

Dilini Thellabhura Vithanage Samaranayake

Factors that determine the acquisition of English as a second language among adult learners in Sri Lanka

Master's thesis in English Linguistics and Language Acquisition

Supervisor: Anne Dahl

June 2021

Dilini Thellabhura Vithanage Samaranayake

Factors that determine the acquisition of English as a second language among adult learners in Sri Lanka

Master's thesis in English Linguistics and Language Acquisition
Supervisor: Anne Dahl
June 2021

Norwegian University of Science and Technology
Faculty of Humanities
Department of Language and Literature



Abstract

Despite the fact that English language is included in the school curriculum of the government schools and it is taught right throughout the school education, the proficiency in English among the majority of Sri Lankan adults remains unsatisfactory (Seefa,2017). This thesis aimed at exploring the factors affecting acquisition of a non-native language specifically focusing on the factors affecting on acquisition of English as a second language (ESL) among Sri Lankan adults.

The study examined the socio-economic background of the learner, exposure towards the second language (L2) received by the learner, motivation of the learner to study the L2 and the ESL teaching approaches received by the learner in the process of learning English as a L2, in order examine the impact of these four factors on the ESL acquisition among Sri Lankan adults.

The data of the research was obtained through the use of quantitative method in the form of a questionnaire answered by 30 Sri Lankan adult respondents. The findings of this study suggest that there is a relationship between these four factors and the ESL acquisition of the learners.

Acknowledgments

First and foremost, I would like to thank my supervisor, Dr Anne Dahl. I greatly appreciate the support and the guidance given by her. Without her guidance this thesis would not have been possible.

I would like to thank all the other amazing University lecturers and the university staff who made my Master's studies at NTNU unforgettable.

My sincere gratitude goes to all the students who participated in my study for giving their time to answer my questions.

I am greatly impressed by my stay in Norway. It will always be remembered as the best time of my life.

Table of Contents

Abstract.....	i
Acknowledgments.....	ii
Table of Contents.....	iii
List of Figures.....	v
List of Tables.....	vi
Abbreviations.....	vii
CHAPTER 1.....	1
1.1 Introduction.....	1
CHAPTER 2.....	3
2.1 Introduction.....	3
2.2 Second language.....	3
2.3 English as a Global Language and a Second Language.....	3
2.4 Second language acquisition theories.....	4
2.5 Factors affecting learning English as a second language.....	5
2.5.1 Socio economic background of the learner.....	5
2.5.2. Exposure received by the learner.....	8
2.5.3 Motivation.....	11
2.5.4 ESL teaching approaches received by the learners.....	14
2.6 Background of languages in Sri Lanka.....	21
2.7 English language in Sri Lanka.....	21
2.8 Teaching English as a second language in Sri Lanka.....	22
2.9 Structure of ESL teaching and the challenges faced in Sri Lankan government schools...	24
CHAPTER 3.....	27
3.1 Introduction.....	27
3.2 Focus of the study and the hypotheses.....	27
3.3 Participants of the study.....	28
3.4 Procedure.....	29
3.5 Data analysis.....	30
CHAPTER 4.....	31

4.1 Introduction.....	31
4.2 Validity and Reliability.....	31
4.3 Demographic Characteristics.....	32
4.3.1 Gender.....	33
4.3.2 Age.....	33
4.3.3 Grades obtained at GCE O/L Examination.....	34
4.3.4 IELTS Examination.....	34
4.4 Descriptive Statistics.....	34
4.5. Correlation Analysis.....	41
4.6. Regression Analysis.....	43
4.6.1. Impact of Factors on the English Language Acquisition.....	44
4.6.2. Hypotheses Testing.....	45
4.6.3 Impact of Motivation on the English Language Acquisition.....	47
4.6.4. Impact of approaches in ESL teaching received by the learner on the English Language Acquisition.....	48
4.7 One-way ANOVA Test.....	50
CHAPTER 5.....	57
5.1 Introduction.....	57
5.2 Implications of the demographic characteristics of the respondents.....	58
5.3 Implications of the descriptive analysis.....	59
5:4 Impact of the socio-economic background on the acquisition of English as a second language.....	59
5:5 Impact of the exposure on the acquisition of English as a second language.....	61
5:6 Motivation as a factor affecting second language acquisition.....	63
5:7 Impact of approaches of ESL teaching adopted in classroom on the acquisition of English as a second language.....	64
CHAPTER 6.....	69
Conclusion.....	69
Reference.....	71
Appendix.....	- 83 -

List of Figures

Figure 4. 1: English language acquisition (Average test score).....	36
Figure 4. 2: Profession	39
Figure 4. 3: Residence in English-speaking Countries	40
Figure 4. 4: Number of students in a class.....	41

List of Tables

Table 4. 1: Cronbach's Alpha.....	32
Table 4. 2: Gender.....	33
Table 4. 3: Age.....	33
Table 4. 4 : <i>Grade for O/L Examination</i>	34
Table 4. 5: Descriptive Statistics- Factors	35
Table 4. 6 : <i>Descriptive Statistics- Test Scores</i>	36
Table 4. 7: Mother's Occupation	37
Table 4. 8 : Father's Occupation.....	37
Table 4. 9 : Monthly Income	38
Table 4. 10: Reasons for not attending English Classes	38
Table 4. 11: Difficulty levels of areas in English.....	40
Table 4. 12: Pearson's Correlation Matrix.....	42
Table 4. 13: Regression Analysis- Model Summary.....	44
Table 4. 14: ANOVA Table	45
Table 4. 15: Regression Model- Coefficients table.....	45
Table 4. 16: Summary of Hypotheses Testing.....	47
Table 4. 17: Regression Model 02- Coefficients table.....	48
Table 4. 18: Regression Model 03- Coefficients table.....	49
Table 4. 19: One-way ANOVA (Mother's Occupation).....	51
Table 4. 20: Post-hoc Test- Mother's Occupation	52
Table 4. 21: One-way ANOVA (Number of Students).....	53
Table 4. 22: Post-hoc Test- Number of Students	54

Abbreviations

ESL	English as a Second Language
IELTS	International English Language Testing System
KET	Key English Test
L1	First Language
L2	Second Language
NSD	Norwegian Centre for Research Data
TPR	Total Physical Response

CHAPTER 1

1.1 Introduction

The studies carried out in the field of English education in Sri Lanka reports a relatively low proficiency in English language among the students in the rural schools in Sri Lanka (Perera,2001). Further, it is claimed that the majority of the students specifically the students from rural Sri Lanka are not yet able to gain the mastery of oral proficiency in English (Karunaratne,2003). The situation in English education in Sri Lanka needs to be examined closely in order to detect the causes that hinder the mastery of English language among Sri Lankans.

Socio-economic background of the learner, exposure to L2 received by the learner, learner's motivation to study L2 and the ESL teaching approaches received by the learner are some of the main factors identified in the literature as affecting the acquisition of a non-native language (Latifi et al., 2014; Gardner,2012; Hartas,2012;Harmer;2007 ; Lightbown and Spada,2011). In the current study these four factors will be examined in order to find the effect of these factors on ESL L2 acquisition among Sri Lankan adults.

This thesis will begin with an introduction to L2, L2 acquisition, English as a L2 and then the factors affecting learning a non-native language will be discussed specifically focusing on the factors which have direct bearing of this study. An introduction to the background of English education in Sri Lanka is then presented.

Finally, the current study will be discussed: the methods and results will be discussed, and this will be followed by a discussion about what the results mean and its implications on the ESL education in Sri Lanka. Since only a limited number of studies was carried out in exploration of the factors affecting the acquisition of English as a second language in Sri Lanka, the findings of this study may help us to have a broader insight into the factors that play a positive role as well as the factors that hinder the acquisition of English as a second language.

This realisation would pave a way for contemporary and future language researchers to come up with innovative and effective approaches to enhance the process of L2 learning. Probably not only in the process of ESL acquisition but also in learning any other foreign language too. As there is a focus in the study to investigate what frustrates the efficiency of English language education in Sri Lanka, the current ESL teachers who need to overcome the challenges they face with teaching in the classroom and to prepare the students for local examinations can further investigate and experiment on effective, innovative and upgraded teaching methodologies in the field of ESL teaching in Sri Lanka. This study may be useful for the undergraduates who are interested in serving as future ESL teachers in Sri Lanka. Last but not least the study may serve as needs analysis persons in authorities for instance ESL teacher trainers, curriculum makers and the educators of the country.

CHAPTER 2

2.1 Introduction

In this chapter a review of the literature on second language acquisition is presented. First the review introduces the notion of the second language and the status of English as a global and second language. Next an introduction to the factors that are identified in literature that affect the process of learning a second language is presented with a specific focus on the factors which have a direct bearing on this study. At the end of the review, a discussion of the languages used and the background of English language in Sri Lanka are presented with an insight to the teaching of English as a second language in Sri Lanka.

2.2 Second language

First language / native language / mother tongue / dominant language is generally ‘acquired during early childhood’ of a person (Saville-Troike 2006:4). There is a possibility to acquire (acquisition occurs passively and unconsciously through implicit learning) more than one first language for instance a child growing up in a surrounding where only Tamil is spoken and heard naturally ends up acquiring only Tamil as his first language where as another child growing up in an environment in which he has an exposure to both Tamil and Sinhala will acquire both Tamil and Sinhala as his first languages (Saville-Troike 2006:2). Any language acquisition that takes place after the acquisition of the first language is called second language, in different words, not only the second language learnt after the acquisition of the first language but also all the languages acquired subsequent to one’s first language is defined as the second language (Saville –Troike 2006:2). Acquisition of second language is defined as ‘the way in which people learn a language other than their mother tongue inside or outside of a classroom’ (Ellis,2013;365).

2.3 English as a Global Language and a Second Language

Recent developments in industrialization, science and technology have brought out a necessity of having a lingua-franca for the purpose of cross-cultural communication (Lysandrou & Lysandrou,

2003). English is used in almost all the fields such as education, trade, medicine, science and technology, advertising, transport and tourism as a lingua-franca by a large number of both native and non-native speakers giving it a superlative and dominating place as a language in the global context (Rao, 2019).

2.4 Second language acquisition theories

The real notion of development of second language acquisition theories starts in the 20th century even though it was an area which was much explored from distant history (Cook, 2008a). Out of the vast area of second language theories and hypotheses some of the influential theories will be discussed here.

Universal grammar theory that is proposed by Noam Chomsky in 1980 believes that language learning is a result of an innate system exclusive to humans and only the stimuli received by the surrounding are inadequate to learn a language (Cook,2008b). Linguistic researches on grammaticality and acceptability judgements are strengthened by this theory (Menezes, 2013).

Behaviourism theory which is based on the idea that all behaviours are acquired through conditioning which occurs during interactions within the surrounding environment, ignores the internal mechanisms. It believes that habit formation is the way of acquiring a language (Lightbown and Spada,2006). Skinner in 1957 believed that language is learnt through verbal operants controlled by the situations for instance social context of the learner. Chomsky in 1959 challenges this view stating that the internal structure and the procedure of language learning were not given significance in Skinner's view (Anindyarini, Rokhman, and Mulyani , 2018). Researches on contrastive analysis, error analysis along with the first language interference and interlanguage studies were enhanced by this theory of second language acquisition (Menezes, 2013).

Myles (2002) claims that the procedures of building networks and links in the brain during the process of learning a task is similar to language learning. This is the base of the **cognitivism theory**. Thus, the acquisition of a language has much more to do with internal procedures in the brain.

Socio cultural theory claims that the improvement of the language arises because of social communication (Cook,2008b). As human is a social being the learning of language too takes place as a result of the interactions with the other members of the society. This is applied to the acquisition of second language too (Lantolf and Thorne, 2007).

2.5 Factors affecting learning English as a second language

There are many factors that affect the acquisition of a non-native language such as age, motivation of the learner, exposure to the target language, teaching methods and approaches received by the learner, attitudes, intelligence and cognitive styles of the person (Ellis,1985, as cited in S.Khasinah,2004). The aim of this section is to present the four factors that are examined in the current study.

2.5.1 Socio economic background of the learner

Socio-economic background such as social status, educational background, ethnic and religious background, economy, and parental education play a dynamic role in the acquisition of a second language (Stern,2003). As human language is both used and developed with a social interaction, it is evident that the societal factors have a significant role in the process of both teaching and learning a second language (Lightbown and Spada ,2011). Stern (2003) brought out that the amount and the extent of second language learning opportunities and the exposure immensely depend on the learner's socio-economic status. For instance the access to technological devices in order to learn a second language such as TV, smart phone, internet, visits to countries where the target language is in use and the access to favorable second language instructional environment which consists of quality teaching, teaching materials etc are largely dominated by one's socio-economic strength. Thus, the learners from favorable socio-economic backgrounds are more privileged in learning a second language than the ones from underprivileged backgrounds. A significant correlation between the parental socio-economic backgrounds and the children's performance in second language is brought out by a study carried out by Burstall, as cited in Lightbown and Spada (2011) ; acquisition of French language of the children from high economic

and social backgrounds is reinforced by their parents. Poverty stricken and deprived educational backgrounds are said to have a negative effect on the development of language skills of the children (Feinstein,2003).

A study carried out in a public University in Babahoyo with 18 beginner students has come out with the observations that there is a significant correlation between the economic ability of the parents and the achievement of the students in mastering English as a foreign language. The students whose parents were financially incapable of providing their children with private education, were compelled to educate them at public schools where they received no satisfactory second language instruction till either high school or university education. This has resulted in comparatively low level of second language proficiency among these students than the students who were given English language education during secondary and tertiary education (Morales, 2017).

The mastery of second language seems positively affected the students who study in privileged schools located in the cities and suburbs than the students educate in underprivileged rural areas due to disparity of amount of access to language learning facilities, lack of parental support due to poverty and lack of education among the parents. These are identified as the socio-economic concerns that hinder the second language performance among the students in Sri Lanka (Perera et al,2010). However, MoE (2012) imparts that the economically well-to do parents who live in rural underprivileged areas are able to secure an education for their children in leading schools in the cities and suburbs. Thus, economic backgrounds of the parents have a direct impact on second language learning opportunities received by their children.

The Research report (2009) as cited in Aloysius (2015) political transfers given to certain qualified teachers to work in cities and suburbs has paved the way to an inadequacy of ESL teachers who are fit to teach English effectively in rural areas. Thus, the students in remote rural areas in Sri Lanka are deprived of having sufficient qualified ESL teachers in their schools.

Education in Sri Lanka is unfortunately seems rather examination oriented and its highly competitive. Consequently, private fee levying tuition classes have become rather essential

creating a favorable situation for the students from affluent socio-economic backgrounds over the students from low income families (Kuruwita,2014). Karunaratne I.M. (2009) also points out that the students from rural areas with impoverished or low-income family backgrounds are deprived of standard fee levying tuition classes. It's noteworthy even though the education in Sri Lanka is free there are certain extra expenditures such as stationary and uniforms (Manoharan, 2002) which again creates much favorable situation for the students from well to do families over the students from low income families. The expenditure on children's education, allocation of time on the child-parent collective educational activities are supposed to have a positive impact on the children's development of language skills (Gershoff et al.2007).

During the age of 3-5 years, language development of the children is positively reinforced when the parents create a linguistic-healthy background by engaging in language activities with the children while providing them with necessary access to language learning materials (Raz and Bryant,1990). Perera (2006) has come out with a surprising cause that hinders the acquisition of second language among the students in Sri Lanka. The constant exposure to utter destitute social conditions has deeply rooted a sense of defeatism or a sense of pessimism in students that has led them to believe that it is impossible to improve their standard of life. Aloysius (2015) has identified this situation as having so disastrous effects on the intellectual performance of the students. Thus, the destitute socio-economic backgrounds have a direct disastrous impact on the motivation of second language learning. A study carried out investigating the types of beliefs among the Iranian students towards their learning of a non-native language has come out with a conclusion that the students' reasons for studying a non-native language have more to do with their socio-economic status. Consequently, socio economic status has a reasonable impact on language learning beliefs and the acquisition of the language (Ariani & Ghafournia, 2016).

In addition, socio economic status has a significantly powerful impact on the beliefs on self-efficacy of the language learners thus, the socio-economic background and the motivation towards language learning are interconnected. This is brought out by a study done in exploration of the relationship between motivational and self-regulatory variables and social class among Chilean learners of English language (Kormos & Kiddle, 2013).

Linver et al., (2002), Yeung et al., (2002) cited in Hartas (2011) indicate a non-monotonic relationship between the family income and the standard of the maternal education. The maternal contribution extended in the education of children in providing educational materials is cognitively reinforcing. The assistance on education of the children provided by the mothers with some educational qualifications surpasses the contribution of the more educated mothers despite of their more tendency to possess an increased income. It's also noteworthy that the parental both allocation of time and expenditure on children's education is outrun by the strength of the family income. Both academic and hands on parental capacities as well as the family income need to be strengthened in order to minimize the socio-economic disparities in children's literacy (Gershoff et al.,2007).

The efficacy of the home learning is decided on the strength of both economy of the family and the education of the parents as the climate of the learning created and its efficacy would be reduced in the families that are socio-economically deprived (Hartas,2011). A study executed in investigating the impact of socio economic background specifically parental education, income and occupation in English education of the learners in Dubai public schools has observed a positive impact of these socio economic factors on the performance of English language of the learners (Salameh & Sathakathulla, 2018). The weightage and the importance given on the acquisition of a second language has been impacted to a reasonable amount by the interest and the significance that the specific language has been given by the prevailing society specially the high social strata (Stern, 2003).

2.5.2. Exposure received by the learner

It is claimed that both exposure and motivation play a dynamic role in language learning in didactic perspective (Ismail,1991 as cited in Aloysius,2015). Language learning takes place mainly in 2 different contexts namely formal language learning set up that takes place academically in well-structured classroom and informal language learning set up that can happen away from a structured classroom setup for instance in day today life at the supermarkets, working place etc and by engaging in viewing videos, reading newspapers etc (Eshach, 2007).

Brysbaert, Stevens, Mandera, and Keuleers (2016) as cited in De Wilde, Brysbaert and Eyckmans (2019) bring out that the vocabulary of an average native speaker possesses 42000 lemmas from 12000 word families which indicates that approximately 7 lemmas per day are added to their vocabulary. This task cannot be accomplished only by formal language education and obviously it has to be supplemented by informal language learning. Thus, it is evident that the mastery of a non-native language is required to be backed by informal learning in day today life apart from the well-structured formal language learning experience received at a language classroom (Bybee & Hopper, 2001).

Hulstijn (2003) has discussed the incidental language learning termed as ‘picking up’ that refers to unintended , unconscious and unplanned language learning occurring in human brain as a by-product of intended learning or while engaging in a different task during which the meaning of the words is given a paramount importance than the form of the language. Thus, it is the learner’s exposure to the language that facilitates language learning.

A study that has examined the effects of exposure on language learning in which the context of informal language learning is discussed has rationally suggested a better term for incidental learning; ‘contextual learning’ (that occurs as an accident of a unrelated activity) (Elgort et al.,2018). Incidental versus intentional is not the one and only factor that distinguishes the informal and formal learning. Exposure can happen both intentionally and unintentionally. A research carried out by Munoz (2011) has imparted that the contact with the speakers of English language is an important predictor of contextual language learning.

A study executed in exploration of exposure and language acquisition shows that playing computer games through interaction with native speakers has positively contributed language learning (Peterson,2010). Peters and Webb (2018) have showed the importance played by watching TV programmes in foreign languages in the acquisition of vocabulary. Studies executed in order to investigate the types of exposure that impact on the language acquisition have agreed on positive significance of reading in language acquisition (Ford-Connors and Paratore, 2015).

A significant positive correlation between reading, watching TV, films, videos, social networking and language learning was found out by a study carried out on exposure and knowledge of collocation among language learners (González Fernández & Schmitt, 2015). Studies conducted in investigation of effects of exposure on second language acquisition seem limited. Out of the studies carried out, it has been challenging to distinguish between the formal and informal language learning since the participants had already received L2 classroom instruction. In order to overcome this limitation of the earlier studies carried out, a study has been carried out by De Wilde, Brysbaert & Eyckmans (2019) on learning through out-of-school exposure using a sample of young participants before starting their formal classroom L2 instruction. 10-12- year old 780 participants were taken from the last year of a primary school in Belgium where the language of instruction is Dutch and formal instruction in English is started only in the first year of secondary school when the children are 12 to 13 years old. The study states that the 97% of the participants listened to English music on radio, a reasonably large amount of participants spoke in English with English speakers, 80% of the participants watched English TV programmes with subtitles in home language, 75% of the participants engaged in games in English and 78% of the participants used social media (Snapchat, You tube, Instagram and Facebook) in English while a lesser percentage of the participants watched English TV programmes with no subtitles and a very less number of participants used printed media like magazines, and books in English. Thus, the participants had exposed to English language on daily basis through different types of media. The observations of the study have showed that speaking English and the use of social media are highly significant predictors for overall language proficiency of the participants while gaming in English is too significant in overall language proficiency.

