

# Challenges Faced by the Undergraduates in Learning English as a Second Language: A Sociological Study

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## **Abstract**

In line with globalization, using a common language in communication has become a major necessity in the modern world. Accordingly, as the most popular global language, English plays a significant role in the current world. Therefore, governments in developing countries, including Sri Lanka, give priority to increasing the English language proficiency of students in schools and universities to make dealing with global affairs easier. English proficiency is a major requirement for higher education, particularly in gathering knowledge, conducting research, and entering the industrialized working world. Although it has been providing opportunities to learn English at the school level and in the higher education sector in Sri Lanka, the English proficiency of most of the students is not adequate. As the literature revealed, because of the many obstacles faced by the students while learning English, their English proficiency has not been improved adequately. Within this context, this study attempted to inquire about the challenges faced by undergraduates in learning English. This inquiry was made under three themes, such as “student’s factors or challenges,” “student’s

family-related factors or challenges," and "factors or challenges associated with educational institutions." For that, a convenience sample of 69 undergraduates was selected, representing 10% of the 4th-year undergraduates from the Faculty of Humanities and Social Sciences, University of Sri Jayewardenepura, 2016–2017. Survey and interview methods were used for primary data collection. The analysis was done descriptively under the above three themes using percentages of responses. Findings reveal that family, educational institutions, and personal factors are equally important factors in improving students' English proficiency. Particularly parents' education level and their occupations, attitudes of the undergraduates and the learning environment, as well as teaching-learning methods and the teacher-student relationship, were decisive factors in improving the English proficiency of undergraduates. Use of modern technologies with attractive teaching-learning methods, creating favourable classrooms, improving positive teacher-student relationships, drawing the attention of the family to their children's English learning, changing students' attitudes, motivating them to learn English, taking steps to create an English-speaking culture, etc. are some of the suggestions for improving the English proficiency of the undergraduates.

**Key Words:** Challenges of Learning English, English Language, English Learning, Teaching-Learning Methods, Undergraduates

### Introduction

Language is the most sophisticated and effective technique for transmitting ideas, and it is a systematic and generative system of symbols that are predominantly vocal and have the conventional meaning to which they relate. Further, it is used for communication in speech in each culture and is inherently acquired by all humans (Terrell and Brown, 1981).

With the ever-increasing globalization and interconnections that come with it, the need for instant and relevant ways of communication has risen dramatically

in this modern world. It is undeniable that a common language is required to interact with the current burgeoning business, trade, and vibrant social interactions all over the world. With the advancement of technology and globalization, it is obvious that most people throughout the world communicate with individuals from different places in internationally recognized languages. English has been accepted as the most popular international language among many countries and nations (<https://www.berlitz.com/blog/most-spoken-languages-world>, accessed on 04.08.2023). It is the most widely used language in international trade, diplomacy, mass entertainment, international telecommunications, scientific publications, and the printing of newspapers and other literature (Srinivas, 2019).

English as a Lingua Franca (ELF) has traditionally been defined as the interaction between members of two or more different lingua cultures for whom English is not the mother tongue. ELF is the study of the type of language that is used when second-language speakers from different linguistic and cultural backgrounds interact (McKay, 2018). English is the world's most widely spoken language, but the most significant factor is that it is not the native language of many English speakers. English is used as the second language in many countries all around the world, including European, Asian, and African countries. Of the approximately 1.5 billion people who speak English as a first language (World Economic Forum, 2016), over 1 billion speak it as a secondary language. According to the ELF English Proficiency Index, Sri Lanka has occupied 46.58%, which is an exceptionally low rating within the Asian region, while Singapore rated the highest at 63.52%.

Sri Lankans began to use English in the early 19th century. Sri Lanka became a British colony in 1802 and was known as Ceylon. English became the official language of administration in 1833 with the Colebrook-Cameron Reform (Coperehewa, 2011). However, at the end of the 1950s, it was announced that Sinhala, the native language, would be the first language in the country and that steps would be taken to give students opportunities to study in Sinhala in government schools and universities. From then on, priority was given to the English language as an administrative and learning language. With the election of a new administration in 1977, Sri Lanka's policy landscape experienced another significant transformation. The most significant of these was a shift in government policies with a greater emphasis on global rather than indigenous reality (Mendis and Rambukwella, 2020). Within this context, Sri Lanka also

accepted the role of English as an international language and emphasized the importance of studying English as a second language to access global privileges equally.

