



# 2<sup>ND</sup> JUNIOR RESEARCH SYMPOSIUM ON ENGLISH LANGUAGE TEACHING 2023

## ABSTRACTS



UNIVERSITY OF  
KELANIYA

Department of English Language  
Teaching

**Volume of Abstracts**  
**2<sup>nd</sup> Junior Research Symposium On English**  
**Language Teaching 2023**

## **Message from Dean, Faculty of Humanities**

It is with great pleasure that I write this message on the occasion of the 2nd TESL Undergraduate Research Symposium 2023, which is organized by the Department of English Language Teaching of the Faculty of Humanities, University of Kelaniya.



The Department of English Language Teaching is one of the most significant departments in our Faculty. In keeping with the vision of the Faculty of Humanities, which is commitment to becoming a centre of excellence in the field of Humanities, this symposium makes a significant contribution to the field of research in Teaching English as a Second Language.

Research activities are very important in our academic curriculum. It assists in creating and disseminating knowledge. Moreover, I believe that a symposium of this nature provides an excellent opportunity for TESL undergraduates to showcase their research potential which warrants professional advancement and personal development. At the same time, this kind of symposium provides a platform for discussion as well as dissemination of the latest research findings, which to my belief, is valuable in developing the field of humanities.

On behalf of the Faculty of Humanities, I would like to take this opportunity to appreciate the great endeavour made by the Department of English Language Teaching to organize such a Symposium like this. In closing, I hope that all of you will enjoy the Symposium.

Best Regards!

**Dr Sudath Senarath**

Dean

Faculty of Humanities

University of Kelaniya

## Message of the Head of the Department

Dear Staff and Students,

I wanted to take a moment to express my deepest appreciation and gratitude to each and every one of you for your outstanding contributions to the success of the Second Undergraduate Research Symposium organized by the Department of English Language Teaching. It is with immense pride that I reflect on the achievements and the positive impact this event has had on our department and the broader academic community.



The symposium was a resounding success, and this achievement would not have been possible without the dedication, hard work, and enthusiasm of our students, and our staff members. Your commitment to the pursuit of knowledge and the promotion of research culture within our department is truly commendable.

I would like to extend my gratitude to our students as your research presentations were exemplary, showcasing your depth of knowledge, innovative thinking, and dedication to your chosen fields of study. Your passion for academic inquiry is an inspiration to all of us.

I would also like to thank our staff who had been behind-the-scenes efforts in organizing and coordinating the symposium ensured that everything ran smoothly. Your attention to detail and commitment to excellence did not go unnoticed.

We are grateful for the insightful keynote addresses and engaging discussions that enriched the symposium and broadened our horizons.

The Second Undergraduate Research Symposium not only provided a platform for our students to showcase their research but also fostered a sense of community and academic camaraderie within our department. It underscored the importance of research in our field and its potential to drive positive change.

As we move forward, let's continue to nurture and celebrate the spirit of inquiry and intellectual curiosity. I am confident that the research culture in our department will continue to thrive, and our students will go on to make significant contributions to the field of English Language Teaching.

Once again, thank you for your outstanding contributions to the symposium's success. I look forward to witnessing the continued growth and achievements of our department.

Sincerely,

**Ms. G. Prahalathan**

Head of the Department of English Language Teaching,

Faculty of Humanities,

University of Kelaniya.

## **STEERING COMMITTEE**

- Senior Lecturer Gevani Prahalathan- Head of the Department of English Language Teaching
- Senior Professor Chamindi Dilkushi Senaratne Wattewa
- Senior Lecturer Dr. Ramani Ratnamali Jayasinghe
- Senior Lecturer Dr. Ramola Rassool
- Senior Lecturer Mahishi Ranaweera
- Senior Lecturer Hasitha Pathirana
- Senior Lecturer Pushparajah
- Senior Lecturer Thilina Indrajie Wickramaarachchi
- Lecturer Rusiru Kalpagee Chitrasena

## **SYMPOSIUM MAIN COORDINATORS**

- Assistant Lecturer Muditha Manatunga
- Assistant Lecturer Nipuni Prabodhika Hakadewaththe

## **COORDINATORS AND EDITORS**

- Assistant Lecturer Muditha Manatunga
- Assistant Lecturer Nipuni Prabodhika Hakadewaththe
- Assistant Lecturer H.K. Dineshika
- Assistant Lecturer Shashini Illamperuma Arachchi
- Assistant Lecturer Ishadi Nilaweera
- Assistant Lecturer Dilini Hemali
- Assistant Lecturer Heshani Jayasinghe
- Assistant Lecturer Manomi Iresha Dilanthi
- Assistant Lecturer Bhagya Thennakoon
- Assistant Lecturer Heshani Sulakshana
- Assistant Lecturer N.M.H.A.S Nawarathna
- Assistant Lecturer N.P. Wickramage

- Assistant Lecturer Pasan Athapaththu
- Assistant Lecturer Nirmani Herath
- Assistant Lecturer Hirushika Pravini
- Assistant Lecturer Shehani Dilhara
- Assistant Lecturer O.C.N. Collom
- Assistant Lecturer H.A. Nelumi D. Bandara
- Assistant Lecturer H.W. Bhawani N. Willaddara
- Assistant Lecturer Isuru Dissanayake

### **REVIEWERS**

- Assistant lecturer Ishadi U. Nilaweera
- Assistant lecturer Heshani Sulakshana Samarasinghe
- Assistant lecturer Sashini Illamperuma Arachchi
- Assistant lecturer N.P. Wickramage
- Assistant lecturer O. C. Nicholle Collom
- Assistant lecturer H. A. Nelumi D. Bandara
- Assistant lecturer H. W. Bhawani N. Willaddara

### **KEYNOTE SPEAKER**

Ms. Shilendrie Senerirathne

### **THE GUEST OF HONOUR**

Ms. Shezmin Wazeer

### **SESSION CHAIRS**

- Ms. Dinushika Jayathissa
- Ms. Maheesha Abeythunga
- Ms. Imani Randuli Gamage
- Ms. Yanishi Pinto

