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## EXPOSURE TO ENGLISH AND LEVEL OF ENGLISH PROFICIENCY OF INTERNATIONAL FOUNDATION PROGRAMME STUDENTS IN GULF COLLEGE

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**Abstract:** *This study examines the level of exposure to English and level of proficiency of students in Gulf College.*

*The study uses the quantitative research and descriptive correlation to measure the level of exposure and level of proficiency of the respondents. Purposive sampling is employed in the study. Three hundred forty nine (349) respondents who are enrolled in the International Foundation Programme are taken in the study.*

*Results show that years of studying English and exposure to reading English materials are high while exposure to English media is moderate. The level of English proficiency in terms of listening, reading, writing, identifying of errors and correct usage skills is low, whereas the level in terms of speaking and vocabulary is very low.*

*Consequently, the level of listening skills, reading skills, writing skills, identifying of errors skills and correct usage skills is significant while the level of speaking skills and vocabulary skills is not significant.*

**Keywords:** *Level of exposure to English, English proficiency, Listening skills, Speaking skills, Reading skills, Writing skills*

### INTRODUCTION

English proficiency is one of the major problems encountered by the students at present. Though they have learnt English during their younger stage, still there are problems in their English particularly to those non-native speakers since it is a foreign language to them. Schools are under increasing pressure to reclassify their English learner (EL) students to “fluent English proficient” status as quickly as possible (Umansky and Reardon, 2014).

As experienced by the researchers, students are low when it comes to their English proficiency. This is considered as microorganisms in their learning process in English which have to be dealt very seriously. They have difficulties in the formulation of the structure in

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English sentences, writing skills, reading skills and most of all their grammar in general. This affects their level of their English proficiency. Carhill, Suárez- Orozco, and Páez (2008) aim to increase understanding of factors that account for academic English language proficiency and predicting academic achievement measured by performance. The academic English language proficiency of youth varies. The student characteristics partially explain variation in English language proficiency, and the schools that immigrant youth attend are also important. The amount of time that students spend speaking English in informal social situations is predictive of English language proficiency. It demonstrates that social context factors directly affect language learning among adolescent youth and suggest a crucial role for school and peer interventions. Therefore, school plays an important role in the development of their exposure and English proficiency

Though students expose themselves in an English setting, there is a need to demonstrate the proper manner on how to achieve English proficiency among them. There is a technique on how to gain knowledge in English. Students need to listen carefully to what is being said by the speaker, and apply what they deem essential to their learning. Motivation is a complex psychological construct regarded as one of the determinant factors in successful foreign language learning, which is why it regularly comes to the fore when trying to explain individual differences among language learners. In fact, one of the main objectives of many foreign language teachers in classrooms the world over is to increase student motivation, so that the students may acquire a good command of English, the current main lingua franca. Many studies have been devoted to the role played by different orientations in this process, and still others focus on the effects of the approaches used in the foreign language classroom. Thus, attention is paid to the relationship between motivation and the language proficiency attained through two different approaches: Content and Language Integrated Learning (CLIL) and English as a Foreign Language (EFL) which confirms the benefits of CLIL from both a motivational and a language competence perspective (Lasagabaster, 2011).

The level of English proficiency of students is so alarming. It is considered as low level because they are not motivated properly to learn. What is important to them is they can express themselves in English and they understand English but the proper way of expressing themselves is far from the proper usage of English particularly in their accents, proper usage of words or vocabulary used when talking and writing, pronunciation etc. These problems



need to be addressed. In high-stakes oral proficiency testing as well as in everyday encounters, accent is the most salient aspect of nonnative speech. Prior studies of English language learners' (ELLs') pronunciation have focused on single parameters of English, such as vowel duration, fundamental frequency as related to intonation, or temporal measures of speech production. The present study addresses a constellation of suprasegmental characteristics of nonnative speakers of accented English, combining indices of speech rate, pause, and intonation. It examines relations between those acoustic measures of accentedness and listeners' impressions of second-language oral proficiency. A multiple regression analysis has revealed the individual and joint predictiveness of each of the suprasegmental measures. The innovative aspect of the study lies in the fact that the multiple features of accentedness are measured via instrumentation rather than being rated by judges who may, themselves, be subject to rating biases. The suprasegmental measures collectively account the variance in oral proficiency and comprehensibility ratings, even without taking into consideration other aspects of oral performance or of rater predilections (Kang, Rubin and Pickering, 2010).