In addition, this study has imparted that both reading English books and watching subtitled TV programmes in English too have correlated positively with L2 knowledge but the most important types of exposure inputs were use of social media, gaming, and speaking in English. Thus, the study comes out to a conclusion that the types of exposure which enables interaction and authentic communication are more effective than the passive perception of a language in the acquisition of a non-native language. It's noteworthy that this study has come out with information that even though listening to music in English is significant among the young participants, the relationship associated with listening to music in English and the English proficiency of the participants is

negative. It is suggested that this significant negative effect is probably a consequence of the nature of input as both listening to songs and singing have very much less to do with both understanding and learning the language.

It is said that English is not used in any communication among a significant amount of people in Sri Lanka. (Crystal,1997 in Liyanage,2004 as cited in Aloysius 2015). Thus, the students are confined to English language in the classroom with no access to practice in their second language in the day today life. The acquisition of English as a second language of the students from well-to-do economic backgrounds seems supplemented positively by the opportunity, they get to converse in English in their home environment. Thus, the socio-economic status of the students and the exposure they receive towards communication in English as a second language too are interconnected (Denicius 2003 as cited Aloysius (2015).

2.5.3 Motivation

A reasonable number of researches executed in the field of acquisition of non-native languages have given insight into the significance of motivation of the learner in the process of language learning (Gagné & Deci, 2005; & Gardner, 2001). Motivation can be identified as a pivotal driving force that determines one's willingness to perform an action or to make choices (Du, 2010). Motivation plays a dynamic role in the process of acquisition of a second language and a motivated language learner is well goal oriented, well attentive and keen active participant who achieves a lot more than his unmotivated counterpart (Richards,1985). Ellis (1999) refers to motivation in the context of language learning as 'directed effort individual learners make to learn the language'. The socio educational model introduced by Gardner in 1985 during the period of (1959-1990) too identifies motivation as one of the vital driving forces of language learning. Thus, motivation has a significant impact on the ground of both formal language learning that systematically takes place in a language classroom as well as in the context of informal language learning that takes place by means of practical use of a language through everyday experience.

Motivation that derives from the Latin verb 'movera' meaning 'to move' is described by means of direction and magnitude by Dörnyei, Z., & Ushioda, E. They state that a motivated learner is

supposed to have a choice for a specific action, a persistence with it and a willingness to extend an effort on it in the process of learning a language Dörnyei, Z., & Ushioda, E (2013). It is claimed that motivation is a factor that plays an important positive role in the acquisition of second language (Luisa & Mestre, 2013).

Motivation is divided into extrinsic motivation and intrinsic motivation by the researchers, (Richard and Edward 2000). Earning an external reward such as social status, money, praise, grade or avoiding a punishment are given a focus in extrinsic motivation. Thus, the outcome that results by learning a language is behind extrinsic motivation. For instance, an employee who hates English as a language would study it hard to master the language in order to get a salary increment or a Promotion of the job (Du,2010).

When the learner is inspired to perform a task in the process of language learning due to its own sake or for inherent satisfaction such as curiosity, enjoyment, fun or passion rather than any external outcomes such as a reward given by the parents or by school, it can be identified as intrinsic motivation (Kripperndroff, 2004). Cruciality of intrinsic motivation can be seen in the greater progress recorded at the initial stages by the older learners than their younger counterparts in the process of second language acquisition even though it is claimed by Seigler (1998) that older learners are challenged in achieving native like fluency in the second language than his younger counterpart. Intrinsic motivation is said to have a superior influence on the acquisition of second language than the extrinsic motivation Maslow1970 cited in (Quan, 2014). And it is also noteworthy that however much extrinsic motivation energizes the learner that it can lead to a deduction of intrinsic motivation (Urdan,2003).

A framework that differentiates the types of motivation was invented by Gardner and Lambert (1972): integrative motivation and instrumental motivation. Integrative motivation can be identified in the language learner when he is inspired to master a language by his interest of the community and the culture of the target language and in order to communicate with them. In other words, in the case of integrative motivation the learner is inspired to learn a specific language as he is interested in the people and culture of the target language (Gardner and Lambert, 1972, cited in Stefánsson, 2013:14). Integrative motivation that is derived from intrinsic passions of the

language learner positively impacts the acquisition of second language by energizing the learner in the process of language acquisition (Gardner, 2012). On contrary, language learning goals of an instrumentally motivated learner are functional and useful. In other words, Instrumental motivation could be spotted when the language learner is driven by his necessity to achieve some educational or professional goals (Gardner and Lambert, 1972, cited in Stefánsson, 2013:14).

Even though it is appeared to be very much similar, it can be distinguished between instrumental motivation and extrinsic motivation. Instrumental motivation deals with the reasons for learning a language whereas extrinsic motivation deals with exterior stimuli that affect the language learning of the learner. In the same way intrinsic motivation that results in language learning due to learner's personal satisfaction can be distinguished from integrative motivation which deals with language learning due to the necessity of taking part in a specific language community (Sadighi & Anjomshoa, 2015) .

Studies executed on the impact of both instrumental and integrative motivation on the acquisition of second language have given insight that both of these aspects of motivation positively influence the acquisition of second language (Yu, 2018., Smith et al., 2017). It is claimed that the integrative motivation is supposed to play a more dynamic role than the instrumental motivation in the acquisition of second language and more efficiency in integrative motivation comes out when it is accompanied by instrumental motivation (Gardner and MacIntyre, 1991, cited in Gömleksiz, 2001: 202).

In the context of Sri Lanka, it is noteworthy that the ignorance of certain low income parents on the significance of the proficiency of English as a global language has negatively affected the attitudes of their children. The children are made to assume that English is not necessary for their future as they plan to continue with their parents' occupations such as farming, fishing, etc. Aloysius (2015) imparts these information with two unfavorable consequences namely these students not only end up developing unmotivated towards English as a second language education but also being a disruption to the ESL teaching in the classroom.

2.5.4 ESL teaching approaches received by the learners

Language teaching approach ‘refers to theories about the nature of language and language learning that serve as the sources of practices and principles in language teaching’ (Richards,J.,and Rodgers,t.2001:16). Language teaching approaches consist of not only an account of the components to be taught but also an insight to the target language learners. Thus, the language teacher’s task of language teaching in the classroom is facilitated by the language teaching approaches (Alnaqueeb, 2012).

2.4.4.1 Learner-centred approach of second language teaching

Learner-centred teaching approach is a model that came up in upgrading the novelties of education to give access to an education which suits the needs of the 21st century (Weimar,2013). The effect of learner-centred teaching approach highly depends on the view of the teachers on it and the way this approach is implemented in the classroom. Even though the process of teaching and learning is operated on the basis of student centeredness the role of the teacher is not reduced instead its rather multiplied (Van den Branden,2016).

Learner-centered approach of teaching is ‘aimed at creating subjective awareness but not training cognitive abilities. Highly developed subjective awareness can have the following features: perceiving reality as man`s world, self-analysis, reflection, self-esteem, value judgment about yourself, ability to cooperation, work in a team, values-based approach to exploring the world’ (Glukhova & Sorokina, 2018).

Some of the communicative activities such as gap filling, brainstorming, simulation, group presentation and problem solving are used in this approach of second language teaching (Nonkukhetkhong, Baldauf Jr & Moni, 2006). It is claimed that the careful choice of language teaching approach to be exploited depending on the target group , the context to be taught and how to be taught is more significant than the choice of allocation of time to be spent in learner-centered tasks in the effectiveness of learner-centered language teaching approach (Badjadi, 2020).

Implementation of learner-centered approach of teaching in the second language classroom is found out to be with greater success for learners as well it has brought job satisfaction among the second language teachers too (Glukhova & Sorokina, 2018).

2.4.4.2 Grammar translation method

The grammar translation method which was used to teach the classical Latin and Greek literature (Chastain 1988) was very much popular in Europe during the period of 1840 to 1940 and it is still in use in non-native language teaching to a certain extent (Richard and Rodger, 2007). Language classroom is set up where the mother tongue is in use for the purpose of explaining grammar structures of the target language, much focus is given on vocabulary teaching by means of word list of isolated words (Patel & Jain, 2008). Learners are made to use their intellectual capacity in memorizing and applying the grammar rules taught (Rahman, 2012). Implementation of grammar translation method in the classroom is relatively easy as it doesn't have much complicated demands on the language teachers and this approach is very effective in avoiding misunderstandings in the learning a target language (Qing-xue & Jin-fang, 2007).

However, there is a very little room given for the practice of target language in the classroom. Thus, the awareness of grammatical structures and the ability to translate from mother tongue to target language and vice versa are given more weightage than the communication in the target language (Larsen and Freeman, 2004). Khamhuber (2010) states that this language teaching approach makes the learners go through tedious experiences in memorizing lists of vocabulary and grammar structures instead of enjoying the use of language in the process of language learning.

2.4.4.3 Direct method of language teaching

The direct approach of language teaching which was developed to address the new demands of language learning sets a stark contrast to the grammar translation method in terms of use of first language and the use of direct translation in the latter. Whole concern in the direct method is to facilitate and eventually enable the learners to communicate in the target language (Qing-xue & Jin-fang, 2007).

Principal procedures of the direct method of language teaching is summarized as “Classroom instruction was conducted exclusively in the target language, only everyday vocabulary and sentences were taught; oral communication skills were built up in a carefully graded progression organized around questions-and-answer exchanges between teachers and students in small intensive classes; grammar was taught inductively; new teaching points were taught through modelling and practice; concrete vocabulary was taught through demonstration; objects, pictures; abstract vocabulary was taught through association of ideas; both speech and listening comprehension were taught” (Richards and Rodgers, 2001).

When the classroom set up is created where the target language is in use, the students are made to answer in the target language to the questions posed in the same language. This language teaching environment enhances the independence of the learners who actively take part in the lesson and the teacher too can have a clearer insight about the students’ strengths and weaknesses of the language (Larsen-Freeman,2004). However avoiding misinterpretations in a background where only the target language is in use is challenging and the teacher is required to have either native or native-like fluency to implement this method effectively in the class (Qing-xue & Jin-fang, 2007).

2.4.4.4 Audio lingual approach of language teaching

Audio lingual method of language teaching which was originated in the USA in the 1920 s is a modification of the direct method of language teaching. (Larsen-Freeman,2000:35). It is also said that the audio-lingual method of language teaching was invented in order to cater the need of developing the oral mastery of foreign languages during world war 2 (Stern,2001).

Formation of new habits in the target language target language is given priority consequently, the use of native language is avoided in the audio lingual language approach. The language teaching is mainly focused via practicing dialogues and imitation of language use in conversations and drilling the learners in the grammatical use of sentence structures. Thus, new vocabulary and grammatical structures are presented via practicing dialogues (Shaikh, 2013).

Audio lingual method of language teaching is much teacher centred as the demonstrations of language, organising practice and the correction of the mistakes committed by the learners are carried out by the active role played by the teacher. Although language learners attain their speaking proficiency via audio lingual approach of language teaching, their opportunity to use the language creatively is extremely limited and the learners may find it challenging to use the learned language patterns in the context of natural communication outside the classroom (Mei, 2018).

2.4.4.5 Silent way

Based on the concept that language learning is more to do with exploring and then coming out with innovative creativity than internalising what is taught, the silent way approach of language teaching is introduced by Caleb Gattegno (Richard and Rodgers,1986) .The teacher provides only what is required to promote learning so that the students are totally independent, and they are the initiators themselves in learning. In brief, they are responsible for their own learning. Even though the teacher is silent, he actively sets up the environment to learn and is silently attentive on the progress and the weaknesses of the learner (Harmer,2007). Teacher talking time is extremely limited in this approach of teaching so that the learner is provided with ample opportunities to practice the target language. However there are many views that have come up claiming the challenges of silent way of teaching a second language as it requires a very structured and guided training for the teacher to be able to exploit effectively the teaching approach in the language classroom (Larsen-Freeman,2000) .

2.4.4.6 Communicative language teaching approach

Providing the ability to communicate is the primary goal of communicative language teaching approach. Creating a real-life communication environment in the target language inside the classroom is the main feature of this teaching approach. For instance, the learners engage in conversations taking place in the supermarkets, hospitals, bus stops etc in the target language instead of being taught about it (Harmer,2007).

The teacher, being a facilitator in the classroom where the communicative language approach is adopted gives topics to be discussed among the students and also he manipulates the students to discuss the topics while agreeing and arguing among them (Freeman,2000). Communicative language teaching approach not only enhances the speaking or communicative ability while concerning on the meaning but also reinforces reading and writing skills of the learner (Shejbalova, 2006). As the error correction is not given a significant attention under communicative language approach it is said that ‘fluent but inaccurate’ Hughes (1983) learners are produced as cited in Mekhafi and Ramani (2011).

2.4.4.7 Total Physical Response (TPR)

Total physical response which emerged in 1970 is an approach used in teaching second and foreign language is considered to be effective in administering with the learners of initial stages. TPR focuses on adaptation of the process of infants’ first language acquisition which takes place via hearing, understanding, executing and then producing the words into the learning of second language (Asher,2007). Learning of second language is facilitated and made natural by integrating physical activities on the basis of oral cues. The students are made to understand the commands given in the classroom and act accordingly. Thus, a series of commands are introduced and repeated by the teacher until they are internalised by the students and the language is produced in the communication by the students when they are ready (Morely,2001). In order to develop other language skills, it is necessary to integrate some other teaching approaches along with TPR which specifically develops basic speaking skills of the learner (Lightbown and Spada,2006).

2.4.4.8 Suggestopedia approach

Approach of Suggestopedia which was introduced by Georgi lozanov in 1970s was originally administered in foreign language teaching. This approach is intended to make the process of foreign language an interesting and stress-free one and it is claimed to be very effective out of other conventional language teaching approaches in terms of speed of learning and teaching. In brief Suggestopedia approach of language teaching is directed towards setting the language learners free from fear towards the language and its process of learning. Consequently, the learners

are motivated and will achieve their language goals fast and effectively (Lozanov,2005) . Teaching vocabulary Priyatmojo (2009), reading skills Djuhariah et.al,(2012) and speaking skills Nopiyanti (2012) all three areas are claimed to be facilitated strongly by the approach of Suggestopedia. Integration of a ‘comfortable environment’ , peripheral learning, free errors, limited homework, music, drama and art in the process of language teaching is claimed to be six key features of Suggestopedia approach (Nosrati et. Al. (2013).

The role of the teacher in the approach of Suggestopedia is not belittled instead it is much more diversified in terms of responsibilities for instance it is expected that the teacher organises the procedures of lessons deliverance carefully while showing an absolute confidence in the method and retaining a modest enthusiasm in the classroom (Lozanov,2005).

A study carried out about the school system in Romania mentions that the three main features of Suggestopedia; lack of tests, correction of errors not right on the spot but later during classes, and the much focus given on listening and speaking than on reading and writing are attractive to most of the students but unfortunately they are unable to meet the requirements of school system (M.Lica, n.d.)

2.4.4.9 Situational teaching approach

Situational teaching approach was developed during the period of 1920s to 1960. This approach that considers the language as a structure and a system of rules is influenced by structuralism (Jialing,2008). For the purpose of both getting an initiative to lessons and to enhance the interest among the students the teacher adopts this teaching approach by creating specific situations such as showing pictures depending on the lessons taught. Application of creativity and innovative ideas of the teacher is required in bringing out images out of text during the lessons (Li,A.2011). Construction of cognitive pathway in order to facilitate the students with better understanding and to learn the lesson is done by the teacher (Changyi,2010)

Situational teaching approach enables the students to use the language in communicative situations. Consequently, the authentic meaning of the language is understood properly. In

addition, this language teaching approach where the learner engages in explaining certain things, expressing his points of view, understanding others ideas, agreeing and disagreeing them, approving and arguing on certain concerns are great pathways to both understand and to use the language in authentic situations while retaining the interest of the learner (Yu,2012). Application of Situational Language approach is claimed to have positive impact on second language learning (Szeto,2015).

2.4.4.10 Use of technology in ESL classroom

The use of technology in the language classroom paves the way to make the process of both teaching and learning an interesting and meaningful one by enhancing the interest of the learner in all aspects of language (Ilter,2009). In order to get the maximum benefit out of the available updated sources of technology, the teacher has to be well equipped with sufficient creativity, experience and a guided pedagogy too (Schwartz and Pollishuke,2013). A study carried on the use of I pads in the field of language teaching found out that memorisation of spellings is facilitated by the games-based apps (NSW Curriculum and Learning Innovation Center,2012). Thus, the active participation and the interaction among the learners are enhanced by the use of I pads (Goodwin,2012). Use of interactive boards is recognised as an effective approach in teaching languages in the classroom however it is considered to be an expensive option (Preston and Mowbary,2008). Use of computers in teaching English is claimed to be an effective approach (Becker,2000) and the language activities done by means of computers have significantly a great impact on language learning (Hamer,2007). Use of WhatsApp on smart phones in teaching English has impacted positively on writing, speaking, and development of vocabulary (Alsaleem, 2014). Internet has contributed immensely in motivating the students in the process of language learning in the classroom when watching films was included in the lessons (Arifah,2014). However much uses are brought in by the technology in the language classroom, the teacher should be well aware of dealing with the potential challenges that would come up with the use of technology such as classroom management, technical concerns and the quality of the content used for teaching (Erben et al.,2009).

2.6 Background of languages in Sri Lanka

The major languages spoken in Sri Lanka are Sinhala and Tamil that are dating back to pre-historic times. Of these Sinhala is the language of the majority, Tamil is the language of the largest minority, while English is used as the language of communication among the educated elite class and the mother tongue of the Burgers (Kailainathan, 2014). When it comes to certain European languages like French, Italian and Spanish there are certain similarities whereas Sinhala, Tamil and English languages are concerned they are very distinctive to each other and they have their own alphabets (J.W.Gair,1991) . Language is a vexed problem in Sri Lanka due to ethnic concerns however today Sinhala and Tamil languages are declared to be the national languages by the constitution of the country (Kailainathan, 2014)

2.7 English language in Sri Lanka

English was introduced to the country in the 19th century during the British invasions in 1796. During this period, when the island was a British colony, English language was the dominant language used for the purpose of civil administration, education, business and trade (Little, Shojo, Sonnadara and Aturupane, 2018). English language teaching in Sri Lanka was first initiated by Christian Missionaries under British government. Thus, under the British rule English language was the language of higher studies and intellectual pursuits and the mostly used language in school education (Sanmuganathan, 2017). Both the national languages Sinhala and Tamil were gradually neglected in the school curriculum due to two main reasons. Firstly, a school commission governed by the Anglican Church in accordance with the recommendations of the British government took control over all government schools where Tamil and Sinhala were used as the medium of instruction (Perera, 1969) as cited in Aloysius,(2015). Secondly, the employment in the government sector was given access to Sri Lankans educated in English medium (Saunders, 2015) as cited in Aloysius.2015).

A social inequality was created in the civil society during Colonial time due to the prestige given upon English language after the establishment of fee levying schools where the medium of instruction was English in order to serve the elite upper strata of the society to fit them to become administrators in the civil service (UNESCO 1993 as cited in Alysius,2015). Consequently there

was a necessity rose for the establishment of traditional schools for the lower middle class who could not afford fee-levying schools and they were provided education in order to fit themselves for the lower rank posts in the society (Aloysius, 2015).

English was considered to be the official language till Sri Lanka gained independence in 1948 (Sanmuganathan, 2017). Until 1956 English was the medium of instruction in the schools for the elite and middle classes. Thereafter English was less wide spread than Sinhala and Tamil in Sri Lanka (Fernando, C., 1977).