### **SESSION RAPPATEURS**

- Ms. Bhagya Thennakoon

- Ms. Nilupama Wickramge
- Ms. H.K.P. Dineshika
- Mr. Pasan Athapaththu

#### **COMPERES OF THE INAUGURATION**

- Hansana Thumpalage
- Vonara Senanayake

#### **GRAPHIC DESIGNERS**

- Ruvinath Uyangoda
- Sandali Edirisinghe

#### **PHOTOGRAPHY**

B,V. Dineth Nipunya Bandara

#### **TECHNICAL ASSISTANT**

- Ms. Chaturika
- Ms. Roshini
- Mr. Vijitha Kumara

## List of Abstracts

#	Abstract Title	Page
<b>TESL 001</b>	<p style="text-align: center;"><b>Effectiveness of Implementing the Functions of Speaking in an English as a Second Language Classroom: A Study Based on Enhancing the Speaking Skills of Selected Grade 6 Students in Kelaniya</b></p> <p style="text-align: center;">A.U. Kottahachchi, K.B.S.M. Rajakaruna*, M.S.A. Kumarasinghe, W.A.C. Ishara</p>	<b>1</b>
<b>TESL 002</b>	<p style="text-align: center;"><b>Analyzing the Perceived Value of the Policy Medium of Instruction in Higher Education: A Study of Third Year Undergraduates at the Department of Commerce and Management Studies, University of Kelaniya</b></p> <p style="text-align: center;">Kaushalya, Amali.<sup>1</sup>, Liyanagamage, Thrishala.<sup>2</sup>, Liyanage, Thanushi.<sup>3</sup>, Waruni, Harshika<sup>4</sup>.</p>	<b>2</b>
<b>TESL 003</b>	<p style="text-align: center;"><b>Inter-generational Communication Dynamics in Private Organizations: A Comparative Analysis of Addressing Conventions (Honorifics vs First Names) between Millennials and Generation Z</b></p> <p style="text-align: center;">Nazeer, Aadila.<sup>1</sup>, Perera, Ama.<sup>2</sup>, Kumarsinghe, Amaani.<sup>3</sup>, Thennakoon, Lasangee.<sup>4</sup>, Ranasinghe, Shalani<sup>5</sup>.</p>	<b>4</b>



<p><b>TESL 004</b></p>	<p><b>Investigating the Linguistic Ambiguity of Polysemy and Homonymy through the Word "Fair": A Study on a Communicatively Focused Lexicographic Description Which is Not Confined to Referential Semantics in Producing a Dictionary Entry</b></p> <p>B.A.S.S. Mendis*, W.A.P. Sandeepanie</p>	<p><b>6</b></p>
<p><b>TESL 005</b></p>	<p><b>An Analysis of Sri Lankan English Morphological Processes Used in Selected Sri Lankan Newspapers from 2018 to 2023: Evaluating the Contribution of Morphological Processes in Establishing Sri Lankan English as a Standard Variety</b></p> <p>A.U. Kottahachchi, B.A.S.S. Mendis, W.A.C. Ishara*, W.A.P. Sandeepanie</p>	<p><b>8</b></p>
<p><b>TESL 006</b></p>	<p><b>Exploring Informal Methods Used by Twenty Second-year Undergraduates in the Faculty of Commerce and Management to Improve English Proficiency</b></p> <p>H.M.C.P. Jayawardena*, K.B.S.M Rajakaruna</p>	<p><b>9</b></p>
<p><b>TESL 007</b></p>	<p><b>Error Analysis and Causes in ESL Learners' Essays: A Syntactical Analysis</b></p> <p>H.M.C.P. Jayawardena</p>	<p><b>10</b></p>
<p><b>TESL 008</b></p>	<p><b>Language variations between men and women based on the selected participants from the Hewadiwela village.</b></p> <p>I.M. Nisansala Dilrukshi A.D.M.R. Dewmini Dissanayake B.G.Darshi Chamodya M.W.F Haira S.P.Christeen Marasinghe</p>	<p><b>11</b></p>

<p><b>TESL 009</b></p>	<p><b>Impacts of the Trilingual Policy on Customer Service Officers at Daraz: Unveiling Language-Related Challenges in an Online Shopping Platform</b></p> <p>T Attanayake<sup>1</sup>, *N Jayawardena, *, R.N.S Joseph *, M.T Perera *, S. M Randeniya*</p>	<p><b>12</b></p>
<p><b>TESL 011</b></p>	<p><b>Morphological Analysis of Sri Lankan YouTube Advertisements</b></p> <p>H.B.S.S. Chandrarathna<sup>1</sup>, S.P.P.A. Gunawardhane<sup>2</sup>, W.S. Madubashini<sup>3</sup></p>	<p><b>14</b></p>
<p><b>TESL 013</b></p>	<p><b>Mispronunciation of Consonants and Vowels in the English Language by 15-year-old ESL Learners: A Study Based on an English as a Second Language Classroom at a Private Institution in Nittabuwa, Western Province.</b></p> <p>R.S.H. Nimthara Wimalarathna, S.S. Sanmalee Wickramasinghe, W.K. Vipuli Prabhamini, W.S. Prarthana Welvidana, B.G.Y. Ruvinath Uyangoda</p>	<p><b>15</b></p>
<p><b>TESL 014</b></p>	<p><b>Phonological Variations among ESL Speakers in ESL Classrooms in the Gampaha District: Based on First Language Sinhala Speakers.</b></p> <p>Mahrifa Faiz<sup>1</sup>, I.N. Palihakkara<sup>2</sup>, Navoda Malsha<sup>3</sup>, R.H.P.A. Athukorala<sup>4</sup>, N.H.E.R. Siriwardana<sup>5*</sup></p>	<p><b>16</b></p>

<b>TESL 015</b>	<b>A study investigating speaking anxiety and its effect on speaking performance among ESL First Year Sports Science Undergraduates of the University of Kelaniya</b> T.H. Nethini Ishara Hettiarachchi	<b>17</b>
<b>TESL 016</b>	<b>Exploring Morphological Errors in ESL Students' Written English Essays: A Study based on Grade Twelve Students at Central College Kuliyaipitiya</b> L.P.A.T. Liyanage <sup>1</sup> , D.M.S.S.Ranaweera <sup>2</sup> , K.A.T.T.Wijayarathne <sup>3</sup> , Y.P.S.S.Yapabandara <sup>4</sup>	<b>18</b>
<b>TESL 017</b>	<b>Sinhala-English Code-Mixing in Sri Lankan Sinhala Short Films</b> S.A.K.M.SubhasinghE	<b>19</b>
<b>TESL 018</b>	<b>A Needs Analysis for an ESP program for Financial Management undergraduates at the</b> G.Y.Bineshika Bandara	<b>20</b>
<b>TESL 019</b>	<b>Exploring the Efficacy of Performance-Based Language Assessments in Evaluating Reading and Listening Skills: A Case Study at Aquinas College Borella</b> A. Pabudunayake, B. Bandara, D. Lorensuhewa, P. Agampodi, S. Rajapaksha	<b>21</b>
<b>TESL 020</b>	<b>A Critical Analysis of Selected Sri Lankan English Word Formation Processes Based on a Sri Lankan YouTube</b>	<b>22</b>