The schools, colleges and universities have programmes on their General English programmes to better improve the English proficiency of students, i.e. TESOL, TEFL and IELTS. These programmes in the field of English will help improve English proficiency of students. Chen and Goh(2011) investigate difficulties that teachers encounter in teaching oral English in higher education in the English as a foreign language (EFL) context. Open-ended question surveys and semi-structured interviews are used to elicit data. There are 331 EFL teachers from 44 universities in 22 cities across China who respond to the survey questions. Thirty teachers are interviewed. The findings show that apart from external constraints such as large class sizes and a lack of teaching resources, EFL teachers are frustrated by their low self-efficacy with regard to oral English proficiency and inadequate pedagogical knowledge. Most teachers express eagerness to receive training in how to design and implement effective tasks to motivate students' engagement in oral English activities. The implications of these concerns for teacher education are highlighted in the call for training programmes that strengthen teachers' knowledge base for effective oral English instruction in the EFL context. Therefore, the programme helps the lecturers in the



general English subjects to explore their knowledge and give thorough insights to their students regarding their English proficiency.

## **STATEMENT OF THE PROBLEM**

1. What is the level of exposure to English of the respondents in terms of
  - 1.1 number of years in studying English,
  - 1.2 exposure to reading English materials, and
  - 1.3 exposure to English media?
2. What is the level of English proficiency of the respondents in terms of
  - 2.1 listening skills,
  - 2.2 speaking skills,
  - 2.3 reading skills,
  - 2.4 writing skills,
  - 2.5 vocabulary skills,
  - 2.6 identifying of errors skills, and
  - 2.7 correct usage skills?
3. Is there a significant relationship between the level of exposure to English and level of English proficiency among the respondents?

## **HYPOTHESIS**

The relationship between the level of English proficiency in terms of listening skills, speaking skills, reading skills, writing skills, vocabulary skills, identifying of errors skills and correct usage skills and the level of exposure to English in terms of number of years in studying English, exposure to reading English materials, exposure to English media is significant.

## **METHOD**

### **Research Design**

This study uses the quantitative research method particularly the descriptive correlation in identifying the relationship between the level of exposure to English and the level of exposure among the respondents in their English proficiency. Quantitative design provides specific direction for procedures in this research. It analyses data under investigation (Creswell,2013) utilizing descriptive correlation to measure the significant relationship between the level of exposure to English and level of English proficiency of the respondents.



## Research Subjects

The subjects of the study are the Omani students who are studying at the Faculty of Foundation Studies. There are currently registered in the International Foundation Programme.

## Sampling Technique

The study employs the purposive sampling technique in the selection of the group of students under study. The purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain domain with knowledgeable experts within. Purposive sampling may also be used with both qualitative and quantitative research techniques. The inherent bias of the method contributes to its efficiency, and the method stays robust even when tested against random probability sampling. Choosing the purposive sample is fundamental to the quality of data gathered; thus, reliability and competence of the informant must be ensured (Tongco, 2007).

## Research Instrument

For data gathering purposes, the researchers use a questionnaire that elicits the data and information on matters that pertain to the topic under study. This consists of the level of exposure to English in terms of exposure to English reading materials, and exposure to English media and level of performance in their English in terms of listening, speaking, reading, writing, vocabulary, identifying of errors and correct usage.

