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THE IMPACT OF THE UNIVERSITY SUBCULTURE ON LEARNING ENGLISH AS A SECOND LANGUAGE

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Abstract

In Sri Lanka, learning English, as a second language considered essential for the undergraduates. However, many of the undergraduates in the Faculties of Humanities and Social Sciences suffer due to their inability to use the language accurately. Analyzing more, the university subculture, which considers as the essence of the university students appears to play a decisive role in their language learning process. Hence, this study was designed to explore the impact of the university subculture on learning English as a second language. The researcher has selected the Faculty of Humanities and Social Sciences, University of Ruhuna, Sri Lanka for the investigation. Questionnaires were used to collect quantitative data whereas; in-depth interviews and focused group interviews have been used as tools to gather qualitative data. The findings revealed that the university subculture exercises severe negative impact on learning English as a second language. Such negativity was created mainly due to the socio-cultural factors associated with English. It is the sociolinguistic importance placed on English, which has made learning English more than just learning a second language. Further, the language issues related to the primary and secondary

education and certain institutional shortcomings appeared to facilitate the subculture to control the students, as it wishes. The future research implications are also discussed.

Keywords

Second Language, Learning English, University Subculture, Undergraduates, Socio-Cultural Factors, Sociolinguistics, Primary and Secondary Education, Institutional Shortcomings

1. Introduction

Learning English as a second language has gained much importance as English has become the most popular second language around the world. English is no longer the cultural property of the native speakers because it is the language of knowledge. Consequently, as many of the researchers explored the level of proficiency in English of the undergraduates will truly decide their place in future and that of the development of a country.

However, many intellectuals, due to the incapability of the students to master English criticize many of the faculties of Humanities and Social Sciences in Sri Lanka. In most of such debates, they have highlighted the university subculture as a crucial factor. The university subculture that prevails inside the university allows the freshest progressively attain its association once entered through adopting its cultural traits, which have been transforming quite many generations. The undergraduates strongly rely on the fact that being an energetic associate of the university subculture will bestow an actual attraction to their prime period at the university (Hemantha, 2006).

The idea of the university subculture is we should not learn English because English is the language of the colonizers (Bandaranake, 2009). Acquiring English is acquiring power, a way of discrimination, a way of becoming the dummies of the colonizers (Hemantha, 2006). Hence, this study investigates the impact of the university subculture on learning English. The study intends to provide a greater insight into the academic literature that so far tried to merge the two ends, notably the university subculture and learning English as a second language. The principal objectives of the study were as follows.

- To analyze the relationship between university subculture and learning English as a second language.
- To critically examine the characteristics of the prevailing subculture and its related practices and how they affect the process of learning English as a second language.

- To find out the specific reasons behind the students' inability and resistance in using English for the academic purposes.
- To suggest new strategies to motivate students in learning English as a Second Language

For this purpose, the research was to examine the relationship between the university subculture and learning English as a second language.

2. Theoretical Background

2.1 Subculture

Subculture is a group of people limited to a single cultural framework, having similar beliefs and exchanging similar ideas. The results of the constant interactions between these people set the base of subculture (Cohen, 1995). Subcultures must exhibit a distinctive enough shape and structure to make them identifiably different from their parent culture (Robert, Clarke, Stuart and Jefferson, 1975). Furthermore, subculture is a cultural bounded network of people who come to share the meaning of specific ideas, material objects, and practices through interactions (Williams, 1958). Subculture is a social sub-division. There are so many subcategories in the society and they have their unique life style, values, and customs, which differ significantly from the mainstream culture (Rathnapala, 2001).

