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Research Theme/ Area: .....

**Select the relevant research area from the list of Themes given bellow:**

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**TITLE OF THE PAPER**

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Title (Times New Roman, bold, 14 pt, centered)

<1.5 line spacing>

*Name of Author*<sup>1\*</sup>, *Name of Author*<sup>2</sup>, (Times New Roman, Italics, 11 pt, Centered)

***John, Z.***<sup>1\*</sup>, ***Perera, G.***<sup>2</sup>

<sup>1</sup>Affiliation and Country, <sup>2</sup>Affiliation and Country (Times New Roman, Italics, 11 pt, Centered)

<sup>1</sup>Department of pharmacy , Faculty of Allied Sciences, Lincoln University College, Sri Lanka.

<sup>2</sup>Department of Life Science, Faculty of science, Lincoln University College, Sri Lanka.

<1.5 line spacing>

*Presenting author email: John@gariteam.com* (Times New Roman, Italics, 11 pt, Centered)

*Corresponding author email: Peter@gariteam.com*(Times New Roman, Italics, 11 pt, Centered, Link email)

*(Only total number of authors: 06)*

Body (Times New Roman, 11 pt, Justify)

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## ***Guidelines for Abstract***

- **Abstract Length:** 450-500 words.
- **Font Style:** Times New Roman,
- **Font Size:** (Title: 14, Body: 11) No Numbering, No Bullet, One paragraph
- Include the research aim and/or problem
- Short description of the research background and methodology
- Key results or findings and recommendations.
- Top and bottom margin: 1 cm, Left and right margin of 1.5 cm
- **Authors' names:** Bold, Italics, Font size 11
- **Presenting Author:** \*
- **Corresponding Author:** Underline
- Correct text (spelling, grammar, scientific facts, accuracy and layouts).
- **Keywords:** Keyword 1, Keyword 2, Keyword 3 (3-6 keywords)
- The authors are expected to **name the abstract file with the surname of the author and the subject field** (E.g. Fernando\_Science)
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**Refer the sample in page No. 3**

## **Classroom Management, Learning Resources, and English Language Skills Development of Sri Lankan Students: Listening Activities as a Method of Improving Language Proficiency**

*John, Z. 1\* , Perera, G. 2*

*1 Department of Education, Faculty of Social Sciences, Lincoln University College, Sri Lanka.*

*2 Department of Education, Faculty of Social Science, Lincoln University College, Sri Lanka.*

*John@gariteam.com*

*Peter@gariteam.com*

In the process of learning English as a second language (ESL), teaching methodology plays a crucial role in determining the effectiveness of language acquisition. This research study aimed to explore the impact of listening activities as a teaching methodology on acquiring English. The primary objective was to understand how listening activities influence students' language learning experiences and outcomes. The study employed a qualitative research methodology, using a case study approach to provide an in-depth analysis of the situation. Data were collected through various methods, including semi-structured interviews, informal discussions, classroom observations, and questionnaire administration. The sample comprised nine students, six teachers, six parents, and three coordinators from an English course offered by an English institute in Colombo. The students came from diverse educational backgrounds, including government, private, and international schools, but were selected based on their equal competency level in the admission test to ensure a uniform basis for the study. The findings of the study revealed that listening activities significantly enhance English language proficiency among students, particularly those with limited exposure to the language. Listening activities help in various aspects of language learning, such as understanding the sound system, improving pronunciation, expanding vocabulary, and grasping grammatical structures. These activities provide a holistic approach to language learning, integrating different language skills in a natural and contextualized manner. However, the study also identified several challenges faced by students in improving their listening comprehension. One of the major obstacles is the lack of adequate resources, such as access to high-quality listening materials and modern technological tools. Additionally, students often struggle with understanding different accents and dialects of English, which can hinder their comprehension and overall language development. Despite these challenges, the study suggests that listening activities remain a potent methodology for enhancing ESL learning. For instance, by engaging in listening exercises, students can develop better pronunciation and intonation patterns, which are crucial for effective communication. Listening activities also expose students to new vocabulary in context, helping them

to understand and remember words more efficiently. Furthermore, listening exercises can reinforce grammatical structures, allowing students to see how grammar is used in real-life situations rather than in isolated sentences. The research also highlights the broader implications of improved English proficiency for employment opportunities. In many regions, a lack of English competency is a significant barrier to securing jobs, particularly in globalized industries where English is the primary medium of communication. By incorporating effective listening activities into ESL programs, educators can help bridge this gap, providing students with the skills necessary to succeed in the job market. In conclusion, the study underscores the importance of listening activities in ESL teaching methodologies. Listening activities offer a comprehensive approach to language learning, addressing various linguistic components and providing contextualized practice. While challenges such as resource limitations and accent variations exist, the benefits of listening activities in improving English proficiency are substantial. These activities enhance students' language skills and equip them with the competencies needed for academic and professional success.

