The Role of Extensive Reading-Based Activity Approach in Developing Speaking Skills of Second Language (English) Adult Learners

S. G. S. Samaraweera

Department of English Language Teaching, University of Ruhuna, Sri Lanka

*Corresponding author
E-mail address:
samaraweera021@gmail.com

https://orcid.org/0000-0003-1908-9941

ABSTRACT

Although structural rules are taught in a second language (English) classroom, second language learners' speaking skills cannot be improved until they are exposed to the language and provided opportunities to practice it in a pedagogical environment. Extensive reading may help learners to be exposed to the target language and identify the use and function of structural rules in authentic situations. Additionally, activities based on extensive reading may help learners practice speaking in the pedagogical environment with peers. As a result, this intervention study was conducted to investigate the viability of employing extensive reading and such a reading-based activity approach in developing the speaking skills of second language (English) learners. The study was conducted for 48 hours with 60 second language adult learners in one of the public universities in Sri Lanka. Participants were divided into two groups: experimental and control. Both groups were taught precisely the same material by the same instructor. However, the experimental group (N = 30) participated in extensive reading-based classroom activities, whereas the control group (N = 30) did not. The speaking evaluation was conducted based on a standardized rubric by two evaluators. When the results of the two groups were compared, it was indicated that exposure to the target language through extensive reading and reading-based activities in the classroom has a significant effect on developing the speaking skills of adult second language learners. The results further indicate that when learners are provided more opportunities to be exposed to the target language and participate actively in reading-based activities in pairs or groups in the classroom, they can enhance their speaking skills. Therefore, an extensive reading-based activity approach can be suggested as an effective and useful instrument for developing ESL speaking skills.

1. Introduction

The English language is important in today's globalised world, as it is the language of academia, professionals, education, the internet, diplomacy, tourism, business, international communication, and one of the most commonly spoken languages in the world. This language assists individuals to progress in life both personally and professionally. As a result, in the spirit of globalisation, English is taught as a second language (ESL) or a foreign language (EFL) at schools, colleges, and universities across the world in the spirit of globalization. Generally, English language programmes are designed to improve all four skills: reading, writing, listening, and speaking. Given that the ability to convey a message verbally in English is a daily requirement in every aspect of globalised society, of all four skills, generally, English speaking abilities play a significant role in communication in today's interconnected world. Consistent with this, Vellayan et al., 2020) emphasized that speaking skills are crucial and demanded significantly in the competitive world, besides writing, listening, and reading.

The ultimate goal of speaking is to convey a message effectively to an individual or a group of people. The skill of speaking can be defined as being able to communicate verbally, confidently, spontaneously, fluently, and accurately with an individual or a group of individuals. Speaking is an interactive activity that involves generating, obtaining, and organizing information (Brown 2001). In speaking, speakers look for ideas, construct meanings, share them with listeners, and connect emotionally. The speakers are required to produce utterances accurately and fluently to convey the message effectively to the listener. In speaking, accuracy can be defined as the ability to use grammar and vocabulary correctly, whereas fluency can be defined as the ability to fill time with talk and speak easily and process language productively at a reasonable speed. In terms of speaking, accuracy and fluency are mutually inclusive and both are essential components of speaking skills. Therefore, both accuracy and fluency should be developed simultaneously in a speaking classroom.

Speaking skills are a complex, multi-component, and conscious process. Therefore, developing speaking skill has become a challenging task for the teachers and the learners in the English as a second language pedagogical environment, particularly for adult learners because they are not the age of the typical learner. Consistent with this, Vellayan et al. (2020) emphasised that speaking is always the most challenging skill for ESL learners. Although both accuracy and fluency are important in speaking, adults may be more concerned about accuracy than fluency. Adult learners may be generally more anxious than young learners. They may have speaking anxiety, which has a debilitating effect on oral performance and fear of oral communication or communication apprehension (Lucas 1984; Phillips 1992). In the process of developing a second language, fear of using the language may influence learners' adaptation to the target environment and ultimately negatively impact oral achievement. In learning a language, anxiety may influence the learners' adaptation to the language and their language development. With extensive reading and reading-based activities in a pedagogical environment, anxiety may be reduced and accuracy and fluency improved. L2 learners may acquire knowledge of grammar, sentence structures, and vocabulary through extensive reading, whereas classroom instructions and practicing the target language in the classroom with peers may develop their accuracy, fluency, and confidence, which are essential components of speaking skills. In line with this, Hedge (2001) suggested that reading helps learners to be aware of language structures and vocabulary knowledge. Furthermore, Fraser, (2000)

argued that vocabulary, grammar, and pragmatics play a significant role in speaking skills.

In the process of developing speaking skills, vocabulary and grammar knowledge, confidence, and competence are required to be developed simultaneously so that learners can construct systematic verbal meanings and convey them accurately and fluently to the listener. One of the instructional approaches that can be used to address all these aspects simultaneously in a pedagogical environment is providing opportunities for learners to be exposed to reading extensively and practice language through reading-based classroom activities. Exposure to reading extensively and reading-based classroom activities such as storytelling, individual speeches, debates, and conversation can increase learners' interest, engagement, learning capacity, awareness of grammar rules, and vocabulary use, and finally, they may lead to the development of speaking skills. Although different elements are necessary to improve speaking skills, grammar and vocabulary knowledge and practice may play a significant role in developing this skill. These features may facilitate learners to develop accuracy, fluency, competence, and confidence in speaking.

The success of communication is the power of words. In communication, individuals benefit from knowing many words because they can express their feelings, thoughts, and ideas effectively. Vocabulary knowledge is essential for effective oral communication as it boosts speakers' confidence and competence and improves fluency. In line with this, while Lewis (1993) and Koizumi, (2005) stated that vocabulary knowledge is indispensable in fluent speaking, Oya, Mnalo, Greenwood, (2009); Levelt, (1989); and Laufer (1997) pointed out that it is difficult to produce a wider range of meanings in communication without vocabulary knowledge. Additionally, while Higgs and Clifford (1982) argued that

vocabulary knowledge is related to speaking performance, Cunningham and Stanovich (1998) argued that more reading helps learners acquire vocabulary knowledge, and vocabulary knowledge makes learners more precise and articulate. Similarly, Lechmann, (2007) suggested that reading leads to incidental vocabulary acquisition, making it the most effective way for learners to acquire new words. Furthermore, Samaraweera, (2023) suggests reading significantly contributes to vocabulary knowledge, in agreement with Nation (1995). Consistent with this, Hedge (1985) argued that through extensive reading, L2 learners can learn the meaning of unknown words from context clues and develop vocabulary knowledge.