After 1956 Sinhala and Tamil languages gradually replaced the dominance of English as the official language thus, they became the medium of instruction and the medium of examination for the admission of public service. Consequently, English was shifted from the medium of instruction to a subject in the curriculum and English was served as a medium of instruction in the universities and higher educational institutes. Accordingly, the prestige and the requirement of English language were still significant in the society (Sanmuganathan,2017). English language underwent these drastic changes, within the decades of independence not only in the national level domains like trade, commerce, foreign affairs and tourism but also in more local level domains like education. The faculty of medicine and legal systems demanded English language thus English still holds the highest prestige even today out of all the languages spoken in Sri Lanka (Sanmuganathan, 2017).

2.8 Teaching English as a second language in Sri Lanka

As a solution for one of the mostly vexed community problems with regards to the language existed in many decades in Sri Lanka and also as a must requirement in the global world, the idea of teaching English as a second language to all people came up in 1990 (De mel.2001 in Karunaratne I.M., 2003).

Walatara (1965) points out that in the past, during the British governance in Sri Lanka and after the approximate period after the independence, English was taught through reading in most of the rural schools. Spoken component seemed neglected and was given no focus. However, the

situation and the outcome were not much critical as the learners had an exposure to English language almost like mother tongue atmosphere during that time in the society. But today the situation is very much different as there is no such exposure in the rural areas consequently, the spoken ability is drastically declined among the students in rural areas. In addition, effective access and exposure to English language is still limited to urban minority (who do not necessarily represent the elite class) due to demographic privileges and the rural areas are still deprived of having sufficient access to English education due to poor socio-economic status (Karunaratne I.M., 2003).

It is true that English is considered as the language of power and prestige in Sri Lanka consequently, there is naturally a significant motivation to master this language among the non-native English-speaking Sri Lankans. However, both effective learning and teaching English as a second language is identified as a challenging and tedious task by many researchers (Karunaratne I.M., 2003).

The necessity of improvement of ESL teaching was identified in 1991 by the national education commission consequently in 1997 educational reforms were suggested as follows,

- Lessons based on practical use of English language to be introduced to grade 1 and 2 classes.
- Formal English language lessons to be taught from grade 3 onwards
- Bilingual teaching (first language Sinhala/Tamil and English) for selected subjects from grade six to nine.
- Teacher training programmes and
- General English at GCE A/L as a subject (General Education Reforms-Executive summary, 1997 in Perera,2001 as cited in Aloysius,2015). Despite of the reasonable number of attempts taken by the government to provide equal education to all, the inability of the student to reach the sufficient level of proficiency in English sparks light on the factors that hinder the effective teaching and learning English as a second language in Sri Lanka for instance low teacher-pupil ratio, poor physical access to buildings, limited English as a second language teacher training provided (Karunaratne, I.M., 2003).

2.9 Structure of ESL teaching and the challenges faced in Sri Lankan government schools

English is taught as a compulsory subject commencing from grade 1 to 12 in the government schools in Sri Lanka. The textbooks freely distributed among the students by the government, teaching and learning materials (pupils' workbook, teacher's instructional manual) provided by the Educational Publication Department are used in the classroom to teach English (Aloysius,2015).

ESL is integrated as an activity based oral language course into the environmental studies taught in the curriculum in the primary school (Rohan,2004). Since it is said that the young children take interest in learning when they are offered hands on learning experience Peiris, 1973 cited in Roshan (2004) the initial ESL teaching offered in grade 1 and 2 seems effective. However this implementation of English teaching is detected to be having a negative impact on the children as this activity related basic vocabulary is taught by the primary class teachers (Rohan,2004) who may not be familiar with English language end up teaching incorrect pronunciation Rohan,2004 cited in Aloysius,2015).

ESL teaching at the secondary level (grade 6 to 11) is mainly targeted on the development of both reading and writing competencies of the students and it is extremely exam oriented as the students have to sit GCE Ordinary level examination at the end of secondary level education (Atugoda, 2005). The English text books prescribed at the secondary level education and the second language teaching methods adopted in the classroom are supposed to be much directed towards the development of communicative competency of the students via student-centered teaching approach (Aloysius,2015). Five teaching sessions each consisting 40 minutes per week are allocated and the students are provided with text books during their secondary school education. However, Herath and Ranasinghe (2011) state that the mastery of speaking competency among Sri Lankan students is not satisfactory due to the less focus given on it compared to the focus given on both writing and reading skills in secondary education in Sri Lanka.

In order to uplift the English language proficiency overcoming the inadequacies of teaching of English in the government schools, bilingual education was introduced to grade 6 in 2002

(Bandara,2008). Under bilingual teaching programme maths, science, health and physical education were suggested to be taught in English (Nanayakkara,nd). Even though the bilingual education appeared to be an innovative and effective approach of enhancement of English education in Sri Lanka only a few students from urban schools have selected the bilingual education opportunity provided due to the inadequacy of qualified teachers of English (Neranjani,2013).

Even though English language is included in the school curriculum and taught right throughout the school education, the proficiency in English remains extremely unsatisfactory (De Mel,2007). The core reasons behind this failure can be identified as a complex mixture of several forces. The fact that the education is provided to all free of charge in Sri Lanka is overrun by the poverty for instance, the attendance of both teachers and students is negatively affected by the destitute economic conditions of their families. Thus, the unfavorable socio-economic background of the family is identified as a hindrance of learning English among Sri Lankan students (Seefa, 2017).

In the national curriculum it is not a must requirement to get through English language at the Ordinary level examination to which the students face at the age of 16 and it is neither a requirement to pass English at the Advanced level examination which is held at the end of high school nor it is considered as a requirement for the University entrance (Perera,2006). Lack of infrastructure in the language classroom as well as in the schools is identified as a challenge for English education in the schools as it demotivates both the teachers and the students (Seefa,2017). Poor economic status of the parents have led English to be unaffordable for instance private tuition and English educational materials are difficult to be afforded (Seefa,2017). Since one text book is prescribed for each subject in the national curriculum, teachers tend to finish the syllabus based on the text book thus, getting in touch with the external sources would be limited. When there are students from different levels in the same classroom the teacher finds it difficult to deal with all of them with one prescribed text book. And the motivation level of both the teacher and the students too get affected negatively (Wickrema and Colenso,2003). Overcrowded classrooms too are identified as a huge cause of hindrance of English language education in Sri Lanka. It is undoubtedly challenging, and tedious to carry out lessons effectively in a classroom with any language teaching approach when there are too many students in the class (Hettiarachchi,2010).

Allocation of time for English lessons in class in the government schools is not adequate. Further non-conducive classroom learning environment, where there is a very limited room for the learner centered approach is identified as a hindrance of English education (Seefa,2017).

Corruption situation in the country is claimed to have caused an immense damage in the system of education. Qualified teachers tended to get transfers to urban schools by means of political favoritism thus, the schools in remote areas are deprived of qualified teachers. Consequently, English education among these schools get affected negatively (Liyanage,2013).

CHAPTER 3

3.1 Introduction

This chapter provides information about the focus of the study, the hypotheses made, participants of the study, research instruments and the general procedures of the investigation.

3.2 Focus of the study and the hypotheses

This is a quantitative study. The primary focus of the study lies on investigation of the factors affecting the acquisition of English as a L2 in Sri Lanka. Out of the factors identified in literature as having an impact on learning English as a L2, four specific factors are examined; socio-economic background of the learner, exposure towards L2 received by the learner, motivation of the learner to study L2, and ESL teaching approaches received by the learner. Hypotheses are formulated accordingly.

Hypotheses

H1_A: *Socio-economic background of the learner has an impact on the acquisition of English as a second language*

H1₀: *Socio-economic background of the learner has no impact on the acquisition of English as a second language*

H2_A: *Exposure of the learner has an impact on the acquisition of English as a second language*

H2₀: *Exposure of the learner has no impact on the acquisition of English as a second language*

H3_A: *Motivation of the learner has an impact on the acquisition of English as a second language*

H3₀: *Motivation of the learner has no impact on the acquisition of English as a second language*

H4_A: *ESL teaching approaches received by the learner has an impact on the acquisition of English as a second language*

H4₀: *ESL teaching received by the learner has no impact on the acquisition of English as a second language*

Thus, the study basically investigates whether the above mentioned four factors affect the acquisition of English as a second language. The relationship between these factors and the ESL acquisition is examined. The impact of these factors on the acquisition of English as a second language is tested.

Motivation that consists of four subdivisions; intrinsic, extrinsic, integrative and instrumental motivation as mentioned in Chapter 2 will be examined to see the impact of these sub divisions on the acquisition of English as a second language.

Finally, the ESL teaching approaches discussed in the previous chapter; Suggestopedia approach of language teaching, TPR approach, Situational approach, Learner-centered approach, communicative language teaching approach, Audio lingual language teaching method, silent way approach of language teaching. Direct way of language teaching approach, Grammar translation method of language teaching and the use of technology in the language classroom will be examined to see the impact of these ESL teaching approaches on the acquisition of English as a second language.

3.3 Participants of the study

30 Sri Lankan adults who were living in Colombo by the time the study was conducted were selected for the study. This group consisted of 16 male and 14 female participants aged between 20-55 years. All the participants have recently completed a General English language programme conducted by a language institute in Colombo. None of the participants in the group spoke English as their first language (L1) and they had started learning English at the age of 8 at the primary school. These participants were recruited with the help of a language instructor in Colombo. The participants were personally contacted by the researcher via social media in order to inform them about the purpose of the survey and how they are expected to take part in it. The approval from Norwegian Centre for research data (NSD) was obtained by the researcher to carry out the study. The participants were informed both in English and in Sinhala that the survey was on investigation of the factors affecting learning English as a second language in Sri Lanka. A written information letter (See Appendix) was given to all the participants informing about the purpose of the study,

how they can participate in it and their privacy rights in the study. They were asked to sign and return the consent letter stating whether they would like to take part in the study.

3.4 Procedure

A standardized English language proficiency test was administered to the participants in order to assess their level of English language proficiency. Writing and reading, listening and speaking tasks were administered by means of a sample of Key English Test (KET) examination paper conducted by the British Council (see Appendix) and it was marked according to the marking criteria given by the British Council. Speaking component was administered by and marked by two instructors of English in Sri Lanka. The participants were informed that the English language test was administered to assess their English language proficiency level and they were expected to answer the given questions according to the instructions given on the exam paper. They were also informed that the survey was anonymous and there was no pressure on them as individuals to perform. The participants were gathered in a classroom and the exam was administered by a language instructor in Sri Lanka. Spoken task was administered in Colombo. The answer scripts and the spoken test were marked by two ESL instructors separately and the average was taken as the final grade.

3.4 Questionnaire

A questionnaire was administered to examine the effect of four main factors discussed in hypotheses on the ESL acquisition (See Appendix). The participants were informed that they were expected to fill in the printed questionnaire distributed among them and the questions given in English were translated and simplified in Sinhala orally when they needed any clarification. To guarantee that the informants are able to express themselves precisely they were allowed to give the answer either in Sinhalese or in English.

A set of demographic questions were given in the questionnaire to get an insight into background of the participants. In examining the four factors affecting ESL learning, a set of Likert questions were given to select the answers on a scale from strongly disagree to strongly agree under each

factor. In addition to the Likert scale questions a few more questions in which the answers had to be selected from the given options and a few more open-ended questions were given in order to find more on the four factors discussed in the study.

The questionnaire was developed based on some validated questions of past empirical studies (Yin, 2015; De Wilde, Brysbaert and Eyckmans, 2019; Du,2010; El-Fiki, 2015; Lišková, 2017; (Salameh and Sathakathulla, 2018).

3.5 Data analysis

The results were collected and adjusted for descriptive statistics in Excel. All the collected data was transformed into numeric values in order them to be analyzed. The results and the analysis of data are presented in the next chapter.

CHAPTER 4

4.1 Introduction

This chapter presents and analyses the data collected, with the aim of addressing the set research questions and objectives of this study. Firstly, the procedures used by the researcher to ensure validity and reliability is explained, which in turn presents Cronbach's alpha values obtained for each variable. Commencing the data presentation and analysis process; demographic data is presented in tables and charts to understand the profile of the learners, where the next section explains the descriptive statistical measures, inclusive of the mean and the standard deviation for the key variables of the study. Further, certain questions which gathered data regarding the different factors of socio-economic background, exposure, motivation, and approaches to teach ESL are presented using tables and charts. To identify the relationship between these different factors and English language acquisition; Pearson's correlation analysis is used, while a multiple linear regression analysis is adopted to assess the impact of these factors on English language acquisition in subsequent sections. The results of this is used to test the hypotheses of the study, where the significance of each factor is evaluated at a 95% confidence level. The final sections of the chapter analyse and discuss the influence of motivation, and approaches to teach ESL, as factors influencing English language acquisition, as well as use one-way ANOVA test to assess whether there are any significant differences between groups of selected factors on the acquisition of English language.

4.2 Validity and Reliability

To ensure that a quantitative research is of quality its validity and reliability should be measured. Validity is considered as how accurately the measurements represent the study's concept accurately Hair et al. (1998), while reliability is the ability of a research instrument's measurements to generate consistent results (Saunders, Lewis and Thornhill, 2015). More precisely, reliability should ensure that a research instrument even if used repeatedly, should be able to generate the same results. Considering this study, the researcher developed the questionnaire based on validated questions of past empirical studies, which indicates that the measurements truly represent the

concepts of the study and can be inferred to be a valid instrument. Thus, the researcher did not engage in measuring the construct validity for the study using a factor analysis. Even so, the researcher tested for the face validity of the questionnaire, by obtaining reviews from experts in the field, where certain questions had to be rephrased. Also, the order of the questions was changed in order to help learners understand the content easily.

On the other hand, the reliability of the questionnaire was assessed using the Cronbach’s alpha statistic. This helped to understand the extent to which the measurements can be assumed to be error-free, thus aiding the researcher to obtain consistent results (Heale and Twycross, 2015). Further, reliability shows how close the relationships is between the same categories of questions (Hair et al., 1998). Cronbach’s alpha values higher than 0.7 is generally considered to represent reliability of measurements; where the below table shows the values generated for this study.

Table 4. 1: Cronbach's Alpha

Variables	No. of Items	Cronbach's Alpha
Socio-Economic Background	4	0.990
Exposure	6	0.954
Motivation	18	0.872
Approaches in teaching ESL	37	0.953

Accordingly, all the main variables show values greater than 0.7, indicating that the individual items within each variable are closely related. Further, the Cronbach’s alpha value for the overall questionnaire was recorded as 0.973, which means that the research instrument as a whole is reliable. All these imply that the measurements are both valid and reliable, which can be considered as suitable and credible for subsequent data analysis.

4.3 Demographic Characteristics

Demographic data collected from the learners are expressed in tables and charts below. This helps to understand the distribution of the sample in terms of gender, age, communication disabilities if

any, results obtained for English language at the GCE O/L examination, and The International English Language Testing System (IELTS) examination if done and score if any. Even though these demographic data are not used for detailed analysis, it helps in understanding the learners of the sample.

4.3.1 Gender

According to the below table, it can be seen that the percentage of male learners in the sample is higher than females, which is 53% compared to 47%.

Table 4. 2: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	16	53.3	53.3	53.3
Female	14	46.7	46.7	100.0
Total	30	100.0	100.0	

4.3.2 Age

The majority of the learners in the sample belong to the age category of 36-45 with a percentage of 37%, followed by the 26-35 category, which recorded a 30%. Both below 25 years and above 45 years have recorded to be less than 20%.

Table 4. 3: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 25 years	4	13.3	13.3	13.3
26-35 years	9	29.9	29.9	43.2
36-45 years	11	36.5	36.5	79.7
Above 45 years	6	19.9	19.9	100
Total	30	100.0	100.0	13.3

4.3.3 Disabilities

Based on the collected data, it was observed that none of the learners had or currently have any disabilities related to communication such as deafness, muteness or autism.

4.3.3 Grades obtained at GCE O/L Examination

Sri Lankan GCE Ordinary level Examination system has five grades A- Distinction, B-Very good pass, C-Credit pass, S- Ordinary pass and W-failure (Aloysius,2015).

Data indicates that the majority of learners in the sample had only obtained a ‘simple pass’ for English at their Ordinary Level examinations, which is a 60% among the sample. The next highest was a ‘merit pass’ which was 20%, while only a 7% have obtained a distinction at the examination. Also, a 13 % have failed the examination.

Table 4. 4 : *Grade for O/L Examination*

	Frequency	Percent	Valid Percent	Cumulative Percent
Fail	4	13.3	13.3	13.3
Simple Pass	18	60.0	60.0	73.3
Merit	6	20.0	20.0	93.3
Distinction	2	6.7	6.7	100.0
Total	30	100.0	100.0	

4.3.4 IELTS Examination

Only one learner in the sample has attempted the IELTS examination, for which an overall score of 5.5 is obtained.

4.4 Descriptive Statistics

In order to describe the basic characteristics of the key variables of a study, descriptive statistics can be used. These include measures of central tendency such as the mean, and measures of

dispersion such as the standard deviation. The below table shows the descriptive statistics generated for each main variable of the study, by combining the individual statements presented to the learner under each variable in the questionnaire.

Table 4. 5: Descriptive Statistics- Factors

	N	Minimum	Maximum	Mean	Standard Deviation
Socio-Economic Background	30	1	5	3.30	1.523
Exposure	30	1	5	2.73	1.160
Motivation	30	2	4	3.01	.766
Approaches in ESL teaching	30	2	4	2.88	.882

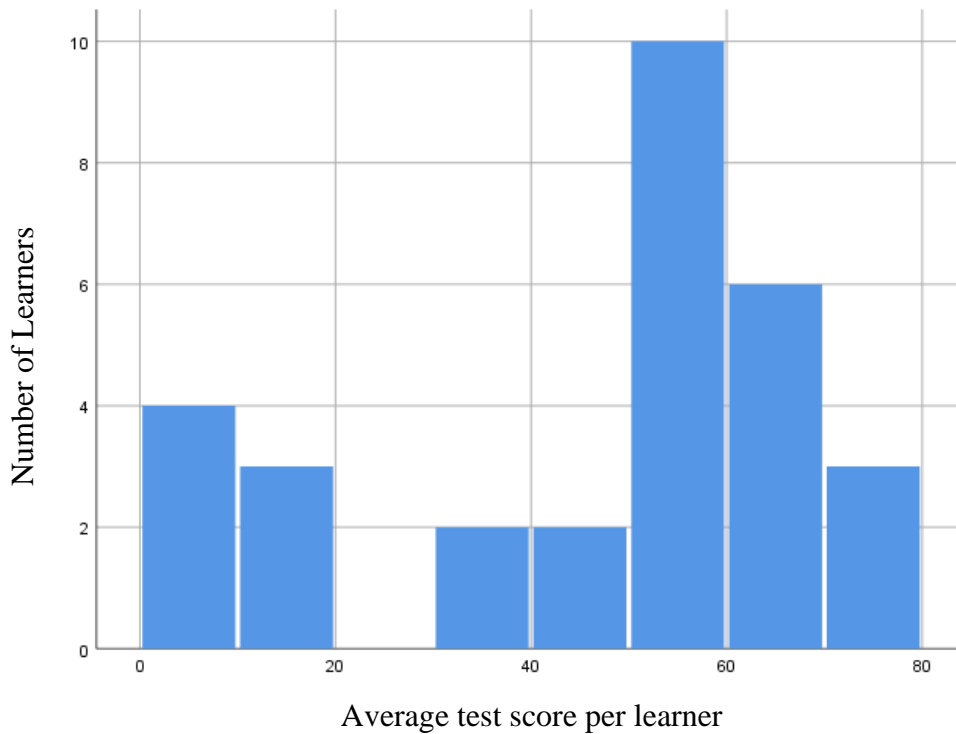
According to the table, it can be seen that all the variables have recorded a mean value close to three (3). This indicates that on average, the learners are moderate, that is they neither agree nor disagree with the statements provided to them in the questionnaire; when given a five point Likert scale to answer ranging from strongly disagree to strongly agree.

To identify the proficiency level of English among the respondents of the study, the researcher administered a test for the learners based on four areas; listening, writing, reading and speaking. According to the table below, it can be seen that for listening test, the learners have obtained an average score of 48, for the reading and writing test the learners have scored 48 on average, where for the speaking test, they have recorded an average score of 37. Even though these tests were held based on four areas of English, the data analysis considered one score per learner to evaluate their English language acquisition, for which, the researcher averaged these three test scores. Accordingly, the learners have obtained an average score of 44 for the English language tests conducted on them. Further, the below histogram shows that most of the learners have obtained scores in the range of 60-70's for the tests; where the scores for all tests ranged from 0-100.