2.2 University Subculture

University subculture is one of the subcultures, which usually open for many discussions and analysis. Language is a significant element that makes the university subculture different from the mainstream culture. University language is a restricted language which has so many English words but with different meanings. For an example, fall in love considers as 'hitch', helping a friend in a love affair is 'footboard' and a couple enjoying themselves is 'hunting'. In the university subculture, English is a measurement of social class, social status, and power. On the other hand, it is a decisive factor in getting a good job (Hemantha, 2006). Language seems to be the vehicle of the university subculture as it depicts many of the special features of the university life. The common belief to prohibit English inside the university subculture is their fear of creating an upper elite social class inside the university (Dissanayaka, 1995). Ragging is another important aspect of the university subculture. The expressed intentions of ragging are socialization, understanding each other, wipe out shyness, identify inborn qualities, enhance peace and establish free mental conditions. But ragging has become a political and terror weapon to ensure the continuing

domination of political power within the universities. Many parties have criticized the prohibition to use English during the rag season as making students spineless, subordinate, and self-deprecating (Henanayake, 2008). Sword is the local slang for English. Knowledge of English is a double edge sword depending on which side of its blade your own. Those wielding the sword have the power to mow somebody down. The student union is dead scared of an English educated, modern, socially sophisticated, affluent, critical and intellectually oriented student body as it will undermine their legitimacy and make them irrelevant (Hemantha, 2006). The rag season, which happens during English Intensive period, is one of the reasons to cultivate negative attitudes on learning English (Bandara, 2002). As Hemachandra cited in Hemantha art students, merely 50% are enthusiastic in political activities whereas when it comes to science students it is just 34-39% (2006). Nevertheless, the university subculture is not absent of the positive forces. It has many progressive characteristic such as creativity, novelty, etc. Thus, campus subculture is very dynamic.

2.3 Learning a Second Language

In learning a second language motivation of the learner, quality of teaching, intelligence of the learner, teaching materials and setting of teaching and learning process play a crucial role. It recognizes that new learning usually builds on prior learning, the ideas, and concepts that students bring to learning. Hinkle reading Hymes has identified that campus subculture second language learners need to be aware of the fundamental L2 cultural concepts and constructs if they want to be successful (2011).

2.4 Learning English as a Second Language

Thus, the university students should not consider learning English culture is a way to embrace westernization therefore breaking all the traditional norms of Sri Lankan societies. English is no longer the exclusive cultural property of native English speakers, but it is a language, which absorbs aspects of cultures worldwide as it continues to grow (Graddol, 2014). Because English is an international language, its learners do not need to internalize the cultural norms of native speakers of that language. Therefore, as an international language it serves the goal of giving its speakers the capacity to communicate globally with speakers from other countries, or locally, within their own country (McKay and Sandra, 2002). "Mastery of English language is arguably the key to economic success. However, the language planners should not let it rob English language learners of their first language and cultural identities. Basically the learning of English should contribute linguistic and cultural identities and not to reduce it." (Villareal, 2012)

2.5 English within the context of Sri Lankan universities

English has become the most striking indicator of differences in educational and social backgrounds and thus the single most powerful class indicator in the present Sri Lanka (Karunaratne, 2014). Nevertheless, today language learners are much different. “The difference between the earlier generation and the generation of the sixties, seventies and eighties is that while the former learnt English through a fear of the language, the latter did not use the language due to the same fear. The former learnt to wield the *kaduwa* (*sword*) of Shakespeare while the latter did not even want to look at the *kaduwa* (*sword*).” (De Silva, 2011). For example one could write ‘come to Colombo for the examination’ as ‘come 2 Colombo 4 exams.’ Earlier the sword mentality was spread to the government universities of Sri Lanka it was popular among the helpless and frustrated rural and semi-urban government schools as a response to their frustrating experience. *Kaduwa* (*sword*) if grasped firmly in his own hands will endow him with the power to be truly free, to be himself and to live in dignity on terms of equality with other men; in someone else’s hands, it remained the instrument of his oppression, the means of his subjugation (Kandiah, 1984). English is still valued as a high form of linguistic capital individuals use to secure profit or distinction in the society. The current attitudes towards English are a remainder of the leading culture that befell during the colonial time. Although there are notable differences in the usage of language, still it has not removed its relationship with power and authority. English is presented as conferring magical powers and this extra linguistic value indicates that through English competence good learners acquire a range of qualities including ‘intelligence, politeness, sensitivity, and even decency, in addition to the well-established appendages of English such as wealth, erudition, and social credibility. There are complex and nuanced ways in which the mainstream discourse around Sri Lanka promises to give such extra-linguistic value. Nobody should be afraid about the extra-linguistic power given to the language by the so-called elitism (Parakrama, 1995). There will be standard Sri Lankan English users and non-standard variety of Sri Lankan English users. Thus, the education system of Sri Lanka is largely responsible for spawning two varieties of English. They are class based varieties. Sri Lankans with access to English in their homes are far more familiar with and fluent in the language than their compatriots who study it as a classroom language. Within university students also there are some elite users of English. Therefore, there are two communities among them too as privileged linguistic superiors and a subaltern sociolinguistic community (Gunasekera, 2005). Some of the key words associated with the lexical item are elitists, privileged, language of power, social indicator, rural masses, oppression, subjugation, resistance etc. It is something