In addition to vocabulary knowledge, grammar knowledge may play a main role in maintaining accuracy and fluency in speaking. While Wallis & Nelson, (2001) defined grammar as the study of how words combine to form sentences, Nelson, & Greenbaum, (2018) defined grammar as the set of rules (fundamental principles) and structure of the language that can be used to combine words into larger units. Furthermore, Yuliawati, (2018) stated that grammar knowledge is the ability to understand text's rules and regulations. It helps learners organise words and phrases to construct correct sentences and produce meaningful messages. In line with this, Harmer & Khan (1991) claims that grammar knowledge is essential in producing meaning competently in a language. Grammar knowledge in oral communication helps learners to use appropriate forms of words, create clear and correct sentences, avoid misunderstandings in oral conversation, and may influence learners' speaking performance. According to Richards & Renandya's (2002), grammatical competence contributes to learners' accuracy and fluency in speaking by helping them understand and use language structures accurately. Grammatical competence enables learners to generate an infinite number of correct

sentences (Chomsky, 1965) and to speak fluently (Muhsin, 2015). Grammar knowledge helps learners maintain accuracy in their speaking and may be the basis of fluency. To maintain fluency in speaking, both grammar and vocabulary knowledge are essential. Fluency can be acquired through understanding the language and practicing it (Krashen, 1983) whereas good grammatical mastery can be obtained through reading (Li, & Song, (2007).

Although English as second language learners have learnt English for so many years, they often struggle to speak it fluently in real-time situations when it is demanded. Speaking seems to be difficult for second language learners, as it requires both linguistic and socio-linguistic competencies and practice of the target language to produce accurate and fluent utterances. In line with this, Carter & McCarthy, (1995) argued that speech has its own distinct skills, structures, and conventions compared to written language. Developing speaking skills in adult learners requires not only knowledge of grammatical structures and vocabulary but also socio-linguistic awareness and practice. This poses a challenge for both teachers and learners, as they need to develop fluency, accuracy, confidence, and competence in speaking simultaneously. Therefore, speaking skill is given prominence in educational institutions across the world, and teachers employ different approaches to developing it in learners. Additionally, given that L2 teachers and learners experienced difficulties in developing speaking skills in the past few decades, researchers (Vellayan et al., (2020); Santhanasamy, & Yunus, (2022); Goh and Burns, (2012); Wipf, (1985) have empirically established insights into the nature, process, and approaches of developing speaking skills in L2 learners (both children and adults). Previous research on English as a second language speaking suggests numerous approaches: Instagram-based approach (Mansor and Rahim, 2017), debate-based approach (Zare, & Othman, (2015), Games-

based approach (Leó, & Cely, (2010), and Teaching Speaking Cycle (Goh and Burns, 2012). Furthermore, the traditional teacher-centered approach, the flipped learning approach, the student-centered approach, and the Non-technology approaches have been discussed in the literature (Richards, 2008; Cheng & Warden, 2020; Weimer, 2013).

Although educators make an effort to improve speaking skills among L2 young adult learners, it seems that they are still struggling to improve their speaking skills. As a result, researchers have explored different approaches, including peer interaction, flipped learning, technology, classroom activities, and classroom debates, in dealing with the issue of developing L2 speaking skills. For instance, while Karpovich et al. (2021) found that active support from peers and teachers is beneficial for learners in improving their speaking abilities, Santhanasamy, Yunus, and Rahman, (2015) suggested that flipped learning promotes self-regulated learning, interaction, motivation, and accomplishments, promoting flexibility for teachers and learners to collaborate and improve their speaking skills independently.

Moreover, while Rahman, Yunus, and Hashim, (2019) argued that technology can be used to provide better speaking tasks for learners, Gudu, (2015) examined the impact of classroom activities employed in developing English-speaking skills in secondary school children in Kenya. They suggested that learners should be given opportunities to practice the English language in context, addressing learners' cultural factors using learner-centered strategies. Furthermore, Handayani, (2015) argued that Instagram is effective for improving overall language skills, particularly speaking skills, and is a valuable tool for both in-class and out-of-class use, whereas Mansor, and Rahim, (2017) explored L2 learners' engagement in online discussions and their responses to

using Instagram for language learning activities. Similarly, Kukulska-Hulme, (2009) suggested that by providing collaborative speaking activities, cell phones can be used to promote learners' speaking skills. In line with this, Borau, Ullrich, Feng, and Shen, (2009) revealed that mobile devices allow learners to enhance learners' communicative competence.

Additionally, Zare, and Othman, (2015) conducted a study on how using classroom debate can enhance undergraduates' oral communication skills and critical thinking. They asserted that classroom debate is a beneficial learning activity that improves speaking skills by increasing self-confidence and overcoming stage fright. Alasmari and Ahmed (2013) claimed that debate encourages active learning and can enhance students' English speaking skills, while Zare and Othman (2013) proposed that classroom debate is an effective strategy for promoting student interaction and involvement, reducing stage fright, and building confidence. Furthermore, they argued that as learners participate in debate and listen to others, they will also pick up new words and increase their vocabulary knowledge.

Furthermore, Burns (1998) discussed two approaches to developing speaking skills: the indirect/transfer approach and the direct/controlled approach. In the indirect transfer approach, students often practice speaking with their peers in the classroom and then apply these skills to real-life communication. In the direct-controlled approach, grammar and pronunciation are taught directly through drills and other activities.

Moreover, while Manurung (2015) emphasised that contextual internet-based instructional materials helped improve students' speaking skills, Goh and Burns (2012) proposed the "Teaching Speaking Cycle," aiming to develop second language speaking skills through various activities and tasks. The model consists of seven stages: focusing learners' attention on speaking, providing input, conducting speaking tasks, focusing on language, repeating speaking tasks, directing learners, and providing feedback. They argued that the teacher is required to guide learners systematically in each stage of the cycle.

Researchers (Bell, 2001; Nation, 1997; Shue, 2004; Li, Gan, Leung, & An, (2022) have also examined the influence of extensive reading on different language development aspects, concluding that extensive reading is crucial in enhancing learners' language proficiency. For example, Mason and Krashen (1997) found that extensive reading improved reading comprehension and motivation, while Leung (2002) found that reading improved reading comprehension ability, grammar, and vocabulary knowledge. Powel (2005) emphasised that extensive reading enhances vocabulary, grammatical knowledge, confidence, and motivation in language learning.