Table 4. 6 : Descriptive Statistics- Test Scores

	N	Minimum	Maximum	Mean	Standard Deviation
Listening Test	30	5	70	48.90	21.413
Reading and Writing Test	30	4	86	48.30	26.842
Speaking Test	30	7	90	37.47	22.915
English Language proficiency	30	6	79	44.89	22.411

Figure 4. 1: English language acquisition (Average test score)



Further, according to the above chart, the average score of a learner shows a larger discrepancy with the mode (i.e. the most frequent scores of the sample, 60-70s). The average score had reduced to a 44, due to some learners obtaining very low marks, even between 0-20. Also, this is a reason as to why the standard deviations for the test scores recorded higher values.

Below, certain aspects which may have influenced the acquisition of English as a second language, are described further.

Socio-Economic Background

Considering the occupation of the mothers during the childhood of the learners, it was observed that most of the mothers were occupied as teachers (33%). 27% of them were unemployed, followed by (20%) of manual and office workers. Most of the mothers being teachers imply the educational background that the learner might have received, and the motivation received to pursue English as a second language.

Table 4. 7: Mother’s Occupation

	Frequency	Percent	Valid Percent	Cumulative Percent
Unemployed	8	26.7	26.7	26.7
Manual Worker	6	20.0	20.0	46.7
Teacher	10	33.3	33.3	80.0
Office Worker	6	20.0	20.0	100.0
Total	30	100.0	100.0	

In addition, most of the fathers during the childhood of the learners were occupied as office workers (53%). Also, it was observed that 43% of fathers were manual workers at the time.

Table 4. 8 : Father’s Occupation

	Frequency	Percent	Valid Percent	Cumulative Percent
Passed Away	1	3.3	3.3	3.3
Manual Worker	13	43.3	43.3	46.7
Office Worker	16	53.3	53.3	100.0
Total	30	100.0	100.0	

At the time the learner was receiving his school education, most of their families had received a monthly income which was below LKR 30000 (30%), while the next highest was an income above LKR 60000 (27%).

Table 4. 9 :Monthly Income

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 30000	9	30.0	30.0	30.0
30000-40000	5	16.7	16.7	46.7
40000-50000	4	13.3	13.3	60.0
50000-60000	4	13.3	13.3	73.3
Above 60000	8	26.7	26.7	100.0
Total	30	100.0	100.0	

In addition to the above, the researcher wanted to identify the reasons why the learner did not attend English tuition classes regularly during their school time (when they have stated that they have not attended classes regularly). In order to do so, two questions were used where the learner was asked to rate on a five point Likert scale ranging from strongly disagree to strongly agree, whether it was due to the difficulty of affording classes or was it due to the unavailability of proper classes in the area they were brought up in. None of the respondents have disagreed to any of these two reasons, indicating that these two might be the most prominent reasons for them to not attend English classes.

Table 4. 10: Reasons for not attending English Classes

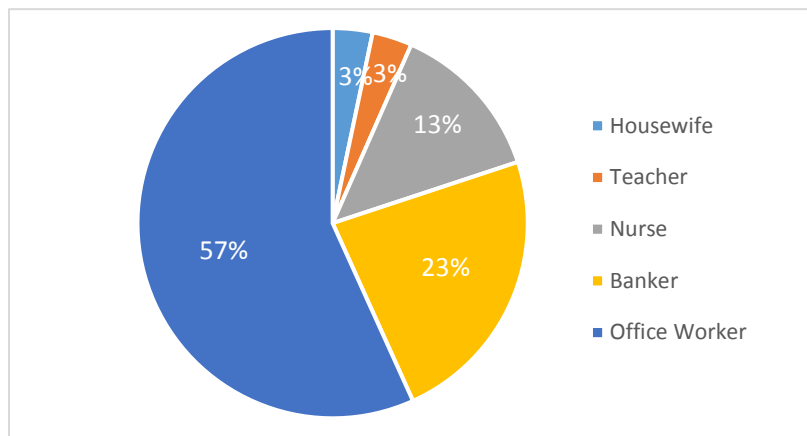
	Difficulty of affording		Unavailability of proper classes	
	Frequency	Percent	Frequency	Percent
Agree	6	20.0	4	13.3
Strongly agree	10	33.3	12	40.0
Total	16	53.3	16	53.3

Exposure

The researcher identified that most of the learners’ used ‘Sinhala’ as their first language, which recorded a percentage of 87% compared to ‘Tamil’ (13%).

Considering the profession, the learner is engaged now, data revealed that the majority IS office workers (57%), where the next majority is bankers, with a percentage of 23%.

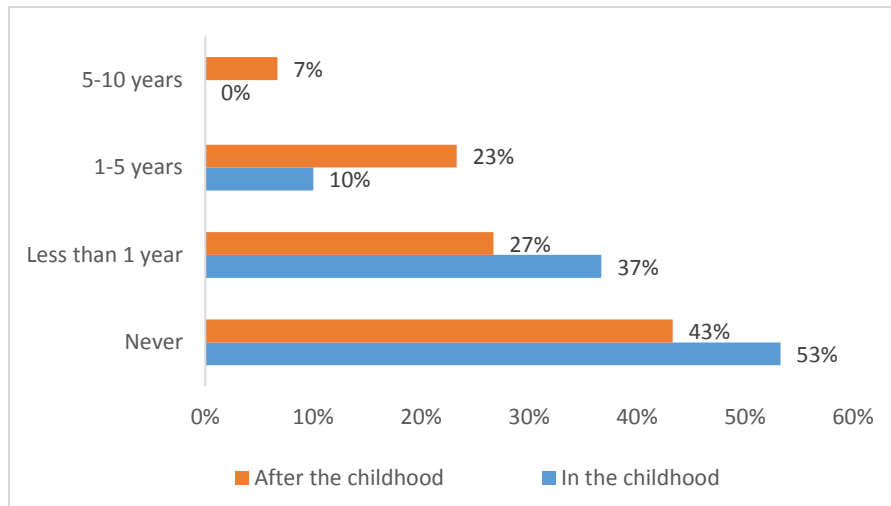
Figure 4. 2: Profession



Residence in English speaking countries

Further, the researcher intended to find out whether any learner lived in English speaking countries, both during and after their childhood. The data revealed that majority of them have never lived in any English-speaking country in their childhood (53%), while a cumulative of 50% of have lived in such countries between 1 to 5 years. Further, no learners have lived in these countries for more than 5 years in childhood, and only a 7% have lived for more than 5 years after childhood.

Figure 4. 3: Residence in English-speaking Countries



Motivation

Specific areas of English language; grammar, listening, reading, writing, and speaking were tested against a scale ranging from very difficult to very easy in order to identify the difficulty levels face by the learners. According to the results, most of the learners felt that ‘grammar’ was not that difficult or easier (30%). Only a 23% of learners felt that ‘it was either easy or very easy. On the other hand, ‘listening’ was perceived as easy and very easy by many, with a cumulative percentage of 50%. Considering ‘reading’, majority found it to be difficult (43%), while only a 10% found it to be very easy. Similarly, ‘writing’ was perceived as difficult to moderate by many (57%), while 3% found it to be very difficult. Recording the highest percentage for very difficult (40%), learners found ‘speaking’ to be the most difficult area in English language learning for them.

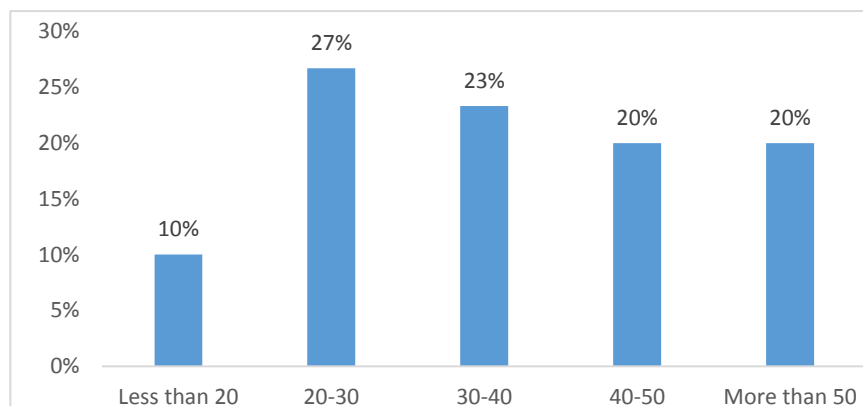
Table 4. 11: Difficulty levels of areas in English

	Grammar	Listening	Reading	Writing	Speaking
Very difficult	20%	17%	7%	3%	40%
Difficult	27%	17%	43%	27%	17%
Moderate	30%	17%	13%	30%	10%
Easy	13%	27%	27%	17%	17%
Very easy	10%	23%	10%	23%	17%

Approaches in ESL teaching

The number of students per class was examined as it was identified in the literature as having an influence on carrying out the different ESL teaching approaches in the classroom. Accordingly, it was found that most of the classes had 20-30 students, while a cumulative percentage of 63% classes had students more than 30 per class. Only a 10% of classes had less than 20 students.

Figure 4. 4: Number of students in a class



4.5. Correlation Analysis

Correlation analysis attempts to identify and explain the relationships between two variables. Pearson's correlation is used to test this relationship in this study, to see whether there exists a relationship between socio-economic background, exposure, motivation, ESL teaching approaches received by the learners, and the proficiency in English language acquired by the them. The correlation matrix below shows the significance and the strength of the relationships, which is further explained in the table 4.12.

Table 4. 12: Pearson’s Correlation Matrix

		Socio- Economic Background	Exposure	Motivation	Teaching Methods and Activities	English Language Acquisition
Socio- Economic Background	Pearson Correlation	1	.919*	.836*	.924*	.789*
	Sig. (2-tailed)		.000	.000	.000	.000
	N	30	30	30	30	30
Exposure	Pearson Correlation	.919*	1	.947*	.939*	.893*
	Sig. (2-tailed)	.000		.000	.000	.000
	N	30	30	30	30	30
Motivation	Pearson Correlation	.836*	.947*	1	.903*	.911*
	Sig. (2-tailed)	.000	.000		.000	.000
	N	30	30	30	30	30
Approaches in ESL teaching	Pearson Correlation	.924*	.939*	.903*	1	.768*
	Sig. (2-tailed)	.000	.000	.000		.000
	N	30	30	30	30	30
English Language Acquisition	Pearson Correlation	.789*	.893*	.911*	.768*	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	30	30	30	30	30

Socio-Economic Background and English Language Acquisition

According to results, it is seen that the significant value for socio-economic background of the learner and the proficiency in English, is 0.000. Since this value is less than 0.05, it can be inferred that there is a relationship between these two variables. Also, the coefficient value of 0.789.

Exposure and English Language Acquisition

The significant value between the learner's exposure and the proficiency in English, according to findings, is 0.000. Since this is less than 0.05, a relationship between these two variables can be assumed. Further, coefficient value of 0.893 indicates that the relationship is both positive and

strong. Thus, at 95% confidence, the researcher may conclude that there is a strong positive relationship between the learner's exposure and the acquisition of English as a second language.

Motivation and English Language Acquisition

Motivation of the learner and proficiency in English records a significant value of 0.000, which is less than 0.05. This means that there is a significant relationship between the two variables. Also, this relationship is a strong positive; as the coefficient value is recorded as 0.911 at 95% confidence level. Thus, it can be stated that there is a strong positive relationship between the motivation of the learner and proficiency in English as a second language.

Approaches of ESL teaching and English Language Acquisition

According to the table, the significant value for approaches in ESL teaching received by the learner and proficiency in English, is recorded as 0.000. As this value is less than 0.05, the researcher can presume that there is a relationship between these two variables. Moreover, a 0.768 coefficient value indicates that the relationship is positive and strong; where it can be concluded that there is a strong positive relationship between ESL teaching approaches by the learner and acquisition of English as a second language, at a 95% confidence.

Although above explanations indicate that English language acquisition and the factors related to it move in the same direction, it does not state whether it is a causal effect or not. That is, whether a change in one factor influences the acquisition of English language. Therefore, further analysis is needed to identify whether there is an influence by these factors on the acquisition of English. For this, the researcher used regression analysis, as it would examine the influence of one or more independent variables on a dependent variable (Alchemer, 2020).

4.6. Regression Analysis

Regression analysis is used to derive a statistical model, which can be used to assess the impact that independent variables have on a dependent variable. The results from regression analysis can be used to develop a model, evaluate the significance of the impact, its direction, as well as the

level of impact; based on the significant values and the coefficient values obtained. To address the set research questions and objectives of the study, as well as to test the developed hypotheses; the researcher engaged in a multiple linear regression analysis as follows:

4.6.1. Impact of Factors on the English Language Acquisition

One of the research questions of the study is to identify whether there is an impact from various factors on English language acquisition. As there are four (4) factors (independent variables); socio-economic background, exposure, motivation, and ESL teaching approaches; the researcher performed a multiple regression analysis to evaluate the influence these might have over the acquisition of English as a second language by the learners (dependent variable).

Table 4. 13: Regression Analysis- Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.951a	.904	.889	7.464

a. Predictors: (Constant), Socio-economic, Exposure, Motivation, Teaching Methods and Activities

b. Dependent Variable: English Language Acquisition

The above table shows that the R squared value is recorded as 0.904 for the regression model which consist of the various factors that affect the acquisition of English language. R squared value indicated the total predicting power of a model, which in this case means that the derived model explains 90.4% of variation in English language learning is caused by the combination the four factors, socio-economic background, exposure, motivation, and ESL teaching approaches. Simply, this means that the variation in these factors (independent variables) explain 90% of the changes in the acquisition of English as a second language. A R squared value which records a value above 70% is considered as a strong model with high predicting ability (Moore, Notz and Flinger, 2013); where the above derived model can be considered as a better model which can be used even for forecasting purposes.

Table 4. 14: ANOVA Table

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13172.707	4	3293.177	59.115	.000b
	Residual	1392.700	25	55.708		
	Total	14565.407	29			

a. Predictors: (Constant), Socio-economic, Exposure, Motivation, Teaching Methods and Activities

b. Dependent Variable: English Language Acquisition

The ANOVA table shows whether the derived model for a study is statistically fit and whether its viable overall. This is assessed using the significance value of the model. According to the table, the significant value (F-statistic) is recorded as 0.000, which is less than 0.05 at a 95% confidence level. This indicates that the model of this study is statistically fit and can be used to evaluate the influence of the different factors on the acquisition of English language.

4.6.2. Hypotheses Testing

To test the developed hypotheses of the study, the researcher can use the results from the regression analysis. In this, each factor (independent variable) is assessed for significance that they have over the dependent variable; that is the proficiency in English language. Based on this, the null hypotheses would be either rejected or not rejected.

Table 4. 15: Regression Model- Coefficients table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-13.272	8.537		-1.555	.133
	Socio-Economic	4.862	2.781	.330	1.748	.093
	Exposure	11.246	5.468	.582	2.057	.040
	Motivation	23.943	5.764	.866	4.154	.000
	Approaches in ESL teaching	-22.016	5.348	-.866	-4.117	.000

a. Dependent Variable: English Language Acquisition

HA₁: *Socio-economic background of the learner has an impact on the acquisition of English as a second language*

According to the table, the significance value for socio-economic background is recorded as 0.093. This is higher than 0.05, which indicates that despite a positive coefficient value of 0.330; the factor has no significant impact over the acquisition of English language. Thus, it can be inferred that socio-economic background does not have an impact on the acquisition of English as a second language, at 95% confidence level. This allow the researcher not to reject the relevant null hypothesis, H₀₁, as there is no strong evidence against it.

HA₂: *Exposure of the learner has an impact on the acquisition of English as a second language*

The significance value for exposure is recorded as 0.040 according to the table, which is less than 0.05. This indicates that there is an impact from exposure on the acquisition of English language. Further, the coefficient value of 0.582 suggests that the impact is positive. Therefore, it can be concluded at 95% confidence level, that the exposure of the learner has an impact on the acquisition of English as a second language. Accordingly, the relevant null hypothesis, H₀₂ can be rejected, as there is strong evidence against it.

HA₃: *Motivation of the learner has an impact on the acquisition of English as a second language*

According to the table, motivation recorded a significant value of 0.000, which is less than 0.05 at a 95% confidence level; implying that it has an impact on the acquisition of English language. Moreover, a coefficient value of 0.866 implies that there is a positive impact. Thus, by rejecting the null hypothesis H₀₃, the researcher may infer that the motivation of the learner has a positive impact on the acquisition of English as a second language.

HA₄: *Approaches in ESL teaching received by the learner has an impact on the acquisition of English as a second language*

The significance value for approaches in ESL teaching is recorded as 0.000 according to the table, which is less than 0.05. This indicates that there is an impact from the approaches in ESL teaching

on the acquisition of English language. Further, the coefficient value of -0.866 suggests that the impact is negative, which indicates that the approaches in ESL teaching that the researcher assumed would affect the acquisition of English positively, resulted in a negative influence. Therefore, at 95% confidence level, it can be inferred that the approaches in ESL teaching received by the learner has an impact on the acquisition of English as a second language. Accordingly, the relevant null hypothesis, H₀ can be rejected.

Based on the above results, the summary of hypotheses testing is shown below:

Table 4. 16: Summary of Hypotheses Testing

Factor	Hypothesis	P value	Decision (H ₀)
Socio-economic	HA ₁ : Socio-economic background of the learner has an impact on the acquisition of English as a second language.	0.093	Do not reject
Exposure	HA ₂ : Exposure of the learner has an impact on the acquisition of English as a second language.	0.040	Reject
Motivation	HA ₃ : Motivation of the learner has an impact on the acquisition of English as a second language.	0.000	Reject
Approaches in ESL teaching	HA ₄ : ESL Teaching approaches received by the learner has an impact on the acquisition of English as a second language.	0.000	Reject

4.6.3 Impact of Motivation on the English Language Acquisition

One of the research questions of the study aimed to identify whether there is any impact from motivation as a factor on the acquisition of English as a second language by the learners. To achieve this, the researcher collected data for motivation based on four (4) dimensions namely, extrinsic motivation, intrinsic motivation, integrative motivation, and instrumental motivation. To assess the influence from these on the English language learning, a prerequisite was that motivation as a factor should have an impact on the English language acquisition. This was found to be the

case based on results presented in section 4.6.2, where a significant value of 0.000 with a coefficient value of 0.866 indicated a positive impact from motivation. Accordingly, the dimensions of motivation are evaluated against English language proficiency.

Table 4. 17: Regression Model 02- Coefficients table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22.452	14.629		1.535	.137
Extrinsic Motivation	-5.843	2.784	-.262	-2.099	.046
Intrinsic Motivation	16.838	4.290	1.009	3.925	.001
Integrative Motivation	-3.626	2.571	-.219	-1.410	.171
Instrumental Motivation	-1.340	2.640	-.082	-.508	.616

a. *Dependent Variable: English Language Acquisition*

According to the table, it can be seen that integrative motivation and instrumental motivation record significant values which are greater than 0.05 (0.171 and 0.616 respectively). This indicates that there is no influence from these two sub dimensions of motivation on the English language acquisition by the learners. On the other hand, both extrinsic motivation and intrinsic motivation records significant values of 0.046 and 0.001 respectively at a 95% confidence level; indicating that they have an influence over the acquisition of English language learning by the learners. Moreover, extrinsic motivation was found to have a negative impact (-0.262) while intrinsic motivation was found to have a positive influence (1.009) on the acquisition of English as a second language by the learners.

4.6.4. Impact of approaches in ESL teaching received by the learner on the English Language Acquisition

Another research question of the study was to identify whether there is an impact from approaches in ESL teaching received by the learner as a factor on the acquisition of English language. The researcher used four (10) sub dimensions under approaches in ESL teaching to obtain data for this

purpose. Considering the ESL teaching approaches, these sub dimensions are Learner-centred ESL teaching approach, Grammar translation approach, Direct approach. Audio lingual method, Silent way, Communicative language teaching approach, Total physical response, Suggestopedia, Situational teaching approach and the use of technology in the ESL classroom.