more than just learning a second language (Widyalankara, 2009). Thus, many of the undergraduates coming from rural areas do not possess a sufficient knowledge of English. Since the medium of instruction in schools is being the mother tongue, the students are unable to acquire English knowledge. Most of the university students study English as they study any other prescribed subject for the degree. They take down class notes as usual and keep carefully without studying it until the announcement of the final examination. This notion is erroneous. They should realize that language learning is over learning and skill learning and not a content learning. It is more appropriate to make students aware of the importance of learning English than making it compulsory. In most of the Arts faculties, the medium of instruction is L1. Thus, those who came from rural mass have no gateway to enter to a L2 learning process (Perera, 2013). There are motivational obstacles, organizational obstacles, and unreasonable expectations among students in learning English (Rathanyake, 2013).

3. Research Issue

The Faculty of Humanities and Social Sciences of the University of Ruhuna is in a continuous struggle to improve the language skills of the students. It wants to ensure the students that English is not a mere secondary language that fulfills a mere simple functional need. The faculty has superb performing undergraduates but somehow or the other the majority of them are poor in handling English. The students do not give any value for the language programmes conducted by the university. They rarely attend English classes and hardly get good grades for English at their final exams. Even the students who have the capacity to use English keep quiet inside the university subculture and do not possess any enthusiasm to master the language further. The students are demotivated and seem numb whenever faculty tries to encourage them to learn English. Is that the subculture, which discourages them and change their attitudes? Because comparing with other faculties the Faculty of Humanities and Social Sciences is the harbinger of the university subculture and on the other hand, its students are popular as unsuccessful and unproductive language users. Hence, based on such a problem, the researcher has conducted the investigation to ascertain the impact of the university subculture on learning English as a second language. Amongst the components of the university subculture, independent variables were selected as ragging, language, politics, unity, and romance and learning English as a second language is chose to be the dependent variable.

Thus it is being hypothesized that:

H1: University subculture discourages undergraduates in learning English as a second language.

Among the key components of the subculture such as ragging, language, politics, unity and romance

H2: Ragging affects more negatively on learning English rather than language, politics, unity and romance

4. Methodology

The research used a mixed style combining both the qualitative and quantitative research methods. The mixed method can open up fruitful new avenues in for research in Social Sciences. The scope of the research is limited to the University of Ruhuna, Faculty of Humanities and Social Sciences located in Southern Province, Sri Lanka.

The researcher collected both the primary and secondary data for the investigation. The researcher used questionnaires, focused group interviews, in-depth interviews, and observations to collect primary data and extracted secondary data for the research from a number of publications done by Local and international writers, (published and non-published) especially which included information on culture, subculture, interconnection between language and subculture, learning English as a second language, trends in university subculture etc.