**Keywords:** Listening comprehension, English as a second language, English language, Learning resources, Classroom management

## ***Guidelines for Oral Presentations***

- Duration of the oral presentation is 08 minutes, followed by 02 minutes of question & answer session.
- Presentations should be in English and prepared in .ppt/.pptx format only.
- The first slide of the presentation should include the presentation title, abstract ID, name(s) of the author(s), and the affiliation/s of the author/s.
- It is recommended to use light or dark consisted background throughout the presentation. Font colors should be in readable color and size to achieve good contrast to the background color.
- Photographs and videos should be of adequate resolution.
- The use of company logos or trade names should be avoided on any audio-video aid that is used in your presentation.
- References/Bibliography slide should before the last slide (Referencing Style - APA 07<sup>th</sup> Edition).
- Recommend to use the last slide for acknowledgments, and include your contact e-mail.
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- Prepared presentations should be submitted to the respective session coordinator on or before 15th of August via <https://forms.gle/fDCUVgzmt6yFKmtU6>

### ***If you are a virtual oral presenter,***

- Follow the preparation guidelines for the preparation of oral presentations.
- All virtual presenters should furnish a recorded version of their presentations as a contingency measure in case of network disruptions during their respective sessions.
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### ***At the conference***

- Please present yourself to the Session coordinator in advance of the session. If you are a virtual presenter,
- You are required to join the Zoom conference meeting, at least 15 minutes prior to the presentation time, but participation from the beginning of the symposium is highly appreciated (Links will be shared in due course).
- Your Zoom account should appear by your name and abstract ID
- You have to mute your microphone till you get the time for the presentation
- It is compulsory to participate questions and answers sessions
- Your video should be on throughout the presentation

## Microsoft PowerPoint and Presentation Tips

- **Embedding media:** PowerPoint embeds image files directly into the file when you save them, while video files are not embedded. Only a link is made to the video file. Copy the video clips you want to insert into the same folder as the PowerPoint file. This will eliminate the problem of PowerPoint losing the link to the file.
- **Streaming:** If you want to stream media, it is advised to use local playback instead, as sufficient speed of the WiFi connection cannot be guaranteed at all times.
- **Fonts:** Widely used sans serif fonts such as Arial or Helvetica is recommended for clarity and compatibility. Confirm a font size of at least 24 points for body text and 36 to 40 points for headings. Light colored text on a dark background is advised. Avoid using red or green. Confirm that the maximum number of lines in text slides is no more than 6 or 7.
- **Format:** The best use of the given presentation space (screen) can be achieved by presenting in 16:9.

## ***Guidelines for Poster Presentations***

- **Poster Title** - A title that is reflective of the research in the poster
- **Name of the Author(s)** - Include the author/s and their affiliations (institution/organization) under the title for identification.
- **Poster size** - Each poster should be no larger than A0 paper size measuring 84.1 cm (width) × 118.9 cm (height) or 33.1 inches (width) × 46.8 inches (height).
- **Submission** - The electronic version of the poster (as a PDF file) should be submitted along with the abstract for review purpose. The final printed version of the poster should be prepared in advance and brought to the conference by the presenters. The conference organizers are NOT able to receive any posters by mail in advance, print or transport posters.
- **Organization** - The aim is to present the information clearly and simply in a visually appealing way. Be careful not to overload the poster with text and/or graphics. Please use a consistent style and sequence (left to right or top to bottom) to guide the viewer through the poster. You may use figures, tables, graphs and/or photographs where suitable.  
Keep the text brief and to the point. Posters generally include: Title (should be the same title submitted with the abstract), research problem, Key research argument with research gap, key findings (if any), implications and references.

- **Layout** - Posters should include appropriately labelled illustrative graphs and diagrams as much as possible. Long textual passages should be avoided, and the methodology section generally should be brief unless it is the main focus of the abstract. Use a large font size for your text, such as 24- point and arrange materials in columns rather than in rows to make your poster more reader-friendly. Indicate the sequence of tables, figures or graphs with highlighted or colored numbers or letters at least one inch high.
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