To evaluate the influence from these dimensions on English language teaching approaches, a prerequisite was that ESL teaching approaches as a factor should have an impact on the English language acquisition. This was found to be the case based on results presented in section 4.6.2, where a significant value of 0.000 with a coefficient value of -0.866 indicated a negative impact. Accordingly, the dimensions of ESL teaching approaches are evaluated against English language acquisition as follows:

Table 4. 18: Regression Model 03- Coefficients table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	381.658	103.269		3.696	.002
Suggestopedia	-51.649	6.499	-1.313	-7.947	.000
Total physical response approach	-9.731	11.790	-.627	-.825	.421
Situational teaching approach	-5.664	8.601	-.360	-.659	.520
Learner centred ESL teaching approach	-2.546	7.670	-.178	-.332	.744
Communicative language teaching approach	17.261	9.597	1.082	1.799	.091
Audio lingual approach	5.389	7.860	.329	.686	.503
Silent way approach	-12.251	5.031	-.750	-2.435	.027
Direct approach	-73.825	21.215	-.920	-3.480	.003
Translation method	-9.458	6.630	-.218	-1.427	.173
Use of technology in the ESL class	22.305	5.957	1.294	3.745	.002

a. Dependent Variable: English Language Acquisition

Considering the sub dimensions of teaching approaches, it can be seen that except for the Suggestopedia approach which recorded a significant value of 0.000, other three ESL teaching approaches; Total physical response, Situational teaching approach and Learner centred teaching approach have no influence on the acquisition of English as a second language. This is because, these three dimensions have recorded significant value which are higher than 0.05 at a 95% confidence level, which is, 0.421, 0.520 and 0.744. Further, the influence found from Suggestopedia approach dimension recorded a coefficient value of -1.313; indicating that the influence from this ESL teaching approach which consisted of inclusion of music, drama and art in the lessons, having very less or no English tests in the class, avoid fixing the corrections of the mistakes committed by the students immediately and giving much focus on listening and speaking components than the writing and reading components have negatively influenced the English language learning.

Three more approaches were found to be influencing the acquisition of English language learning. With recording significant values of 0.027, 0.003 and 0.002 respectively, the silent way approach, direct method, and the use of technology in ESL classroom influences a learner to acquire English. However, the silent way approach and the direct method approaches recorded coefficient values of -0.750 and -0.920; indicating that the influence from them on English language acquisition is negative. On the other hand, the use of technology in ESL classroom, which consisted of using computers, internet, tablet, smart phones, interactive white board ,TV, DVD player, radio, CD player, cassette player in the classroom recorded a coefficient value of 1.294; which indicates that the influence from this approach on English language learning is positive. Further, the other three dimensions of ESL teaching approaches; communicative language learning, audio lingual learning, and translation method were found to have no impact on the English language acquisition, as they have recorded significant value higher than 0.05 at a 95% confidence level

4.7 One-way ANOVA Test

One-way ANOVA test was used to identify whether there is a significant difference between groups of a particular factor, that affects English language acquisition of a learner. For this, the learner's mother's occupation during his childhood came under socio-economic background was

tested as it was identified as a significant as having a significant influence on the acquisition of L2 by the children by previous studies (Hartas,2011).

The number of students in a class was tested as the high number of students per class was identified as a challenge in the government schools in the literature as mentioned in the chapter two. These variables were separately tested with the ANOVA test, as these did not comprise of Likert scale questions, thus they were not a part of either the correlation or the regression analysis.

Mother's Occupation vs. English Language Acquisition

The one-way ANOVA test enabled to find out whether there is a significant difference in acquiring English by a learner, when their mother's occupation was different. The results show that there exists a significant difference on test scores due to the occupation of the mother; as the significant value between groups according to the table is recorded as 0.000, which is less than 0.05.

Table 4. 19: One-way ANOVA (Mother's Occupation)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7336.544	3	2445.515	8.796	.000
Within Groups	7228.863	26	278.033		
Total	14565.407	29			

Since there is a significant difference, a post-hoc test (Tukey) was performed to identify which groups have differences between each other, as shown below:

Table 4. 20: Post-hoc Test- Mother’s Occupation

(I) Mother's Occupation	(J) Mother's Occupation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Unemployed	Manual Worker	5.306	9.005	.934	-19.40	30.01
	Teacher	-31.017*	7.909	.003	-52.71	-9.32
	Office Worker	-24.306	9.005	.055	-49.01	.40
Manual Worker	Unemployed	-5.306	9.005	.934	-30.01	19.40
	Teacher	-36.322*	8.611	.001	-59.94	-12.70
	Office Worker	-29.611*	9.627	.024	-56.02	-3.20
Teacher	Unemployed	31.017*	7.909	.003	9.32	52.71
	Manual Worker	36.322*	8.611	.001	12.70	59.94
	Office Worker	6.711	8.611	.863	-16.91	30.33
Office Worker	Unemployed	24.306	9.005	.055	-.40	49.01
	Manual Worker	29.611*	9.627	.024	3.20	56.02
	Teacher	-6.711	8.611	.863	-30.33	16.91

According to the table, it can be seen that there is a significant difference in the acquisition of English by the learners when the mother was unemployed or occupied as a teacher, as the significant value is recorded as 0.003, which is less than 0.005 at 95% confidence level. This further shows that the learners have scored higher when the mother was a teacher as opposed to being unemployed (mean difference was recorded as -31.02). Also, there is a significant difference between the test scores when the mother was a manual worker or a teacher, and when the mother was a manual worker or an office worker (significant values of 0.001 and 0.024 respectively). These show that when the mother was a teacher as opposed to a manual worker, the learners have obtained higher test scores (mean difference of -36.32), as well as when the mother was an office worker as opposed to a manual worker (mean difference recorded as -29.61).

Number of Students in a Class vs. English Language Acquisition

The one-way ANOVA test was conducted to find whether there is a significant difference on the acquisition of English by the learner, based on the number of students that were allocated per class,

during English lessons. Results indicate that there exists a significant difference on the test scores obtained by the learners, which shows a significant value of 0.000.

Table 4. 21: One-way ANOVA (Number of Students)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9015.275	4	2253.819	10.152	.000
Within Groups	5550.132	25	222.005		
Total	14565.407	29			

A post-hoc test (Tukey) was performed, as it was identified that there is a significant difference in the test scores of learners due to the number of students in a class, as shown below:

Table 4. 22: Post-hoc Test- Number of Students

(I) AC10	(J) AC10	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 20	20-30	-.917	10.087	1.000	-30.54	28.71
	30-40	11.286	10.282	.806	-18.91	41.48
	40-50	33.111*	10.536	.032	2.17	64.05
	More than 50	42.167*	10.536	.004	11.22	73.11
20-30	Less than 20	.917	10.087	1.000	-28.71	30.54
	30-40	12.202	7.711	.522	-10.45	34.85
	40-50	34.028*	8.047	.002	10.40	57.66
	More than 50	43.083*	8.047	.000	19.45	66.72
30-40	Less than 20	-11.286	10.282	.806	-41.48	18.91
	20-30	-12.202	7.711	.522	-34.85	10.45
	40-50	21.825	8.290	.094	-2.52	46.17
	More than 50	30.881*	8.290	.008	6.54	55.23
40-50	Less than 20	-33.111*	10.536	.032	-64.05	-2.17
	20-30	-34.028*	8.047	.002	-57.66	-10.40
	30-40	-21.825	8.290	.094	-46.17	2.52
	More than 50	9.056	8.602	.828	-16.21	34.32
More than 50	Less than 20	-42.167*	10.536	.004	-73.11	-11.22
	20-30	-43.083*	8.047	.000	-66.72	-19.45
	30-40	-30.881*	8.290	.008	-55.23	-6.54
	40-50	-9.056	8.602	.828	-34.32	16.21

According to the table, it can be seen that there is a significant difference in the acquisition of English by the learners, when the class had less than 20 students as compared to 40-50, or more than 50 students (significant values of 0.032 and 0.004 respectively). Specifically, when the class had less than 20 students compared to 40-50 students, the learners have obtained higher scores for English (mean difference is 33.11), and also when the class had less than 20 students compared to more than 50 students, the learners obtained higher scores (mean difference is 42.17). Further, when the class had 20-30 students compared to a 40-50 students, or more than 50 students, English

language acquisition of learners was different (significance value recorded as 0.002 and 0.000 respectively).

More specifically, the scores were higher for learners, when the class had 20-30 students compared to a 40-50 or more than 50 (mean differences of 34.03 and 43.08 respectively). In addition, when the class had 30-40 students compared to more than 50, a significant difference in scores were recorded (significant value of 0.008), while it also shows that the scores are higher when the class had 30-40 students compared to more than 50. All these indicate that acquisition of English is high, when the class has a smaller number of students.

This chapter presented and analysed the data collected for the study. Firstly, validity and reliability measurements were discussed, while ensuring that validity concerns were addressed, as well as the reliability assessed using the Cronbach's alpha statistic. These recorded values above 0.7, indicating that the instrument was suitable for data analysis. The analysis section commenced with the presentation of demographic characteristics of the learners in tables and charts, and an explanation of the key variables of the study using descriptive statistics. The Pearson's correlation was used to find the relationships between socio-economic background, exposure, motivation, and the ESL teaching approaches received by the learners, and the acquisition of English language; where it was found that all these factors have a strong positive relationship. The regression analysis found that the derived model explained 90% of variation in the acquisition of English, as well as is statistically fit. Also, the coefficients of regression suggested that socio-economic background has no impact on the acquisition of English language, while the other three factors were found to have an impact. More specifically, exposure and motivation of the learner were found to have a positive influence on the acquisition of English, while the ESL teaching approaches received were found to have a negative impact. These allowed the researcher to reject three null hypotheses; H_{02} , H_{03} , and H_{04} . Moreover, the sub dimensions of motivation and ESL teaching approaches were tested against the acquisition of English language, where it was found that extrinsic and intrinsic motivation, Suggestopedia approach, the silent way approach, direct method, and the use of technology in ESL classroom influence a learner to acquire English as a second language. As the final section of the chapter, a one-way ANOVA test was performed to identify whether there exist a significant difference in the acquisition of English language by the learners, due to the mother's

occupation and the number of students in a class, where it was found that there is a significant difference due to these factors. More specifically, when the mothers were in certain occupations (teaching) and the number of students per class was less; the acquisition of English was observed to be higher by the learners.

CHAPTER 5

5.1 Introduction

In this chapter, the results of the tests will be discussed in light of the literature presented in chapter 2, in an attempt to explain the findings and to discuss the effects of the factors affecting the acquisition of a non-native language. This chapter is divided into six parts; 5:2 Implications of the demographic characteristics of the sample discusses the back ground information found about the sample of the study. 5:3 implications of the descriptive analysis gives an insight to the descriptive statistics generated for main variables of the study and the findings of the English language proficiency test administered on the respondents. 5:4 Socio economic background as a factor affecting learning a non-native language discusses the findings of the study about the impact of socio economic background of the learner on the proficiency in English language acquired. 5:5 Exposure as a factor affecting learning a non-native language discusses the findings of the study about the impact of exposure received by the learner on the proficiency in English language acquired. 5:6 Motivation as a factor affecting a non-native language discusses the findings of the study about the impact of the motivation of the learner on the proficiency in English language acquired. 5:7 Approaches of ESL teaching received by the learner as a factor affecting learning a non-native language discusses the findings of the study about the impact of ESL teaching approaches adopted in the classroom on the proficiency in English language acquired by the learner.

The purpose of this study is to determine the factors affecting the acquisition of English as a second language in Sri Lanka giving a specific focus on identification of the factors or causes that have hindered the proficiency in English among the adults Sri Lankans.

In this study, a group of 30 Sri Lankan adults were given an English test (KET) which included listening, writing, reading and speaking components, in order to evaluate the proficiency in English acquired by the respondents. A questionnaire was given in order to gather information on the effects of factors affecting acquisition of a non-native language on learning English as a second language among the adults in Sri Lanka. The questionnaire specifically aimed to identify the

influence of socio-economic background, exposure, motivation and the ESL teaching approaches received by the respondents on the proficiency in English they have acquired. Before starting the discussion, it is important to avoid generalising the findings presented in this thesis, as the research sample was fairly small, and all the respondents are the former students of government schools in Sri Lanka.

5.2 Implications of the demographic characteristics of the respondents

Findings of the gender of the respondents indicate that 53% of the sample consists of male respondents and 47% consists of female respondents. However, there is no majority for any gender. It indicates that the sample is not biased and can be considered as a balanced sample. Findings of the age of the sample population of the study indicate that 37% of respondents are in the 36-45 year age category, 30% of the respondents are in 26-35 year age category and both below 25 years and above 45 years categories are less than 20% of the sample population. This indicates that the sample consists of respondents who are in early to late thirties who can be considered as considerably matured to respond to the questions effectively on the acquisition of English as a second language.

The responses received to the question asked on experience of communication disabilities such as muteness, dumbness etc during the childhood and currently indicate that none of them had those communication challenges in the past and currently any of them are not having any such communication disabilities. Thus, it is assured that English language proficiency acquired by the respondents was not deprived by any language related disabilities. If there were any respondent in the sample with any kind of language disability, he / she would have been removed from the sample. The findings also indicate that all the respondents are able to respond to the questionnaire effectively. The responses gathered with regard to the grades obtained for English language at GCE O/L examination indicate that the majority of the respondents in the sample was not strong in English at the time they were going to school. In order to find out whether the respondents of the sample had sat for any English language tests, the questions with regards to English results obtained at GCE O/L examination and IELTS test were posed.

5.3 Implications of the descriptive analysis

The table 4.6 that shows the descriptive statistics generated for each main variable of the study, by combining the individual statements presented to the learner under each variable in the questionnaire indicate that on average, the learners are moderate, that is they neither agree nor disagree with the statements provided to them in the questionnaire. This in turn reflects the diversity of the learners in the sample, which can be considered as a good characteristic. Further, for both socio-economic and exposure related questions, at least one of the learners have fully disagreed or fully agreed; while interestingly, for both motivation and ESL teaching approaches received, none of the learners have fully disagreed or fully agreed to any of the statements. On the other hand, the standard deviations of all factors show that they do not significantly vary with the mean values obtained; indicating less variation in data collected.

Findings of the English language proficiency test:

The average score recorded by each respondent at the English language proficiency test administered in order to evaluate the English language proficiency of the respondents indicate that most of the respondents have scored between 60% to 70%. When these scores are evaluated according to International levels A1 to C2 the proficiency of the respondents can be placed at English A2 level (Exam English Ltd, 2021).

5:4 Impact of the socio-economic background on the acquisition of English as a second language

Maternal occupation of the respondents during their childhood was taken into consideration in evaluating the impact done on English language proficiency of the respondents by socio economic background. The findings obtained by means of one-way ANOVA test indicate that there is a significant difference on the test scores of the respondents due to the occupation of the mother. Post – hoc test (Tukey) carried out indicates the scores obtained at the proficiency test by the respondents whose mothers occupied as teachers during the childhood of the respondents were higher than the scores of the respondents whose mothers were unemployed. In addition, the scores

recorded are higher among the respondents whose mothers were teachers than the respondents whose mothers occupied as manual workers. The findings further state that the proficiency recorded by the respondents whose mothers were office workers were higher than the respondents whose mothers were manual workers. To sum up, when the mothers are occupied as teachers, they have become more resourceful to their children in the acquisition of English as a second language than when they are either unemployed or occupied as manual workers. Mothers who are office workers too are more resourceful towards the development of literacy of their children than when they are occupied as manual workers. The study carried out on ‘families’ social backgrounds matter: socio economic factors, home learning and young children’s language literacy and social outcomes’, confirms that the linguistic , literacy and social outcomes of children are influenced by the socio economic background of their families (Hartas, 2011). And also it is claimed that “maternal educational qualifications and family income yielded moderate to strong effects on literacy” (Yeung et al.,2002; George et al.2007 as cited in Hartas,2011).

The findings of the father’s occupation of the respondents during their childhood indicate no clear majority regarding fathers’ occupation in the sample as it consists of both professionals and non-professionals. Findings of the monthly income of the family during the childhood of the respondents indicate that the sample is highly variant in terms of the income which in turn reflects the social status and the support the learner might have had received to pursue English as a second language . Thus, it cannot be stated that the families of the sample were well off or worse off.

The support extended by the family in English educational activities and English language homework, allocation of money on English education (books, CDs, newspapers etc) and the regular attendance of private English tuition classes during the childhood of the respondents were taken into consideration in both correlation and regression analysis. Findings of the correlation analysis have come out with a significant value for socio-economic background of the learner and the proficiency of English language acquired by the respondent. These results go in line with the findings of (Linver et al.,2002) that socio economic risk factors have a significant effect on children’s literacy and with the findings of another study that the children’s literacy is influenced by the social background of the family (Hartas, 2011). The findings of the questions posed in identification of the reasons caused to the respondents not to be able to attend English private

tuition classes regularly indicate that the most of them (40%) (out of 16 respondents who responded that they were unable to attend private English classes regularly during their childhood) strongly agree that the reason for this was due to the unavailability of proper classes within the area. However, difficulty of affording also was identified as a cause which influenced them not to attend private English classes regularly during childhood.

Inability to attend English private classes regularly and the unsatisfactory allocation of money on learning materials due to financial challenges identified as negatively affecting the acquisition of English in this study reflect the views presented in another study carried out in Sri Lanka that indicates that poverty holds a significantly negative impact on the education of many learners despite the fact that the education is provided to all free of charge in Sri Lanka (Seefa,2017).

The coefficient value recorded in the analysis also suggests that the relationship is positive and strong between two variables. Thus, the researcher may conclude at 95% confidence level that there is a strong positive relationship between the socio-economic background of the learner and the acquisition of English as a second language.

However, based on the findings of the regression analysis done in the current study an impact on the acquisition of English as a second language by the socio economic background of the learner is not detected. Hartas in her study too found out that the educational activities that the parents engage in with their children from diverse socio economic backgrounds were unable to reduce the inequality on children's literacy. In other words, even though the parents were able to invest in home learning, children living in poverty perform less well in literacy compared to their counterparts from well off socio economic backgrounds (Hartas,2011). The results of the hypotheses testing done in the current study do not indicate that socio-economic background of the learner has a significant impact on his acquisition of English as a second language.

5:5 Impact of the exposure on the acquisition of English as a second language

87% of the sample population responded that they used Sinhala as the first language while 13% of the responded had used Tamil as the first language at home during their childhood. Thus, none of

the respondents had used English language at home as the first language at home. Occupations of the respondents were asked to look into the extent of English used for the purpose of communication at work. Responses received for the question whether the respondents had stayed in a foreign country during their childhood reveal that the majority had received either no or very less exposure in a foreign country. However, after the childhood only 7% of the respondents have lived abroad. This indicates that the learners were not much exposed to English speaking community and did not have much opportunities to be exposed into native-English speaking communities.

Use of English for the purpose of communication at home currently and during childhood, communication in English outside the classroom and amount of access received to digital and printed media to learn English during childhood and the amount of English used for the purpose of communication at work were considered in the correlation and regression analysis. The correlation analysis done in the current study has come out with a strong positive relationship between the learners exposure and the acquisition of English as a second language. Findings of (Al-Zoubi, 2018) have come out with a ‘strong relationship between exposure to English language and English language acquisition’ in diverse forms such as; ‘listening to English programmes and songs on radio , watching English programmes and movies on the television , travelling to English speaking countries, face to face communication with native English speakers, internet usage in English language, using social media in English language and reading English books, magazines and newspapers. Interestingly, the regression analysis done in the current study too supports the hypothesis indicating that language exposure received by a respondent has a positive impact on the acquisition of English as a second language. The findings of the current study on the exposure as a factor affecting non-native language learning go in line with the strong effect of exposure to English language and acquisition found out by the study carried out in exploration of ‘The impact of exposure to English language on language acquisition’(Al-Zoubi,2018) .

Ellis (2002) too has yielded that ‘the language learners, may apprehend the target language by regular exposure to it. The results of the current study reflect the findings of another study carried out in Sri Lanka that has identified the poor exposure among the learners to English language is a reason for the poor language proficiency among them. The majority of the respondents have stated

that they get an opportunity to hear English only when they meet tourists speaking in English when they go on trips rarely. In addition, the other available option of language exposure which is access to media too is deprived due to destitute economic situations and poor parental educational levels (Seefa,2017).

Hypotheses testing done in the current study reveals that the exposure of the learner towards English language has a strong positive impact on his acquisition of English as a second language.

5:6 Motivation as a factor affecting second language acquisition

The question that tried to identify the difficulty levels faced by the learners in the areas of grammar, listening, reading, writing and speaking was able to reveal that the speaking is significantly challenging to the majority of the respondents. It is claimed in another study carried out in Sri Lanka that the fact that English speaking is not tested at the national level examinations has led speaking component to be neglected significantly both by the teachers and the students (Seefa,2017).