For the investigation, the researcher divided the students of the Faculty of Humanities and Social Sciences in to three strata considering the year of study namely as first, second and third year. 75 students are selected from each year and all together the sample population of the students would be 225 ($75 \times 3 = 225$). Those 225 were given a questionnaire including close ended questions using Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree).

strongly agree	Agree	Neutral	Disagree	strongly disagree

Figure: Likert Scale

Further, the investigation contained focused group interviews conducted among randomly selected sample of students of the faculty covering all the three academic years

(first year, second year and third year) ranging 6-12 members per one. Considering the academic staff, 20 academics were targeted to in-depth interviews. The interview questions were prepared in semi-structured nature to provide guidance and direction. Additionally, the students were observed during their lecture hours and when they engaged in other extra activities within their subculture. The qualitative data was transformed into a textual form and the analysis was done primarily with words. Questionnaires were used in conducting quantitative analysis.

The researcher divided the responses given for the questionnaires into three segments as positive, negative, and neutral. Based on the statement the responses of (strongly agree, agree) were regarded as positive, (neutral) were considered to be impartial and (strongly disagree, disagree) were regarded as negative responses.

Calculations carried as Total No. Of Positive Responses/ 900 [900 = 225*4 Questions (4 questions under one tested component of the subculture)] * 100%

$$\frac{\text{Total No. Of Positive/negative/ neutral Responses}}{900 [900 = 225*4 \text{ Questions}]} \times 100 \quad (1)$$

5. Results and discussion

5.1 Major Findings

5.1.1 The Impact of Ragging on Learning English

Table 1: *The Impact of Ragging on Learning English*

Item	Statement	Response		
		Disagree/strongly disagree	Agree/strongly agree	Neutral
1	English was looked down because of ragging	23	123	79
2	Ragging discourages attending English classes	70	119	36
3	Ragging creates unnecessary dislike towards learning English	35	102	88
4	Ragging limits the opportunities for learning English	0	200	25
	Total	128	544	228
	Percentage %	14	60	26

Out of 900 responses, the highest of 60% believed ragging negatively influences the students in learning English. 14% was in the idea that ragging encouraged students in learning English whereas 26% was neutral in their response. The qualitative data proved that ragging is an obstruction in learning English. Hence, nothing is more important than batch fit, which will reduce the feelings of isolation and homesickness of the students. Consequently, knowing English and giving priority to learn English is destroying batch fit and happiness in their university life because they consider English as colonizers' language and a creator of class-consciousness. Whether he or she comes from rural or urban, high or low class, within the subculture all are given equal statuses. Here the first year students are the serious victims, as they cannot utter even single English word during the rag season as commanded by the senior students of the second year. It is ironical that during the rag season the first and second year students hardly attend language class as they are busy in the process of socializing the freshets. The majority of the freshets seem to attend language classes and for most of them language class room is a place of relaxation rather than a dynamic learning setting; it is a place to be secured from ragging.

On the other hand, the lectures criticized ragging as a brutal, meaningless, and useless formation, which just exercised intimidation over the new comers. The physical assaults would take place because the seniors wanted to show their courage until they dissolve from the system. During the rag season the lecturers were highly discouraged by the poor attendance of the students because in their classes there were only two or three students. The students usually sleep in the class and do extra work ordered by the seniors such as memorizing pages of the political slogans, descriptions, and university graffiti. Even it is important to note that some second and third year students revealed that though they like to attend English classes they were scared to attend as they may catch by the rest of the students those who cut language class in case of being busy with the freshets and their unity will be threatened. The taste to learn English was lost. According to most of the third year students they are depressed since they are at the edge of leaving the university to a job market and a global society where English plays a dominant role in one's life but still they do not have the capacity to take the best out of English. It is ironical that they feel the fear when they are about to leave the university. They should have identified this validity of language learning more early in their university life.

