

Reading Improves English Speaking Skills: An Empirical Examination of Tertiary Level Students in Bangladesh

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Abstract:

The English Language is undisputedly established as the most dominating international language, the lingua franca, and is the common language platform that enables global connectivity. The ability to understand and speak English appeals to the corporate world and acts as a positive attribute at job interviews. This paper shows that better speaking skills can be adopted through reading. Results indicate that 80% of those interviewed suggested reading helped them improve their speaking skills; with 30% saying it helped in storytelling and 30% saying it helped with role playing. Moreover, it was found that at least 75% suggested that reading improved their imagination or vocabulary. This is possible because it is through reading that a learner adopts new vocabulary and forms idea about speaking and writing coherently in a logical manner.

Key Words: *Second Language Acquisition, L2 Learners, Adult Learning, English Speaking, Reading*

1. Introduction

In this age of globalization, English language is an indispensable tool for global communication and perhaps the most common medium of academic and corporate communication. While language can be adopted through different means and at different ages, research has shown that it is most easily adopted at an early age, and learning in a classroom environment helps speed up the process. Therefore, the pressure now falls on the teachers in the classroom to develop the quality of second language acquisition and the subsequent improvement in spoken English of L2 learners.

Second Language Acquisition (SLA) refers to the way in which a person adopts a second language. It is natural that the better a person is at acquiring a language, s/he will be better at speaking that language. Therefore, the first step towards good spoken skills is the acquisition of the language. Consequently, while the focus of this study is to examine whether reading

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improves speaking skills, much of the prior literature covered in this section and the next deals with SLA.

Research in SLA was pioneered by Krashen, Long and Scarcella (1979) whose work included evidence of the SLA's relationship with pedagogy. The results show that the variables that facilitate/impede adoption relate to the learner, the teacher and the settings under which the interaction occurs.

Research in SLA has taken a new turn, because it is now becoming increasingly important to be multilingual to compete in a globalized world. With this has come the need for research into faster and efficient methods of second language adoption which can take place in both a tutored and untutored settings. Thus, curriculum developers and teachers are interested in ways that can best facilitate the adoption of a new language.

Reading is one of the skills which develop SLA. Reading skills comes in parallel with writing skills and can help independently, listening and speaking skills, but often it develops alongside them and can help build vocabulary that further aids listening and speaking. Classroom observation supports this hypothesis and indicates that reading books help in the development of second language acquisition for learners. But other factors like integrative motivation and instrumental motivation also play important roles in Second Language Acquisition (SLA). Classroom observations also show that if students are awarded with gifts of extrinsic or intrinsic value for their positioning in examinations, they usually perform better in the final examinations. Other factors such as multicultural diversification and personality also affect the output of second language acquisition.

Reading is more than just studying: It means decoding - translating the written symbol into the corresponding sound and making words, phrases, sentences, discourse which can and be written or spoken. Reading also helps to increase the L2 learners' confidence level, the inbuilt vocabulary which is usually used in the text and the awareness of structural grammar which make up sentences is acquired like first language acquisition and the intake of comprehensible input becomes natural process and is proportionate to the relativity of reading and subject to the speech community. The language acquisition devise associates spontaneously linking the words that are regularly read and makes its own subconscious word bank filtrating the everyday language from the word bank in the brain.

In the beginners level however, reading just means recognizing orthographical symbols and arrangement of words. At the advanced level, it would mean decoding texts. Reading ensures that meaning is decoded from text; the process results from the negotiation of meaning between the text and its reader. Through experience and back ground knowledge and reader's knowledge and expectation is employed to uncover textual meaning. There is, however, subjectivity in the interpretation of text. Most texts are understood in different ways. Reading is a dynamic process in which the text elements interact with other factors outside the text. The process of reconstructing meaning is one of mapping the linguistic content into extra linguistic factors.

Interactive approaches to reading focuses on two concepts of interaction: First is the interaction of two types of cognitive skills - identification and interpretation. Fluent readers seem to simultaneously employ lower levels of skills that allow them to rapidly and

automatically recognize words and grammatical forms. Higher level skills allow them to comprehend and interpret. In the class, teachers may assume that students are already relatively efficient at lower level processing i.e. rapid and precise unconscious processing. Silberstein (1994) states that meaning is not fully ready to be decoded but rather meaning is created through integration of reader and text.

This paper seeks to highlight the importance of reading skills as an integrative part of listening and speaking skills – i.e. reading skill is to be proportionate for creating the base of listening and speaking skills.