Correlation analysis was done considering the aspects of intrinsic motivation, extrinsic, integrative and instrumental motivation. Results of the correlation analysis of the current study has agreed that there is a positive relationship between motivation of the learner and the acquisition of English as a second language. Another study that explored the exertion of an influence on second language by motivation of the learner yielded a positive influence done by motivation on L2 acquisition (Zhang, Dai & Wang, 2020)

Interestingly, the findings of the regression analysis of the current study too has inferred a positive impact by the motivation of the learner on the acquisition of English as a second language by accepting the hypothesis that ‘motivation of the learner affects the acquisition of English as a second language’. Thus,the null hypothesis is rejected.

The influence of these 4 sub divisions of motivation namely intrinsic, extrinsic, integrative and instrumental motivation separately on the acquisition of English as a second language was tested and the findings have come out with interesting results that both integrative and instrumental

motivation have no influence on the acquisition of English as a second language. Further, extrinsic motivation which was investigated on the reasons for learning English during childhood since it was compulsory, due to parents' request, in order to follow peers, and to get through certain examinations was found to have a negative impact on acquisition of English language. However, a study carried out investigating motivation towards learning ESL among university undergraduates in Sri Lanka reveals different findings that the necessity of English language proficiency to obtain a 'better' occupation has driven them towards learning English (Wijeratne, 2015). Gunasekara (2005) brings out a probable motivation received by Sri Lankan ESL learners by the notion that English is a language of prestige in the context of Sri Lanka.

Intrinsic motivation was found to have a positive influence on the acquisition of English as a second language in the current study. Intrinsic motivation was evaluated testing the learners interest while going to school and after leaving school in engaging activities like watching programmes on TV, dramas, movies, documentaries in English, listening to English programmes on radio, reading English books, newspapers etc, speaking to native English speakers, and taking part in activities in English and learning programmes. These results of the current study go in line with the results of the study carried out with L2 and L3 learners from Fort Hays State University, that suggests that the intrinsic motivation plays an important role in foreign language learning (Du, 2021). As the findings of the current study reveals a positive influence on acquisition of ESL by intrinsic motivation of the learner, it is suggested that ESL teachers have a role to play in further strengthening the intrinsic motivation of the ESL learner by focusing more on the features of L2 learning which the learners are interested in (Dörnyei,2001).

5:7 Impact of approaches of ESL teaching adopted in classroom on the acquisition of English as a second language

Findings of the correlation analysis of the current study claim a strong positive relationship between the teaching approaches adopted in the ESL classroom and the acquisition of English as a second language among the students. 'HA4: Approaches adopted in teaching English as second language received by the learner has an impact on the acquisition of English as a second language is supported by the regression analysis done in the study.'

Suggestopedia approach was tested under inclusion of music, art and drama in English lessons , having less/no English tests in class, avoid fixing the learner's mistakes immediately and giving much focus on speaking and listening than reading and writing components. Results shown on the regression model 3 claims that the approach of Suggestopedia has a negative influence on the performance recorded by the students.

It is claimed that the national examinations in Sri Lanka test only writing and reading proficiency in English language consequently listening and speaking components are neglected in the school curriculum and both the teachers and the students have become extremely exam oriented (Rathnasena et al.2013). This reason too may have an influence on the impact found on the performance of English language among the students by the approach of Suggestopedia in the current study. It is suggested that this same reason is behind the fact that the findings of the current study has come out with no influence on the learners' performance in English language by both TPR approach and Situational approach.

In 2007, Jones points out the way the learners could be facilitated by means of various student centered approaches such as discussion activities, pair and group work, minimizing individual activities, classroom writing tasks via discussion activities etc. In the context of Sri Lanka, student-centered activities are found to be adopted frequently in grade 3 classes and this approach is less likely to be seen among trained teachers and the teachers who are national diploma holders in some schools in Sri Lanka (Little, Shojo, Sonnadara & Aturupane, 2018). Findings of the regression model 3 of the current study has come out that there is no influence of use of student-centered approach in ESL classes on the performance of the students. A case study carried out in Thailand has detected that the learner-centered approach was not as successful as expected and the researcher has found out the cause behind the unsatisfactory outcomes of the teaching approach is inadequate professional training received by the teachers(Nonkuknetkhong et al.,2006) . Probably this could be the case in Sri Lankan context too.

The study (Munzaki, Suadah & Risdaneva, 2017) concludes that the translation method is more appropriate to be adopted to teach grammar in English teaching classroom as it gives access to

both the first language and the target language to be employed in the classroom. So that the confusion could be minimized by means of first language usage. However, the findings of regression model 3 of the current study come out with a negative impact done on learning English as a second language by use of approaches adopted in grammar translation method.

The findings of the regression model 3 in this study claims that there is no impact on the performance of the students by adopting audio lingual approaches of language teaching. Audio lingual method which is defined as ‘advocates the habit-formation model of learning which is perfectly married with the mimicry drills and repetition’ Brown (2001) is claimed to be with its own short comings that human language cannot be acquired through habit formation (Alemi & Tavakoli, 2016).

The silent way approach where teacher talking time is significantly limited too was tested to see its impact on the language performance of the learners. Findings of the current study claim that there is a negative influence of using silent way to teach English as a second language on the acquisition of English as a second language among learners. Silent way approach is claimed to be problematic if used solely due to the fact that when the teacher works with a group of students the rest of the class could be bored and neglected, thus there is a risk of losing students’ attention (Galan, 2016).

Findings of the use of direct method approach have come out with a negative influence on second language acquisition. The direct method which has done a revolutionary change from grammar-translation method Qing-xue & Jin-fang (2007) is claimed to be very effective to be implemented in English language classroom (Batoool, Anosh, Batoool and Iqbal, 2021). And it is also claimed to be excessively demanding too as it requires language teachers who are either native speakers or native-like fluency in the relevant language they teach (Qing-xue & Jin-fang, 2007).

According to the current study the findings of the communicative method of language teaching approach in the classroom too have turned out to have no influence on the effect of ESL learning. Communicative method of language teaching which guides the learners to engage in real communication in conveying the real meaning in a much student centered environment Azimova

(2019) is claimed to have its drawbacks to be employed in a language classroom as this teaching approach demands authentic teaching materials, native speaker teachers and classrooms with small number of students (Sadoughvanini and Shamsudin, n.d).

Findings of the use of technology in ESL classroom has come with a positive effect on ESL learning. Use of internet, computers, smart phones, tablets, interactive white board, television, DVD players, radio, CD player, cassette player has facilitated the process of ESL acquisition of the students. As mentioned in the chapter 2, past studies carried out on the use of technology in the ESL teaching has reported a significant impact on language performance among the learners by the use of technology in the classroom.

In the past studies carried out in Sri Lanka on the field of ESL teaching, it is constantly identified that the overcrowded classrooms as a challenge to English education in the government schools (Aloysius,2015). And the Size of the classroom is vital in adopting many language teaching methods effectively for instance communicative language teaching approach to be effectively implemented in a language classroom it is necessary that the class contains a small number of students (Sadoughvanini and Shamsudin, n.d). Thus, the number of the students in the classroom and the reasons caused for that were examined and tested separately.

17 students have mentioned that the reason for bigger classes was that several classes were combined during English period as they did not have enough English teachers in the school. Unavailability of ESL teachers too has a significant impact on the effectiveness of the language approaches adopted. When one class doesn't have a English teacher, the school has tried to combine many classes together and tried to teach English with the available teacher. Even though this seems to be the best and the only available option to be implemented, the large sized classes have a direct negative impact on the quality of both teaching and learning English as a second language (Seefa,2017). In chapter 2 , it is mentioned that some students who had developed an idea that English is not important as they would end up doing the same occupation as their parents (such as fishing and farming) are not motivated in learning English and they disturbed the teaching process in the classroom Aloysius (2015). This too is a significant challenge in the language classroom in Sri Lanka. It is suggested in this study that the lack or negative influence done on the

English language learning of the students by the most of the ESL teaching approaches tested in the current study may be caused by the high number of students in the classroom. Thus, it is suggested that the number of ESL teachers in the government schools could be increased so that the number of students per class could be maintained at a number which is more supportive than before in the process of language teaching.

CHAPTER 6

Conclusion

This study demonstrates that the socio economic background of the learner, exposure received by the learner, motivation of the learner and the ESL teaching approaches received by the learner affect the acquisition of English as a second language among the Sri Lankan learners.

The results of the study go in line with previous studies that there are many challenges that hinder the acquisition of English as a second language among Sri Lankan learners. The study suggests that in the context of socio economic factors affecting learning a non-native language, if the poverty among the citizens can be addressed in a long lasting and effective manner the second language learning challenges encountered due to poverty can be minimized accordingly. Poverty stricken family backgrounds along with deprived rustic environment plays a disastrous role in the acquisition of English among the learners (Fernando, Raja 2011). The current study also suggests that the support received from the family in learning English such as help in English homework and activities is important in learning a second language. The ability of the parents to be useful in the process of learning a second language of their children largely depends on their educational strength (Seefa,2017).

The study also suggests that the exposure received to the target language by the learner such as access to the printed and digital media and possibility to practice English language play a vital role in the acquisition of English as a second language. Considering the distribution of the infrastructure of the country which is currently recovering slowly after a 30 year long ethnic conflict (Seefa,2017) , it is suggested that the schools located in the extremely remote areas which do not even have access to internet or electricity could be provided at least with satisfactory library facilities with updated magazines and books while other urban schools are provided with access to more updated digital media in order to give more language exposure to the learner.

It is also suggested that the guidance given by the teachers to make the students realize the importance and the purpose of learning English language and setting the students free from fear

towards a non-native language can contribute effectively in building the motivation among the learners towards learning a non-native language as revealed in the study (Zaman, 2015).

When the infrastructure of the school is in a destitute condition the use of second language teaching methods under available facilities would not tend not only to come out with expected outcomes of the teaching approaches but also the implementation of the teaching method itself is extremely challenging. For instance, the communicative method of language teaching approach and student centered teaching approach would most probably have been affected by the poor infrastructure, unavailability of native language teachers and the inaccessibility to updated authentic language learning materials. These concerns should be addressed via combating poverty and upgrading the educational facilities in the schools in the country. Finally, it is suggested that the process of both teaching and learning ESL in Sri Lanka can be uplifted by addressing the poverty-stricken condition in the country.

Since this study was carried out with a small number of respondents it does not clearly brings out the precise situation of ESL teaching in the entire country however this sample represents a situation of the majority of the students in the rural Sri Lanka. It is suggested that further research is necessary on the ESL teaching in Sri Lanka in order to have a closer insight to the factors that hinder the acquisition of English as a second language and to address those concerns for the betterment of the situation.

Reference

1. Alchemer, 2020. What is Regression Analysis and Why Should I Use It? | SurveyGizmo Blog. [online] Alchemer. Available at: <<https://www.alchemer.com/resources/blog/regression-analysis/>> [Accessed 25 April 2021].
2. Alemi, M., & Tavakoli, E. (2016). Audio lingual method. Retrieved from https://www.researchgate.net/publication/293731529_Audio_Lingual_Method
3. Alnaqueeb, A. (2012). STUDY OF YEMENI ENGLISH TEACHERS' CLASSROOM PRACTICES AND APPROACHES WITH SPECIAL REFERENCE TO SECONDARY SCHOOLS IN LABOOS (phd). University of Pune.
4. Aloysius, M. (2015). Title : Problems of English teaching in Sri Lanka: how they affect teaching efficacy (Phd). University of Bedfordshire.
5. Al-Zoubi, S. (2018). The Impact of Exposure to English Language on Language Acquisition. *Journal Of Applied Linguistics And Language Research*, 5(4).
6. Arifah, A. (2014). Study on the use of technology in ELT classroom: Teachers' perspective. M.A. Thesis, Department of English and Humanities, BRAC University, Dhaka, Bangladesh.
7. Alsaleem, B. I. A. (2014). The effect of "WhatsApp" electronic dialogue journaling on improving writing vocabulary word choice and voice of EFL undergraduate Saudi Students. Harvard: 21st Century Academic Forum Conference Proceedings. http://www.readwritethink.org/lesson_images/lesson782/Rubric.pdf
8. Ariani, M., & Ghafournia, N. (2016). The Relationship between Socio-Economic Status, General Language Learning Outcome, and Beliefs about Language Learning. *International Education Studies*, 9(2), 89. doi: 10.5539/ies.v9n2p89
9. Asher, J. (2007). TPR: After forty years, still a very good idea. Retrieved on 10 July 2013 from: <http://www.tpr-world.com/japan-article.html>
10. Atugoda, S. (2005). Teaching English in Key Stage One–Grades 1–2. *The Daily News*, 15, 1-13. Available online at: <http://archives.dailynews.lk/2005/03/15/fea01.htm> (Accessed 20 July 2016).
11. Azimova, S., 2019. The Communicative Approach in English Language Teaching. *Bulletin of Science and Practice*, 5(4), pp.471-475.

12. Badjadi, N. (2020). Learner-Centered English Language Teaching: Premises, Practices, and Prospects. *IAFOR Journal Of Education*, 8(1), 7-27. doi: 10.22492/ije.8.1.01
13. Bandara, W.A.W (2008) A study on the issue of changing the medium of instruction to English and the problems related to the learning material at Junior Secondary Level. An Unpublished Master Degree Dissertation, Sri Lanka: Faculty of Education, Colombo.
14. Becker, H. J. (2000). Findings from the teaching, learning, and computing survey: Is Larry Cuban right? *Education Policy Analysis Archives*, 8(51). doi: <http://dx.doi.org/10.14507/epaa.v8n51.2000>
15. Brown, H.D. (2001). *Teaching by Principles: An interactive Approach to Language pedagogy*; 2nd Ed. New York: Pearson Education Company.
16. Bybee, J. L., & Hopper, P. J. (Eds.). (2001). *Frequency and the Emergence of Linguistic Structure*(Vol. 45). Amsterdam: John Benjamins Publishing Company. Cambridge English Language Assessment. (2014). *Cambridge English: Young Learners: Flyers*.<http://www.cambridgeenglish.org/exams/young-learners-english/> (retrieved September 5,2017).
17. Chastain, K. (1988). *Developing second-language skills* (3rd Edition). San Diego: Harcourt Brave Jovanocich.
18. Cocca, M.; Cocca, A. A_ective Variables and Motivation as Predictors of Proficiency in English as a Foreign Language. *J. E_c. Responsib. Educ. Sci.* 2019, 12, 75–83. [CrossRef]
19. De Mel, T. (2001) Rethinking Education”. *Daily News*, September 22. 2001.
20. De Wilde, V., Brysbaert, M., & Eyckmans, J. (2019). Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important?. *Bilingualism: Language And Cognition*, 23(1), 171-185. doi: 10.1017/s1366728918001062
21. Djuhariah, et.al. 2012. Improving Students’ Reading Comprehension of Narrative Text Through Suggestopedia Method. Unpublished Research: Tanjungpura University Pontianak.
22. Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching: Motivation*. Routledge
23. Du, X. (2010). *Foreign language acquisition, motivation and creativity* (master). Fort Hays State University.

24. El-Fiki, H., 2015. TEACHING ENGLISH AS A FOREIGN LANGUAGE AND USING ENGLISH AS A MEDIUM OF INSTRUCTION IN EGYPT: TEACHERS' PERCEPTIONS OF TEACHING APPROACHES AND SOURCES OF CHANGE. phd. University of Toronto.
25. Elgort, I., Brysbaert, M., Stevens, M., & Van Assche, E. (2018). Contextual word learning during reading in a second language: An eye-movement study. *Studies in Second Language Acquisition*, 40(2), 341–366.
26. Ellis, R. (2013). “Second Language Acquisition,” in *Oxford Handbook of Construction Grammar*, eds G. Trousdale and T. Hoffmann (Oxford: Oxford University Press), 365–378.
27. Ellis, Rod. (1999). *The Study of Second Language Acquisition*. [ebook] Oxford: Oxford University Press
28. Ellis, Rod. (2002). *Second Language Acquisition*. Oxford: Oxford University Press
29. Erben, T., Ban, R., & Castañeda, M. E. (2009). *Teaching English language learners through technology*. New York: Routledge.
30. Eshach, H. (2007). Bridging in-school and out-of-school learning: formal, non-formal, and informal education. *Journal of Science Education and Technology*, 16(2), 171–190.
31. Exam English Ltd, a. (2021). Key English Test (KET) - about the exam. Retrieved 29 May 2021, from <https://www.examenglish.com/KET/index.html>
32. Feinstein, L. (2003). Inequality in the Early Cognitive Development of British Children in the 1970 Cohort. *Economica* 70, 73–97
33. Fernando, C. 1977. “English and Sinhala Bilingualism in Sri Lanka.” *Language in Society*, 6(03): 341-360.
34. Ford-Connors, E., & Paratore, J. R. (2015). Vocabulary instruction in fifth grade and beyond:sources of word learning and productive contexts for development. *Review of Educational Research*, 85(1), 50–91.
35. Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26, 331-362.
36. Galan, P. (2016). *Larsen-Freeman on teaching methods and approaches for teaching English as a foreign language (masters)*
37. Gardner, R. C. (2001). *Language learning motivation: The student, the teacher, and the researcher*. Texas Foreign Language Education Conference. Austin: University of Texas.

38. Gardner, R. (2012). Integrative motivation and global language (English) acquisition in Poland. *Studies In Second Language Learning And Teaching*, 2(2), 215. doi: 10.14746/sslit.2012.2.2.5
39. Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.
40. Glukhova, I., & Sorokina, O. (2018). Student-Centered Education in Context of Second-Language Learning. Retrieved from <https://doi.org/10.1051/shsconf/20185001057>
41. Gömleksiz, Mehmet Nuri. (2001). ‘The Effect of Age and Motivation Factors on Second Language Acquisition’. [online] *Firat University Journal of Social Science*, vol. 11, no. 2, pp. 217-224. [online]. Available at: <http://web.firat.edu.tr/sosyalbil/dergi/arsiv/cilt11/sayi2/217-224.pdf> (Accessed 17 December 2014)
42. González Fernández, B., & Schmitt, N. (2015). How much collocation knowledge do L2 learners have?: The effects of frequency and amount of exposure. *ITL - International Journal of Applied Linguistics*, 166(1), 94–126.
43. Goodwin, K. (2012). *Use of tablet technology in the classroom*. South Wales, Sydney: NSWCurriculum and Learning Innovation Centre.
44. Gershoff, E., Aber, J., Raver, C. & Lennon, M. (2007) Income is not enough: incorporating material hardship into models of income association with parenting and child development, *Child Development*, 78(1), 70–95
45. Gunasekara, M. (2005). *The post-colonial identity of Sri Lankan English*. Colombo, Sri Lanka.
46. Hair, J.F., Anderson, R.E., Tatham, R.L. and William, C., 1998, *Multivariate data analysis*.
47. Harmer, J. (Ed.). (2007). *The Practice of English Language Teaching*. Cambridge, UK: Pearson Longman.
48. Harmer, J. (2007). *The practice of English language teaching*. England: Pearson. www.worldcat.org/title/practice-ofenglish-language-teaching/oclc/149005881
49. Hartas, D. (2011). Families’ social backgrounds matter: socio-economic factors, home learning and young children’s language, literacy and social outcomes. *British Educational Research Journal*, 37(6), 893–914. <https://doi.org/10.1080/01411926.2010.506945>
50. Heale, R. and Twycross, A., 2015. Validity and reliability in quantitative studies. *Evidence-based nursing*, 18(3), pp.66-67.