	<b>Channel</b> D. Lorensuhewa	
<b>TESL 021</b>	<p style="text-align: center;"><b>Identifying prevalent functional speech disorders and their efficacious treatments among the children aged 5-8 at a speech and language pathology clinic in a hospital in Negombo.</b></p> <p style="text-align: center;">N.H.G.P.Methmini, M.F.Zainab, W.D.H.K. Karunarithna, K.P.D.K. Sandakirani , P.A.S.Tharunethmi , D.W.G.K. Tharanga</p>	<b>24</b>
<b>TESL 024</b>	<p style="text-align: center;"><b>The Exploration of the Use of Productive Morphological Processes of Sri Lankan English through the Analysis of Two Selected Sri Lankan Novels</b></p> <p style="text-align: center;">Thilakarathna, P.M.D., Nirmani, S.M.A.</p>	<b>26</b>
<b>TESL 025</b>	<p style="text-align: center;"><b>A Need Analysis based on First-Year TESL Undergraduates following the English for Humanities Course at the University of Kelaniya</b></p> <p style="text-align: center;">J. W. Samaraweera, S. S. S. Gajanayaka, A. S. P. Welikandage, L. T. Rathnaweera</p>	<b>27</b>

# **Effectiveness of Implementing the Functions of Speaking in an English as a Second Language Classroom: A Study Based on Enhancing the Speaking Skills of Selected Grade 6 Students in Kelaniya**

A.U. Kottahachchi, K.B.S.M. Rajakaruna\*, M.S.A. Kumarasinghe, W.A.C. Ishara

[subodamalshir18@gmail.com](mailto:subodamalshir18@gmail.com)

## **Abstract**

The act of speaking is widely regarded as the most common form of communication and is deemed a crucial skill that needs to be prioritized in the English as a Second Language (ESL) context. Effectively communicating requires proficiency in vocabulary, grammar, and pronunciation, along with the ability to speak fluently and accurately. The objective of this study is to understand how the three functions of speaking; interaction, transaction, and performance assist the development of the speaking skills of the students while identifying the specific exercises used by instructors to promote class participation. Although many studies have examined the issues related to second language speaking, there is a lack of research in identifying problems of unclear speech and fluency amongst ESL students. This study further explores how interactive classroom activities contribute to improving speaking fluency and address factors that hinder speaking proficiency. Employing a qualitative methodology, data was collected from ten grade 6 ESL students residing in the region of Kelaniya. Teaching sessions were conducted using a selected lesson from the grade six textbook, focusing on prepositions in the unit titled, "Where is Everything?". Data collection was carried out through observation and documentation. The findings of the study indicate that both students and instructors consider the three functions of speaking as major concerns in improving speaking skills within the Second Language classroom. Moreover, the study suggests that the three functions of speaking are necessary components for learners to become effective communicators. Moreover, following the practices of ethics, the researchers obtained parental consent for the qualitative data collection process when conducting lessons. Consequently, it was observed that the selected students exhibited improved speaking skills after the teaching sessions.

**Keywords:** ESL context, Fluency, Functions of Speaking, Secondary-level students, Speaking skills

# **Analyzing the Perceived Value of the Policy Medium of Instruction in Higher Education: A Study of Third Year Undergraduates at the Department of Commerce and Management Studies, University of Kelaniya**

Kaushalya, Amali.<sup>1</sup>, Liyanagamage, Thrishala.<sup>2</sup>, Liyanage, Thanushi.<sup>3</sup>, Waruni, Harshika<sup>4</sup>.

## **Abstract**

This study investigates the perceived value attributed to the policy of Medium of Instruction (MOI) in the context of higher education, focusing specifically on third-year Commerce undergraduates at the Department of Commerce and Financial Management Studies, University of Kelaniya. The primary objective is to ascertain whether students regard MOI as a positive or negative influence on their academic experiences, employing the Sheth-Newman-Gross (SNG) Theory of Consumption Values as a theoretical framework. The study addresses two key research questions: Firstly, whether undergraduates possess an awareness of the long-term benefits associated with MOI; and secondly, whether the identified consumption values exert a positive or negative influence on the academic pursuits of undergraduates. A mixed method approach was employed to collect and analyze the quantitative and qualitative data generated. A sample group of 50 Commerce undergraduates were given a questionnaire which explored their perceptions of different consumption values associated with MOI. The collected data was subjected to analysis employing a quantitative approach. Thereafter, a comparison with native language instruction was conducted based on semi-structured interviews to examine the unique benefits and challenges of MOI qualitatively. The research unveils that the undergraduates possess an awareness of the long-term benefits associated with the perceived value of MOI, even though they express reservations about their confidence and interactivity within the classroom environment. This analysis asserts that MOI policy has yielded positive effects on the higher education sector. The research underscores the significance of considering students' perceptions and experiences when shaping educational policies, affirming that a well-implemented MOI can enhance the overall quality of higher education. One notable research gap identified is the absence of a detailed examination of challenges and concerns specific to individual departments regarding MOI in higher education. This underscores the necessity for context-specific insights to inform the enhancement of policies and practices within the academic domain.

**Key words:** *Medium of Instruction (MOI), perceived value, higher education, Sheth-Newman-Gross (SNG) Theory*

# **Inter-generational Communication Dynamics in Private Organizations: A Comparative Analysis of Addressing Conventions (Honorifics vs First Names) between Millennials and Generation Z**

Nazeer, Aadila.<sup>1</sup>, Perera, Ama.<sup>2</sup>, Kumarsinghe, Amaani.<sup>3</sup>, Thennakoon, Lasangee.<sup>4</sup>,  
Ranasinghe, Shalani<sup>5</sup>.

[aadilanazeer123@gmail.com](mailto:aadilanazeer123@gmail.com).