Additionally, Bell (2001); Sheu (2003) and Powel (2005) emphasised that extensive reading positively affects vocabulary knowledge, grammatical knowledge, confidence, and motivation in language learning. Consistent with this, while Samaraweera (2023) emphasised that extensive reading enhances vocabulary knowledge, Pigada and Schmitt (2006) found that encountering a word 20 times in a text increases word knowledge and that vocabulary knowledge gives learners confidence in speaking. Engaging in a large quantity of reading materials can also improve language proficiency. Li, Gan, Leung, & An, (2022) suggested that extensive reading is a valuable tool for developing language proficiency, as it helps learners learn the language incidentally. However, Rahmany, Zarei, & Gilak, (2013) argued that extensive reading did not significantly affect Iranian undergraduate L2 learners' speaking skills. They argued that although

extensive reading improves L2 vocabulary, grammar, spelling, and reading comprehension, it does not improve speaking skills. In this scenario, it can be argued that although different approaches were investigated in L2 speaking research, conclusive evidence is not provided to determine the appropriate approach that can be used to develop L2 speaking skills.

Exposure to the target language through extensive reading may assist L2 learners recognise the language's function and behavior and improve their ability to manipulate structures in verbal communication. In line with this, Heaton, (2004) argued that learners should have the ability to manipulate structures and use appropriate forms of grammar in communication, and without reading, language acquisition may be difficult. Bright and McGregor, (1970) also suggested that individuals who want to learn English should read more or move into an English-speaking environment. Both grammatical and vocabulary competencies are important for speaking fluently and accurately. In line with this, Wipf, (1985) argued that generally an individual needs to acquire knowledge of vocabulary and grammar to produce correct and accurate utterances. Reading helps learners understand sentence structures and enhances the knowledge of vocabulary and the command of the language (Bright and McGregor, 1970). Reading can also help learners learn target language sentence structures, generate new ideas, and organise their thoughts in speaking. Consistent with this, Krashen, (1983) suggested that reading contributes significantly to L2 learners' competence in all four skills, whereas Williams (1984) suggested that language learners can practice the language they have learned through reading and reclaim it when speaking. Additionally, Bell, (2001); Yamashita, (2008); Leung, (2022) argued that extensive reading plays a vital role in learners' language proficiency, whereas Bell, (2001) and Sheu, (2003) emphasized that

vocabulary knowledge and grammatical competence can be enhanced through extensive reading.

Researchers (Nation and Newton, 2009; Krashen, 1983; Grabe and Stoller, 2002; Renandya and Farrell, 2011; Bell, 2001; Day and Bamford, 1998) emphasised the association between extensive reading and speaking skills. However, it appears that the association between extensive reading and speaking skills is not as researched as other aspects of language skills. Although researchers have focused on the relationship between reading and the development of different skills in a second language, they have paid little attention to the relationship between reading and speaking skills, particularly among young adult learners. L2 researchers have also not provided conclusive evidence on the best tools to develop L2 speaking skills, and this issue remains unresolved. To address this issue, it is necessary to identify possible approache/s. One approach that can be explored is the extensive reading and reading-based activity approach, which may address learner challenges: language anxiety, lack of grammar and vocabulary knowledge, and lack of confidence in L2 speaking. Additionally, this approach may facilitate L2 learners to enhance their accuracy and fluency in speaking. Therefore, this intervention study examined the viability of employing an extensive reading-based activity approach in a pedagogical environment in developing speaking skills among young adult L2 learners.

1.2 Research Questions

– Can extensive reading improve vocabulary and grammar knowledge in L2 adult learners?

– Can an extensive reading activity-based approach develop L2 adult learners' speaking skills?

2. Materials and Methods

2.1 Participants

The participants were adult second language learners in one of the public universities in Sri Lanka. Participants in both groups (control and experimental) were adult ESL learners (both male and female) enrolled in Extension Courses in English. The participants were following a Diploma in English and they were enrolled in the course through a placement test. The placement test consisted of grammar (two items: recognising grammatical mistakes and sentence completion), vocabulary, writing, and reading. The experimental group was assigned extensive reading and activities were conducted in the classroom based on the reading, whereas the control group was not assigned extensive reading, and activities were done as mentioned in lesson materials. The same teacher taught both groups. The first language of the participants was Sinhala. All participants did not follow any other English courses during the study. Therefore, the experimental group experienced an extensive reading activity-based approach only in this course. Both groups were taught the same syllabus, which was basically grammar oriented. However, the form-based traditional approach was used in the class of the control group, whereas the extensive reading and reading-based activity approach was used in the class of the experimental group.

2.2 Instruments and Procedure

Extensive reading and reading-based activity approach was used in the pedagogy environment of the experimental group. Both groups were given classroom instruction. Discussion, debates, pair work, group work, storytelling, presentations, speeches, short dialogues, role play, and short talks were conducted as extensive reading-based activities in the classroom. These collaborative activities created more authentic contexts for speaking, and through these activities, learners interact with peers in pairs or groups to convey information and viewpoints to achieve communicative outcomes. All these activities were based on extensive reading assigned to learners. The study was conducted for 48 hours (two hours per week). At the beginning of the study, the benefits of speaking skills and extensive reading-based activities in developing second language speaking skills were discussed with the experimental group to motivate them to be engaged actively in reading. The learners were encouraged that extensive reading would likely help them to be exposed to the target language and realise the function of the language in an authentic context. Furthermore, they were assigned to read short stories, novels, and reading materials that match their level of English by the teacher and bring them to the class. Then, based on their reading, different activities were conducted. The activities were interactive and as a result, learners were engaged actively in them. Learners were required to do all readings outside of class. The reading materials were decided by the teacher through negotiation with the learners. Every week, learners were required to finish their assigned readings before attending the class. Learners were encouraged constantly to keep up with reading. A post-test evaluation was conducted parallel to the pre-test evaluation to assess the learners' speaking skills. Vocabulary knowledge, grammar knowledge and speaking skills were tested. The evaluation was based on two activities: questions and answers and prepared speech on a given topic. The UTEL bench marks assessed the learners' ability to communicate familiar topics, state numerical data, deliver a short speech, find information, respond to questions, express opinions, interact spontaneously, and communicate coherently.

The UTEL Bands provide a comprehensive framework for assessing speaking skills and have been proven to be reliable and valid in Sri Lankan context. The pre- and post-tests

assessed specific factors, namely: Pronunciation – clarity and accuracy of spoken words, Vocabulary – ability to speak fluently without unnecessary pauses or interruptions, Grammatical Range and Accuracy – correct use of grammatical structures and various sentence patterns, Lexical Resources – range and appropriateness of words used in speaking, Coherence and cohesion– the logical organisation of ideas and ability to link sentences smoothly. The use of these components as part of the assessment rubric ensures a robust and comprehensive evaluation of the students' speaking skills both before and after the intervention. This approach ensures that the evaluation not only focuses on general speaking increases, but also provides precise insights into fluency, vocabulary usage, and grammatical accuracy, as underlined by the UTEL band descriptions.