5.1.2 The impact of students' politics on learning English

Table 2: *The Impact of Students' Politics on Learning English*

Item	Statement	Response		
		Disagree/strongly disagree	Agree/strongly agree	Neutral
1	Union does not advices students to improve English	16	118	91
2	Union activities are a threat to learn English	25	119	81
3	Union members do not positively interact with English teaching staff	31	62	132
4	Politics is the Invisible hand in demotivating students in learning English	46	122	57
	Total	118	421	361
	Percentage %	13	47	40

Again, the highest rate of 47% verified the fact that students' politics do not encourage the language learning process. Just 13% is in a positive idea that there is no negative influence of politics whereas 40% noted as neutral. Dealing with the data gathered through interviews the students revealed that the students' union hardly encourages students to learn English. Even through the secondary data it is revealed that Arts students are more enthusiastic in politics. The leaders of the union have never attended English classes nor do they keep close contacts with the language teaching staff. Even the other students also consider the union as their savior. Thus, whenever the English department says 80% attendance is compulsory they take it lightly because they are in the idea that the union can solve all the issues. The lecturers revealed that though the union didn't come to discuss their language issues individually, they tried to criticize the staff when they got a chance to appear in academic meetings. The union complains that the lesson materials are outdated and the staff questions the linguistic knowledge of the union to go for such evaluations. The union is scared to notice the emergence of a gathering that is capable to handle the language because they are afraid of the fact that their grip on others will lose towards an English Proficient crowd. It is true that as a language, English gives power. Therefore, these union members are afraid of the power attached to English. Inside the subculture, doing politics means senior students' concern for the wellbeing of every student. Giving priority for language learning, means encouraging a few people to dominate the rest of the university subculture. As per the

qualitative data, learning English and enhancing English knowledge symbolize opening up new frontiers, searching new knowledge and initiating independent thinking. But this should not happen as the union wanted to keep the rest of the students under their control and power. Hence for them English is a threat, not just a second language.

5.1.3 The Impact of the Language of the Subculture on Learning English

Table 3: *The Impact of the Language of the Subculture on Learning English*

Item	Statement	Response		
		Disagree/strongly disagree	Agree/strongly agree	Neutral
1	Do not like to use English inside subculture	52	154	19
2	Avoid speak in English in giving priority for the language of the subculture	61	138	26
3	Getting use to the restricted language deteriorates English language skills	63	128	34
4	Feel more comfortable in using the restricted language than using English	74	118	33
	Total	250	538	112
	Percentage %	27	59	12

Significantly, the highest of 59% confirmed the fact that language of the subculture demotivates learning English. Nevertheless, 27% indicates that there is no such discouragement whereas just 12% was neutral. According to the qualitative data, language of the subculture provides them identity and safeguards them from the mainstream culture, as the larger society cannot understand the real meaning of most of the terms. During the rag season the students are forced to follow the language of the subculture which consists of words mainly derived from English with different meanings. The students who had fear of English found to be comfortable in shifting to the language of the subculture. The language has created them comfort zones inside the university. The lecturers revealed that because of the language of the subculture the students do not bother about correct spelling and pronunciation. These students do not feel the gravity of it because their language is very similar to the language of the FM culture and SMS culture. They called sociology as *soc*, *Matha* for Mathematics, professor is known as *profa*. The students take this odd mixing as trendy and stylish. As per the observations, lack of English medium studies, lack of English

societies inside the university and handout system which makes English lectures boring and lack of Innovative learning activities and facilities at class rooms are further back up the subculture to flourish and control the language learning process of the students.

5.1.4 The Impact of the Unity on Learning English

Table 4: *The Impact of the Unity on Learning English*

Item	Statement	Response		
		Disagree/strongly disagree	Agree/strongly agree	Neutral
1	Avoid attending English classes due to peers	23	146	56
2	Conduct no group classes to improve English	0	202	23
3	Batch fit is more important than learning English	26	109	90
4	Avoid English Usage as a way of protecting unity among peers	68	76	81
	Total	117	533	250
	Percentage %	13	59	27

The highest rate of 59% again proved that unity among peers is also discourages learning English. Only 13% pointed that there was no threat from unity for language learning whereas 27% was neutral. As revealed by interviews, batch fit was considered to be essential than learning English. Though there are students who could speak English fluently, they would not speak simply because they value peers than enhancing language skills. If they speak in English, the subculture of the university will reject them. Ethically it is not recognized by the subculture. Mainly they feel it is waste to allocate time for English which is not a credit course unit and no point of conducting group discussions either as none of them have sound knowledge in English. Most of the time peers were the armor in protecting themselves from the barriers that emerged due to poor knowledge of English. Hence, Peers were used as a strategy to avoid the inferiority complex created based on English. The lecturers identified that it was usually obvious the students attend English lectures as gangs and when they avoid they avoided lectures again as a group. Thus, English is used only for exam purposes. Batch trip, batch fit, batch meeting are specially conducted during English periods.