The rest of the paper is organized as follows. The next sections cover the purpose of the study and the review of prior literatures and studies. The section after that includes a brief description about the data and methodology used in this study. In section 5, the author discusses the results and implications. Section 7 and 8 concludes.

2. Purpose of the Study

The objective of the study is to demonstrate that students improve their speaking and listening skills if they develop reading friendly habits. In other words, the paper shows that reading helps spoken English skills. To test this relationship, a sample of 409 students spread over 6 years is used and tests are run to see if their speaking skills have improved over a period of 4 months through different reading lessons. The results of this study give us key insights into the best ways to improve second language acquisition, and subsequently, the spoken skills.

3. Literature Review

It is often argued that children pick up a second language (or any language apart from the first language) in two ways: simultaneously and sequentially (Halgunseth et al., 2009). Simultaneous learners are those who learn a new language under the age of three, typically children in multilingual homes. At such formative years, the brain allows the child to develop skills in both languages without interfering and as a result, the children will develop fluency in both languages (Tobolski, 2008).

On the other hand, in sequential learning, the child is also exposed to a second language, however, and the exposure is not as intense as in the case simultaneous learners (Steffanson, 2013). However, the main difference between the two is that sequential learning is not related to any age, but can be influenced by motivation.

While there are key differences the way learners recognize patterns of interaction, language functions and questions depending on the classroom settings (see Pica, 1983, Larsen-Freeman and Long, 1991 and van Lier, 1988).

Long (1983; 1985) argues however, that there is no evidence to support the claim that classroom environments and instructions can help learners acquire the morpho-syntactic feature of the target language. However, he does state that formal instructions are helpful in cases when learners focus on the form. Long (1987) also believes that instructed learners

pick up language skills much earlier than uninstructed learners, and eventually it is the tutored ones who end up becoming more proficient. He also states that compared to those picking up the language naturally, instructed learners tend to make more mistakes in the early stages of acquisition, for example making “over-supply errors” such as inserting morpho-syntactic words when they are not required.

The role of the synchronous and asynchronous media in the teaching, adoption of a second language and subsequent speaking skills has been studied extensively in the past. Most recently, Chen, Liu and Wong (2007) study how these methods have been used in the field of second language a discussion on both the positives and challenges of using these strategies. They find that regardless of the controversy surrounding this area of study, if the instructors apply the appropriate computer instructions, students will find it easier to adopt a new language. This is because the students have plenty of opportunity to practice the new language which also enhances the ability to understand and speak. The researchers also point out that the main issue with ESL instructors is that they are often inadaptable in incorporating newer technologies in teaching methods, and as such are not able to be helping students in this regard.

Apart from this, studies have also been conducted on the effects of cognitive maturation on language developments. The study was conducted by Snedeker, Geren and Shafto (2007) on the acquisition of English language in 48 internationally adopted preschoolers. The study found that children who were adopted at 2-3 years of age showed the same development patterns in languages as monolingual children. However, after this, especially as the children reach 4-5 years, they tend to deviate from this pattern. Similarly, Gauthier and Genesee (2011) find that the expressive skills of adopted children were significantly lower than those of non-adopted or native children. The adopted children also lacked coherent receptive language skills. This study was conducted on a group of Chinese adopted children, and even though prior research has shown that children from China often demonstrate better language adoption skills than children from other regions (see Dalen and Rygvold, 2006 and Tessier et al., 2005).

Stefansson (2013) studied the competence of second language adoption by studying how it is acquired. While it is often believed that the earlier a person starts learning a new language, the results from this show that this is not entirely true, simply because a whole lot more variables impact the language acquisition and speaking skills including language exposure and motivation.

Traditionally, studies have pointed out to the evidence that SLA capacity decreases with increasing age. Studies that compared SLA among different age groups include those by Seright (1985) who claims that the results show younger learners learn faster than older ones. This finding was supported by studies by d’Anglejan and Renaud (1985). However, Singleton and Ryan (2004) states that most studies that support the “older the better” hypothesis were performed in classroom environments where the “younger the better” studies were performed in natural environments. Such studies include those by White and Genesee (1996) and Bongaerts et al. (1995). Both these studies provide evidence to support the claim that L2 learners at an age above 10 were generally as competent as native speakers

based on test scores. Thus, there does not seem to be any conclusive study to establish whether age does play a role in SLA. Age is in fact another key point in this study. Since this paper focuses on university going students, the subjects are usually over 18. Therefore, this test gives adds a new dimension to the studies done previously by testing whether age groups of over-18 are different in their ability to adopt and speak skillfully.