51. Herath, H.M.T.S. & Ranasinghe, A. (2011) Labour Market Prospects for Business Graduates in Sri Lanka. *International Journal for Social Science and Humanity*,1(1), pp. 26-30
52. Hettiarachchi, S. (2010) ESL Teacher Motivation in Sri Lankan Public Schools. Unpublished MA thesis, Eastern Michigan University.
53. Huang Changyi (2010). The application of Situational Teaching Method in Foreign Language Teaching [J]. *Education and Teaching Method*, (3) 71.
54. Hughes, A., 1983. *Second language learning and communicative language teaching*. New York: Academic Press.
55. Hulstijn, J. H. (2003). Incidental and intentional learning. In C. J. Doughty & M. H. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 349–381). Oxford, UK: Blackwell Publishing Ltd.
56. Ilter, B.G. (2009). Effect of technology on motivation in EFL classrooms. *TOJDE*. 10(4), 1. Retrieved on March 17, 2014 from http://tojde.anadolu.edu.tr/tojde36/articles/article_9.htm
57. J. W. Gair. Sinhala. (1991) an indo-Aryan Isolate. In: B.C. Lust (ed.). *Studies in South Asian Linguistics: Sinhala and other South-Asian Languages*. Oxford University Press., pp. 3-12. [2] W. Geiger. *Mahavamsa- the great chronicle of Ceylon*. Buddhist Cultural Centre, Sri Lanka.1912.
58. Jones, L. (2007). *The Student-Centered Classroom*. Cambridge: Cambridge University Press.
59. Kailainathan, R., 2014. Teaching and Learning Tamil as a Second Language in Sri Lanka:Special Reference to Auxiliary Verb Construction in Tamil and Sinhala Languages. *Proceedings of Jaffna University International Research Conference*,.
60. Karunaratne, I.M. (2003) *Teaching English in Urban Sri Lanka: Some pedagogical issues*, Sri Lanka.
61. Karunaratne, I.M. (2009) *Teaching of English*, New Delhi: A.P.H. Publishing Corporation.
62. Khamhuber, P. (2010). *Comparison of Grammar in Australia and Spanish English Language Teaching Textbook*. Magister der Philosophy, University of Wien.
63. Khasinah, S. (2014). FACTORS INFLUENCING SECOND LANGUAGE ACQUISITION. *Englisia Journal*, 1(2). <https://doi.org/10.22373/ej.v1i2.187>
64. Kormos, J., & Kiddle, T. (2013). The role of socio-economic factors in motivation to learn English as a foreign language: The case of Chile. *System*, 41(2), 399-412. doi: 10.1016/j.system.2013.03.006

65. Krippendorff, K. (2004). Intrinsic motivation and human-centred design. *Theoretical Issues in Ergonomics Science*, 5 (1), 43-72.
66. Kuruwita, R. (2014) 'Mushrooming of tuition classes Indicates decline in State education.' *Ceylon Today*, 11 November 2014. Available online at: <http://www.ceylontoday.lk/51-77421-news-detail-mushrooming-of-tuitionclasses-indicates-decline-in-state-education.html> (Accessed 2 June 2015).
67. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). New York: Oxford University Press
68. Larsen-Freeman, D. (2004). CA for SLA? It all depends...*Modern language Journal*, 88, 603-7.
69. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.
70. Latifi, M., Tavakoli, M., & Dabaghi, A. (2014). The effects of a self-regulatory approach on the listening comprehension achievement of EFL learners. *International Journal of Research Studies in Education*, 3(3), 67-78.
71. Lightbown, P. M., & Spada, N. (2006). *How Languages Are Learned* (3rd ed.). Oxford: Oxford University.
72. Li, A. (2011). The theoretical basis of situational teaching method, foreign language teaching and research: 1.
73. Lightbown, P., & Spada, N. (2011). Individual differences in second language learning. *How Languages are learned* (pp. 53-74). New York: Oxford University Press.
74. Lightbown, P. M. & Spada, N. (2001). Factors affecting second language learning. *English language teaching in its social context*, 28-43.
75. Lišková, M., 2017. *Methods and Approaches in Teaching English at a LowerSecondary School Level*. Univerzita Hradec Králové.
76. Little, A., Shojo, M., Sonnadara, U. and Aturupane, H., 2018. Teaching English as a second language in Sri Lankan primary schools: opportunity and pedagogy. *Language, Culture and Curriculum*, 32(2), pp.113-127.
77. Liyanage, I.M.K. (2013) *Education System of Sri Lanka: Strengths and Weaknesses*. Available online at: http://www.ide.go.jp/Japanese/Publish/Download/Report/2013/pdf/C02_ch7.pdf (Accessed 8 June 2015)

78. Lozanov, G. 2005. Suggestopaedia-Desuggestive Teaching Communicative Method on The Level of The Hidden Reserves of the Human Mind. International Centre for Desuggestology: Austria.
79. Luisa, M., & Mestre, E. (2013). Motivation in Second Language Acquisition.
80. Lysandrou, P., & Lysandrou, Y. (2003). Global English and proregration: understanding English language spread in the contemporary era. *Economy and Society*, 32(2), 207-233. doi: 10.1080/0308514032000073400
81. Marsick, V. J., & Watkins, K. E. (2001). Informal and incidental learning. *New Directions for Adult and Continuing Education*, 2001(89), 25
82. Maslow, A. H. (1970). *Motivation and Personality* (2nd ed.). New York: Harper & Row.
83. Mei, Y. (2018). Comments on the Audiolingual Method. *International Journal Of Arts And Commerce*, 7(4).
84. Mekhafi, A. and P.N. Ramani, 2011. Expectation versus reality: Communicative approach to efl learning. *Studies in Learning, Evaluation and Development* 8(1): 98-113
85. MoE (Ministry of Education) (2012) *Guidebook on School Based Teacher Development*. Teacher Education Administration Branch, Sri Lanka.
86. Moore, D.S., Notz, W.I. and Fligner, M.A., 2015. *The basic practice of statistics*. Macmillan Higher Education.
87. Morales, S. (2017). Relationship between Social Context and L2 Learning of EFL Students in Tertiary Level. *English Language Teaching*, 10(10), 87. <https://doi.org/10.5539/elt.v10n10p87>
88. Morley, J. (2001). Aural Comprehension Instruction: Principles and Practices. In Celce Murcia, M. (Ed.) *Teaching English as a Second or Foreign Language*, 3rd edition, 69-85. Boston: Heinle Cengage Learning.
89. Muñoz, C. (2011). Input and long-term effects of starting age in foreign language learning. *IRAL -International Review of Applied Linguistics in Language Teaching*, 49(2), 113–134.
90. Munzaki, D. F., Suadah, L., & Risdaneva, R. (2016). Teaching methods used by students of department of English language education of UIN Ar-Raniry in teaching English at English course. *Englisia: Journal of Language, Education, and Humanities*, 4(1), 10-26.
91. Nanayakkara, P. (nd), *Capacity Building in Teacher Development and Training*. India Second Policy Presentation, Sri Lanka.

92. Neranjani, E. S. (2013) Current Practice of Bilingual Education in Sri Lanka. Proceedings of Annual Research Symposium, University of Colombo, October 3-4. University of Colombo
93. Nonkukhetkhong, K., Baldauf Jr, R. B., & Moni, K. (2006). Learner centeredness in teaching English as a foreign language: Teachers' voices.
94. Nopiyanti, M., S. 2012. Teaching English Speaking Using Suggestopedia Method at the Fourth Grade Students of SD Mutiara Nusantara parongpong. Unpublished Thesis: STKIP Siliwangi Bandung.
95. Nosrati, et.al. 2013. Investigation of Language Teaching Methodologies in Second Language Learning. International Journal of Economy, Management and Social Sciences.
96. NSW curriculum and learning innovation centre. (2012). Use of tablet technology in the classroom. Retrieved on March 5, 2014, from http://rde.nsw.edu.au/files/iPad_Evaluation_Sydney_Region_exec_sum.pdf
97. Patel, D. M. F., & Jain, P. M. (2008). English Language Teaching (Method, Tools, and Techniques). Jaipur: Sunrise Publisher.
98. Perera, M. E. (2001). The role of classroom interaction in second language acquisition in Sri Lanka (Unpublished doctoral thesis). Faculty of Education, University of Wollongong, Australia. Retrieved from <http://ro.uow.edu.au/theses/1805>
99. Perera, M. (2006) Why Not? But I can't – Influence of a 'culture of poverty' on learning – A case study. Sabaragamuwa University Journal, 6(1), pp. 23-34.
100. Perera, M., Rajendran, S., Neranja, S., Dissanayaka, D. & Karunarachchi, N. (2010) Coping with student heterogeneity in the English Language Classrooms: A collaborative action research. Sri Lanka: National Education Commission.
101. Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television and factors that affect learning. Studies in Second Language Acquisition, Advance online publication
102. Preston, C., & Mowbray, L. (2008). Use of SMART boards for teaching, learning and assessment in kindergarten science. [pdf file]. Retrieved on February, 2013 from <http://smartboardita.pbworks.com/f/smartboard+with+kindergartener.pdf>
103. Priyatmojo, A. S. (2009). Suggestopedia as a Method for Teaching Speaking for Young Learners in a Second Language Classroom. An der Seite <http://www.scribd.com/doc/51717433>, gesehen am, 22(02), 2012.

104. Qing-xue, L., & Jin-fang, S. (2007). An Analysis of Language Teaching Approaches and Methods —Effectiveness and Weakness. *US-China Education Review*, 4(1).
105. Rao, P. S. (2019). THE ROLE OF ENGLISH AS A GLOBAL LANGUAGE. *Research Journal Of English (RJOE)*. Published.
106. Rahman, M. (2012). Grammar Translation Method (GTM): An Effective and Feasible Method in Bangladesh Context. Bachelor BRAC University, Bangladesh.
107. Rathnasena, U., Dodantenna, I., Jayakody, A. & Hettiaratchi, A. (2013) How ICT can be used effectively to enhance English learning in tertiary education: study focusing on speaking and listening skills. *SAITM Research Symposium on Engineering Advisement*, pp.20-23. Available online at: http://www.saitm.edu.lk/fac_of_eng/RSEA/SAITM_RSEA_2013/imagenesweb/5.pdf (Accessed 8 June 2015).
108. Raz, I. S., & Bryant, P. (1990). Social background, phonological awareness and children's reading. *British Journal of Developmental Psychology*,
109. Richards, J. C. and Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
110. Richards. J, Platt. J, & Weber. H. (1985). *Longman Dictionary of Applied Linguistics*.England: Longman
111. Richards, Jack; Rodgers Theodore. 2007. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
112. Richard, Jack C. & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Beijing: Foreign Language Teaching and Research Press, 2000.
113. Richard, M. R., & Edward L. D. (2000). *Intrinsic and extrinsic motivations: Classic definitions and new directions*. University of Rochester.
114. Richard, M. R., & Edward L. D. (2000). *Intrinsic and extrinsic motivations: Classic definitions and new directions*. University of Rochester.
115. Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (p. 204). New York: Cambridge University Press.
<http://dx.doi.org/10.1017/CBO9780511667305.021>
116. Rohan, R.M.D. (2004) A Study on the Impact of Student Heterogeneity on the Implementation of Activity Based Oral English programme in primary classes.

Unpublished dissertation for the degree of Master of Education, University of Colombo. Available online at:
<http://archive.cmb.ac.lk/research/bitstream/70130/2208/1/Rohan.pdf> (Accessed 3 Sep. 2016).

117. Rogoff, B., Callanan, M., Gutiérrez, K. D., & Erickson, F. (2016). The organization of informal learning. *Review of Research in Education*, 40(1), 356–401.
118. Sadighi, F., & Anjomshoa, L. (2015). The Importance of Motivation in Second Language Acquisition. *International Journal On Studies In English Language And Literature (IJSELL)*, 3(2).
119. Sadoughvanini, S. and Shamsudin, S., n.d. COMMUNICATIVE APPROACH TO LANGUAGE TEACHING AND LEARNING AND EFL CONTEXT. *International Journal of English Language and Literature Studies*, 2(1).
120. Salameh, W., & Sathakathulla, A. (2018). The Impact of Social-Economic Factors on Students' English Language Performance in EFL Classrooms in Dubai. *English Language And Literature Studies*, 8(4), 110. doi: 10.5539/ells.v8n4p110
121. Sanmuganathan, K. Historical Perspective of English and Some Pedagogical Problems and Solutions in Teaching English in Sri Lankan Schools. *International Journal Of Scientific And Research Publications*, Volume 7, Issue 6, June 2017.
122. Saunders, M. N. K., Lewis, P., and Thornhill, A. 2015. *Research Methods for Business Students* 7th ed. Pearson
123. Saville-Troike, Muriel. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
124. Schwartz, S. & Pollishuke, M. (2013). *Creating the dynamic classroom: A handbook for teachers* (2nd ed.), Toronto, ON: Pearson.
125. Seefa, K. R. F. (2017). A learners' perspective of the challenges faced in learning English as a second language in post-conflict Sri Lanka: a case study of the Madhu zone in Mannar district..
126. Seigler, R. S. (1998). *Children's thinking* (3rd Edition ed.). Upper Saddle River, New Jersey: Prentice Hall.
127. Smith, S. A., Briggs, J. G., & Pothier, H. (2017). Exploring variation in reading comprehension among young adult Spanish–English bilinguals: The role of environmental

- language contact and attitudes toward reading. *International Journal of Bilingualism*, 22(6), 695–716. <https://doi.org/10.1177/1367006917690913>
128. Shaikh, F. (2013). Volume 4 Issue 2, February 2015 www.ijsr.net Licensed Under Creative Commons Attribution CC BY Effective Methods of Teaching English as a Second Language in the Classroom. *International Journal Of Science And Research (IJSR)*.
 129. Shejbalova, D. (2006). *Methods and Approaches in Vocabulary Teaching and Their Influence in Students' Acquisitions*. Masaryk University.
 130. Stefánsson, Einar Garibaldi. (2013). *Second Language Acquisition: the Effect of Age and Motivation*. [online]. Háskóli Íslands: Hugvísindasvið Enska. Available at http://skemman.is/stream/get/1946/15018/35741/1/BA_EinarG.pdf (Accessed 17 Deceber 2014)
 131. Stern, H.H. (2001). *Fundamental Concepts of Language Teaching*. New York: Oxford University Press.
 132. Stern, H. (2003). *The sociology of language teaching and learning. Fundamental concepts of language teaching*. (pp. 269-285). New York: Oxford University Press
 133. Summer 2010 Foreign language acquisition, motivation and creativity XiXi Du Fort Hays State University)
 134. Szeto, E. (2015). Community of Inquiry as an instructional approach: What effects of teaching, social and cognitive presences are there in blended synchronous learning and teaching?. *Computers & Education*, 81, 191-201.
 135. Urdan, T. (2003). Book review: Intrinsic motivation, extrinsic rewards, and divergent views of reality. *Educational Psychology Review*, 15 (3), 311-325.
 136. Van den Branden, K. (2016). The role of teachers in task-based language education. *Annual Review of Applied Linguistics*, 36, 164–181. <https://doi.org/10.1017/S0267190515000070>
 137. Weimar, M. (2013) *Learner-centered teaching: Five key changes to practice*. 2nd ed. San Francisco: Jossey-Bass.
 138. Wen Jialing. *The Practice of Situational Teaching Method [J]*. *Foreign Language Teaching and Research*, 2008, (23) 258.
 139. Wickrema, A. & Colenso, P. (2003) *Respect for Diversity in Educational Publication – the Sri Lankan Experience*. Sri Lanka.

140. Yin, M., 2015. The Effect and Importance of Authentic Language Exposure in Improving Listening Comprehension. master. St. Cloud State University.
141. Yu, B. (2018). The predicting roles of approaches to learning, L2 learning motivation, L2 learning strategies and L2 proficiency for learning outcomes: a comparison between Mainland and Hong Kong Chinese students. *Educational Studies*, 45(4), 520–532. <https://doi.org/10.1080/03055698.2018.1509775>
142. Yu, Y. (2012). The application of situational teaching method in English teaching. *Journal of Harbin Finance College*:41
143. Wijeratne, W., 2015. A Study of Second Language Identity and Motivation among Undergraduates in Sri Lankan Universities. Master. St. Cloud State University.
144. Zaman, J. (2015). Role of Motivation in Second Language Learning: A study of Private University Students in Bangladesh (Master). BRAC University.
145. Zhang, Dai, & Wang. (2020). Motivation and Second Foreign Language Proficiency: The Mediating Role of Foreign Language Enjoyment. *Sustainability*, 12(4), 1302. doi: 10.3390/su12041302

Appendix

QUESTIONNAIRE

Demographic Information

Please answer the following questions. Select the most suitable option when applicable.

1. Gender

male female other

2. Age

2. Do you have any communication disabilities (deafness, muteness, autism etc) when you were studying at school? now?

Yes No

3. Please indicate the result obtained for English language at GCE O/L examination.

.....

4. Have you ever taken IELTS examination?

If yes please indicate the score obtained

Socio-Economic Background

1. What were your parents' occupations when you were studying at school?

a. Mother b. Father

2. Indicate the rough monthly income of the family while you were studying at school?

- i. Below 30,000 lkr
- ii. 30,000 lkr-40000 lkr
- iii. 40000 lkr-50000 lkr
- iv. 50,000lkr-60,000 lkr
- v. Above 60,000 lkr

Rate these statements using the following scale

1- Strongly disagree 2- Disagree 3- Moderate 4- Agree 5- Strongly agree

	1	2	3	4	5
3. My family (parents/elder siblings) helped me with my English homework during the time I was going to school					
4. Parents /elder siblings engaged in my learning activities during the time I was going to school.					
5. Parents /elder siblings engaged in my learning activities during the time I was going to school.					
6. Allocation of money on my English education (buying books, newspapers, CDs, language games etc.) by my parents is satisfactory.					
7. I attended English tuition classes regularly over a period of 8 years during the time I was going to school					
-ONLY if your answer is 4 or 6 for the question number 7					
The reason for not attending English tuition classes regularly is my parents found it difficult to afford it					
- ONLY if your answer is 4 or 6 for the question number 7					
The reason for not attending English classes regularly is unavailability of proper classes in the area where I was brought up					

Exposure

1. What is the language you used to communicate with your family during your childhood?
.....

Rate these statements using the following scale

1- Strongly disagree 2- Disagree 3- Moderate 4- Agree 5- Strongly agree

	1	2	3	4	5
2. I used English language to communicate with my parents at home during my childhood					
3. I used English language to communicate with my siblings at home during my childhood					
4. I use English language to communicate with my family now					
5. I used English language to communicate outside the classroom (at supermarkets, hospitals, with my relatives and neighbours) during my childhood					
6. I had access to digital media, printed media, to learn English during my childhood					
7. What is your profession?					
8. I used English language to communicate with my employer, colleagues and customers at work					

4. I have lived in English speaking countries in my childhood for,

- i. Never
- ii. Less than 1 year
- iii. 1-5 years
- iv. 5-10 years
- v. More than 10 years

5. I have lived in English speaking countries after my childhood for,

- i. Never

- ii. Less than 1 year
- iii. 1-5 years
- iv. 5-10 years
- v. More than 10 years

Motivation

Rate these statements using the following scale

2- Strongly disagree 2- Disagree 3- Moderate 4- Agree 5- Strongly agree

	1	2	3	4	5
I studied English during my childhood since it was compulsory in the school curriculum.					
I studied English during my childhood since my parents and teachers asked me to do so.					
I studied English during my childhood since my friends studied English.					
I studied English during my childhood since I had to pass the examination.					
I studied English to find a better job.					
I studied English to obtain prestige in the society.					
I studied English to do my higher studies.					
I studied English to travel aboard.					
I studied English to make friends abroad.					
I studied English to get to know about foreign countries and cultures.					
I enjoyed watching TV/listening to radio programmes /dramas/movies / documentaries in English during my childhood.					
I enjoyed reading newspapers/ novels/ magazines/short stories in English during my childhood.					
I enjoyed speaking to English speakers during my childhood.					

I enjoyed taking part in drama/ clubs/ debates and competitions in English and following English courses during my childhood.					
I enjoyed watching TV/listening to radio programmes /dramas/movies / documentaries in English after school education.					
I enjoyed reading newspapers/ novels/ magazines/short stories after school education					
I enjoyed speaking to English speakers after school education.					
I enjoyed taking part in drama/ clubs/ debates and competitions in English and following English courses after school education.					

5. Rate the difficulty level of the following areas in English language learning using the scale given.

- i. Very difficult
- ii. Difficult
- iii. Moderate
- iv. Easy
- v. Very easy

- **Grammar**
- **Listening**
- **reading**
- **Writing**
- **Speaking**

Approaches in ESL teaching

Rate these statements using the following scale

1- Strongly disagree 2- Disagree 3- Moderate 4- Agree 5- Strongly agree

	1	2	3	4	5
Music, drama, art were included in the lessons.					
There were very less or no English tests held.					