The following respective scales are utilised in measuring the level of exposure of the respondents in their English level and

### 1. Level of exposure to English

Scale	Descriptive Level	Descriptive Interpretation
2.32-3.00	High	The respondents have much exposure in learning English
1.66-2.31	Moderate	The respondents have adequate exposure in learning English
1.00-1.65	Low	The respondents have less exposure in learning English

### 2. Level of English proficiency in terms of listening

Scale	Descriptive Level	Descriptive Interpretation
3.25-4.00	Very High	The respondents have very good listening proficiency
2.50-3.24	High	The respondents have good listening proficiency
1.75-2.49	Low	The respondents have limited listening proficiency
1.00-1.74	Very Low	The respondents have poor listening proficiency



### 3. Level of English proficiency in terms of speaking

Scale	Descriptive Level	Descriptive Interpretation
3.25-4.00	Very High	The respondents have very good speaking proficiency
2.50-3.24	High	The respondents have good speaking proficiency
1.75-2.49	Low	The respondents have limited speaking proficiency
1.00-1.74	Very Low	The respondents have poor speaking proficiency

### 4. Level of English proficiency in terms of reading

Scale	Descriptive Level	Descriptive Interpretation
3.25-4.00	Very High	The respondents have very good reading proficiency
2.50-3.24	High	The respondents have good reading proficiency
1.75-2.49	Low	The respondents have limited reading proficiency
1.00-1.74	Very Low	The respondents have poor reading proficiency

### 5. Level of English proficiency in terms of writing

Scale	Descriptive Level	Descriptive Interpretation
3.25-4.00	Very High	The respondents have very good writing proficiency
2.50-3.24	High	The respondents have good writing proficiency
1.75-2.49	Low	The respondents have limited writing proficiency
1.00-1.74	Very Low	The respondents have poor writing proficiency

### 6. Level of English proficiency in terms of vocabulary

Scale	Descriptive Level	Descriptive Interpretation
3.25-4.00	Very High	The respondents have very good vocabulary proficiency
2.50-3.24	High	The respondents have good vocabulary proficiency
1.75-2.49	Low	The respondents have limited vocabulary proficiency
1.00-1.74	Very Low	The respondents have poor vocabulary proficiency

### 7. Level of English proficiency in terms of identifying errors

Scale	Descriptive Level	Descriptive Interpretation
3.25-4.00	Very High	The respondents have very good identifying errors proficiency
2.50-3.24	High	The respondents have good identifying errors proficiency
1.75-2.49	Low	The respondents have limited identifying errors proficiency
1.00-1.74	Very Low	The respondents have poor identifying errors proficiency

### 8. Level of English proficiency in terms of correct usage

Scale	Descriptive Level	Descriptive Interpretation
3.25-4.00	Very High	The respondents have very good correct usage proficiency
2.50-3.24	High	The respondents have good correct usage proficiency
1.75-2.49	Low	The respondents have limited correct usage proficiency
1.00-1.74	Very Low	The respondents have poor correct usage proficiency



## CONCEPTUAL FRAMEWORK

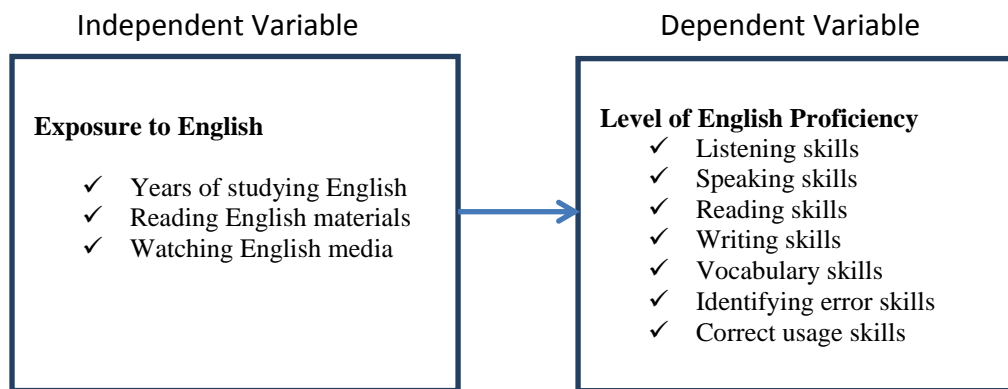


Figure 1.0

### Definition of Terms

The independent and dependent variables are operationally defined as used in the study namely:

1. Exposure to English refers to the exposure of student-respondents in years of studying English, exposure to English reading materials like magazines, books and other English articles, and exposure to watching televisions, movies and other English media.
2. Level of English proficiency refers to the skills acquired by the students in their listening, speaking, reading, writing, vocabulary, identifying of errors and correct usage.