Alam (2007: 381) states that literary texts stimulate the imagination, offer learners real language use and group discussions while also increasing vocabulary and broadening the scope of linguistic knowledge and syntactic structures. Similarly, Collie and Slater (1987) states that in the created world of literature through the world of literature is a “vivid imagined world” that can quickly give the reader a feel “for the codes and preoccupation that structure a real society”. He also iterates that literature can be useful in the language learning process by ensuring that the process involves personal learning experience. They also state that while traditional language teaching focuses on rule based systems, literature enables the readers to achieve control over the foreign language by giving the reader a lot more freedom and not restricting him/her to the strict rules.

Littlewood (1986) suggests that language based approach is an effective approach to help students get acquainted with more diverse languages. To make the reading effective, activities in the form of jigsaw puzzles, cloze tests and fill in the blanks as well as multiple choice questions can be provided so that the students became familiar with the new vocabulary. They can also be encouraged to do pair and group activities, analyze visual prompts and asked to make presentations and role play certain scenes from the story and attended question answer sessions focusing on articulation, pitch and stress, noting the fluency and accuracy of sentences and expressions and also the body language which goes along with it.

Gersten (1996), argue that instruction focused on second-language reading comprehension can be helpful to learners at all levels of second-language oral proficiency, even for those with learning disabilities (Klingner and Vaughn, 1996), and in fact that support of second-language reading comprehension can generate gains in second-language oral skills (see Elley, 1991).

In general, positive correlations have been found between English second-language oral proficiency and English second-language reading ability, particularly at advanced classes; however, the results are not homogenous across all first-language groups (Devine, 1987; see Fitzgerald, 1995).

4. Type of Data

The data for this study are collected from a close ended questionnaire provided to first semester students of the course English 113 from ASA University Bangladesh¹, over a period of six (6) years from 2011 to 2016. Apart from the questionnaire, information about the

¹The students from ASA University come from a wide range of socio-economic and educational backgrounds. Therefore, the author believes the representativeness of the sample will not be a cause of concern.

student's midterm and final examinations were noted and focus group discussions were arranged to put forward some points for discussion. A total of 409 responses were included in the final study.

English 113 is a course offered to first semester undergraduate students majoring in English Literature at ASA University Bangladesh. In this course, students learn the basics of presentation and conversation skills through reading abridged versions of texts and participating in language based approach which incorporates group and pair activities, extempore speech, role play, MCQ, fill in the blanks, jigsaw to help to develop proficiency in spoken English. The selective activities and choice of text and activities are given on the basis of the need assessment and pretests. The students are graded and their speaking skills assessed on presentations, ability to hold coherent and intelligible conversations and articulation of question answers. Moreover, there are two presentations, one before the midterm examination (in the midterm students are also assessed with reading and listening along with the presentations mentioned throughout the study) and one before the final examination. A key feature of this course is its cooperation with British Council² and the initiation of the Book Reading Competitions. After the presentation before the midterm examination (in the final examination students are also judged by reading and listening along with the presentation), the students are given abridged versions of well-known classics of preliminary, intermediate and advanced levels which are expected to provide opportunities that encourage speaking activities. After reading the books and going through necessary practice sessions, the students are judged again on their English presentation and conversation skills. Their scores on this presentation and the one before the midterm examinations are compared and the effective performance of the book reading sessions is judged.

5. Results

5.1 Details of Data

From the total sample, 64% of respondents were found to be from metropolitan cities while the rest (36%) were from outside metropolitan cities. Personality affects the measure of language acquisition; 40% said that they were introverts and 60% said that they were extroverts. Moreover, 80% claimed they enjoyed reading the British Council books, and that this practice motivated them to learn a second language. 30% responded that this practice helped them in their story telling skills, 30% said it helped them in their role-playing skills while 40% said it helped them in both. 40% said reading helped them develop their

²British Council Bangladesh started a Readers Development Program targeting students at primary, secondary and tertiary level - presently they have reached 10 universities, 10 colleges and 23 schools - covering 2,500 students throughout the country. British Council initiated a "Readers Development Program" in the Summer trimester 2011 in the Department of English of ASA University Bangladesh where tutorials encouraged reading abridged versions of classics provided by the British Council in the classroom to develop language acquisition through literature. Books were provided to the students at different levels according to the pre-test- Preliminary, Intermediate, Upper-intermediate and Advanced level respectively. The objective of this program was to acquire proficiency of the English Language through reading for pleasure.