Generational differences in communication patterns and expressions of respect have gained significance in contemporary society. By applying the generational theory to the research on intergenerational communication dynamics in private organizations, the study aims to discover differences in addressing conventions (honorifics vs. first names) between Millennials and Generation Z employees who are influenced by their unique generational traits and experiences. This research investigates how millennials and Generation Z individuals convey respect through the use of honorifics (Mr., Mrs., Ms., Madam, Sir) and informal address. Thereby, 50 random individuals who work in private organizations were employed in a survey questionnaire, with open-ended and closed-ended questions, comparatively examining individual attitudes, which also study distinct nuances in respect expression between these generational groups in the private organizations of Sri Lanka. The collected data which was analyzed using the qualitative method underscore the intricate relationship between tradition and informality, as individuals from different generations adjust their communication approaches in response to various circumstances. It is notable that millennials tend to take a context-dependent approach, utilizing honorifics in formal situations and casual modes of address when interacting with peers. In contrast, Generation Z prefers a communication style that is more egalitarian and informally oriented. These findings have practical implications for improving intergenerational comprehension in educational settings, professional environments, and wider social interactions. While previous research has explored intergenerational communication in private organizations, a gap exists in understanding how Millennials and Generation Z employees differ in their use of addressing conventions (honorifics vs. first names). According to the findings, it can be concluded that unpacking the intricacies of respect expression, this study facilitates improved communication strategies that foster cohesion and mutual respect across generations.



**Keywords:** Generation Z, Millennials, Honorifics, Communication Dynamics, Respect

# **Investigating the Linguistic Ambiguity of Polysemy and Homonymy through the Word "Fair": A Study on a Communicatively Focused Lexicographic Description Which is Not Confined to Referential Semantics in Producing a Dictionary Entry**

B.A.S.S. Mendis\*, W.A.P. Sandeepanie

[annmendis22@gmail.com](mailto:annmendis22@gmail.com)

## **Abstract**

This study explores the intriguing realms of linguistic ambiguity by focusing on the polysemy and homonymy associated with the word “Fair.” Polysemy and homonymy are fundamental linguistic phenomena that contribute to the complexity of language and communication. The word “Fair” serves as a perfect candidate for examination due to its multifaceted meanings and propensity for misconceptions. This study identifies certain contradictions in contemporary lexicography's portrayal of word meaning and suggests a different way of meaning-making. It has been shown through the case study of the lexeme "Fair" that word meaning can be portrayed as a more coherent structure if only the functional evaluative aspect of language is more properly taken into consideration while producing a dictionary entry. The research questions of the study explore, how the evaluative nature of human experiences influences on how words are used in real texts and whether it is possible to develop a communicatively focused lexicographic description approach that is free from the limitations of referential semantics. As for the methodology, a qualitative approach has been utilized in the study to analyze the variations in how the linguistic data are interpreted in different dictionaries, showing that there are no common criteria for differentiating polysemy from homonymy. Moreover, in this methodology, two dictionary entries of the term “Fair” extracted from the Collins and Webster dictionaries are elucidated in showing the inconsistencies that exist in modern lexicography. Based on the functional linguo-anthropological theory it has been shown that, functional evaluative nature of language should be taken into account while compiling a dictionary entry. Therefore, the case study of the lexeme “Fair” has attempted to showcase an alternative way of showing the word’s meaning in a more coherent structure. The linguistic ambiguity of words belonging to word classes such as nouns and verbs has been the subject of previous studies. The study is to examine

the applicability of the method in terms of other word classes. Thereby, the study explores cognitive processes involved in disambiguation, highlighting the role of context, pragmatic cues, and cognitive biases in resolving potential misunderstandings arising from polysemy and homonymy.

**Keywords:** Dictionary Entry, English Language, Linguistics, Linguistic Ambiguity, Semantics

# **An Analysis of Sri Lankan English Morphological Processes Used in Selected Sri Lankan Newspapers from 2018 to 2023: Evaluating the Contribution of Morphological Processes in Establishing Sri Lankan English as a Standard Variety**

A.U. Kottahachchi, B.A.S.S. Mendis, W.A.C. Ishara\*, W.A.P. Sandeepanie

[chamariwanniarachchi1998@gmail.com](mailto:chamariwanniarachchi1998@gmail.com)

Morphology, a branch of linguistics, scrutinizes the structural composition of words and the amalgamation of morphemes compact, semantically meaningful units within a given language. Within this scholarly domain, the investigation of morphological processes facilitates comprehension of how these morphemes undergo manipulation and modification to engender diverse lexical forms, thereby contributing significantly to the lexical enrichment of a specific linguistic variety. Previous studies have focused on examining the analysis of morphological processes aiming to elucidate their role in shaping distinct characteristics. This study investigates the contributions of these processes to the distinctiveness of Sri Lankan English, endowing it with unique features. Hence, this research aims to identify and analyze the most significant and frequently employed morphological processes in Sri Lankan English as manifested in selected Sri Lankan newspapers. The study adopted a qualitative research design. The empirical data for the study was collected from seventeen selected newspaper articles from 2018-2023. Data collection was conducted through careful observation. The findings of the study reveal that acronyms, compounds, borrowings, and clipping are the most significant and frequently employed morphological processes in Sri Lankan newspapers. These processes are prevalent in the contemporary context of the Sri Lankan newspaper language. These lexical innovations in Sri Lankan English contribute to its evolution as a distinctive variety within the realm of World Englishes.

**Keywords:** *Morphological processes, Sri Lankan English, Sri Lankan newspapers, diction*

# **Exploring Informal Methods Used by Twenty Second-year Undergraduates in the Faculty of Commerce and Management to Improve English Proficiency**

H.M.C.P. Jayawardena\*, K.B.S.M Rajakaruna

[\\*hmcpjayawardena@gmail.com](mailto:*hmcpjayawardena@gmail.com)

## **Abstract**

English is the medium of instruction for the majority of university courses in Sri Lanka. As a result, undergraduates are under pressure to develop their English proficiency. However, the high number of undergraduates per course and the barriers to equal distribution of technological resources create a challenging environment for systematic English learning. Consequently, many students resort to informal means to enhance language proficiency. This study investigated the informal English learning practices of 20 second-year undergraduates from the Faculty of Commerce and Management at the University of Kelaniya via purposive sampling. Data were collected through open-ended questionnaires and analyzed qualitatively. The results showed that students engage in a variety of informal English learning activities, including watching English movies and TV series with subtitles, listening to English singers, and trying to read digital articles. A few students also use free online resources such as Duolingo and BBC Learning English. In addition, some students participate in gavel clubs to develop speech skills. The findings of this study suggest that many undergraduates have the aspiration to develop English language skills, but the methods used by undergraduates are not always systematic or regular. This may be due to several factors, including the lack of time and resources, as well as the perceived difficulty of learning English in a formal setting. Nevertheless, the informal English learning practices that students engage in can be effective in improving language skills, provided the undergraduates are pursued consistently and with a focus on enhancing specific areas of proficiency.