### Delimitation and Limitation of the Study

The study is delimited to students who are enrolled in the Faculty of Foundation Studies and belong to International Foundation Studies. This is delimited to 349 students only. These respondents have listening, speaking, reading and writing subjects.

### Results

Table 1.1 Level of Exposure to English

Level of Exposure to English	N	Minimum	Maximum	Mean	SD	Interpretation
1. Years of Studying English	349	1.00	3.00	2.6361	0.63605	High
2. Exposure to English Reading materials	349	1.00	4.00	2.3295	0.62309	High
3. Exposure to English Media	349	1.00	4.00	2.2980	0.64552	Moderate

Table 1.1 shows the level of exposure to English of the students in the Faculty of Foundation Studies. Years of studying English is high level (Mean=2.6361) which indicates that there is



much number of years in studying English among them. Exposure to English reading materials is high level (Mean=2.3295) which indicates that there is much exposure of English reading materials among them, while exposure to English media shows that it is moderate (Mean=2.2980) which means that there is adequate number of exposure to English media among them.

However, as far as the measure of spread of the two indicators which is illustrated by their standard deviations, it shows that years of studying English and exposure to English reading materials is high (SD=0.63605 and 0.62309) respectively. This indicates that there is an impact of studying in English and exposure to reading English materials among them. Hence, exposure to English media is moderate (SD=0.64552) which means that respondents have adequate exposure to English media.

**Table 1.2 Level of English Proficiency**

Level of English Proficiency	N	Minimum	Maximum	Mean	SD	Interpretation
Listening	349	1.00	3.00	2.3983	0.55615	Low
Speaking	349	1.00	3.00	1.4355	0.52468	Very Low
Reading	349	1.00	3.00	2.1777	0.58963	Low
Writing	349	1.00	3.00	2.0716	0.60934	Low
Vocabulary	349	1.00	3.00	1.5014	0.60943	Very Low
Identifying of Errors	349	1.00	3.00	1.8481	0.45785	Low
Correct Usage	349	1.00	3.00	1.9284	0.55504	Low

Table 1.2 shows the level of English Proficiency of the students. Results reveal that listening is low (Mean=2.3983) which means that students have limited level of listening skills; speaking is very low (Mean=1.4355) which means that students have poor level of speaking skills; reading is low (Mean=2.1777) which means that students have limited level of reading skills, writing indicates low (Mean=2.0716) which means that students have limited level of writing skills; vocabulary is very low (Mean=1.5014) which means that students have poor level of vocabulary skills, identifying of errors is low (Mean=1.8481) which means that students have limited level in vocabulary skills; and correct usage is low (Mean=1.9284) which means that students have limited level of correct usage.

Moreover, as far as the measure of spread of two indicators as shown in the results of the standard deviation, it shows that listening, reading, writing, identifying of errors and correct usage are low (SD=0.55615, 0.58963, 0.60934, 0.45785 and 0.55504) which means that students have limited level in their English proficiency. Speaking and vocabulary are very low





(SD=0.52468 and 0.90943) which means that students are poor in their level of English proficiency in terms of these two factors.

1.3 Significant relationship between the level of exposure to English and level of English proficiency

**Significant Relationship on the Language Performance of the Respondents as Associated with their level of exposure and level of English proficiency**

Dependent Variable	Multiple R	F-Value	Significant Value	Interpretation	Rank
1. Listening Skills	0.225	3.646	0.003	Significant	5
2. Speaking Skills	0.163	1.881	0.097	Not Significant	6
3. Reading Skills	0.232	3.910	0.002	Significant	4
4. Writing Skills	0.244	4.348	0.001	Significant	2.5
5. Vocabulary Skills	0.140	1.374	0.233	Not Significant	7
6. Identifying Errors Skills	0.318	7.379	0.000	Significant	1
7. Correct Usage Skills	0.244	4.358	0.001	Significant	2.5