imagination, 35% in vocabulary and 25% in syntactic structure. 70% responded that they would like to participate in a similar book reading practice sessions if given the opportunity. Also, 80% believe that reading helped them develop their listening and speaking skills as L2 learners. And as for the most effective reading methodologies, 15% claimed the direct method is best for SLA, while 35% selected CLT, 10% selected Audio-lingual and the most, 40% claimed the Eclectic Method was most useful in SLA. Finally, 80% claimed reading helps in listening and speaking skills and that the speech community is useful in SLA, while the rest 20% said neither reading nor the reading community was of any particular benefit.

Students from the metropolitan cities have the advantage of understanding functional meaningful communication through communicative competence, while students from rural areas would be oriented more towards meaning derived from linguistic and cultural context. Here students would learn structures, be accurate in grammar, vocabulary but not accuracy of the language; students living in the metropolitan areas on the other hand would be more acquainted with and be in direct contact with cable TV, western culture, watch international news, shows and movies - this category of students would be able to use language with precision. Students who are extroverts will be able to acquire the second language faster than introverts who feel shy to interact. Most of the participants enjoy reading and feel that the activities related to the selected text motivated them to further improve their SLA, in particular in the area of speaking skills. The books also helped the participants to develop both storytelling and role play and widen their imagination, increase their vocabulary bank and improve their syntactic structures in sentences. Most students believed that reading helped their speaking skills as they realized the real world around them; it created self-awareness and students could associate themselves with authentic situations which can be expressed through the combination of manifestation of utterance (surface structure) and deep structure. Most participants also agreed that the eclectic method helped develop their speaking skills and improve acquisition of a second language because various methods were used and activities were selected according to the student need and level. Conversely, others agreed that communicative language teaching was best for them followed by direct method and audio lingual method which focused more on surface structure. Most participants acknowledged that the speech community played a significant role for SLA. It should also be noted that the books acted as motivation for students and the reading competitions and rewards for best midterm performers encouraged students to complete the next series of books. Instrumental motivation was observed as students pursued reading the books to obtain good presentation marks that would contribute towards the final examination.

5.2 Regression Model

To further test the effectiveness of the book reading exercises, regressions are run on the available dataset. As the dependent variable, the scores of the students in the final presentation are chosen. This score is based on the student's conversational, presentation skills and coherence with which s/he answered the questions posed. Students are marked out of 10. Since the paper sets out to establish the relationship between a student's reading ability and SLA, I hypothesize that the more a student scores in the tutorial classes, the higher will

be his/her ability to speak and understand the second language (in this case, English) and thus the higher will s/he score in the final presentation. A fundamental assumption of the study is that the more a student studies a subject, the higher s/he scores. As the independent variable, the I choose the scores of the students in the tutorial classes. The scores in the tutorial classes are based on how effectively the students understand the classics they are required to study.

The table below illustrates the descriptive statistics of the dataset used in this study.

Table 1: Descriptive Statistics

	Presentation 2 (PROF)	Tutorial (TUT)	Presentation 1 (PRE)	Presentability (PRES)
Average	3.90	3.34	2.71	2.83
Standard Deviation	12.87	1.60	1.47	1.51
Median	3.67	3.96	3.36	3.63
25th	3.25	3.20	2.84	3.25
75th	3.83	4.30	3.75	3.75
N	409	409	409	409

Here, other factors such as the student's prior understanding of English language impact his/her ability to give a proper presentation. The students' scores are selected in the first midterm presentation as a proxy of their existing understanding of English. Therefore, this is selected as a control variable in the regression. Along with this, the confidence of the speaker affects his/her ability to give presentations in front of an audience. Consequently, the scores of the students in the presentability composition of the total score is taken as a proxy of the students' prior knowledge of English. Apart from this, the difference between the scores of the two presentations is used as a dependent variable instead of the total final presentation score during the robust test. Using the above variables in the test, we end up with the following equation for the regression:

$$y1 = b1 + b2 + b3 + b4$$

(i)

Where,

y1 = Proficiency in English as measured by scores in presentation (PROF)

b1 = Scores in tutorial (TUT)

b2 = Scores in the first presentation (PRE)

b3 = Score in the presentability portion of second presentation (PRES)

This regression is run on the dataset. The results of the test are discussed in the following section.

