

A QUALITATIVE META-ANALYSIS OF ESL STUDENTS' ATTITUDE TOWARDS ENGLISH FOR DESIGNING EFFECTIVE ELT PRACTICES IN SRI LANKA

Chamathsara, G. I. D. M.
Department of English and Linguistics, University of Ruhuna
muthumi1607@gmail.com

The English language, which is recognised as the lingua franca of the modern world, is seen today as a mandatory life skill more than a language. In Sri Lanka, English is considered as a second language. However, there is a visible deficiency in English language proficiency among ESL (English as a Second Language) students in Sri Lanka and attitudinal problems possessed by ESL learners can be a major drawback. Therefore, this study aims to identify whether there is a direct impact of attitudinal problems on their English language proficiency. Moreover, this paper aims to discuss the importance of considering the language attitude of ESL learners in designing ELT (English Language Teaching) practices in Sri Lanka. The study adopts the method of a qualitative meta-analysis in which the researcher uses five predominant previous studies done on English language attitudes in the Sri Lankan context. The findings of this study suggest that the attitudinal complexity associated with social norms and standards directly leads to Language Attitude Anxiety (LAA) which prevents ESL learners from gaining confidence in the language. Moreover, the only place to build the platform for confidence is the ELT classroom where there is a need to create a safe zone for the learner within the classroom to face the social attitudinal complexities with confidence which was implemented by the colonial mindset. In conclusion, recognising the significance of language attitude is fundamental in shaping effective ELT practices in Sri Lanka.

Keywords: *Attitudes, ESL practices, ELT students, English language proficiency, Meta-analysis*