**Multiple Regression/Correlation Summaries**

**Dependent Variable: English Proficiency**

**Independent Variable: Level of Exposure to English**

**Level of Significance: 0.05**

As observed from the summary table of multiple regression and correlation analysis, it shows that identifying errors skills, writing skills, correct usage skills, reading skills and listening skills are significantly affected by the respondents' level of exposure to English in terms of the number of years studying English, exposure to English reading materials and exposure to English media. This is evidenced by their corresponding P-Values of 0.000, 0.001, 0.001, 0.002 and 0.003 respectively in which the results are less than the significance level of 0.05.

However, speaking skills and vocabulary skills show that they are not significantly related to the respondents' profile which resulted to their corresponding P-Value of 0.097 and 0.233. The results are greater than the level of significance of 0.05.

**DISCUSSION**

The impact of the level of proficiency of students shows significantly as based on the results of the study. Level of exposure to English as to years of studying English shows high in which that student in the Faculty Foundation Studies are exposed much to studying English because they want to learn since English for them is new and it is their foreign language.



This finding is supported by the scientific and educational communities that have thought that age is critical to the outcome of language learning, but whether the onset and type of language experienced during early life affects the ability to learn language is unknown. The individual exposed to language in infancy perform comparably well in learning a new language later in life, with little language experience in early life perform poorly, regardless of whether the early language was signed or spoken and whether the later language was spoken or signed. The language-learning ability is determined by the onset of language experience during early brain development, independent of the specific form of the experience (Mayberry, Lock and Kazmi,2002). Therefore, exposure to studying English is important even during early stage of life.

On the other hand, there is a need for the students to expose themselves in English since this is an international language and besides, English for them is a foreign language wherein they could develop themselves more in English to attain their English proficiency. As a result of the global presence of English as a Lingua Franca (ELF), it has been argued that learners of English should be exposed to a range of varieties of English, rather than a single variety of English, so that they can be better prepared to communicate with other people in ELF communication. However, little is known about second language (L2) learners' perspectives on exposure to multiple accents of English in the English Language Teaching (ELT) classroom (Sung, 2014).

Exposure to reading English materials is one of the factors that students have to consider to obtain level of English proficiency. This is one way of getting knowledge in the field of English. The vocabulary or words learnt while reading could contribute to their learning of English. The reading condition would initially acquire more vocabulary than the word list condition, substantial confirmation emerged and that the reading condition would exhibit superior retention rates (Hermann, 2003). Therefore, there is a need for the students and to those who want to learn English to be exposed to reading materials to help them improve their learning in English. They need get access to books, free choice of reading material, and time to read during instruction hours. They are more motivated to read hence develop reading habits, and experience a positive change in their reading behaviors. The adult learners can benefit from extensive and pleasure reading and that a well-equipped library,



easy access to books, encouragement and time to read are all key factors in the development of reading habits (Rodrigo, Greenberg and Segal, 2014).

Consequently, exposure to English media shows moderate among the respondents since they are exposed to them, however, their learning in English is affected due to the accent of what they are exposed to. There are media which use American English and others use British English. This results to confusion among the students because they are exposed to both. Speakers of languages without grammatical aspect (e.g. Swedish) tend to mention motion endpoints when describing events (e.g. “two nuns walk to a house”) and attach importance to event endpoints when matching scenes from memory. Speakers of aspect languages (e.g. English), on the other hand, are more prone to direct attention to the ongoingness of motion events, which is reflected both in their event descriptions (e.g. “two nuns are walking”) and in their nonverbal similarity judgments. English as a foreign language (FL) restructure their categorisation of goal-oriented motion as a function of their proficiency and experience with the English language (e.g. exposure, learning in English, etc.). Speakers of FL English to base their similarity judgments on ongoingness rather than event endpoints was correlated with exposure to English in everyday life, such that those who often watched television in English approximated the ongoingness preference of the English native speakers. This is the emerging picture that learning a new language entails learning new ways of observing and reasoning about reality (Bylund and Athanasopoulos, 2015).

