teachers. This mixed method asserting study is focused on examining the students' and teachers' use of Code- Mixing as a teaching and learning tool in rural and urban ESL classrooms in Kurunegala district. The data for this study were gathered from four secondary and national schools in the Kurunegala district. A questionnaire was circulated among 20 teachers to gather quantitative data. Also, 8 semi structured interview sessions were conducted with teachers to attain qualitative data. Meantime, 8 classroom observations done and data were transcribed to attain qualitative data. Data collected from both methods were analyzed using SPSS and thematically. According to the findings, the use of Code- Mixing is a widely occurring phenomenon in rural ESL classrooms. In urban

classroom teachers and students use Code- Mixing where it is necessary. Generally, both school students and teachers exhibited positive attitudes towards Code Mixing and perceived its pedagogical benefits as an effective teaching and learning tool. However, some urban students and some teachers expressed their concerns about the negative implications of Code Mixing.

Key words: Code – Mixing, Bilingualism, ESL classroom, Rural schools, Urban schools

Sinhala-English code mixing found in the discourse of customer handling in the bank sector: a sociolinguistic analysis based on private banks from Gampaha district in Sri Lanka

-R. M. A. S. Ranathunga-

Language is known as an effective tool of communication used by people to express their thoughts, emotions, and desires to each other by using sounds, gestures, and signals. Language is also a symbol of social identity. As most of the countries in the world have been globalized, the monolingual societies have become bilingual and multilingual in the world. The emergence of English as a dominant language in the world has resulted in the Sinhala-English language mixing in Sri Lankan society. Due to this, code-mixing can be found in the discourse of people in day-to-day social interactions. Sinhala-English language mixing can be seen as a main source of building social interaction by the speech communities. Therefore, this study focuses on the language mixing which occurs at the bank sector which is a predominant sector in society. This qualitative asserting study is focused on examining the patterns of Sinhala English code-mixing and reasons for code-mixing in the discourse of bank sector when handling customers. This study employed audio recordings of 50 conversations between the bank officers and customers along with the observations done by the researcher to investigate the Sinhala English code-mixing patterns, which were analyzed according to Senaratne's (2009) mixing typology of Sinhala English bilingualism. A questionnaire was circulated among 10 bank officers with customer interaction along with 5 interviews conducted with them in order to examine the reasons for Sinhala English code-mixing, which were analyzed according to Myer's - Scotton's (1995) Markedness model. The data collected from the audio recordings were analyzed based on content analysis and the data collected from the interviews were analyzed thematically along with the statistical analysis of the data from the questionnaires. Moreover, the findings

of the study were discussed according to structural and socio-linguistic aspects. Thus, this study will contribute to the knowledge in the field of code-mixing as there is a deficiency of studies conducted on language mixing in the discourse of bank sector with regard to handling the customers.

Keywords: code-mixing, bank sector, customer handling, mixing patterns, socio-linguistics

Forensic Linguistics and Language Policy: The Impact of the Language Policy Used in Sri Lankan Court Proceedings to Preserve Language Rights

- Varuni Deepashika Senanayake -

Effective communication is vital in court proceedings, as the aftermath of miscommunication can risk a person's life. The native language of the litigant is undeniably the most beneficial on this matter, though he might be competent in other languages. This research studies on the impact of language policy in Sri Lankan court proceedings to preserve the language rights of people under the discipline of forensic linguistics. This is explorative research with an inductive approach where mixed method analysis is utilized. Data is collected through document analysis, courtroom observation, questionnaires, and interviews. The research is of national importance as it will identify drawbacks in the current language policy in Sri Lankan court proceedings, its impact on the language rights of the litigants, and propose modifications for successful policy implementation. The unavailability of a coherent language policy in Sri Lankan courts, the infringement of language rights of the litigants due to disparity between their mother tongue and the language of the court, unavailability of efficient translation and interpretation services are mainly identified as the lacunas in the current language policy of Sri Lankan courts. Implementation of a coherent language policy after proper societal research, Implementation of a proper language education policy for future legal professionals, enhancing English language proficiency of the citizens through school education, enhancing translation and interpretation services in courts, integrating Artificial intelligence, and getting the service of forensic linguists in court proceedings was the main remedies that are proposed as modifications to the language policy in court proceedings to preserve language rights. Further research can be conducted by covering courtrooms in all the provinces of Sri Lanka.