5.3 Discussion of Findings

Table 2: Regression Results

	Coefficient	Standard Error	P-Value
Intercept	0.499552	0.19506	0.011322
Tutorial (TUT)	0.663944	0.061955	1E-20
Presentation 1 (PRE)	0.203025	0.264719	0.444197
Presentability (PRES)	-0.12791	0.259297	0.622461

The table above illustrates the results of the regression. The coefficient of the independent variable is seen to be positive with a value of 0.6639 indicating that the scores of the students in the final presentation are significant and positively correlated with the students' scores in the reading tutorial, and a 1 unit change in the test score increases the student's final presentation score by 0.6639 unit. The author assumes that the student's scores on the reading tutorial is dependent on the number of hours s/he studied or read. Therefore, a student with a high score studied and practiced more than a student with lower scores. Therefore, a positive relationship between test scores in reading tutorials and final presentation skills would naturally imply a positive relationship between reading and proficiency in English.

The R-squared of the regression model is 0.5474, indicating that almost 55% of the variability in the dependent variables is predicted by the model.

While a model with an R-squared of only 0.5474 does not allow for highly accurate predictions, the model does well to illustrate the hypothesis that reading does in fact help in second language acquisition.

Table 3: Robustness Test Results

	Coefficient	Standard Error	P-Value
Intercept	0.499552	0.19506	0.011322
Tutorial (TUT)³	0.663944	0.061955	1E-20
Presentation 1 (PRE)	-0.79698	0.264719	0.003012
Presentability (PRES)	-0.12791	0.259297	0.622461

To test the robustness of the model, the dependent variable is replaced by the difference in scores between the first and second presentation, with the rest of the independent variables

³ Tutorial consists of quiz tests (two quiz tests were taken throughout the semester to assess classroom learning capacities of students in relation to reading, listening and speaking skills).

kept same. The table below illustrates the result of the robustness test. As seen from the table below, the coefficient and the significant level of the independent variables is nearly the same, confirming the robustness of the regression model.

6. Recommendation

From the findings and discussion, it can be concluded that since reading enhances speaking skills, schools, college and universities can incorporate more reading text into their curriculum to help their students speak more fluently and confidently. As mentioned before, English is becoming a lingua franca for global communication, and the ability to speak English will act as a competitive advantage in the job market. Since the responsibility of a university is to produce employable and adaptable graduates, focus on making students better at speaking will be a step toward that goal.

- i. The educational institutes can establish rich libraries and add a language lab as part of the library facilities to allow students to read more and to facilitate the use of materials to acquire the second language; alternatively, these institutions could partner with organizations like British Council so their students could avail library services of British Council.
- ii. ASaub Language club should take the initiative to encourage the learners to enhance their knowledge on vocabulary by providing spelling tests and reading competitions, movie shows and Celebration of English Day where all students should celebrate spoken English for all departments in the university.
- iii. All first semester courses should incorporate at least two abridged versions of classics as part of their syllabus to develop vocabulary building which will influence students speaking skills.
- iv. Emphasis should be made on group discussions and feed back to improve speaking skills i.e. participative learning. Listening skills should also be focused and tests should be taken on a regular basis - a good listener is also a good speaker.
- v. Faculty members who take listening and speaking in the first semester classes must provide a need assessment test and accordingly select the texts and design the different set of activities depending on the need of the learners and this would facilitate the language teaching and learning.
- vi. To develop speaking proficiency in the classroom, more Student Talking Time (STT) and less Teachers Talking Time (TTT) should be emphasized on language based approach activities to acquire maximum performance in the classroom.
- vii. In the midterm exam in a speaking and listening classroom, rewards should be provided for the best three performers which will act as an instrumental motivation and positive reinforcement. This will improve the SLA and hence the development of spoken English.

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- viii. Teachers should put more weightage on presentations and more opportunities for presentations should be created for students so that they can get adequate practice to speak publicly without fear and with confidence.
 - ix. The importance of English and spoken English in the corporate world should be emphasized. Corporate figures could be invited and expectations should be transmitted to the targeted audience i.e. ASaub students to increase their awareness on standard English in the work place.