5.1.5 The Impact of the Romance on Learning English

Table 5: *The Impact of the Romance on Learning English*

Item	Statement	Response		
		Disagree/strongly disagree	Agree/strongly agree	Neutral
1	Avoid lectures because of the partner	119	50	56
2	Equal knowledge in English is essential to start an affair	26	126	73
3	English is an obstacle to fall in love	21	126	78
4	Priority is given for love than learning English	57	81	87
	Total	223	383	294
	Percentage %	24	42	32

The responses have spread among three categories but still it is significant that 42% proved the fact that even a concept like love can influence students' motivation in learning English. 24% pointed that there was no harm and 32% further reported to be neutral. The students in interviews pointed that both the partners should have equal proficiency in English. The students revealed that they were conscious about the knowledge of the partner prior to starting a love affair as English is symbolic as a class indicator. Those who were fluent in English expected to belong to the upper social class. Thus, they expressed the idea that English is not just a language, but it's a social indicator. Due to the course unit system the students seem to be very busy and it is only the English period that they both found to be free. Therefore, the students who had partners pointed that it was good to have a nice time with the partner rather than attending English classes which is of no use. If they fail in love it was a 'boot' but if they fail the English paper no such a big harm because it is natural and common. They gave priority to romance than learning English although they have a load of language issues and even knowing the gravity of such weaknesses.

5.1.6 The Overall Impact of the University Subculture on Learning English

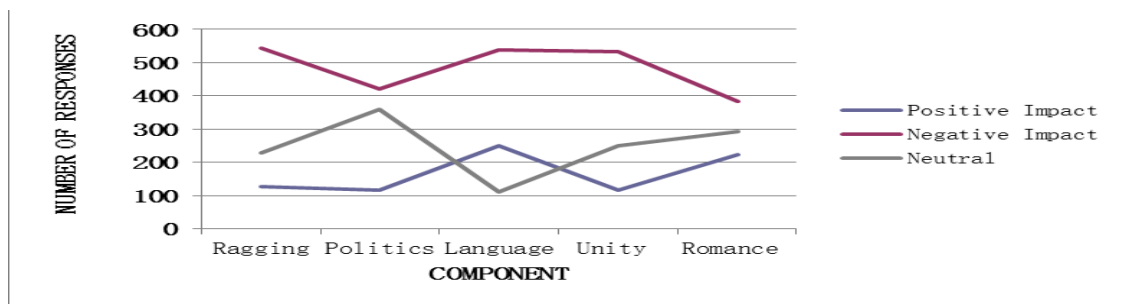


Figure 2: *The Overall Impact of the University Subculture on Learning English*

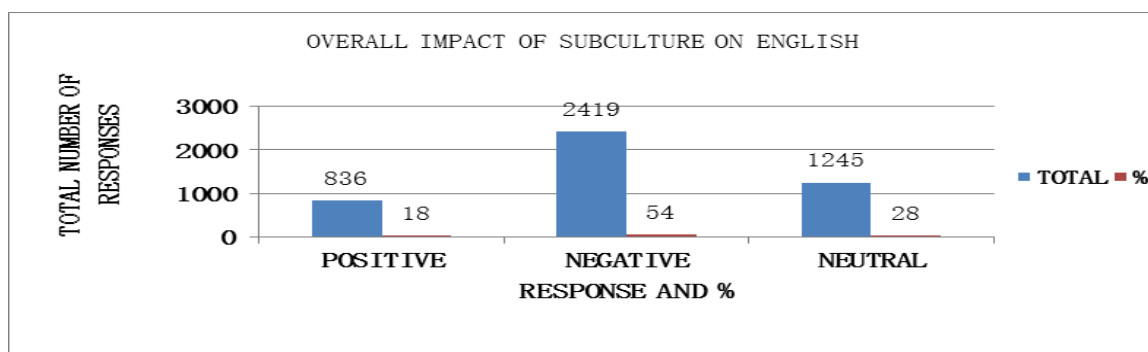


Figure 3: *The Overall Impact of the University Subculture on Learning English (%)*