**Keywords:** English Language Learning, English Proficiency, Informal Learning, Medium of instruction, Undergraduates

# **Error Analysis and Causes in ESL Learners' Essays: A Syntactical Analysis**

H.M.C.P. Jayawardena

[\*\\*hmcpjayawardena@gmail.com\*](mailto:*hmcpjayawardena@gmail.com)

English is a compulsory subject for upper-secondary students in Sri Lanka. At the same time, the students are graded based on reading and writing skills. However, analyzing the evaluation reports which provided a deeper understanding of the students' performances demonstrated that the marks obtained for the written tests are comparatively low. Even though many studies recognize the low performance of students in productive skills the causes are not being widely discussed. Hence, the purpose of the research is to analyze the mistakes in essays made by ESL learners in the Colombo education zone. In order to conduct the study, 25 students from Visakha Vidyalaya were selected under simple random sampling. Data was collected by analyzing two essays in students' first-term English papers. The two samples included guided writing and creative composition which collectively presented 350 words. The results showed that the essays include a mixture of both errors and mistakes. Therefore, the frequency of errors is counted while analyzing the nature of the error conducted. The errors were categorized under punctuation, spelling, tense, word choice, syntax (sentence structure), number (singular/plural), prepositions, subject/verb agreement, articles, wrong syllabification/ splitting of words. The findings and the results of this study showed that the students have a strong interference with their mother tongue. Other than that students made gross errors in spelling and syntactical formations while demonstrating interlingual transferences. The findings of this study suggest that students need more practice and revision in English grammar and vocabulary in order to improve their English proficiency. The study demonstrated the requirement of clear instructions and manipulation of differentiation of syntactical formations.

Keywords: Error Analysis, Written Composition, ESL Learners

## **Language variations between men and women based on the selected participants from the Hewadiwela village.**

### **Abstract**

Sociolinguistics is the study of the characteristics of language varieties, the features of how they are used, and the qualities of their speakers. Thereby, gender and language is a prominent topic which is often discussed in the field of socio-linguistics. This study provides a detailed analysis of the selected topic based on the Sri Lankan context, where this research area has not been addressed before. The relationship between the language of men and women can be demonstrated by looking at how each reflects certain utterances, lifestyle choices, and attitudes. This study aimed to examine the variations in language used by men and women based on direct talk, topic preference, and word choice. For this research, ten volunteers aged between eighteen and twenty-five were selected from Hewadiwela village, learning in public and private universities. Moreover, there were five male participants and five female participants. A questionnaire was conducted to collect data and they were analysed using Excel including visual representations as graphs and charts. Considering the results of this study, Women frequently choose rapport talk which concentrates on forming connections and establishing relationships. Men might participate in rapport talk more frequently, which emphasizes sharing information and making dominant claims. While men may use more words linked to sports, technology, or other stereotypically masculine topics, women often use more words that are related to emotions and relationships. In their conversations, women tend to choose topics as friendship, family dynamics, and personal challenges while men choose sports or professional achievements, current events, politics, and news topics. Consequently, this study indicated that gender has an effect on language use.

Keywords: *Gender, language, direct talk, topic preference, word choice*

# **Impacts of the Trilingual Policy on Customer Service Officers at Daraz: Unveiling Language-Related Challenges in an Online Shopping Platform**

T Attanayake<sup>1</sup>, \*N Jayawardena, \*R.N.S Joseph, M.T Perera, S. M Randeniya\*

[joyeux2622@gmail.com](mailto:joyeux2622@gmail.com)

## **Abstract**

The implementation of the Trilingual Language Policy in a multilingual nation like Sri Lanka aims to foster cultural understanding, promote multilingualism, and bridge communication gaps among its diverse communities. In the context of customer service, exemplified by Daraz, the need to overcome language barriers is paramount to extending services throughout the island. This research delved into the challenges encountered by Daraz Customer Service Officers in the backdrop of the Trilingual Policy. A mixed-method approach incorporating quantitative surveys and qualitative interviews was utilized to collect data from the Daraz Customer Service team. Closed-ended survey questions provided statistical insights, while open-ended interview questions elicited detailed accounts of their experiences with the Trilingual Policy in customer service. The findings illuminated specific language-related challenges faced by customer service officers due to the implementation of the Trilingual Policy. These challenges encompass linguistic aspects such as reading, writing, and speaking. Notably, language barriers proved to be unpredictable in this context. This research addressed a notable gap in the existing literature concerning the Trilingual Policy's impact on customer service in Sri Lanka. It shed light on how language barriers affect customer service officers' daily tasks and interactions. This study focused on exploring the multifaceted aspects of language challenges within the customer service domain. It seekd to examine how the Trilingual Policy influences reading, writing, and speaking aspects of communication for Daraz Customer Service Officers. Thus, this research underscored the significance of the Trilingual Policy's implementation within Sri Lanka and its specific implications for customer service at Daraz. By unveiling the language-related challenges faced by customer service officers, this study contributes valuable insights into the fields of language policy, social harmony, and effective customer service practices.



**Keywords:** *Trilingual policy, language and communication, Customer service, Sri Lankan language policy*

# **Morphological Analysis of Sri Lankan YouTube Advertisements**

H.B.S.S. Chandrarathna<sup>1</sup>, S.P.P.A. Gunawardhane<sup>2</sup>, W.S. Madubashini<sup>3</sup>

## **Abstract**

In Sri Lanka, the trend of YouTube advertising has gained prominence as one of the most productive ways of promoting productions, closely intertwined with the utilization of morphological processes within the Sri Lankan English (SLE) linguistic landscape. In the context of marketing goods and services, producers use morphological processes as a strategy to attract customers while popularizing advertisements. This study examines how frequently morphological processes are utilized in SLE within the context of YouTube advertising and aims to analyze the morphological processes used in Sri Lankan English concerning the selected YouTube advertisements and to identify the frequency of these morphological processes. Moreover, this paper investigates the effective usage of these processes by YouTube advertisers. In this study, primary data were collected through comparable observations and discussions, while secondary data were gathered through research articles and YouTube videos. After conducting a comparable observation among 15 YouTube advertisements, four types of varying YouTube videos were selected for this investigation. Among the selected advertisements, compounds, borrowings, reduplications, and tags and expressions were widely used in SLE. Sinhala, being the superstrate of Sri Lanka, exerts a significant influence over these processes. On the other hand, the co-existence of English and Sinhala languages influences the creation of new words, ultimately resulting in code-mixing and code-switching. The findings of the study reveal that compounding is the most productive and frequently used morphological process in the selected YouTube advertisements. The overall study depicts that compounding and borrowings have coined new and unique words in SLE and most of the words are shaped by the influence of the Sinhala language. Thereby, it is clear that YouTube advertisers use morphological processes to familiarize products among the community with the aid of language.

