

ABSTRACT GUIDELINES

Research Theme / Area:

Select the relevant area from the themes given below.

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

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Name of Author ^{1}, Name of Author ²*

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Body

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Guidelines for Abstract

- **Abstract Length:** 250 - 300 words
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- Numbering, bullets or multiple paragraphs are not allowed.
- Include the research aim and/or problem, short description of the research background and the methodology and key results or findings and recommendations.
- Top and bottom margin: 1 cm, left and right margin of 1.5 cm
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- **Keywords:** Keyword 1, Keyword 2, Keyword 3 (3-6 keywords)
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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*

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

²Department of Education, Faculty of Social Science, The Open University of Sri Lanka, Sri Lanka.

John@gariteam.com, Peter@gariteam.com

This study investigates the role of listening activities in enhancing English language proficiency among Sri Lankan students learning English as a Second Language (ESL). The primary aim was to explore how such activities impact students' language acquisition and classroom engagement. Adopting a qualitative case study approach, data were collected through semi-structured interviews, informal discussions, classroom observations, and questionnaires. The sample included nine students, six teachers, six parents, and three coordinators from an English language institute in Colombo. Students were selected based on equivalent competency levels determined by an admission test and represented diverse educational backgrounds, including government, private, and international schools. The findings reveal that listening activities significantly support the development of language skills, particularly among students with limited prior exposure to English. These activities improve phonological awareness, pronunciation, vocabulary retention, and grammatical understanding by providing contextualized and meaningful language input. Moreover, listening exercises reinforce communicative competence by enabling students to internalize intonation and natural speech patterns. However, the study also identifies key challenges such as limited access to modern listening resources and the difficulty posed by unfamiliar accents and dialects. These barriers hinder consistent development in listening comprehension. Importantly, the research emphasizes the broader educational and socioeconomic benefits of enhanced English proficiency, especially in terms of employability in global industries. Integrating effective listening activities into ESL instruction not only addresses gaps in classroom engagement and resource utilization but also prepares students for academic achievement and future career advancement. Therefore, the inclusion of listening-based methodologies in ESL curricula is essential for fostering comprehensive language development and bridging educational inequalities in multilingual contexts.

Keywords: Listening Comprehension, English as a Second Language, English Language, Learning Resources, Classroom Management

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- Time allocation: 10 minutes for the presentation + 05 minutes for the Questions and Answers session - total 15 minutes
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- It is recommended to use a light or dark, consistent background throughout the presentation. The presenter must ensure readability and distinguishability through colours and font sizes.
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