Moreover, research can be done regarding the integration of artificial intelligence and forensic linguists in Sri Lankan court proceedings.

Keywords: Artificial Intelligence, Forensic linguistics, Language policy

The Morphology of Language in the Sri Lankan Internet Meme Culture: An analysis regarding the symbiosis between English and Sinhala
- R.T. Wickramarathne -

Mememes are a prominent feature of global life in the 21st century. The research asserts that mememes are significant in studying the language of the internet in regards to the usage of Sinhala in the Sri Lankan Internet. The study utilizes a morphological analysis of mememes to examine the various ways in which English is incorporated into Sinhala mememes. Mememes, as they are generally referred to, are a part of online culture and are jokes that are presented using formats like image+text, GIF+text, or just plain text and spread widely on all Internet-based platforms, evolving over time. Since they are the most common type of meme, this thesis concentrates only on those that combine an image with text. Additionally, the paper delves into the ways in which code switching and code mixing have been employed in the Internet Meme Culture of Sri Lanka while highlighting the most common word formation processes evident in Sri Lankan mememes such as borrowings, nominalizations and creative/deviant forms of respellings combined with puns and references to popular culture. The findings highlight the complex and dynamic relationship between languages in the digital age, and underscore the need to understand the cultural and linguistic factors that shape the use of English in non-native contexts.

Keywords: mememes, qualitative research, research methods, internet mememes, memetics

A Comparative Study of Strategies on Teaching Academic Vocabulary for English for Specific Purposes: A Nursing Training School, Sri Lanka
- Ireshika Wickramasinghe -

Academic vocabulary plays a crucial role in language learning, particularly for learners of English for Specific Purposes. Acquiring a wide range of academic vocabulary is essential for students to comprehend specialised texts and communicate effectively in academic settings. However, the acquisition of academic vocabulary is often challenging due to the lack of frequent and systematic instruction. Therefore, this study aims to investigate the effects of strategy-based intervention for academic vocabulary instruction among first-year student nurses in a Sri Lankan ESP classroom setting. In particular, the study seeks to compare the effects of semantic mapping, context clues and morphological analysis on academic vocabulary instruction, thereby finding out the most effective strategy. As the study sample, 60 first-year student nurses in a Sri Lankan Nursing Training School were selected through a random sampling method and divided into three treatment groups. A comparative research design was employed, with three groups of students receiving instruction on academic vocabulary in one of the three strategies. The effectiveness of the interventions was evaluated through pre-test and post-test measures. Non-participant classroom observations were carried out during the treatment, and semi-structured interviews were conducted after the treatment phase to examine the influence of each strategy on the teaching and learning process. Quantitative data were analysed using paired-samples t-tests, ANOVA and Tukey's HSD test to examine the differences in vocabulary scores among the three groups. Qualitative data were analysed using thematic analysis to identify patterns in collected data. The findings reveal that morphological analysis has a significant impact on academic vocabulary development compared to semantic mapping and context clues.

Thereby, the present study contributes to the establishment of evidence-based practices for academic vocabulary instruction in ESP education.

Keywords: English for Specific Purposes, academic vocabulary, semantic mapping, context clues, morphological analysis

**A comparative study between the usage of videos and usage of pictures in English as a Second Language classroom: Grade Seven
- H.L.R.D.Wickramasinghe -**

As Lance (1977) stated, "English Grammar" has more than one basic meaning. It is considered the most significant aspect of the English language because it assists ESL students in exploring the nature of language. Prepositions are vital fragments in English due to their usage to depict the relationship with another lexical item in the same sentence. Hence, different teaching strategies are utilized to enhance the knowledge of prepositions of ESL learners. This study explored whether there is a significant difference between teaching methods via videos and using pictures to teach English prepositions. In addition, the perception of both students and teachers on using pictures and videos to teach prepositions was investigated in this study. The research employed a mixed method to gather data. The participants of this study were 40 Grade Seven ESL learners in a government school in Sri Lanka. The sample was divided into two groups: The first experimental group and the second experimental group. The first experimental group was exposed to English prepositions with the assistance of pictures, while the second experimental group acquired English prepositions through videos within four teaching sessions. Quantitative data were collected through pre-test and post- test and the qualitative data were gathered through questionnaires and semi- structured interviews. The statistics of pre-test and post-test were analyzed with the "ANOVA Turkey HSD test in SPSS". The qualitative data were manually analyzed utilizing thematic analysis. The findings of this study revealed that the students of the second experimental group, who used YouTube videos, successfully acquired English prepositions than the group who utilized pictures to expose English prepositions.