Furthermore, level of English proficiency in terms of listening skills is low since students are new with the English terms they hear. They have a difficulty in understanding on the words they listen or hear. There is a need for them to explore and develop their listening skills. The learning and teaching strategies that foster student motivation and English as a Second Language (ESL) listening to enhance ESL learning allow students to critically think about their educational goals and identify their strengths and weaknesses in the production of knowledge. A source demonstrates that cooperative learning promotes a non-threatening environment conducive for learning. This confirms that lecturer talk and lecturers’ questions elicit students’ use of ESL through speech production. The use of student questions to promote communication from diverse perspectives is a significant motivational tool. The implications of learning and teaching strategies help the lecturers and researchers in



promoting student motivation and developing ESL listening (Motlhaka and Wadesango, 2014). At this point listening skills can be acquired through listening to English audio, videos and journals that could enhance and develop listening skills of every individual. With the increasing use of English as a Lingua Franca (ELF), it is no longer appropriate to associate English purely with 'native-speaking' nations, but with a global community of users. The use of listening journals in ELT to expose students to Global English (GE), a field that reflects the current global use of English, the impetus behind the selection of material for the listening journal, and their reflections on this exposure shows a benefit in using listening journals to raise awareness of GE but also highlights limitations, including the reinforcement of stereotypes and a tendency to reflect on attitudes towards different varieties of English rather than how successful ELF communication is achieved (Galloway and Rose, 2014).

In addition, level of English proficiency in terms of speaking skills is very low which means that the students have limited knowledge in speaking. This shows that students cannot speak straight English. The reason behind might be that they have no sufficient words to use in speaking. Even in the proper pronunciation it might be that they do not know how to pronounce the words well based on the English vocabulary. This affects them in their speaking skills. Many computer-assisted language learning (CALL) studies have found that teacher direction can help learners develop language skills at their own pace on computers. However, many teachers still do not know how to provide support for students to use computers to reinforce the development of their language skills. Hence, more examples of CALL activities need to be offered to language teachers to help them use the computer in various teaching contexts. An article explores how teachers provide support to help students use CALL programmes efficiently to improve their listening and speaking skills when learning English in pre-sessional courses in the higher education context. There are several potential ways that teachers may help students use computers more effectively for their language practice (Zou, 2013). This CALL could help students develop more in their speaking skills.

The level of English proficiency in terms of reading also affects the performance since students have limited access to English reading materials. The respondents belong to an Arabic country wherein they are exposed to Arabic reading materials, however, they are also interested to learn more in English and explore themselves to learning. English reading



materials for them help them improve their English proficiency and performance. Teachers should also impart knowledge among their students in their reading skills through computer assisted language learning since they are currently in the computer age. The ESL teachers' perceptions regarding the use of Computer Assisted Language Learning (CALL) in teaching reading to children should explore the situation of their students that indicates the purpose of using CALL with children is to help them develop reading strategies and increase their motivation. The most common strategies teachers reported in using computers are to enhance children's reading skills, support children's reading, listen to stories read aloud, recognise letter/sound relationships, and identify letters and beginning sounds of words. CALL has some benefits, such as providing opportunities for active interaction and differentiated instruction (Al-Awidi and Ismail, 2014).

Meanwhile, level of English proficiency in terms of writing is low which means students have limited knowledge in writing English. The strokes in writing have affected them since they are used to write in Arabic and Arabic starts from right to left while writing in English is left to right. Even the letters of the alphabets in English are new to them. However, they are interested to learn because writing is important in their day to day life particularly in their communication. The language arts writing teachers have to focus on their responsibilities for teaching writing, use of evidence-based writing practices, assessment of writing, use of technology, and adaptations for struggling student-writers. Many teachers believe their pre-service and in-service preparation to teach writing is inadequate. Students spend little time writing or being taught how to write. While most teachers use a variety of evidence-based writing practices and made adaptations for struggling writers, such methods are applied infrequently. Most teachers do not appear to use assessment data to shape how they teach writing. Computers play a relatively minor role in school writing instruction. Even though teachers generally agree that writing is a collective responsibility, language arts teachers place a greater emphasis on writing instruction (Graham, Capizzi, Harris, Hebert and Morphy, 2014).