Globalization is a separation of space and time with instantaneous communications, knowledge, and culture that could be shared around the world simultaneously (Sichone, 2002). With globalization, the increased use of English as an international language, and the expanding role of information and communication technology, the need for English proficiency has risen to the fore.

Accordingly, to communicate with others and sharing global knowledge, Sri Lankans should also improve their competence in English as a second language to maintain easy and instant contact with the global community. Understanding this reality, the government has taken several steps to increase the country's English language skills (Walisundara and Hettiarachchi, 2016). Among them, introducing English as a compulsory subject from grades 3 to 13 for Sinhala- and Tamil-medium students at government schools, revising the curricula related to English, providing training for the English teachers, improving the facilities to enhance the English proficiency of students, etc. are some of the positive steps taken by the Sri Lankan government during the last few decades. The expansion of ownership and available educational avenues, such as private schools and foreign university courses, has heightened concern for English (National Committee for the Formulation of a New Education Act for General Education, 2009).

Unfortunately, such efforts have not been very effective in achieving the intended goal of improving the English language skills of school students. When these students enter government universities, they have to face many difficulties when following their courses in English because of their lack of English knowledge.

When entering the working world in this modern industrialized society and facing the competition at the job market, having a degree in English is essential. As Ariyawansa (2008) mentioned in his research conducted on the relationship between education and employment opportunities among 93 representatives of the state, semi-state, and private sectors in Sri Lanka, English proficiency is a highly demanded factor in the job market, not only currently but since many decades ago. Having cited Gunawardena (1991), Ariyawansa (2008) further

confirmed mentioning that 89.6% of private-sector employers have emphasized the importance of the English language.

Compared to developing countries such as Singapore, Malaysia, and Thailand, the unemployment rate among Sri Lankan graduates is high. It has been repeatedly stated in the literature that Sri Lankan universities lag far behind developed and even some developing countries (Singam, 2017). Sri Lankan undergraduates who have benefited from free education should be employed immediately after graduation, whether in the private or public sectors. The expectation of well-educated graduates to respond to global demands has failed due to the undergraduates' lack of English proficiency. One of the significant causes of graduate unemployment in Sri Lanka is graduates' lack of English proficiency (Ariyawansa, 2008). The average overall employability ratio of Sri Lankan universities is 54%. The faculties of social sciences (arts and management) have the highest unemployment rates in the country; numerically, 76% of arts and 36% of management were unemployed graduates in 2012, whereas medicine and engineering accounted for 10% and 7%, respectively (Singam, 2017).

Despite having studied English for around ten years during their school careers and being among the best of their generation to have passed the highly competitive university entrance examination, most of the undergraduates are far behind the competence in English language proficiency demanded by employers. With the expansion of the market economy and the private sector, it is recognized that those who perform better in English have an advantage over many students who cannot effectively communicate in English. Even though education provides the opportunity for upward social mobility, a lack of English proficiency blocks them from achieving their educational and professional targets.

Accordingly, even if many of the students in the country learned English throughout their academic lives, beginning in primary school and culminating in university, they have not achieved competency in English. On the other hand, it is expected that university English language teachers with degrees in English and vast professional expertise should certainly be able to produce better results with the most intellectually gifted students in society with the best teaching, and the mechanism used for teaching English for work well in the university. However, in the practical context, it can be identified that the effort that has been taken by the universities to enhance the English competence of

undergraduates is not very productive. Within this context, this study attempted to inquire about the challenges faced by undergraduates in learning English as a second language.

### **Methodology**

This study was done using a randomly selected sample of 69 final-year students from the Faculty of Humanities and Social Sciences of the University of Sri Jayewardenepura (2016–2017 academic year). Primary data and information were collected by conducting an online survey using Google Forms, while secondary data was collected through books, journal articles, research reports, websites, etc. Furthermore, to identify the gravity of the problem, interviews were conducted among the selected respondents from the survey as the second step of data collection. The data and information gathered from the study were analyzed based on a thematic approach. Accordingly, the problem was discussed under three themes: ‘impact of family background on improving the English proficiency of undergraduates,’ ‘impact of educational institutions on improving English proficiency,’ and ‘impact of personal attitudes on improving English proficiency’.