Further, the findings of semi-structured interviews suggested that the two English teachers positively perceive using YouTube videos instead of pictures. According to the questionnaire statistics, 84% of participants expressed that videos are more effective than pictures. Therefore, this study provides insights into improving the knowledge of prepositions of ESL learners using new strategies in the ESL classroom.

Keywords: English prepositions, Videos, Pictures, Secondary level learners

Dyslexia and Inclusion: Triple R Model for Teaching Vocabulary to Dyslexic and Regular English Language Learners Co-Existing in the Mainstream Classroom. (Case Study)

- H.W. Bhawani N. Willaddara -

Dyslexia is a learning disability that primarily affects language skills such as reading, writing, and spelling. Due to the lack of awareness and expertise on the condition, dyslexic learners face numerous academic, social, and emotional complexities. This study aimed to propose an educational solution in terms of vocabulary acquisition to overcome the academic discrimination experienced by dyslexic English language learners (ELL) in the mainstream classroom. Additionally, the purpose of this study was to design an instructional model and examine its applicability in teaching vocabulary to both dyslexic and regular ELLs in the mainstream classroom. This case study was conducted in two phases. In phase one, the instructional model was developed employing secondary and primary data collected from a sample comprising two subject matter experts, experienced teachers, and dyslexic learners using questionnaires, interviews, and observations. In phase two, the model's applicability in a real-time classroom was examined using interview and observation data obtained from teaching a vocabulary lesson planned according to the model to a group of two dyslexic and regular learners of the same proficiency. Data collected in the two phases were analyzed using thematic analysis. Through the findings, this study proposed the Triple R model, which can be practically applied in a real-time classroom to accommodate dyslexic ELLs in the mainstream classroom when learning vocabulary. The model was developed taking the challenges, needs, and goals of dyslexic learners into account and incorporating a cognitive theory, dyslexic-friendly, and inclusive strategies emerged in the data analysis.

In mainstream English classrooms where the dyslexic population does not benefit from regular teaching methods teachers, schools, and educational decision-makers can adopt the Triple R model to help both regular and dyslexic ELLs simultaneously.

Key words: dyslexia, inclusion, mainstream classroom, instructional model, vocabulary acquisition, English language learners

Statistical Analysis on the Effectiveness of Incorporating " Gamification " in Second Language Acquisition In a virtual classroom using grade 9 learners of English as a Second Language : Stafford International School in Sri Lanka

-Kaushalya Yamasinghe-

This study was to evaluate how well game-based learning worked for ESL students in Sri Lanka. The mixed research approach was used to carry out the investigation. 30 ESL individuals were chosen for this study and split into the control and experimental groups. Participants in both groups were given questionnaires to complete before and after the classes as pre- and post-tests for the study. The participants are questioned about typical Second Language Acquisition (SLA) techniques, and the post-test serves to demonstrate how effective "gamification" is in a virtual ESL classroom. In this study, "Google Classroom," a computer and mobile app that employs "gamification" and adaptive learning technologies to teach second languages, was the main tool used to include "gamification" into the experimental group's second language learning. The study lasted for 4 weeks. The results show that "gamification" in second language acquisition can have a number of positive effects for students, educators, and the educational process as a whole, as long as it is used in a student-centred manner and adheres to appropriate educational approaches and strategies. The knowledge, interests, special abilities, and personality factors of the pupils have all been taken into account during the experimental investigation. Some of the anticipated research objectives include improved involvement, inspiration, active participation, information acquisition, focus, curiosity, interest, and academic performance. Students showed favourable behavioural, attitudinal, and psychological changes. The virtual awards are essential for increasing learning motivation, and teachers also offered them favourable evaluations. The findings showed that game-based learning enhances the second language acquisition of ESL students in Sri Lanka.