*Keywords:* Borrowings, Compounding, Morphological processes, Sri Lankan English, YouTube advertisements

# **Mispronunciation of Consonants and Vowels in the English Language by 15-year-old ESL Learners: A Study Based on an English as a Second Language Classroom at a Private Institution in Nittabuwa, Western Province.**

R.S.H. Nimthara Wimalarathna, S.S. Sanmalee Wickramasinghe, W.K. Vipuli Prabhamini, W.S. Prarthana Welvidana, B.G.Y. Ruvinaath Uyangoda

*himashinimthara20@gmail.com*

Understanding the challenges faced by adolescent learners is crucial for improving language instruction and language development in Sri Lanka. Hence, effective pronunciation has to play a major role, as it is not evident among ESL learners. Although several studies have attempted to identify causes that lead to such errors and solutions that mitigate them, a positive outcome cannot be identified. Therefore, the study focused on investigating pronunciation errors that 15-year-old, English as a Second Language (ESL) learners make when they pronounce consonant and vowel sounds in English. Its primary objectives were to discover how learners make mistakes when pronouncing a selected number of words and identify the underlying factors that cause such errors. Furthermore, it is also necessary to provide proper solutions to reduce them. Fifteen-year-old ESL learners (pupils of government schools) from diverse backgrounds in the Nittabuwa area of the Western Province were selected randomly. The participants were given a list of selected words, and upon collecting voice recordings, the pronunciation errors were identified. Thus, the findings of the study solidify that mispronunciation of consonants and vowels is mostly prevalent due to limited exposure to standard pronunciation, quality of education, educational and socio-cultural backgrounds, a lack of corrective feedback, and a lack of awareness of mispronunciation. Thereby, teacher training, structured pronunciation training, audio-visual resources, regular assessments, and peer corrective feedback can guide local and foreign ESL practitioners in developing targeted interventions to effectively eliminate these pronunciation difficulties in a second language classroom in Sri Lanka.

*Keywords:* Mispronunciation of English vowels and consonants, English as a Second Language, Mother tongue interference

## **Phonological Variations among ESL Speakers in ESL Classrooms in the Gampaha District: Based on First Language Sinhala Speakers.**

Mahrifa Faiz<sup>6</sup>, I.N. Palihakkara<sup>7</sup>, Navoda Malsha<sup>8</sup>, R.H.P.A. Athukorala<sup>9</sup>,  
N.H.E.R. Siriwardana<sup>10\*</sup>

### **Abstract**

Phonological variations influenced by native language form distinct characteristics among English as a Second Language (ESL) speakers in ESL classrooms in Sri Lanka. However, there is limited research on phonology for those whose first language is Sinhala. Therefore, this study aims to identify the phonological variations exhibited by English as a Second Language (ESL) learners in the Gampaha District, specifically focusing on those whose first language is Sinhala. The study employed a qualitative approach. Accordingly, data was collected from twenty-five secondary school students from two popular schools in the Gampaha District. Participants between the ages of twelve and fourteen whose mother tongue is Sinhala were selected as research samples through a random sampling technique while interviews were used as the data collection tool. The audio recordings of the research samples were analysed using thematic analysis. The study identifies Free Variation, Initial Cluster, Affricate Adaptation, and Assimilation as key phonological variations among ESL learners, specifically those with Sinhala as their first language. It suggests that primary language influences English articulation in ESL contexts and emphasises the role of limited exposure and unfamiliarity with phonological rules in contributing to these variations. The study implies the necessity of incorporating audio-visual resources as a part of the ESL curriculum.

**Keywords:** *ESL Classroom, ESL Speakers, Native language influence, Phonology, Phonological variatio*

---

# **A study investigating speaking anxiety and its effect on speaking performance among ESL First Year Sports Science Undergraduates of the University of Kelaniya**

T.H. Nethini Ishara Hettiarachchi

## **Abstract**

The correlation between speaking anxiety and speaking proficiency presents a nuanced and intricate dynamic. Proficiency in fluent English communication is paramount for numerous English as a Second Language (ESL) learners, yet anxiety often serves as a barrier. However, many ESL learners face challenges in improving their speaking skills due to lack of self-confidence, fear of making mistakes, feeling nervous, panicking, and difficulties in applying grammar and vocabulary knowledge in spontaneous speech. This research study delves into the intricate relationship between speaking anxiety and speaking performance among first-year Sport Science ESL undergraduates at the University of Kelaniya, Sri Lanka. The primary objective of this research study is to investigate the reasons for speaking anxiety and its effect on speaking performance. 50 first-year undergraduates from the Sports Science Department of the Faculty of Science and the English Language Teaching Coordinator were used as the sample of the study. The data collection was performed by incorporating questionnaires, semi-structured interviews, and observations. The research employed a mixed-method approach, wherein qualitative data underwent rigorous analysis via thematic analysis, and quantitative data were processed using SPSS version 23.0. The findings indicate that there is a lack of speaking performance due to anxiety, and reasons for speaking anxiety are discovered. Based on the study's outcomes, the factors contributing to speaking anxiety can be discerned. These findings offer a structured approach to mitigate speaking apprehension and elevate the verbal competence of ESL undergraduates enrolled in the Sports Science Department.

# **Exploring Morphological Errors in ESL Students' Written English Essays: A Study based on Grade Twelve Students at Central College Kuliyaipitiya**

L.P.A.T. Liyanage<sup>1</sup>, D.M.S.S.Ranaweera<sup>2</sup>, K.A.T.T.Wijayarathne<sup>3</sup>, Y.P.S.S.Yapabandara<sup>4</sup>.