The topic was given by the evaluators, and learners were given 3 minutes to prepare for the topic, and speech was required to do for 5 minutes. The skill was assessed through the process of having each student explain or describe the chosen topic. Prior to the program, learners from both groups were assessed and the findings were analysed and compared to identify whether there were any variations in speaking skills between the two groups. However, there was a significant difference in speaking skills between the two groups. At the end of the programme, both groups were assessed and the results were analysed and compared.

The skill was assessed using common band descriptors developed by a panel appointed by the University Grants Commission of Sri Lanka (UGC) for a common test for adults known as the University Test for English Language (UTEL), a national test administered in all state universities in Sri Lanka and funded by the World Bank. The band ratings varied from 0 (the lowest) to 9 (the highest). Bands below 05 were regarded as weak while band 9 was considered the highest. The findings are shown in the results section. During the programme, the teacher observed and experienced the ability to play a specific role in the classroom presentation, to ask and respond to questions, and to comment and argue during a discussion. The findings indicate that extensive reading and reading-based activity approach potentially support adult second language learners develop their speaking skills. Additionally, the results indicated that this approach boosts the development of vocabulary and grammatical knowledge as well as accuracy and fluency in speaking skills.

3. Results and Discussion

The study aimed to determine if reading extensively leads to improvements in grammar and vocabulary knowledge and if an extensive reading-based activity approach helps young adult second-language (English) learners enhance their speaking skills. The pre-and post-evaluation of the experimental and control groups showed significant differences in speaking skill development. The study indicated that extensive reading significantly contributes to grammar and vocabulary knowledge, while an extensive reading-based approach supports the development of speaking skills in young adult second-language learners.

The following bar charts and line graphs provide a detailed overview of the results of the placement test, pre- and post-grammar tests (recognising grammatical mistakes and sentence completion), vocabulary tests, and speaking tests obtained by the participants. Line Graph 01 depicts the scores received by each participant in both groups for the grammar and vocabulary items at the placement test. The majority of participants (70%) received four (04) or fewer than four (04) out of ten scores on both assessments. These findings suggest that the learners in both groups had equal levels of grammatical and vocabulary knowledge at the beginning of the programme.
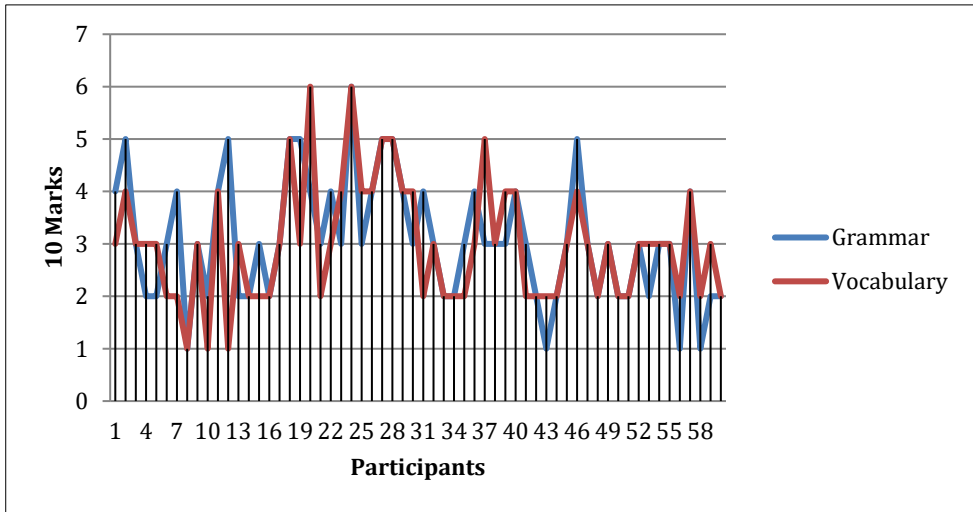
Figure 01. Both Groups - Placement Test Results (Grammar and Vocabulary)
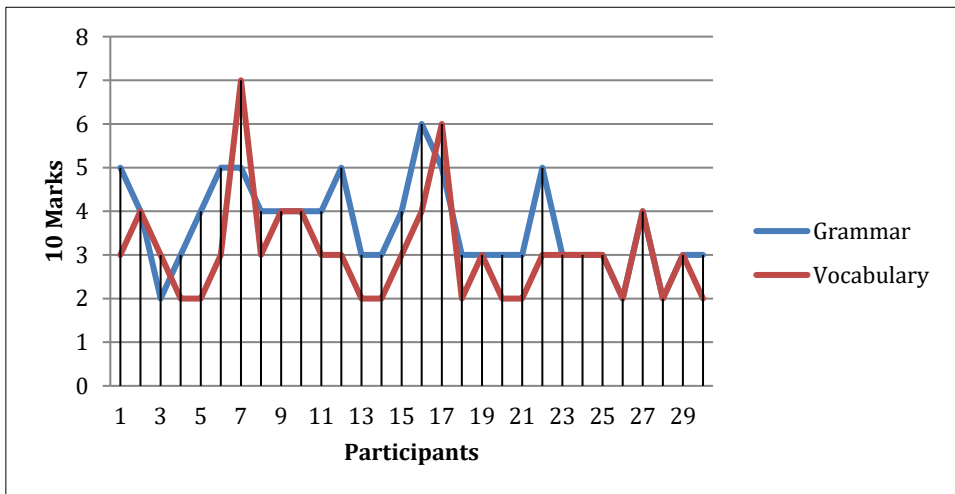

Figure 02. Control Group, Post –Test Results (Grammar and Vocabulary)

Line Graph 02 displays the marks obtained by each learner of the control group for the post-tests: grammar and vocabulary, which were similar to the test items of the placement test.
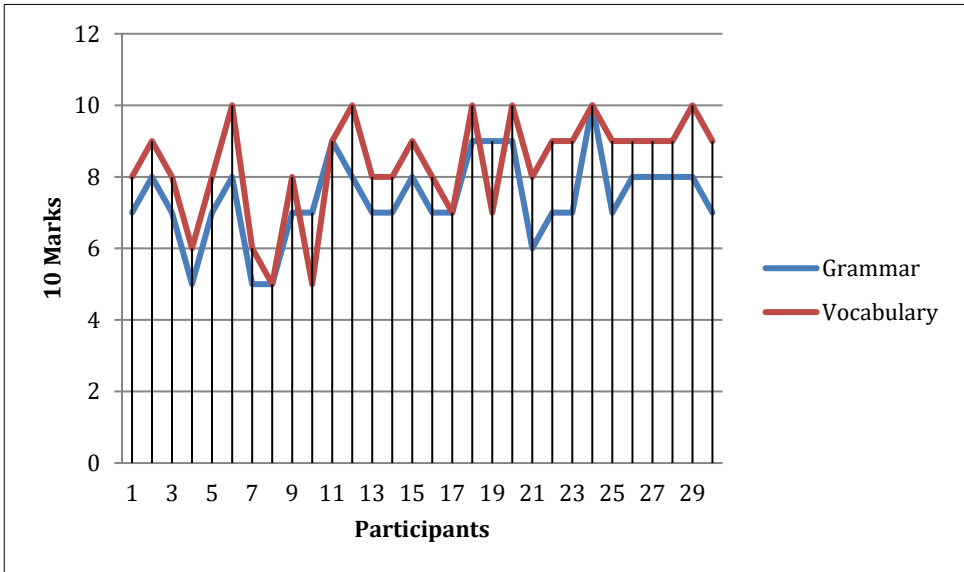
It can be seen that the majority of learners (60%) have gained marks five (5) or below five (5) out of 10 marks for both tests as compared to the placement test results. However, a slight development in both components can be seen as the learners followed the programme for 48 hours.