7. Challenges

This paper faces several issues which the author believe must be outlined to allow a fair criticism of the methodology employed. First, the author relies heavily on the student's scores; the author assumes that a student's scores denote his/her ability to comprehend the subject matter. It may so happen that the student understands the topic well but is not serious enough to put an effort in scoring well. Similarly, some students may also get lucky enough to score well even if they did not deserve. Second, the author assumes that both presentations were graded with equal intent. Scoring presentations is mired with subjectivity and it is possible that both one of the presentations was graded more leniently and as a result, students received inflated grade. Third, the author assumes that all students have the same level of understanding of English. Needless to say, students who are already more proficient will, all else equal, score highly in the exams than students who are not. And lastly, confidence plays a very big part in success in a presentation. Students who are inherently confident in their abilities will fare well than student who are tepid, even if the latter group are better prepared and know the language better.

8. Conclusion

The objective of this study was to establish a relationship with book reading and enhancement in speaking skills. The results from the questionnaires and regression tests show that reading does in fact help in improving speaking skills. The results of our test are further validated by myriad of tests that the author used.

Using data from university freshman students collected over a period of 6 years, the author finds that reading classics in fact does help improve proficiency in a second language. The results give us key insights into how best to structure curriculums in second language classes to promote earlier adoption. Moreover, the author discusses the different views of students and teachers employed in this area of study, which helps us identify the key areas that need improvement.

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Appendix – I

A survey on how reading contributes towards listening and speaking skills of L2 learner.

For students

[Please give tick (✓) mark on the suitable choice]

1. Do you come from outside a Metropolitan City?
 - a. Yes; b. No
2. Are you an introvert?
 - a. Yes; b. No
3. Did you enjoy reading the British Council books?
 - a. Yes; b. No
4. Did the BC book activities motivate you to learn a second language?
 - a. Yes; b. No
5. Has the BC books helped you to develop:

a. Storytelling	b. Role Play	c. Both
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6. Has the BC books helped you to improve your:

a. Imaginación	b. vocabulary	c. syntacticstructure	in
sentences			
7. Would you participate in the next book reading competition?
 - a. Yes b. No
8. Do you think reading help develop listening and speaking skills for L2 learners?
 - a. Yes b. No
9. Which methodology or style helped you to develop your listening and speaking skills?

a. Direct method	b. Audiolingual method	c. CLT	d. Eclectic approach
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10. Do you acknowledge the influence of speech community as a significant path for SLA?
 - a. Yes b. No

Please add any extra information that will help to analyze the above-mentioned topic.

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(The information obtained will be kept confidential)

Name:

Date:

Name of the academic institution:

Designation:

Mo. No. (If any):

E-mail ID:

Appendix – II

1. Do you come from outside a Metropolitan City?
 High proportion of students come from outside a metropolitan city (64%) and 36% comes from inside metropolitan city.

Yes	No
64%	36%

1. Are you an introvert? Personality affects the measure of language acquisition (40%) said that they were introvert and 60% said that they were extrovert.

Yes	No
40%	60%

2. Did you enjoy reading the British Council Books?
 80% said that they enjoyed reading the books and 20% said that they did not enjoy reading

Yes	No
80%	20%

3. Did the BC book activities motivate you to learn a second language?
 The BC book motivates learning second language acquisition. (80%) and 20% says that BC books are boring.

Yes	No
80%	20%

4. Has the BC Books helped you to develop Storytelling or Role Playing both?
 30% participants said that both their story telling and role playing improved respectively. 40% said that both activities improved by reading the BC books.

Storytelling	Role playing	Both
30%	30%	40%

5. Has the BC books helped you to improve imagination, vocabulary, or syntactic structures?
 BC books have helped in 40 % storytelling, 35% in vocabulary, 25% syntactic structure,

Imagination	Vocabulary	Syntactic structure
40%	35%	25%

6. Would like to participate in the next book reading competition?
 70% said that they would like to participate in the next BC competition, 30% said that they were not interested to participate in the next BC competition.

Yes	No
70	30

7. Do you think reading helps develop listening and speaking skills for L2 learners?

Yes	No
80%	20%

80% said that reading develops listening and speaking and 20% said that there was no improvement.

8. Which methodology or style helped you to develop your listening and speaking skills?

15 % thought that Direct method supported listening and speaking skills, 10% preferred audiolingualmethod .35% said that CLT helped them to develop English, 40 % said that Eclectic method was the best method for second language acquisition.

Direct Method	Audiolingual Method	CLT	Eclectic Method
15%	10%	35%	40%

9. Do you acknowledge the influence of speech community as a significant path for SLA?

80% said that speech community was significant for SLA and 20% said that speech community was not significant for SLA.

Yes	No
80 %	20%