## **Abstract**

Morphology, a sub-discipline of linguistics, investigates the internal structure of words and the combination of morphemes. In the Sri Lankan context, teachers face a significant challenge in developing the writing skills of students due to the potential influence of the mother tongue and cultural background on morphological errors. This study focuses on classifying morphological errors in written texts among ESL students in Sri Lanka, particularly grade twelve students at Kuliyaipitiya Central College. The primary aim of this research is to identify the most prevalent morphological errors and their underlying causes among grade twelve ESL students at Kuliyaipitiya Central College when composing written essays. The study involved forty grade 12-A students who were given an essay topic, contributing to data collection. The sample's focus is on the morphological aspect of the text for a detailed analysis of errors, which were categorized into four types: noun morphology errors, verb morphology errors, adverb morphology errors, and adjective morphology errors. Utilizing a quantitative approach and convenience sampling, this research aims to provide insights into morphological errors made by ESL students in the Sri Lankan context. Ultimately, the study aspires to offer necessary assistance to help students overcome these errors in their writing.

**Key words:** Analysis, Essays, Morphological Errors, Sri Lankan context, Written texts.

## **Sinhala-English Code-Mixing in Sri Lankan Sinhala Short Films**

S.A.K.M. SUBhasinghe

[madushanikalpani079@gmail.com](mailto:madushanikalpani079@gmail.com)

### **Abstract**

Code-mixing, the practice of integrating multiple languages or linguistic codes within a singular conversation, sentence, or phrase, is pervasive among individuals fluent in multiple languages and in societies characterized by bilingualism or multilingualism. In the Sri Lankan context, code-mixing has emerged as a prominent linguistic phenomenon, influenced by the country's multilingual and multicultural nature. Notably, existing research primarily focuses on code-mixing in social media and teledramas, leaving a research gap concerning its presence in the context of short films. This study aims to address the existing gap by identifying various forms of code-mixing within Sri Lankan Sinhala short films. The research is structured around two primary inquiries: firstly, an exploration of the discernible categories of code-mixing in the selected Sinhala short films, and secondly, an investigation into the relative productivity of the identified code-mixing types. The research employs a combined qualitative and quantitative approach, delving into the analysis of words, phrases, and sentences within the short films available on YouTube. Data collection involved meticulous observation of selected videos, with a focus on significant words, phrases, and sentences. The theoretical framework provided by Muysken (2000), which delineates three main types of code-mixing (insertion, alteration, and congruent lexicalization), guided the analysis. Results indicate three distinct types of code-mixing in Sinhala short films—insertion, alteration, and congruent lexicalization. Notably, insertion emerges as the predominant form of code-mixing in the two films under scrutiny. In conclusion, this study not only contributes to the understanding of code-mixing in Sinhala short films but also suggests avenues for future research in different Sri Lankan contexts.

**Keywords** – Code-mixing, Sinhala short films, Insertion, Alteration, Congruent Lexicalization

# **A Needs Analysis for an ESP program for Financial Management undergraduates at the**

G.Y.Bineshika Bandara

## **Abstract**

A needs analysis provides information regarding the requirements of learners before the commencement of a course of study. In order to understand students' background information, their proficiency levels and their opinions and concerns in learning English, this research study was undertaken. The study focuses on a needs analysis and course design for English for Financial Management students at the University of Kelaniya, Sri Lanka with the objective of designing an effective course curriculum for the English for Financial Management course which is an English for Special Purpose course (ESP). The English language-related challenges faced by Financial Management undergraduates and the required language skills and effective learning materials with activities for the undergraduates were specifically aimed at by the study. A mixed methods approach was employed by conducting interviews and distributing a questionnaire from a non-probability sample of fifteen undergraduates. Qualitative data were utilized to understand the field of study and quantitative data were used to design and select suitable course content. The study revealed that speaking skills should be prioritized with vocabulary development. This was reflected in the students' responses as well. In addition, with regards to students' attitudes towards 'proficiency in English, they consider it an essential factor for their future prospects and career development. Therefore, these findings contribute to the designing and implementation of the English for Financial Management course. In conclusion, the English for Special Purposes course is determined to overcome the shortcomings and challenges faced by the students by developing their speaking skills and vocabulary.

*Keywords: Needs Analysis, Financial Management, Undergraduates, Speaking skills, Vocabulary development, Course design*



# **Exploring the Efficacy of Performance-Based Language Assessments in Evaluating Reading and Listening Skills: A Case Study at Aquinas College**

**Borella**

A. Pabudunayake, B. Bandara, D. Lorensuhewa, P. Agampodi, S. Rajapaksha,

[dlorensuheva88@gmail.com](mailto:dlorensuheva88@gmail.com)

## **Abstract**

Language testing is crucial for gauging proficiency in a target language. Sagar (2002) identifies four key aspects: reading, understanding, listening, and writing. Reading and listening are particularly vital for communication. Accordingly this study delves into assessing language testing methods for these skills, focusing on their role in gauging proficiency and acquisition. Hence, at Aquinas College Borella, 10 students' language proficiency was evaluated separately for reading and listening through tests. The college's UTEL Benchmark system aided in categorizing students' competency levels, targeting beginner to intermediate levels. Leveraging this categorization, 10 B1 level students were selected for a needs analysis, confirming their English proficiency. Tests were tailored based on this analysis. The methodology involved distributing two test papers and analyzing results via SPSS. Various testing approaches, from standardized tests to performance-based assessments, were scrutinized for their strengths and limitations in assessing reading and listening skills. Findings guided student progress assessment and future teaching methods. The study not only explored testing approaches but also evaluated their applicability in measuring these skills. Emphasizing the importance of tools like SPSS, it highlighted their role in enhancing assessment validity. This research aims to examine language testing methods suitable for reading and listening skills, offering insights to educators, test developers, and policymakers involved in designing effective language assessments.

**Keywords:** *Assessment, Language, Listening skills, Proficiency, Reading skills, Testing*

# **A Critical Analysis of Selected Sri Lankan English Word Formation Processes Based on a Sri Lankan YouTube Channel**

D. Lorensuhewa

[dlorensuheva88@gmail.com](mailto:dlorensuheva88@gmail.com)

## **Abstract**

Sri Lankan English has a rich vocabulary as a result of English coming into contact with other languages in Sri Lanka and the continuous addition of new words formed through a number of morphological processes. This research is based on four YouTube videos selected from a Sri Lankan YouTube channel: ‘Nimmi Hasaragama’. Only a limited number of Sri Lankan YouTubers use English as the language in creating their content, out of which the selected YouTube channel is noticed for its regular use of Sri Lankan English. The four morphological processes researched in the study are reduplication, borrowing, affixation, and tag questions that are currently in use in the Sri Lankan English context and were found in the selected YouTube videos as well. This study aims to identify the application of the morphological processes mentioned above and the impact these processes have on Sri Lankan English in making it a distinct variety of English. The findings of the study which were obtained from the qualitative data collected through the close observation of the videos and their transcriptions, demonstrate how these morphological processes produce different neologisms unique to Sri Lankan English. These Sri Lankan words English unveils the socio-political, economic, cultural, and religious background of Sri Lanka. Moreover, most of the morphological processes found in the four YouTube videos are influenced by the two national languages of Sri Lanka: Sinhala and Tamil. In addition, the incorporation of the new words formed through the word formation processes commonly found Sri Lankan English is unavoidable as they relate to the contemporary society and are crucial in establishing a sense of “Sri Lankan-ness”. Ultimately, the research contributes to a deeper understanding of the changes the English language is subject to in the multicultural and multilingual contexts such as Sri Lanka, highlighting the role of word formation processes in shaping the distinctive features of Sri Lankan English. By capturing the essence of this linguistic changes, this study enriches the knowledge of language variation and adaptation in diverse cultural settings.