Key words: Gamification, Second Language Acquisition, Motivational theory

Effectiveness of video annotation technique in teaching listening skills to grade 12 learners of English as a Second Language: An experimental study based on an online classroom in the Galle district

- *Ridma Dahanayake* -

The influence of video-based learning on English language teaching has a more significant body of research to identify the issues likely to interrupt the teaching process. One of the main drawbacks of video-based learning is the need for more student interaction, an essential component of a student-centered classroom. Video annotation overcame this issue that interrupted online education. Numerous types of research focus on the effectiveness of video annotation in English as a foreign language classroom. However, the significance of this technique in English as a second language classrooms needs further attention to bridge the geographical gap. Therefore, the current study evaluates the effectiveness of video annotation in teaching listening skills to grade 12 English as a second language learners of type 1C schools in the Galle district. Moreover, this study will also explore the learners' perceptions about integrating video annotation to teach listening skills. The double-stage sampling method is utilized to recruit participants for this study. A total of 40 students from 3 of the type 1C schools in the Galle district participated in the online sessions for five weeks. The video annotation tool used for this study is the Video-Ant, developed by the University of Minnesota. After the needs analysis and the pre-test, the students were randomly appointed into experimental and control groups for ten sessions over a month. The experimental group practiced listening with Video-Ant, whereas the control group practiced listening through video-based learning. At the end of the sessions, students sat for a post-test, and ten volunteers participated in a semi-structured interview. The quantitative data collected through the tests were compared with the data from the semi-structured interviews, as this study exploited a methodological triangulation method to gauge the study's validity.

A Likert scale questionnaire collected the learners' perceptions about using video annotation to develop listening skills. The findings show that learners developed their listening skills through Video-Ant and preferred video annotation for future learning practices as it fostered peer interaction within an online classroom. Future researchers can focus on the impact of video annotation on learning grammar and teaching other language skills.

Keywords: Technology, video annotation, listening skills, Video-Ant

Prism of L2 Motivational Self-System and Proficiency Level: An Investigation of Motivational Orientations of Industrial Management Undergraduates

- U.D.T.L. Jayalath -

The L2 Motivational Self System (L2MSS) has been utilized as a theoretical framework to investigate the connection between learner motivation and second language acquisition in many language learning contexts. Yet, investigating learners' language learning motivation and proficiency level through the prism of L2MSS in the context of English as a Second Language (ESL) tertiary-level education in Sri Lanka is still unfathomable. Hence, the study's primary objective is to investigate the motivational orientations according to L2MSS and their relationship with the proficiency level of first-year Industrial Management (IM) undergraduates at the University of Kelaniya. This study included 50 first-year IM undergraduates from the Department of Industrial Management (DIM) at the University of Kelaniya, whose degree programs were conducted in English. For the data collection, a tried-and-tested motivational questionnaire adapted to the present study's local needs and semi-structured interviews were used. The quantitative data from the questionnaire was analyzed using SPSS version 21.0, and the qualitative data from the semi-structured interviews was thematically analyzed, in accordance with a mixed research strategy. As a result of the research findings, the ideal L2 self was identified as the main motivational construct. Consequently, the L2 learning experience became the second main motivational construct for the surveyed undergraduates. Further analysis revealed a significant correlation between the L2MSS components (independent variables) and the proficiency level of the undergraduates (dependent variable).

With regard to understanding how the L2MSS components influence the undergraduates' motivation to learn English in their language learning experience, it was identified that, similar to the quantitative data, the most important element became the ideal L2 self. According to the researcher, the study's findings are useful to lecturers in English to design classroom materials to invoke learners' own interests and identities as individuals, and to undergraduates to have a language vision that can be strengthened and transformed into action in L2 learning behaviour.

Keywords: English as a Second Language, first-year undergraduates of the Department of Industrial Management at the University of Kelaniya, L2 Motivational Self System, motivational orientations, proficiency levels

Use of Multimodality to Teach Poetry for Students in Government Schools via Online Grade 11: A comparative Study based on online Classroom in Tangalle Educational Zone