Analyzing all data, it is apparent that all the sub components of the subculture exercise a negative impact on Learning English. Considering all responses recorded for all the five categories, the highest percentage was negative (54%). It was significant that the negative impact of ragging was above (50%). The positive impact was just below (20%) as it was (18%). Considering the overall data the neutral impact was (28%). Thus, it proved that the university subculture negatively influenced the process of learning English. Regarding total responses both qualitatively and quantitatively it is apparent that ragging exercises more negative impact than the other components. Quantitatively it was 60%. Thus, the hypothesis that ragging discourages students more than other components of the subculture in learning English was also confirmed having a slight margin that of with the influence of language and peer influence on learning English. Student politics appeared to be in the fourth place in discouraging students. Romance emerged to be the least powerful component of subculture in discouraging students in enhancing language skills.

5.2 Other Findings

Despite subculture, there were a significant number of findings those discouraged students in learning English. These reasons seem to comfort subculture to control the process of learning English as a second language. If these issues do not remain, the subculture will

not be that much powerful. These factors are feeding the subculture to grow and control the scenario.

5.2.1 Issues Related to Primary and Secondary Education

The students had significant issues regarding English at their primary and secondary education. The gradual deterioration of the results was obvious when students reached the Advanced Level. A student who got a C grade for the Ordinary Level examination seemed to finish their Advanced Level English in a Weak Pass or simply in a Simple Pass.

5.2.2 English is a Non- Credit Subject

English is not compulsory for the university entrance, lack of enthusiasm to learn the language at schools due to the shortage of innovative teaching strategies, skilled teachers, and technology have discouraged the students. The level of proficiency of the majority of the students seemed low. Thus, the powerful entities like subculture have the chance to exercise negative impact on the students who were backward in English.

5.2.3 Lack of English Medium

Due to lack of English medium studies, English is an optional course, which does not add for their performance, lack of language empowering bodies inside the university and lack of innovative teaching it seems the faculty itself empowers the university subculture to implement more control over the students in discouraging them as second language learners.

5.2.4. Cultural construction of English

Cultural constructions of English are also significant. English is the language of power, social mobility, oppression, and a jewel of elite high-class people. It is regarded as a class indicator. False perceptions created by the society seem to exercise among the students making them inferior in the learning process.

5.2.5 Influence of External Forces

Influence of the outside forces such as FM culture and SMS culture also de-motivate students in correct language usage. In a way that compels the students to accept all the odd terms introduced by subculture as trendy and adequate. For example the correct usage of '*professor*' seems outdated as the trend emerged as '*prof*'

Thus, it showed that although there are so many arguments for and against the university subculture of the government universities, still the university subculture exercises dominance over the language learning process of the students in a more adverse manner.

6. Conclusion

The study examined the impact of the university subculture on learning English as a second language. According to the findings, the university subculture seems to rule the process of learning English largely. Among the subcomponents ragging found to be the most challenging force which demotivates students more in learning English. On the other hand, it is significant that the components such a romance even seems to exercise even a slight influence on the students in learning English.

It is a true to say that English is not a cultural component received by the colonizers but it is the language of the international world Bandaranake (2009). A university is a symbol of human integrity, a trustee for civilization, and an intellectual community, which mainly creates for the discovery of knowledge. Hence, it is a tragedy to points out that still the faculties such as Arts and Humanities and Social Sciences are not able to discard all the misconceptions embedded with learning English as a second language. However, the results of such ideologies will be the inadequate access to English by the students who shut off them from important comparative self-assessment of their work with international developments and standards (Atapattu, 2013).