### **Validity and Reliability of Qualitative Inquiry**

In general, if a study can be repeated and the same results are found, the study is considered reliable (Carroll and Goodfriend, 2023). Reliability of qualitative inquiries is described as the ‘trustworthiness’ by which the scientific methods have been undertaken and is dependent on the researcher maintaining a ‘decision trail’; that is, the researcher’s decisions are clear and transparent, and ultimately, an independent researcher should be able to arrive at similar or comparable findings (Noble and Smith, 2015). In the meantime, Middleton (2023) argues that a valid measurement is generally reliable; therefore, if a test produces accurate results, it should be reproducible. This means that the validity of research has a positive relationship with the reliability of the research.

‘Expert views’ and ‘triangulation’ help to reduce personal bias while increasing multiple perspectives and establishing the validity of qualitative research (Brink, 1993). Triangulation refers to the use of two or more data sources, methods, investigators, theoretical perspectives, and approaches to analyze a single phenomenon and then validate the congruence among them (Brink, 1993).

In connection with this research, as there are several similar studies conducted in the same context, it can be stated that the reliability of this qualitative inquiry is high; for instance, Ariyawansa (2008), Rathnayake (2013), Walisundara and Hettiarachchi (2016), and Chandradasa and Jayewardene (2017). Data collection was done in two steps to ensure the accuracy of the data, increasing the validity of this qualitative research. Moreover, the data collection tools were developed based on the relevant existing literature and expert views. Data analysis was done from more than one perspective, which maintained the validity of the inquiry.

### **Literature Review**

Studies indicate that there are multiple difficulties confronted by students when studying English as a second language in different social settings. Chandradasa and Jayewardene (2017) show how the university subculture demotivates English learners and poses a challenge to undergraduates learning English. Their findings pointed out that undergraduates' mentality and attitudes were regulated by ragging from the first year, and they were not strong enough to overcome the negative impact of ragging on language acquisition. While these challenges were experienced within the university, some studies have observed how the past learning of undergraduates, as well as their personal qualities and family, had an impact on learning English. As Navaz (2016) mentioned, the absence of proper guidance in school, the absence of an English teacher, having English teachers entrusted with other duties than teaching, the family's inability to provide the necessary support, and their rural culture-based life, etc are some of the barriers faced by them in learning English. Rameez (2019) noted that a lack of physical resources such as visual aids, a lack of learner-centered teaching (LCT) technique, and an inexperienced teaching panel had become a challenge to the improvement of the English proficiency of undergraduates.

Further, some studies revealed that lack of exposure to English communication is the major challenge for them in studying and working in English, and at the same time, this has impacted undergraduates' attitudes that English is unnecessary and being monolingual will survive in any situation in Sri Lanka (Rathnayake, 2013). Accordingly, these studies also disclosed that personal factors such as family background, educational institutions, etc. do not positively contribute to developing the English proficiency of undergraduates, emphasizing that personal factors are major reasons for their weakness. Taking

into consideration what the literature reveals, this study attempted to inquire how graduates' attitudes and their family backgrounds, as well as educational institutions, impact them as a challenge in improving their English language proficiency.

### **Findings and Discussion**

This study attempted to identify the challenges faced by undergraduates in learning English, mainly under three aspects: 'the impact of family on learning English,' 'the impact of educational institutes on learning English,' and 'the impact of personal factors like undergraduates' attitudes relating to learning and using the English language'.

#### **The impact of family background on improving English proficiency**

As many studies show, parents' level of education and their occupation have a positive effect on their children's education. Educated parents know the importance of education, and therefore they make all possible attempts to provide the highest education for their children. In the current Sri Lankan society, education is very competitive. As people recognize through their designation in our society, they spend their income on education as much as possible, considering that the provision of a better education for their children will be the wisest investment. Understanding the importance of English proficiency to go head-to-head in the education field, many parents encourage their children and provide the necessary facilities to learn English.

The occupation of parents indicates the level of education, the social class they represent, their living patterns, their financial status, and so on. These are all highly motivating factors for their children to learn English. In Sri Lankan society, English is considered the language of elite groups that are included in the upper social class. One of the common factors that can be identified within the social stratification of the country is the usage of the English language by every group of people in the upper social stratum. The people who are engaged in higher jobs in the occupation hierarchy with better salaries and privileges, including the upper and elite groups of the county and undergraduates who represent such families, have more and better opportunities to learn, use, and work in English. They have socialized within the English-speaking culture, and some of them have completed their school education in English. Their friends, relatives, and neighbours also generally speak in English, and all these factors



have very positive effects on this group of undergraduates' ability to improve their English language proficiency.