Line Graph 03 indicates the marks obtained by each learner of the experimental group for the post-tests: grammar and vocabulary, which were similar to the test items of the placement test. It can be seen that the majority of learners (around 75%) have gained marks of eight (8) or above out of 10 marks for vocabulary, while about 65%

scored for grammar. Average vocabulary score increased by 3.5 points whereas grammar scores increased by 2.8 points. The results indicated that learners received more marks for vocabulary than grammar, which indicates that extensive reading has a significant impact on the development of vocabulary knowledge (this will be discussed in the discussion section).

Figure 03. Experimental Group, Post –Test Results (Grammar and Vocabulary)

The Bar Chart 01 depicts the band received by each learner of both groups: control and experimental, for the pre-speaking test. It can be seen that the majority of learners (80%) of both groups have gained band 3 or below which indicates weak.

Bar Chart 02 demonstrates the band obtained by each learner of both groups: control and experimental, for the speaking post-test. It can be seen that 85% of the learners of the control group have obtained band 4 or below 4, which is weak whereas 90% of the learners of the experimental group have gained band 5 or above which is considered good and excellent. In contrast with the learners of the control group, the learners of the experimental group have developed their second language speaking skills significantly with the help of an extensive reading-based activity approach in a second language pedagogical environment. The findings demonstrate that there is a significant difference in how the two groups improve speaking skills.

Therefore, it can be argued that an extensive reading activity-based approach has a profound effect on the development of speaking skills with accuracy and fluency in adult second language learners. The results suggest that learners with more exposure to extensive reading and reading-based activity in the classroom can improve their grammar and vocabulary knowledge and speaking skills than learners with less exposure to extensive reading and practice.

The findings indicated that the amount of exposure to extensive reading and reading-based activity in a second language pedagogical environment reflected in their speaking skills. These findings will be discussed in the discussion section with supporting evidence.
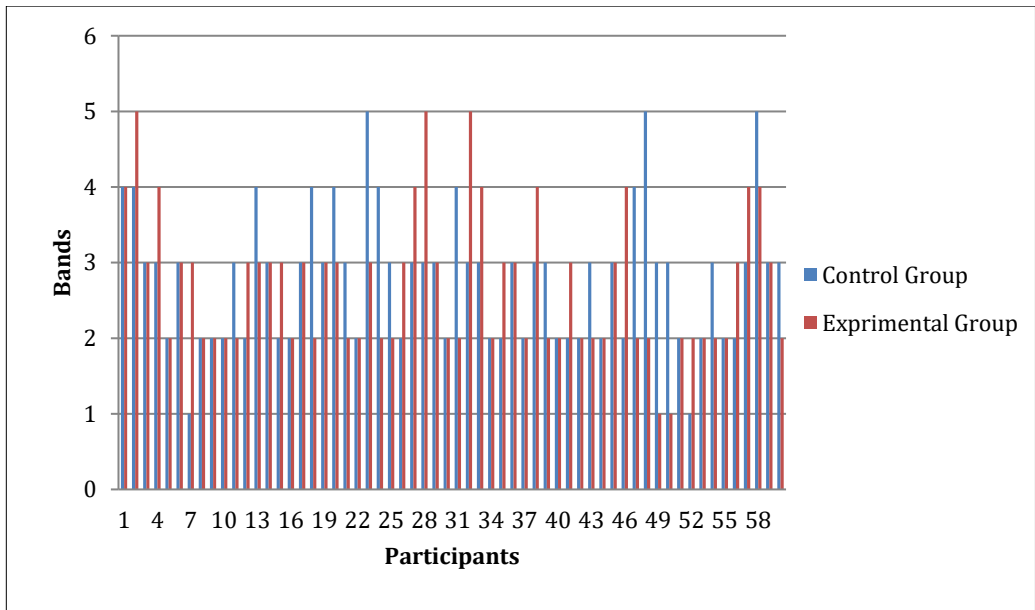
Figure 04: Both Groups, Speaking Pre-Test Results
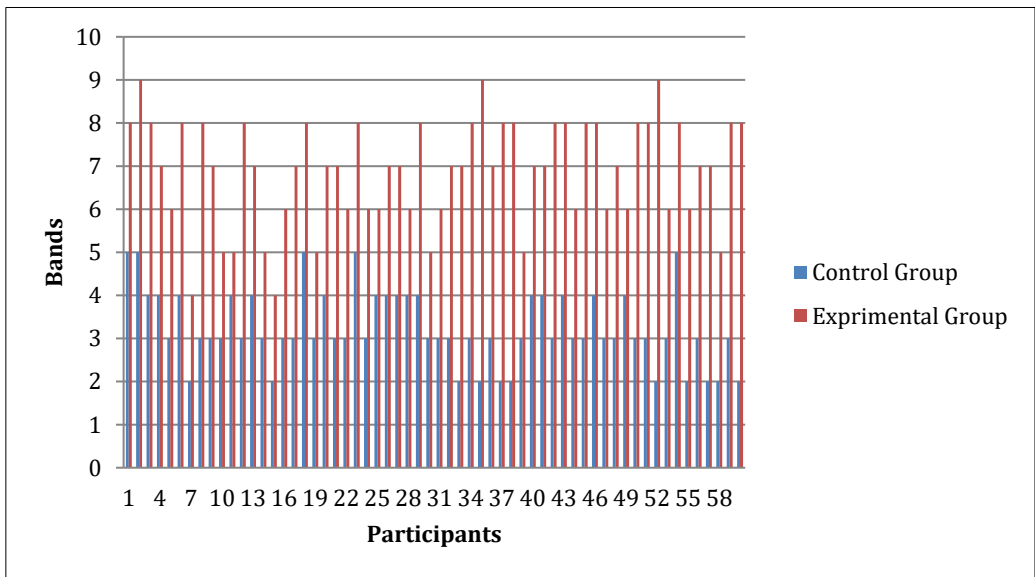
Figure 05: Both Groups, Speaking Post -Test Results

The main objective of this study was to examine if extensive reading helps improve grammar and vocabulary knowledge and if an extensive reading-based approach can be used to enhance speaking skills in young adult learners of English as a second language. The results showed that the extensive reading-based activity approach has a significant impact on the development of speaking skills in L2 young adult learners.