It has proved that the university subculture has gained much power to control the language learners because still the students are not able to challenge the sociolinguistic powers given to English by Sri Lankan societies. Still people cannot understand that English is not the language of elites, those who do white color jobs, and native speakers' and it is not a class indicator or a weapon to knock down some one. Nevertheless, it is the language of today's knowledge seekers.

Actually, it is the duty of the academia to use the subculture as good experimental ground for innovations in language teaching. It may not possible to stop ragging but it is a must to empower language skills of the students prior to the university entrance. Thus learning environment for English inside the university subculture should be equipped with resources that promote language learning and the university can introduce a student feedback system. The university can use modern technology in language teaching to motivate the students. Modern E- learning programmes and technologies will empower the learners pronounce words correctly and even correct their spelling mistakes (Alhammd, 2017).

It is urgent to carry out more open and sound discussions between the union and the body of the English teaching staff. There should be proper interactions between the students and teachers. This helps the leaners feel at ease in the classroom. Unfriendly teachers will

pressure the students and have a negative impact on the students and friendly teachers will unquestionably motivate the students in acquiring the language (Alhammd, 2017).

Further, the factors such as teacher motivation, continuous classroom assessments, debates between classes, poster competitions in English are also important to. The classroom should have a dynamic learning environment. The language activities should be very attractive for the students. Then they will not feel English is out of their boundaries and cannot reach easily. To develop such taste the teachers can incorporate literature into language teaching. Using literature, the students can experience diverse themes and apparently, such a strategy will motivate the students. Literary texts will play a vital role in bringing about active learning and arousing the learners' interest in the language learning process (Pace, 2017).

The faculty can introduce English medium studies and can change English to a credit course. Even it is the duty of the Government to enhance the value of English by changing it into a necessary component for the students in their university entrance. Thus, to enter to a university the students should pass English at the Advanced Level Examination. Before starting the academics, the university can further introduce a sound well-planned intensive English programme that will last at least for three months. It is necessary to reduce the gap between university subculture and English language or reduce the power attached to the subculture, which controls the entire language learning process. Then, there will be a more positive relationship between the university subculture and learning English as a second language.

6.1 Limitations of the Research and Suggestions for Future Research

The researcher might come across some limitations. The research only deals with the University of Ruhuna, Faculty of Humanities, and Social Sciences. The research limiting to single faculty itself is a limitation. If it is possible to expand the study up to international university contexts where English is the second language it will be more effective. That will give more insights in to the subcultures and will provide more opportunities to come out with outstanding data. Further, the comparisons can do as government vs. private universities. If future researches can carry out life histories of the past students in to analysis, it will add extra value to the research.

The two concepts 'English Language and university subculture' seems bit sensitive. The students will not look at the issues in more independent and individual perspectives. Since, the researcher deals with the university subculture the students will come out with

collective ideas with what they believe as a group. Hence, the researcher as an unavoidable result expects the recurrence of same opinions.

There is a big risk of gaining fake and fabricated information. The students will refuse to reveal the reality, as they will be afraid of being saying ill about their own subculture to which they belong. Since the research deals with English Language, their lifelong prejudices about English too can affect the results. The majority of the student population represents the rural areas in Sri Lanka, especially the down south. Thus, when they enter the university they have already built up positive or negative attitudes towards the language during their primary and secondary education at schools. Those already developed perceptions will appear as resistance or preference and may block and affect their real experience of the scenario.

The researcher will have to face difficulties in obtaining exact details for the questionnaires from the students since the students may still think that this will be the foremost steps in the change of medium of their studies which their resist most. Actually, it will be a big challenge in receiving the correct facts. Due to language issues of the students sometimes the researcher will have to explain the questions in first language. Otherwise, the students may end up in irrelevant responses. Further, it may be also complicated to reach the sample population due to their daily academic routine. Anyway, this research will open new frontiers for the future researchers to overcome all the drawbacks in achieving more sound results.

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