It was further identified that 15% of undergraduates, whose fathers are engaged in administrative and related jobs have higher English knowledge than the undergraduates, whose fathers are engaged in lower-level and casual jobs. It is a well-known fact that mothers' education and occupation levels positively impact children's education (Najma and Ghafoor, 2020). One of the remarkable factors identified by this study is that more than 1/3 of undergraduates' mothers are engaged in jobs, but those are not professional-level jobs. Therefore, it implies that even though mothers' employment positively helps to improve undergraduates' education level, it does not adequately help them to improve their English proficiency in this study group.

Parents have more advanced and favorable attitudes toward the development of the English language of their children. Even though, the findings of some studies noted that learning English as a second language was challenging since their families were not supportive of language learning (Navaz, 2016), 92% of the respondents stated that their parents knew the importance of the English language and they have always encouraged them to learn it. Meanwhile, 83% said that their parents appreciate their capacity for English. At the same time, 65% mentioned that their parents could not afford to send them to extra classes to learn English. In addition, it was found that 79% of undergraduates' parents were not afraid that English would negatively affect the development of their mother tongue.

This study further revealed that the family is supportive of undergraduates' efforts to enhance their English language skills. According to the occupations and educational backgrounds of many parents, they are not in a better position to arrange a favourable environment to enhance English learning skills, but they know the importance of English proficiency, particularly in sending their children to the top level of the job hierarchy. Therefore, they encourage their children to learn English.

### **The impact of educational institutions on improving English proficiency**

In bilingual countries like Sri Lanka, student performance in English as a second language is highly influenced by their educational achievements. The major objective of the establishment of the English Language Teaching Unit (ELTU) at the Faculty of Humanities and Social Sciences is to assist students in improving

their English skills in both academic and practical contexts. This could be considered a great opportunity for students who struggled to learn English in school but did not achieve it. The course units offered by the ELTU are designed with practical sessions that use audio, visual, storytelling, role plays, presentations, discussions, debates, computer-based evaluations, etc. to improve undergraduates' language proficiency as well as prepare them for academic writing and other English proficiency exams like the IELTS and TOEFL.

As it is compulsory to learn English from grade 3 school children in Sri Lanka, the findings of this study confirmed that 93% of students had English teachers from grade 3 to grade 13. Out of the total informants, 83% mentioned that they had enough physical resources like libraries, classrooms, furniture, etc for learning English. However, 69% had no opportunities to learn English using technology like computers, audio, the internet, etc. 68% of them highlighted that they did not have an English-speaking background at their schools. Meanwhile, 52% stated that their English teachers' approaches to teaching English demotivated them to learn English. 55% of teachers had not used attractive teaching methods (English songs, folktales) to teach English. The most remarkable factor found from this study is that 89% of undergraduates stated that English lecturers at ELTU inspired them to learn and speak English, while 23% mentioned that they were insulted by some of the English teachers at their school, discouraging them from attending English classes. As a result, 35% of undergraduates said they hate English because of their English teacher. Even with this background, a higher number of undergraduates, i.e., 72%, had participated in English day programs like dramas, speeches, songs, etc. Although the school environment was not favorable for the English learners, 91% of students suggested that the ELTU courses should be compulsory for two years, as it seems to help improve English proficiency in their academic and professional lives.

In comparison to the impact of their families and ELTU, the school had an insufficient impact on their English language development, even though they were in school for 13 years. Lack of access to the internet or computer facilities, lack of English-speaking culture, failure of English teachers to provide a positive learning environment in the classroom, teacher-centered teaching methods, lack of participation in practical sessions in using the English language, and strong pupil dominance in the classroom are all contributing factors to discourage learning English as a second language.

As Rahuman and Seefa (2017) noted, the primary causes of difficulty in learning English as a second language include a lack of exposure to English-speaking culture, a lack of opportunities to practice English outside of the classroom, a lack of facilities, and the paucity of trained teachers. Some components are involved in second language learning, according to Krashen's Monitor Theory (Al-Dawoody, 2021), as well as classroom instructions. The learning environment has a favourable or negative impact on the students. According to research evidence, the school classroom setting has become challenging for English learners. Interlanguage theorists agree that exposure to linguistic learners via the Internet and other means is beneficial to improving English (Adjemian, 2006). This study also confirms that a lack of exposure and the impact of the learning environment have posed difficulties in learning English as a second language at their schools.