171

Furthermore, the findings suggested that this approach also has a positive effect on the development of grammar and vocabulary knowledge, allowing learners to speak with accuracy and fluency. These results support the Input Hypothesis (Krashen, 1985), which suggests that learners acquire language in a more natural and less structured way through exposure to the target language.

The current findings suggest that extensive reading and reading-based activities can help L2 learners improve their vocabulary knowledge, which is crucial for speaking fluently. Previous studies (Oya, Manalo, and Greenwood, 2009; Koizumi, 2005; Samaraweera, 2023; McLean, Stewart, & Batty 2020; Warnby, 2022) have also emphasised the role of reading in vocabulary development and the importance of vocabulary in maintaining fluency in speaking. For instance, Samaraweera, (2023) examined if reading contributes to the development of vocabulary knowledge and suggested that more reading significantly contributes to the development of vocabulary knowledge among ESL undergraduate learners. In line with this, (McLean, Stewart, and Batty, 2020; Warnby, 2022) suggested that exposure to reading materials has a tendency to infer the meanings of words and phrases which leads to the acquisition of vocabulary knowledge. Exposure to reading may help learners understand the grammar of words and meanings of sentences and where the words fit with other words. Reading may allow L2 learners to analyse words in a language and in turn, develop vocabulary knowledge by understanding both the structural and functional elements of words.

In acquiring vocabulary knowledge, understanding how words behave in context is important (Nagy & Anderson, 1984). This is supported by Sanacore (1994), who asserts that extensive reading improves learners' ability to guess the meaning of unknown words and phrases based on context clues.

Sanacore emphasised that reading extensively makes learners understand more sentences and concepts in the target language. Furthermore, Nation (1995) argued that reading is a major source of vocabulary growth, while Lechmann (2007) suggested that reading results in incidental vocabulary acquisition. Based on the findings of the present study, it can be suggested that both classroom activities and extensive reading are essential for developing L2 young adult learners' speaking skills. Similar to the current results, Dubin and Olshtain (1977) suggested that extensive reading allows learners to acquire a great deal of vocabulary in a more natural and less structured manner. Furthermore, Nation (1997) suggested that vocabulary knowledge helps learners to develop confidence in speaking. Consistent with this, Higgs and Clifford (1982), the current results indicate that vocabulary knowledge has a profound effect on speaking performance and vocabulary can be developed through extensive reading and reading-based activities. This is consistent with Levelt, (1993; Laufer (1997); Lechmann, (2007); and Samaraweera, (2023) who argued that vocabulary is fundamental in speaking and more reading helps learners to be exposed to vocabulary and acquiring broad and deep vocabulary knowledge. However, ESL learners' vocabulary acquisition is likely also to be influenced by spoken language exposure (Krashen (2003). Therefore, in addition to exposure to written language, exposure to spoken language also should be considered in future studies.

Furthermore, consistent with previous studies (Richards & Renandya, (2002); Muhsin, (2015), the current results indicated that in addition to L2 learners' vocabulary knowledge, grammatical competency also can be developed through the approach: of extensive reading and extensive reading-based activities. This is consistent with the studies (Bell, (2001); Sheu, (2003); Samaraweera, (2023); Powel (2005). While they emphasised that extensive reading

positively impacts vocabulary knowledge and grammatical competence, Harmer & Khan, (2001) argued that grammar supports learners to arrange the correct meaning of sentences based on the context, and avoid misunderstanding in oral communication. In line with this, Krashen (1992) suggested that reading is a significant factor that helps L2 learners improve good grammar knowledge and enable them to build sentences and utterances independently. Grammatical competency facilitates L2 learners to construct comprehensible sentences in speaking. It seems that this approach helps learners develop the ability to manipulate structures in the target language and produce grammatically correct and logically connected sentences with appropriate words in oral communication. The current results indicate that both vocabulary and grammatical competencies are essential in speaking and both can be developed through extensive reading and reading-based activity approaches in a second language pedagogical environment.

Extensive reading facilitates L2 learners to improve their both grammatical and vocabulary knowledge, which leads to the development of accuracy and fluency of speaking skills. This is consistent with (Bell, (2001) and Sheu, (2003) who emphasised that extensive reading has a positive impact on vocabulary and grammar knowledge. When the learners are constantly engaged in the target language through reading and reading-based activities, they may notice and master the patterns in the target language. This is consistent with Fraser, (2000) and Hedge (2001). They suggested that reading helps learners to be aware of language structures and vocabulary knowledge.

Vocabulary may help L2 learners to maintain fluency whereas grammar may help them to maintain accuracy in speaking. Consistent with previous literature (Bell, (2001); Yamashita, (2008); Leung, (2022), and based on the findings of the study, it can be

suggested that an extensive reading and reading-based activity approach can support L2 learners to acquire vocabulary and grammar knowledge of the target language and maintain accuracy and fluency in their speaking.

The results indicate that in addition to grammar and vocabulary knowledge, continuous practice in the pedagogy environment also plays a vital role in developing L2 learners' oral communication. Consistent with this, while Richards (2006) argued that speaking can be developed through practicing the target language in the classroom, Gudu, (2015) argued that practice develops competency and confidence in L2 language learners. Additionally, Krashen, & Terrell, (1983) and Williams (1984) suggested that through reading language learners can practice the language they have learnt and reuse it. When opportunities are provided to learners to practice the target language with their peers in the classroom, they interact with each other and share their knowledge and experience with peers and may develop their confidence in using the language. This is consistent with Manurung, (2015) and (Goh and Burns, 2012). They argued that different activities and tasks in a second language pedagogical environment assist learners in developing their confidence and competence.

Therefore, it can be suggested that extensive reading and reading-based activity approach can create opportunities for learners to practice the target language continuously, and this practice may lead to the development of L2 language speaking skills. In line with this, Williams (1984) suggested that L2 learners can practice the language through reading and reuse it in other skills such as speaking. Additionally, through this approach, based on the activity, the teacher can create task a fun-filled environment in the classroom and guide learners systematically in each activity so that learners can be motivated to speak in a fun and conducive

environment and make them more active and independent.