Corrections of the mistakes done by the students were not immediately fixed by the teacher.					
Listening and speaking components were given more focus than the writing and reading components.					
Teacher gives commands in English in the classroom and the students have to act accordingly					
Language teaching began with the spoken language.					
New language points were introduced situationally.					
Children practiced language by asking questions among each other.					
Wall charts, flashcards and pictures were used as visual aids.					
Lessons were more students centred.					
Lessons were rather activity based where the students were given more interactive speaking, listening, reading and writing activities in groups or in pairs.					
Students were made to correct the activities assigned among themselves.					
Practical usage of language was given much importance than the theoretical aspect of the language.					
Role play was included in the lessons.					
Language games were included in the lessons.					
Authentic materials were used to teach in the classroom.					
Community oriented tasks (problem solving) were used.					
Much focus on practical pronunciation was given in the lessons.					
Drilling (dialogues) activities were done.					
Co-operative spirit between learners were encouraged.					
Teacher was silent as much as possible and the students were given much time to produce language as much as possible.					
Teacher used gestures, pictures to explain the context.					
Students were given questions to be answered in the target language.					
Dictation was included in the lessons.					
Teacher helped the students to find out the errors and correct it by themselves.					
Teacher used English to explain lessons.					
Translation of literary passages were done in the classroom.					
Reading comprehension was done in the classroom.					
Memorization of vocabulary using first language was included in the lessons.					
Composition was included in the lessons.					
Teacher used the first language to explain lessons.					

Speaking and listening activities were not much focused in the class.					
Tablets/smart phones were used during the lesson.					
Interactive white boards were used during the lesson.					
TV/DVD player was used during the lesson.					
Teacher used computers and/or internet during the lesson.					
Radio/CD player was used during the lesson.					

How many students were in a class during English lessons?

1. Less than 20
2. 20-30
3. 30-40
4. 40-50
5. 50+

State the reasons for having bigger classes

Test 2

PAPER 1 READING AND WRITING (1 hour 10 minutes)

PART 1

QUESTIONS 1-5

Which notice (A-H) says this (1-5)?

For questions 1-5, mark the correct letter A-H on your answer sheet.

Example:

0 Adults cannot sit here.

Answer:

0

A B C D E F G H

- 1 If you have a second class ticket, you can't go in here.
- 2 You should wait here before you sit down.
- 3 There are no more seats for the show.
- 4 If you want a seat, get your ticket seven days before you travel.
- 5 First class tickets are cheaper at the weekend.

- A SEATS AT THE FRONT
RESERVED FOR CHILDREN
- B SATURDAY – SUNDAY
Travel First Class
at Second Class prices
- C **Waiting Room**
closed for cleaning
- D — TRAINS —
For a seat, book early
(one week in advance)
- E WAITING ROOM
For passengers with First Class tickets
- F **QUEEN'S THEATRE**
ALL TICKETS SOLD OUT
STANDING ROOM ONLY
- G Please wait for a waitress
to show you to your seat.
- H **THIS WEEK ONLY!**
Buy two full-price tickets –
get one half-price!

PART 2

QUESTIONS 6–10

Read the sentences about cooking.

Choose the best word (A, B or C) for each space.

For questions 6–10, mark A, B or C on your answer sheet.



Example:

0 I like to my mother in the kitchen.

- A work B help C stay

Answer:

0	A	B	C
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6 My mother often asks me to up the vegetables for her.

- A put B make C cut

7 Everybody in our family fish to meat.

- A enjoys B likes C prefers

8 Once, I forgot the cooker was hot and my hand.

- A boiled B burnt C fried

9 Cooking a good meal can a long time.

- A spend B use C take

10 At the supermarket, some food like pizza is to cook.

- A right B ready C free

PART 3

QUESTIONS 11–15

Complete the five conversations.

For questions 11–15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Where do you come from?



A New York.

B School.

C Home.

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 Let's listen to this new CD.

A Who's the singer?

B It's in the record shop.

C I can hear it.

12 I'd like two tickets for tonight.

A I'll just check for you.

B Afternoon and evening.

C How much did you pay?

13 What time did the meeting end?

A In a minute.

B For half an hour.

C Just before lunch.

14 I can't do this maths problem.

A I suppose so.

B Let me see.

C Certainly not.

15 Do you like Jane's new flat?

A I don't go there.

B She likes the new house.

C The rooms are rather small.

QUESTIONS 16–20

Complete the conversation between two friends outside a cinema.

What does Mary say to Sarah?

For questions 16–20, mark the correct letter A–H on your answer sheet.

Example:

Sarah: Hi, Mary. Sorry I'm late.

Mary: **0**

Answer:

0	A	B	C	D	E	F	G	H
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sarah: Where's John?

Mary: **16**

Sarah: The traffic is very bad.

Mary: **17**

Sarah: Oh, that's right. He doesn't like driving at night. Well, let's phone him. Have you got his number?

Mary: **18**

Sarah: Oh dear, that's a pity. We won't see the beginning of the film. It starts in five minutes.

Mary: **19**

Sarah: I'll see you inside then.

Mary: **20**

Sarah: Yes, and I'll get some chocolates too. See you in a minute.

A No, it's in my diary at work.

B Can you get me an orange juice?

C Yes, I have. I'll phone him now.

D Why don't you go in? I've got John's ticket so I'll wait here.

E Oh, that's all right.

F If he doesn't come in five minutes, let's go in.

G He's late too. I told him to be here at seven.

H I think he's coming by train.

PART 4

QUESTIONS 21–27

Read the article about the sport of snowboarding.

Are sentences 21–27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21–27, mark A, B or C on your answer sheet.

— Snowboarding —

Victoria Jamieson from Britain started snowboarding at 20. She is now 23 and has won many competitions in this sport. We spoke to her when she was at a snowboarding competition last week in Switzerland and asked her why she started the sport.



'I've always liked all kinds of sports, especially skiing, and it seemed natural to start snowboarding. It doesn't take long to learn and you can become really good in a few months.'

We asked her if she had to do a lot of practice. 'Well, in winter I snowboard in the mountains every day from 8.30 a.m. until 4 p.m. I also run and go biking. But I just love doing it all! I like the competitions and being in the mountains. It's so beautiful. But free-riding, that's doing what you want when you're not in a competition, is the best thing in the world for me.'

We asked her what is important when you're learning. 'You can learn quickly but you need lessons. It's also important to have the right clothes so you don't get wet because, to begin with, you spend a lot of time falling down!'

Example:

0 Victoria began snowboarding when she was 23.

A Right B Wrong C Doesn't say

Answer:

0	A	B	C
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

21 Victoria was visiting Switzerland for a competition.

A Right B Wrong C Doesn't say

22 Victoria has won many skiing competitions.

A Right B Wrong C Doesn't say

23 Victoria thinks that snowboarding is a difficult sport to learn.

A Right B Wrong C Doesn't say

24 Working hard at her sport is not a problem for Victoria.

A Right B Wrong C Doesn't say

25 Victoria likes competitions more than anything else.

A Right B Wrong C Doesn't say

26 Victoria thinks you should have a teacher if you want to learn snowboarding.

A Right B Wrong C Doesn't say

27 Victoria says you can wear anything you like when you learn to snowboard.

A Right B Wrong C Doesn't say

PART 5

QUESTIONS 28–35

Read the article about bears.

Choose the best word (A, B or C) for each space.

For questions 28–35, mark A, B or C on your answer sheet.

BEARS



The bear can **(0)** a dangerous animal. The adult bear is very strong and it can kill a person. Bears are good at **(28)** trees and they can run very fast. But they cannot see well and, **(29)** most animals, they find food by using **(30)** noses.

There are seven kinds of bear. The **(31)** is the white polar bear, which is almost three metres tall. There are two kinds of black bear: **(32)** lives in the forests of North America, and the other lives in South-East Asia. But not **(33)** black bears are black. They may be dark brown or a reddish brown.

Everyone loves the black and white panda bear, which comes from China. Not **(34)** pandas live in the forest today because **(35)** is difficult to find food.

Example:

0 A is B being C be

Answer:

0	A	B	C
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

28 A climbed B climb C climbing

29 A like B from C for

30 A them B those C their

31 A larger B largest C large

32 A Both B One C He

33 A every B all C each

34 A many B more C much

35 A there B anything C it

PART 6

QUESTIONS 36–40

Read the descriptions of some feelings.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36–40, write the words on your answer sheet.

Example:

0 If you do not wear a coat outside in the snow, you feel like this. c _ _ _ _

Answer:

0	c o l d
---	---------

36 People feel like this when they get good news. h _ _ _ _ _

37 If you have worked hard all day, you feel like this. t _ _ _ _ _

38 When you have finished playing football, you want a shower because you feel like this. d _ _ _ _ _

39 If people go without a meal all day, they begin to feel like this. h _ _ _ _ _ _

40 You feel like this if it is hot and there is nothing to drink. t _ _ _ _ _ _ _

PART 7

QUESTIONS 41–50

Complete these letters.

Write ONE word for each space.

For questions 41–50, write the words on your answer sheet.

Example:

0	next
---	------

Dear David,

I'm going to visit your country (0) month. I'm going to travel (41) two friends. We don't know (42) to stay. Are (43) any cheap hotels in your town? We (44) like to stay somewhere in the centre. Can (45) help us?

Carlos

Dear Carlos,

Hotels in the centre (46) expensive, but I have good news. I (47) spoken to my aunt Gloria about you and she says you can all stay at (48) house. It (49) more bedrooms than my house! That (50) be all right for you, won't it?

David

PART 8

QUESTIONS 51-55

Read the note and the ticket.

Fill in the information in Mary's diary.

For questions 51-55, write the information on your answer sheet.

Monday

Mary,

Did you get to your 10 o'clock dentist appointment this morning?

Here's your ticket for Wednesday night (give me the money then).

Jack phoned - Castle Restaurant is closed on Tuesday, so he'll see you at Bridges Café at 12.45.

See you for tennis this afternoon.

love, Sam

CONCERT TICKET	
<hr/>	
Spanish Guitar Evening	
<hr/>	
Wednesday, 23 June	7.45 p.m.
£16.50	SEAT: R 12

MARY'S DIARY	
Monday: 10.00 a.m.	Dentist appointment
2.30-3.30 p.m.	51 with Sam
Tuesday: 12.45 p.m.	52 Lunch with
	53 Meet in
Wednesday: 7.45 p.m.	54 Concert of music
Give Sam:	55 for my ticket

PART 9

QUESTION 56

Read this note from your new penfriend, Alex.

Hello. I'm Alex, your new penfriend. How old are you? Have you got any brothers and sisters? What is your favourite hobby?

Alex

Write a note to Alex. Answer the questions.

Write 25–35 words.

Write the note on your answer sheet.

PAPER 2 LISTENING (approximately 30 minutes including 8 minutes transfer time)

PART 1

QUESTIONS 1-5

You will hear five short conversations.

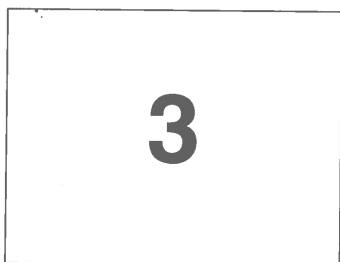
You will hear each conversation twice.

There is one question for each conversation.

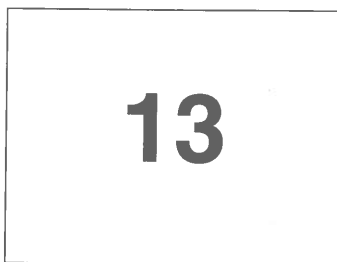
For questions 1-5, put a tick (✓) under the right answer.

Example:

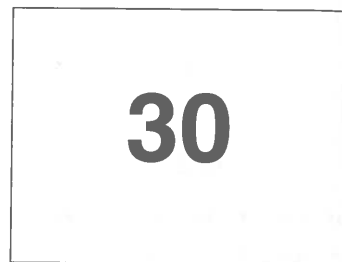
0 How many people were at the meeting?



A

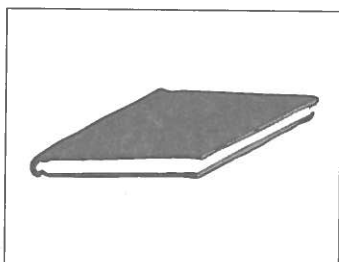


B



C

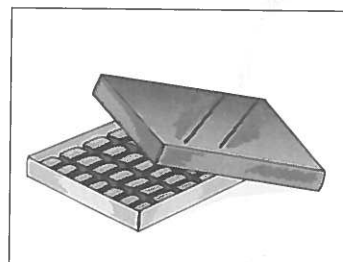
1 What are they going to buy for Pam?



A

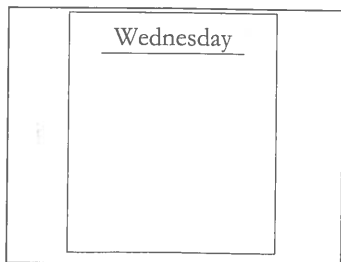


B

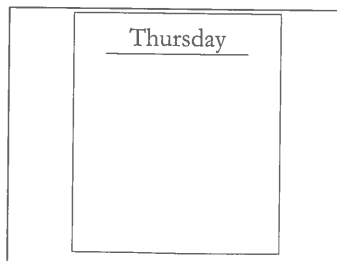


C

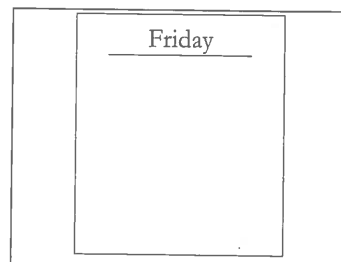
2 When is the man's appointment?



A



B



C

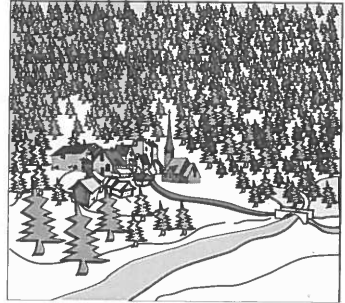
3 Which is the aunt's postcard?



A

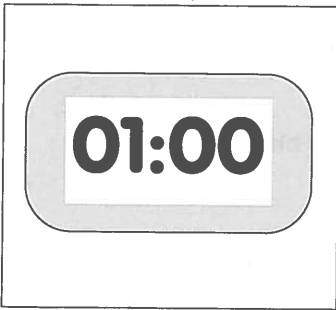


B



C

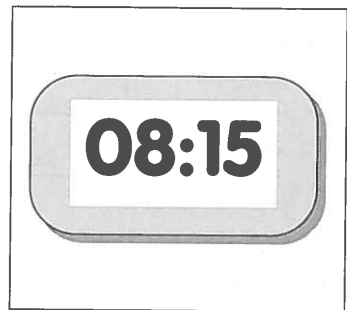
4 What time will the plane to Milan leave?



A

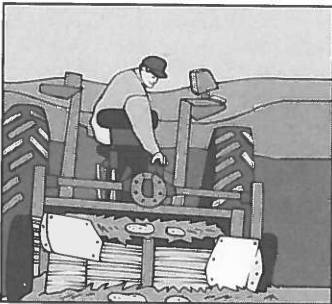


B



C

5 What does Joe's father do?



A



B



C

PART 2

QUESTIONS 6-10

Listen to Sarah and Matthew talking about the people they met at a party.

What do they say about each person?

For questions 6-10, write a letter A-H next to each person.

You will hear the conversation twice.

Example:

0 Jenny

A

People

6 John

7 Mary

8 Bob

9 David

10 Sally

Descriptions

A blonde

B famous

C friendly

D interesting

E quiet

F short

G tall

H young

PART 3

QUESTIONS 11-15

Listen to Anne asking her friend about going to a shopping centre.

For questions 11-15, tick (✓) A, B or C.

You will hear the conversation twice.

Example:

- | | | | |
|-------|--|----------------------|-------------------------------------|
| 0 | The name of the new shopping centre is | A The Rivers. | <input type="checkbox"/> |
| | | B The Forest Centre. | <input type="checkbox"/> |
| | | C Queen's. | <input checked="" type="checkbox"/> |
| <hr/> | | | |
| 11 | At the moment, the shopping centre sells | A clothes. | <input type="checkbox"/> |
| | | B books. | <input type="checkbox"/> |
| | | C food. | <input type="checkbox"/> |
| 12 | You can take a coach to the shopping centre on | A Mondays. | <input type="checkbox"/> |
| | | B Tuesdays. | <input type="checkbox"/> |
| | | C Saturdays. | <input type="checkbox"/> |
| 13 | Anne's coach ticket will cost | A £2.50. | <input type="checkbox"/> |
| | | B £5.60. | <input type="checkbox"/> |
| | | C £10.80. | <input type="checkbox"/> |

Test 2

14 The nearest coach stop to Anne's house is

A in the bus station.

B in the market square.

C outside the museum.

15 The coach journey takes

A 10 minutes.

B 20 minutes.

C 40 minutes.

PART 4

QUESTIONS 16–20

You will hear a telephone conversation about a journey to New York.

Listen and complete questions 16–20.

You will hear the conversation twice.

JOHN LOCKE TRAVEL

Travel to: New York

Name:

16	Mr
----	----------

Will leave on:

17 December
----	----------------

Will return on:

18	30th
----	------------

Price:

19	£
----	---

Travel to airport by:

20	
----	--

PART 5

QUESTIONS 21–25

You will hear Susanna leaving a phone message for her mother.

Listen and complete questions 21–25.

You will hear the information twice.

Message

From: Susanna

Buy: 21 a white

Name of shop: 22

In High Street, next to: 23

Size: 24

Price: 25 £

You now have 8 minutes to write your answers on the answer sheet.

PAPER 3 SPEAKING (8–10 minutes)

The Speaking test lasts 8 to 10 minutes. You will take the test with another candidate. There are two examiners, but only one of them will talk to you. The examiner will ask you questions and ask you to talk to the other candidate.

Part 1 (5–6 minutes)

The examiner will ask you and your partner some questions. These questions will be about your daily life, past experience and future plans. For example, you may have to speak about your school, job, hobbies or home town.

Part 2 (3–4 minutes)

You and your partner will speak to each other. You will ask and answer questions. The examiner will give you a card with some information on it. The examiner will give your partner a card with some words on it. Your partner will use the words on the card to ask you questions about the information you have. Then you will change roles.

Are you interested in taking part in the research project 'Factors that determine the acquisition of English as a second language among the adult learners'

This is an inquiry about participation in a research project where the main purpose is to find the factors that affect the acquisition of English as a second language among the adult learners. In this letter we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

This study which is carried out in fulfilment of the requirements for M.phil in English linguistics and second language acquisition examines the proficiency in English among a selected group of adults in Sri Lanka in order to identify the factors that determine the acquisition of English language as a second language. Identification of the determinants of the second language would definitely be useful in the process of teaching and learning a second language.

Who is responsible for the research project?

Norwegian University of Science and Technology NTNU is the institution responsible for the project.

Why are you being asked to participate?

In order to carry out this study which investigates the factors that determine the proficiency in English among the adults in Sri Lanka, a general questionnaire is distributed among a selected group of 30 students who have completed a general English for adults course in 2019.

What does participation involve for you?

If you chose to take part in the project, this will involve that you fill in a paper based survey. It will take approx. 45 minutes. The survey includes questions about your procedure of learning English and your opinions on it. Your answers will be recorded electronically.

In addition to the questionnaire there is a written task which lasts for 1 hour and 10 minutes, a listening task that takes about 30 minutes and a speaking component that takes about 10 minutes, the voice recording of the speaking test will be saved electronically.

Participation is voluntary

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

Your personal privacy – how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act).

- M.phil student T.V.D. Samaranayake and the project supervisor Anne Dahl at NTNU who are responsible for the project, will have access to the personal data.
- You will be given a code to be used in your writing and listening papers, speaking task and in the questionnaire. No contact numbers names, other personal details that could be used to identify the participant will be recoded.

The participants are not recognizable in publications, your name will not appear anywhere in the thesis.

What will happen to your personal data at the end of the research project?

The project is scheduled to end in May 2020. The personal data collected including the voice recordings will be anonymised at the end of the project.

Your rights

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

We will process your personal data based on your consent.

Based on an agreement with the Norwegian university of science and technology NTNU, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

If you have questions about the project, or want to exercise your rights, contact:

- Norwegian university of science and technology NTNU via Anne Dahl (the project leader), by email : anne.j.dahl@ntnu.no or TVD Samaranayake (the student), by email: dtsamara@ntnu.no
- NSD – The Norwegian Centre for Research Data AS, by email: (personverntjenester@nsd.no) or by telephone: +47 55 58 21 17.

Yours sincerely,

Project Leader
(supervisor)

Student

I have received and understood information about the project and have been given the opportunity to ask questions. I give consent:

- to participate in (a paper based survey
- to participate in a speaking test and to be recorded
- to participate in a writing and listening test in English

I give consent for my personal data to be processed until the end date of the project, approx. May 2020.

(Signed by participant, date)