Many of the students had a positive impact in the ELTU classroom in comparison to their schools. Students learn best in a non-threatening atmosphere, according to Maslow's hierarchy of needs (Whitaker, 2019). As reported by the data contributors, the ELTU classroom has satisfied their need to feel comfortable and safe to learn most efficiently. ELTU classrooms and the lecturers are at a more than satisfactory level to give a secure context to the students. This favourable classroom environment exposes the undergraduates to the positive impact of the ELTU on their learning of English as a second language.

#### **The background of the university culture**

Undergraduates' social life, which includes peers, senior students, and lecturers, negatively influence English language development both directly and indirectly. Proving that, 79% of respondents stated that their seniors, who were at least one year older than them, were not encouraging them. Also, 87% stated that sometimes they couldn't attend some lectures and some events because they were forced to participate in some activities organized by senior students as per their university subculture. It was revealed that 83% had been bullied whenever they spoke in English in their first year, and 64% stated that they couldn't get the service of ELTU properly because they had to give priority to their main subjects. Unfortunately, 51% of respondents mentioned that they were unable to attend the university's free webinars (in English) as they were not well informed.

However, some positive influences within the university subculture help enhance their English language skills. Confirming that, 96% said the sharing of experiences of improving their English by some lecturers, who have come from rural backgrounds, helped and motivated them to improve their language proficiency. And some of them mentioned that their friends are also helpful in improving their language by speaking and practicing some activities in English.

The satisfaction of one's education, according to conflict theorists, is inextricably tied to his or her social class. Accordingly, students from low socioeconomic backgrounds don't have similar opportunities to learn English as students coming from better socioeconomic backgrounds (Li, 2012). Confirming that, even in this study, it was identified that dominating cultures have the authority in the education field, and therefore, undergraduates who are included in the lower social classes have to struggle to enjoy their basic rights in its real meaning. It was revealed that when dealing with subculture activities such as student politics and ragging, students tend to demotivate themselves for education, including improving their English. The undergraduates at this university have found some difficulties learning and using English due to certain attitudes and practices of senior colleagues. As Chandradasa and Jayewardene (2017) mentioned, university subculture demotivates and presents a challenge to undergraduates learning English as a second language. Similarly, Rathnayake (2013) noted that university students' politics had become a barrier to learning English. As per functionalism, an educational setting should be a place where it introduces students to social networks that might last for years and can help people find jobs after completing their studies; however, the university setting has been a failure to a certain extent in addressing this efficiently due to the subculture process.

According to functionalism, it is the responsibility of the education institute to motivate learners by explaining the importance of this global language in adult economic roles (Welch, 1985). Although the respondents of this study mentioned that they were not motivated to improve their English language proficiency by their seniors and peers at the university, 96% of them stated that lecturers frequently motivate them to improve their English language proficiency.

### **The impact of personal attitudes on improving English proficiency**

Personal attitudes towards learning the English language are strongly connected with difficulties in learning English as a second language. Learners'

willingness to attempt new methods and approaches to improve their second language can be considered a main strategy for achieving English language proficiency. According to this study, 99% of respondents expect that their English proficiency will help them find places to study abroad and have good job opportunities locally as well as globally. They have a better understanding of the impact of English proficiency on their future careers, personal status, and family life. Thus, they try to improve their English language skills by adopting various methods. Accordingly, 50% of respondents use YouTube and internet sources to learn English, while 32% have not mentioned any effort to improve it. Meanwhile, 62% expressed that they have difficulties writing and speaking English, while 30% are unconcerned and 9% don't have any idea about their English proficiency.

Another significant factor found in this study is that the students usually, hesitate to speak in English because of a lack of confidence. Confirming this, 66% mentioned that they avoid using English because they have a feeling in their mind that they may make mistakes while speaking in English. Further, 50% stated that they had not met a suitable instructor or teacher who could support them in learning English. The absence of a proper instructor for about 13 years in school education is directly connected with some undergraduates, who are poor in English proficiency during their university education. Some of them who are willing to learn the English language by following English courses have economic difficulties. For instance, 14% of respondents stated, and 65% strongly stated, that they are unable to afford the cost of additional classes. Another important finding in this study is that 40% believe that they cannot learn the English language through self-study due to a lack of time.