Considering the findings, it can be suggested that an extensive reading and reading-based activity approach can be used to practice the target language in a second language pedagogical environment and develop L2 learners' vocabulary and grammar knowledge, which leads to the development of L2 learners' speaking with accuracy and fluency.

5. Conclusion and Recommendation

This intervention study aimed to investigate whether extensive reading develops grammar and vocabulary knowledge and extensive reading-based activity approach can be used to develop speaking skills with accuracy and fluency in English as a second language for young adult learners. L2 speaking literature argues that grammar vocabulary knowledge and practice are essential features of developing speaking skills, as these features develop accuracy and fluency in speaking skills.

In consistent with the literature, the results of the current study indicated that extensive reading and reading-based activity approach is a significant tool that can be used to develop second language young adult learners speaking skills. The results further indicated that through extensive reading-based activities learners can practice and internalise vocabulary and grammatical structures in the pedagogical environment. The factors: vocabulary and grammar knowledge, practice, fluency, accuracy, language anxiety, confidence, and competence should be focused on simultaneously in the process of developing speaking skills.

The results of this study indicated that the extensive reading and reading-based activity approach can address all these factors effectively. Given that this approach

facilitates learners to learn and practice the target language continuously in and outside of the classroom and it provides opportunities for learners to read extensively and experience the nature and function of the target language, it can be suggested that this approach could be employed as a teaching tool in developing L2 young adult learners' speaking skill in English as a second language pedagogical environment. The implications derived from this study could be useful for ESL educators and learners.

5. References

Alasmari, A., & Ahmed, S. S. (2013). Using debate in EFL classes. English language teaching, 6(1), 147-152.

Bell, T. (2001). Extensive reading: Speed and comprehension. The reading matrix, 1(1).

Borau, K., Ullrich, C., Feng, J., & Shen, R. (2009). Microblogging for language learning: Using twitter to train communicative and cultural competence. In Advances in Web Based Learning–ICWL 2009: 8th International Conference, Aachen, Germany, August 19-21, 2009. Proceedings 8 (pp. 78-87). Springer Berlin Heidelberg.

Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. San Francisco, CA: Addition Wesley Longman.

Burns, A. (1998). Teaching speaking. Annual review of applied linguistics, 18, 102-123.

Carter, R., & Mncarthy, M. (1995). Grammar and the spoken language. *Applied linguistics*, *16*(2), 141-158.

Chomsky, N. (1965). Persistent topics in linguistic theory. Diogenes, 13(51), 13-20.

Cheng, L., & Warden, C. A. (2020). Flipped Classroom Improves Student Achievement in Speaking Competence. Journal of Educational Technology Development and Exchange, 13(2), 45-60.

Cunningham, A. E., & Stanovich, K. E. (1998). What reading does for the mind. American Educator, 22(1–2), 8–15.

Day, R. R., Bamford, J., Renandya, W. A., Jacobs, G. M., & Yu, V. W. S. (1998). Extensive reading in the second language classroom. Relc Journal, 29(2), 187-191.

Dubin, F., & Olshtain, E. (1977). Facilitating language learning: A guidebook for the ESL/EFL teacher.

Fraser, H. (2000). Literacy vs oral communication skills for ESL learners. Literacy Link, 19(3), 4-6.

Goh, C. C. (2016). Teaching speaking. In W. A. Renandya & H. P. Widodo (Eds.), English language teaching today: Linking theory and practice (pp. 143–159). Springer.

Goh, C. C., & Burns, A. (2012). Teaching speaking: A holistic approach. Cambridge University Press.

Grabe, W. (1991). Current developments in second language reading research. TESOL quarterly, 25(3), 375-406.

Grabe, W., & Stoller, F. L. (2002). Teaching and Researching Reading. Longman.

Gudu, B. O. (2015). Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. Journal of Education and Practice, 6(35), 55-63.

Handayani, F. (2015). Instagram as a teaching tool? Really?. Proceedings of ISELT FBS Universitas Negeri Padang, 4(1), 320-327.

Harmer, J., & Khan, S. (1991). The Practice of English Language Teaching with DVD. A TESOL Publication of English Australia Pty Ltd, 24(1), 85.

Heaton, J. B. (2004). Writing English Language Tests. New York: Oxford University Press.

Hedge, T. (2001). Teaching and learning in the language classroom (Vol. 106). Oxford: Oxford university press.

Hedge, T. (1985). Using Readers in Language Teaching. London: Macmillan.

Higgs, T. V., & Clifford, R. (1982). The push toward communication. In T. V. Higgs (Ed.), Curriculum, competence, and the foreign language teacher (pp. 243–265). National Textbook Company.

Karpovich, I., Sheredekina, O., Krepkaia, T., & Voronova, L. (2021). The use of monologue speaking tasks to improve first-year students' English-speaking skills. Education Sciences, 11(6), 298.

Koizumi, R. (2005). Speaking performance measures of fluency, accuracy, syntactic complexity, and lexical complexity. JABAET (Japan-Britain Association for English Teaching) Journal, 9, 5-33.

Krashen, S. (2003). English: The world's second language. In The Proceeding of Twelfth International Symposium on English Teaching (pp. 100-108).

Krashen, S. (1992). The input hypothesis: An update. Linguistics and language pedagogy: The state of the art, 409-431.

Krashen, S. (1985). The Input Hypothesis: Issues and Implications. London: Longman.

Krashen, S. D., & Terrell, T. (1983). Natural approach (pp. 20-20). New York: Pergamon.

Krashen, S. D. (1982). Acquiring a second language. World Englishes, 1(3), 97-101.

Krashen, S. (1983). The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany.

Kukulska-Hulme, A. (2009). Will mobile learning change language learning?. ReCALL, 21(2), 157-165.

Laufer, B., & Kimmel, M. (1997). Bilingualised dictionaries: How learners really use them. *System*, *25*(3), 361-369.

Lazaraton, A. (2001). Teaching oral skills. Teaching English as a second or foreign language, 3, 103-115.

Lehmann, M. (2007). Is intentional or incidental vocabulary learning more effective. The International Journal of Foreign Language Teaching, 3(1), 23-28.

Li, H., Gan, Z., Leung, S. O., & An, Z. (2022). The impact of reading strategy instruction on reading comprehension, strategy use, motivation, and self-efficacy in Chinese university EFL students. Sage Open, 12(1), 21582440221086659.

Li, Z. G., & Song, M. Y. (2007). The relationship between traditional English grammar teaching and communicative language teaching. Online Submission, 4(1), 62-65.

Levelt, W. (1989). JM Speaking: from intention to articulation. Cambridge, MA.

Levelt, W. J. (1993). The architecture of normal spoken language use. In Linguistic disorders and pathologies: An international handbook (pp. 1-15). Walter de Gruyter.