**Keywords:** Sri Lankan English, YouTube, morphological processes, multilingual context, neologisms

**Identifying prevalent functional speech disorders and their efficacious treatments among the children aged 5-8 at a speech and language pathology clinic in a hospital in Negombo.**

N.H.G.P.Methmini, M.F.Zainab, W.D.H.K. Karunarathna, K.P.D.K. Sandakirani ,  
P.A.S.Tharunethmi , D.W.G.K. Tharanga

[pawaninanayakkara152@gmail.com](mailto:pawaninanayakkara152@gmail.com)

**Abstract**

Understanding and addressing functional speech disorders in young children is paramount for their linguistic development and overall well-being. The purpose of this study is to examine the prevalent functional speech disorders in children aged 5-8 who undergo treatments at a specialized speech and language pathology clinic in Negombo. This study emphasizes the critical importance of identifying and addressing prevalent functional speech disorders in young children for their linguistic development and overall well-being. The primary objective is to pinpoint these disorders and establish the optimal age for intervention, particularly focusing on Substitution, Cluster Reduction, and Lateralization. The central argument asserts that early recognition and treatment, ideally between ages 5-7, is pivotal in preventing persistent pronunciation difficulties. Notably, the study's observation highlights those children who received early intervention between the ages of 5 and 7 exhibited significantly swifter progress in rectifying pronunciation challenges compared to those who commenced treatment after the age of 7. The research employed purposive sampling, selecting ten children based on existing diagnoses and clinic attendance. Data collection involved in-depth interviews with the attending doctor, thorough reviews of medical histories, and observations conducted during clinic appointments over a two-week period. Through systematic analysis, functional speech disorders were identified, with Substitution being most prevalent (6 children), followed by Cluster Reduction (3 children) and Lateralization (1 child). The study found that employing picture cards as a therapeutic intervention was highly effective, providing visual aids that enhanced children's comprehension and engagement in speech therapy. These cards offered a tangible and relatable method for associating sounds with corresponding images, resulting in notable improvements in

speech abilities. This visual support proved instrumental in bridging the gap between their speech difficulties and accurate pronunciation.

Keywords: Speech disorder, Functional speech disorders, Substitution, Cluster Reduction, Lateralization, Picture cards

# **The Exploration of the Use of Productive Morphological Processes of Sri Lankan English through the Analysis of Two Selected Sri Lankan Novels**

Thilakarathna, P.M.D., Nirmani, S.M.A.

[thilaka-te200039@stu.kln.ac.lk](mailto:thilaka-te200039@stu.kln.ac.lk)

[nirmani-te200019@stu.kln.ac.lk](mailto:nirmani-te200019@stu.kln.ac.lk)

## **Abstract**

The use of morphological processes in Sri Lankan English (SLE) reflects its unique linguistic evolution, incorporating elements from various linguistic traditions to create a distinctive form of English. Thus, this study aims to emphasize how Sri Lankan English authors attempt to make a connection between readers and the local culture. The primary objective of this study is to examine the application of Sri Lankan English within Sri Lankan novels, with a specific focus on three most productive morphological processes in Sri Lankan English such as borrowing, compounding, and affixation. For this investigation, two novels containing the vocabulary of Sri Lankan English were selected as the sample of the study. At the same time, data collection was done as a collaborative effort where the two novels were thoroughly examined to identify the instances of using productive morphological processes in Sri Lankan English and they were analyzed using tables. A qualitative data analysis approach was employed to categorize the morphological processes that were identified in the selected novels. The findings of the study reveal that the authors of the selected Sri Lankan novels predominantly employ borrowing in conjunction with other morphological processes to establish a connection between readers and Sri Lankan culture. This study further underscores the pivotal role of morphological processes in shaping the unique linguistic identity of Sri Lankan English. However, the main limitation of this study is the limited sample size of only two novels, which may not comprehensively represent the diversity of Sri Lankan English literature.

**Key words:** Affixation, Borrowing, Compounding, Morphological processes, Sri Lankan English

# **A Need Analysis based on First-Year TESL Undergraduates following the English for Humanities Course at the University of Kelaniya**

J. W. Samaraweera, S. S. S. Gajanayaka, A. S. P. Welikandage, L. T. Rathnaweera

## **Abstract**

The purpose of this study is to examine the English language needs of the first-year Teaching English as a Second Language (TESL) undergraduates at the University of *Kelaniya*. TESL is a degree program offered by the Faculty of Humanities. English for Humanities is the current English course that all the undergraduates in the faculty of Humanities are following as a compulsory course. Since TESL degree followers also belong to the Faculty of Humanities they also should attend this English course in their first year. Data were collected from twenty-two TESL undergraduates and the two lecturers who are in charge of teaching the course and data were gathered using two separate online Google questionnaires. Descriptive statistical methods (mean, and standard deviation) were used to analyze data collected from the close-ended questions. A thematic analysis was used to analyze the data collected from the open-ended questions. According to the lecturers' responses, it was found that the current English course is an English for General purpose course and the TESL students have already achieved the competencies expected to be covered in this course. Therefore, a separate English course module that aims to improve the academic English skills of TESL undergraduates is required. According to the TESL undergraduates' responses, numerous language needs that should be addressed in terms of four integrated skills could be identified. Further, TESL undergraduates recommend a considerable change in the content of the current syllabus as it will assist in enhancing their academic reading, writing, speaking, and listening skills. In conclusion, considering all the findings, it is obvious that there is a significant requirement for revising the English for Humanities course conducted for TESL undergraduates. The reformed course should specifically focus on developing academic English competency more than general English competency.

*Keywords:* English for Humanities course, Need Analysis, TESL undergraduates, University of Kelaniya