- *S.W.S.Hansika* -

Many people have long maintained that poetry is a particular genre that is too challenging for ESL/EFL students. The teaching of poetry in language classrooms, however, can result in a productive educational experience because it is regarded as a good and realistic teaching tool for language learners. Although many teachers and students have been forced to study poetry due to the requirements of the examination's literature syllabus, it does not appear to have gained the recognition that it should have. ICT in secondary and higher education has the potential to transform the field of education. The conceptual foundations of a multimodal approach to poetry learning are discussed in this study, along with multiple applications in practice. This focuses on the ways in which teachers can combine different methods and instruments to not only get their pupils interested in poetry but also to get language acquisition going. When creating lesson plans to teach poetry, particularly meaning-making, learning by design is one of the most effective educational methodologies. By incorporating multimodality into the Learn by Design framework, teachers could assist students in comprehending the complicated components of poetry. By paying attention to the learning needs of their students, teachers may ensure the implementation of high-quality classes. The VARK model should be given the highest priority when developing lesson plans for teaching poetry since it encourages engaged learning. The aim of this study is to examine the impact of multimodal tasks on poetry learning and how a multimodal approach might be included in the poetry education of Grade 11 students in a government school. This study used both quantitative and qualitative methodologies to collect the data. Students were evaluated with a pretest and posttest in an online classroom, being randomly allocated to the experimental or control groups.

Additionally, semi-structured interviews were conducted to gather in-depth data regarding perceptions of the multimodal tasks. The findings showed that the experimental group received multimodal treatment. The article aims to demonstrate how employing a multimodal approach in online classroom poetry can work as a foundation for the growth of the language abilities of learners and innovative participation through frequent reference to the research conducted thus far.

Key words : Poetry , Multimodal approach, Learning by Design model, VARK model, Online class room.

Intercultural Sensitivity: A Content Analysis of Grade 09 English Language Textbook of Sri Lanka and Teacher Perceptions

-Isuru Dissanayake-

The treatment of culture in EFL and ESL textbooks has been a contemporary trend in the English language teaching (ELT) domain. Language and culture have a symbiotic relationship. Cultural learning is considered an essential skill to raise awareness of international and local cultures to develop Intercultural Communicative Competence (ICC) in learners. Being influenced by these new trends, Sri Lankan textbooks also consist of several intercultural contents in English language textbooks of secondary and advanced levels to upgrade the coursebooks, aligning with global standards. The study examines the proportion of intercultural content, the depiction of source, and international cultures in the grade 09 English language textbook, which is published by the Educational Publications Department of Sri Lanka. The present study examines the quality of the intercultural content presented in the reading passages, dialogues, and poems to realize whether the textbook has incorporated deep cultural elements such as perspectives, and opinions about one's own culture and international cultures' values and customs, providing sufficient interactional communicative functions to enhance learners' intercultural communicative competence, knowledge, critical cultural awareness, and intercultural sensitivity. The study is based on a descriptive content analysis of the textbook, employing a mixed method approach: A quantitative approach is involved in determining the proportions of types of culture, source, and international cultures based on Cortazzi & Jinn's (1990) framework, which is statistically presented using the Dedoose software (version 4.12), a cross-platform for textual analysis and coding. Descriptive content analysis is conducted based on Moran's (2001) Dimensions of Culture framework.

This framework is supplemented by the Four Senses of Culture Classification framework (Adaskou, Britten & Fahsi, 1990) to determine the quality of the cultural elements. Additionally, semi-structured interviews are conducted with experienced ESL teachers. Data are thematically analyzed to realize how sensitive and acknowledged the teachers are about the intercultural communicative content presented in the textbook. Thereby, the study would be a helpful asset in upgrading the quality of the textbook, aligning with modern trends of incorporating cultural content, in preparing learners for the global platform.

Keywords: Intercultural Communicative Competence, Source culture, International cultures, Descriptive Content Analysis, Intercultural Knowledge, Intercultural Sensitivity, Critical Cultural Awareness

Effectiveness of Applying Learner Autonomy Practices in Sri Lankan ESL Speaking Classroom Using Technology-based Approaches (First-Year Undergraduates in the Department of Commerce and Financial Management)