Accordingly, it was identified that the personal attitudes of the undergraduates—lack of motivation, fear, and lack of confidence—have been negatively influencing their learning English as a second language. External factors, such as the impact of educational institutions, lack of resources, socioeconomic background, etc., have further improved the negative attitudes of the undergraduates.

In addition to the survey, interviews were also conducted over the telephone to collect data from undergraduates. Interviews had been designed to collect some details that were omitted from the survey. Ten volunteers participated in the interviews. The semi-structured interviews were conducted. Two areas were inquired through the interviews: (a) the use of technology in school and

university for learning English and (b) the use of social media to improve English.

The findings derived from the interviews emphasize the importance of responding to the changing world when learning and teaching English as an international language. The use of technology has become an important part of the learning process in and out of classes. Every language class can use some form of technology. Technology can be used to both help and improve language learning. Technology enables teachers to conduct classroom activities attractively, thus enhancing the language-learning process. Technology has growing importance as a teaching and learning tool, helping teachers to teach attractively and effectively and learners to learn efficiently and effectively.

In respondents' words,

*"The use of technology makes it easy to understand some basic concepts of the language".*

*"If there were such technology in our schools, we could enjoy the learning of English".*

The use of social media also helps to improve learners' understanding of how to use their English language skills, and it will greatly help them to improve their subject knowledge more through referencing related sources in their degree programme. It will also definitely help them to improve their subject-related activities and to communicate with others more easily and productively within the classroom and also outside the classroom in the real world. Confirming this, one of the respondents to the study mentioned that "Whenever and whatever I wanted to learn how to speak or write, I used to watch YouTube videos, TED talks, and tutorials." In this regard, Desta (2021) emphasized that the usage of social media (SM) has numerous advantages in boosting learners' English comprehension and has a positive impact on their ability to communicate in English. One of the most remarkable factors found in this study is that many respondents strongly accepted that using social media to improve English proficiency is particularly important.

## Conclusion

University students are the most important clients of the university system, playing an integral part in its functioning. They should support the development of a country in line with global trends, patterns, and demands. University students are undoubtedly intelligent, and they are capable of acquiring knowledge by doing self-study. However, English proficiency has been a major barrier to engaging in an effective learning process among many undergraduates. Reasons for the inability of undergraduates to improve their English proficiency are matters to be discussed.

The challenges that prevailed in different social contexts in improving English proficiency among undergraduates were identified after carefully scrutinizing and analyzing undergraduates' views and experiences. Accordingly, findings suggest that the family background of the students has been a major factor in improving their English proficiency. At the same time, 13 years of school education have not adequately helped them improve their learning capabilities in English. Sometimes, English teachers have acted as demotivating factors in this regard. Lack of exposure to an English-speaking culture and insufficient technology usage at schools have also affected students' poor proficiency in English. However, the English Learning Teaching Unit (ELTU) of the university was appreciated by the respondents as it has created a favourable environment for the undergraduates to improve their English proficiency. Therefore, the majority of them wish to have more English courses from the ELTU for the whole period of their academic career. The inclusion of technology, lecturers' positive influence, and the use of different smart teaching methodologies with practical activities such as teamwork, discussions, role plays, presentations, etc. have been major reasons why undergraduates are happy about the role of the ELTU, which creates a favourable environment to learn the English language fruitfully. Personal attitudes, such as demotivation and fear of using the English language, were generated due to the experiences they faced at their schools. At the same time, although universities offer more opportunities to enhance the English language as a second chance under the free education system in Sri Lanka, university subculture, ragging, student union activities, and the dominance of senior undergraduates, etc. demotivate the use of the English language publicly. Particularly during the 1st year the students can focus more on their language proficiency as they are less busy with main subjects than in the latter years of their university education.

In this study, two opportunities were identified for enhancing English as a second language: (1) the Internet and other media as self-learning devices; and (2) an instructional environment with quality materials, equipment, and qualified, capable teachers. Moreover, there is a social distance created between English-speaking students and others. This situation is intensified due to some misconceptions based on the language policy of the country, as students may be claiming the right to learn in their mother tongue. Those who are poor in the English language and also not motivated to learn tend to raise the right to learn in their mother tongue. This led to the formation of English-speaking and non-English-speaking groups.

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