Lucas, J. (1984). Communication apprehension in the ESL classroom: Getting our students to talk. Foreign language annals, 17(6), 593-598.

Nelson, G., & Greenbaum, S. (2018). An introduction to English grammar. Routledge.

Mansor, N., & Rahim, N. A. (2017). Instagram in ESL classroom. Man in India, 97(20), 107-114.

Mansor, N., & Rahim, N. A. (2017). Instagram in ESL classroom. Man in India, 97(20), 107-114.

Manurung, K. (2015). Improving the speaking skill using reading contextual internet-based instructional materials in an EFL class in Indonesia. Procedia-Social and Behavioral Sciences, 176, 44-51.

Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. System, 25(1), 91-102.

Mart, C. T. (2012). Developing speaking skills through reading. International Journal of English Linguistics, 2(6), 91.

McLean, S., Stewart, J., & Batty, A. O. (2020). Predicting L2 reading proficiency with modalities of vocabulary knowledge: A bootstrapping approach. Language Testing, 37(3), 389-411.

Muhsin, M. A. (2015). The correlation between students' grammar knowledge and writing ability. Muhammadiyah University of Makassar, Indonesia.

Nagy, W. E., & Anderson, R. C. (1984). How many words are there in printed school English?. Reading research quarterly, 304-330.

Nagy, W. E., Herman, P. A., & Anderson, R. C. (1985). Learning words from context. Reading research quarterly, 233-253.

Nation, I. S. P, & Newton, J. (2009). Teaching ESL/EFL Listening and Speaking. Routledge.

Nation, P. (1997). The language learning benefits of extensive reading. Language Teacher, 21, 13–16.

Nation, P. (1995). Best practice in vocabulary teaching and learning. EA journal, 13(2), 7-15.

Nation, P., & Waring, R. (1997). Vocabulary size, text coverage and word lists. Vocabulary: Description, acquisition and pedagogy, 14(1), 6-19.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. TESOL quarterly, 37(4), 589-613.

Oya, T., Manalo, E., & Greenwood, J. (2009). The influence of language contact and vocabulary knowledge on the speaking performance of Japanese students of English. The Open Applied Linguistics Journal, 2(1).

Paneerselvam, A., & Mohamad, M. (2019). Learners' Challenges and English educators' approaches in teaching speaking skills in an ESL classroom: a literature review. Creative Education, 10(13), 3299-3305.

Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. The modern language journal, 76(1), 14-26.

Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. Reading in a foreign language, 18(1), 1-28.

Powell, S. (2005). Extensive reading and its role in Japanese high schools. The Reading Matrix, 5(2).

Rahman, S. F. A., Yunus, M. M., & Hashim, H. (2019). An Overview of Flipped Learning Studies in Malaysia. Arab World English Journal, 10(4), 194-203.

Rahmany, R., Zarei, A. A., & Gilak, S. (2013). The effect of extensive reading on Iranian EFL learners' motivation for speaking. Journal of Language Teaching and Research, 4(6), 1238-1246.

Renandya, W. A., & Farrell, T. S. C. (2011). Teacher, the tape is too fast! Extensive listening in ELT. ELT Journal, 65(1), 52-59.

Richards, J. C. (2008). Teaching Listening and Speaking: From Theory to Practice. Cambridge University Press.

Richards, J. C. (2006). Developing classroom speaking activities: From theory to practice. Guidelines-Singapore-Periodical for Classroom Language Teachers Then Magazine for Language Teachers-, 28(2), 3.

Richards, J. C., & Renandya, W. A. (Eds.). (2002). Methodology in language teaching: An anthology of current practice. Cambridge university press.

Richards, J. C., & Schmidt, R. W. (2013). Longman dictionary of language teaching and applied linguistics. Routledge.

Samaraweera, S. G. S. (2023). Second Language Reading and Vocabulary Acquisition by Adult Learners of English. Vidyodaya Journal of Humanities and Social Sciences, 8(01).

Sanacore, J. (1994). Lifetime literacy through independent reading: The principal is a

key player. Journal of Reading, 37(7), 602-606.

Santhanasamy, C., & Yunus, M. M. (2022). A Systematic Review of Flipped Learning Approach in Improving Speaking Skills. European Journal of Educational Research, 11(1), 127-139.

Sheu, S. P. (2003). Extensive reading with EFL learners at beginning level. TESL Reporter, 36, 19-19.

Sheu, S. P. H. (2004). The effect of extensive reading on learners" reading ability development. Journal of National Taipei Teachers College, 17(2), 213-228.

Trent, J. (2009). Enhancing oral participation across the curriculum: Some lessons from the EAP classroom. Asian EFL Journal, 11(1), 256-270.

Urrutia Leó, W., & Vega Cely, E. (2010). Encouraging teenagers to improve speaking skills through games in a Colombian public school. Profile Issues in TeachersProfessional Development, 12(1), 11-31.

Vellayan, G. (2021). A review of studies on cooperative learning strategy to improve ESL students' speaking skills. Turkish Journal of Computer and Mathematics Education (TURCOMAT), 12(3), 63-68.

Wallis, S., & Nelson, G. (2001). Knowledge discovery in grammatically analysed corpora. Data Mining and Knowledge Discovery, 5, 305-335.

Warnby, M. (2022). Receptive academic vocabulary knowledge and extramural English involvement–is there a correlation?. ITL-International Journal of Applied Linguistics, 173(1), 120-152.

Weimer, M. (2013). Learner-Centered Teaching: Five Key Changes to Practice. Jossey-Bass.

Williams, E. (1984). Reading in the Language Classroom. London: Macmillan Publishers Ltd.

Williams, J. P. (1984). Phonemic analysis and how it relates to reading. Journal of Learning Disabilities, 17(4), 240-245.

Wipf, J. A. (1985). Evaluating Listening Comprehension and Speaking Proficiency of Prospective Student Teachers in German. ADFL Bulletin, 16(2), 25-28.

Yamashita, J. (2008). Extensive reading and development of different aspects of L2 proficiency. *System*, *36*(4), 661-672.

Yuliawati, L. (2018). The effects of grammar and vocabulary mastery on students' reading comprehension. Wanastra: Jurnal Bahasa Dan Sastra, 10(1), 1-8.

Zare, P., & Othman, M. (2013). Classroom debate as a systematic teaching/learning approach. World Applied Sciences Journal, 28(11), 1506-1513.

Zare, P., & Othman, M. (2015). Students' perceptions toward using classroom debate to develop critical thinking and oral communication ability. Asian Social Science, 11(9), 158.

Zare, P., & Othman, M. (2013). The relationship between reading comprehension and reading strategy use among Malaysian ESL learners. International Journal of Humanities and Social Science, 3(13), 187-193.