-W. W. A. P. H. Fernando-

In the Sri Lankan context, learner autonomy has received an interest in the last decade with the inclusion of technical advances in the education system. This research aimed to investigate the effectiveness of learner autonomy in Sri Lankan ESL-speaking classrooms at the university level. The participants of the present study consisted of 05 ESL lecturers from the Department of English Language Teaching and 40 students in the Department of Commerce and Financial Management at the University of Kelaniya. Data were collected by using speaking tests, semi-structured interviews and classroom observations. The study was an experimental-research followed by a mixed-method approach. The quantitative data was analyzed using SPSS paired t-test, and the qualitative data was analyzed using thematic analysis. The research was designed to answer two research questions based on the effectiveness of learner autonomy in Sri Lankan ESL-speaking classrooms at the university level and the challenges the lecturers face when promoting learner autonomy to develop speaking English in ESL classrooms. The current study's findings revealed Sri Lankan ESL teachers understanding of learner autonomy and their practices, including the speaking context for the undergraduates using technology-based approaches. Similarly, this research helped to understand Sri Lankan ESL students' practices in learner autonomy in a smaller context. The data revealed lecturers' views about learner autonomy and their methodologies to promote the concept. The data also indicated that, by exposing to learner autonomy-based activities with technology-based approaches, students have the potential to improve their speaking skills. The experimental and the control group marking score difference mentioned the effectiveness of learner autonomy throughout the study.

As for the recommendations, students can be given a chance to be attentive to the materials and assess the lessons to be negotiated with lecturers. Lecturers need to train to create an autonomous learning environment compatible with the university's existing physical conditions.

Keywords: Effectiveness, Learner Autonomy, Perceptions, Speaking skills, Technological Approaches

Occupying the Margins: A Discursive Study of Identity Formation in Pre-Service Teachers of English at College of Education Sri Lanka

-A. L. A. A. Draupadee-

Teacher's self-perception of who they are, what they do and how they express their identity, navigates the trajectory of numerous critical identity work related to language teacher education. While teacher identity is considered a core concept and a key analytic tool for teacher education research, much of the research on teacher identity has focused on novice and pre-service teachers since they provide a solid base for the earliest transition from being students to teachers (Balban, 2015). Despite numerous research on Language Teacher Identity (LTI) worldwide, not many English as a Second Language (ESL) studies in Sri Lanka combine pre-service teachers and LTI to explore various personal and professional subjectivities of novice teachers that collide and corporate across context and discourse communities. Therefore, this study hopes to explore the factors that contribute to or challenge the formation of LTI of pre-service teachers and the personal professional and contextual (social, political and educational) aspects that affect their envisioned prospective English Language Teaching (ELT) careers by examining how they express their memories, experiences and tensions occurred as they are becoming teachers through narrative inquiry. This study is qualitative narrative research, designed with an emic perspective within the feminist post-structuralist sphere where the epistemological trajectory is woven around the multidimensionality, situatedness and reflexivity of one's identity (Barkhuizen, 2013; Benwell, 2012). The narrative data were collected through semi-structured narrative interviews. The sample consisted of six female pre-service teachers of English (PSTE) from a reputed college of education in Sri Lanka who were selected through non-probability snowball sampling. The narratives were thematically coded using Saldana's (2013) method of thematic coding and analyzed using the conceptual framework for understanding LTI by Yazan (2018).

The results suggested that encountering exemplary teachers in the early years of one's life, support received from discourse communities, finding balance in theoretical knowledge, practical application and spontaneity, comparing one's own teacher-self with others, and the ability to enact and embody teacher-self through corporeal means reinforce LTI while traumatic student-teacher experience, lack of free will to make one's own choices as a teacher, insincere motives behind choosing teaching as a career path act as factors that challenge the formation of LTI. The future of these participants' prospective ELT careers was affected by personal, professional and contextual aspects like the opinions of their family and loved ones, their initial experience and memories as student-teachers, initial interactions in discourse communities that shaped their attitudes towards the career, lack of privileges offered to teachers, economic challenges and the need to achieve more educational qualifications. This research is significant as its findings deconstruct the typical image associated with novice teachers of English and raise awareness of the tensions that occur during the transition from being students to being teachers providing insights into teacher training, and language education in Sri Lanka. The study will also provide suggestions to policymakers, teacher education institutes and teacher training programmes to achieve long-term educational goals in the country.

Keywords: language teacher identity; discourse; pre-service teachers; teacher training; narrative inquiry

Abstracts of the fourth year dissertations compiled by the TESL Students' Association (2020/21)

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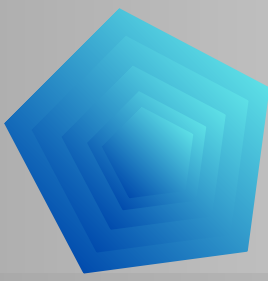
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