The student-respondents' English proficiency in terms of vocabulary is low which means that they have poor vocabulary skills. This is true because students have difficulty in analysing and understanding the words encountered by them. For this reason, their level of English proficiency is being affected. The role of language development in the acquisition of



sight words by young English-language learners has been studied by authors who discuss how sight word vocabulary develops along with decoding skills, and they describe the particular challenges in this process for students learning English as a new language. Building on a recent study that show variations in sight word acquisition rates by students' oral language proficiencies, they outline many classroom practices that build language and reading skills simultaneously. These practices include differentiating instructional activities in reading to support the language level of their students; adding language development activities to skill-focused lessons; and giving students multiple opportunities in their school day to read high-frequency words in connected text. Integral to all of these suggestions is the guiding principle that language development is crucial to proficient reading; effective teachers of reading with English-language learners scaffold both oral language and literacy skills (Helman and Burns, 2008). Vocabulary can be attained if students have the techniques in analysing words through context clues. Gorman (2012) concludes that Phonological Awareness (PA) instruction and strong vocabulary skills in an individual's L1 benefit PA development in both the L1 and L2 and that dynamic relationships exist among vocabulary size, storage and processing components of working memory, and PA development in both languages of ELLs.

The level of proficiency in terms of identifying errors is low in which students have limited knowledge on the identifying of structure of grammar. They have difficulty in applying the rules of the grammar like the subject- verb agreement, structure, construction and the formulation of sentences. This really affects their level of proficiency in English. It has been estimated that over a billion people are using or learning English as a second or foreign language, and the numbers are growing not only for English but for other languages as well. These language learners provide a burgeoning market for tools that help identify and correct learners' writing errors not only writing errors but applied General English learning aspect like reading, speaking etc. The types of constructions English language learners find most difficult are constructions containing prepositions, articles, and collocations. Automated approaches have been developed to identify and correct these and other classes of learner errors in a number of languages. Error annotation and system evaluation are particularly important topics in grammatical error detection because there are no commonly accepted standards. Best practices for reporting results, present annotation and



evaluation schemes are recommended. Recent innovative work that opens new directions for research is explored. Researchers are encouraged to contribute to the growing interest in grammatical error detection to take a closer look at the field and its many challenging problems (Leacock, Chodorow, Gamon and Tetreault, 2014)

In other respect, level of proficiency in terms of correct usage is low which means the students have limited level of their English proficiency. This shows that students are not much familiar with the proper usage of English like the use of the correct structure of sentences, tenses of verbs, articles and prepositions to name few among them. This really needs improvement among them. Correct usage of English must be thoroughly taught to students who are interested to learn English as part of their life, through its mobility of people and capital, its global technologies, and its global information networks, globalization has changed the conditions under which foreign languages (FLs) are taught, learned, and used. It has destabilized the codes, norms, and conventions that FL educators relied upon to help learners be successful users of the language once they had left their classrooms. These changes call for a more reflective, interpretive, historically grounded, and politically engaged pedagogy than was called for by the communicative language teaching and explore how they are to conceive of such a pedagogy (Kramsch, 2014).

Finally, on the significant relationship between the level of exposure to English and level of English proficiency, findings show that proficiency level in terms of speaking skills and vocabulary skills has no significance to the exposure of the respondents to English while the proficiency level in terms of listening skills, reading skills, writing skills, identifying of errors skills and correct usage skills is significant to the students' exposure to English. This shows that speaking and vocabulary should be given more emphasis since they are important factors in the English proficiency of the students. According to Ricketts, Nation and Bishop(2007) although there is evidence for a close link between the development of oral vocabulary and reading comprehension, less clear is whether oral vocabulary skills relate to the development of word-level reading skills. Their study investigates vocabulary and literacy in 81 children aged 8 to 10 years. In regression analyses, vocabulary accounted for unique variance in exception of word reading and reading comprehension, but not text reading accuracy, decoding, or regular word reading. Consistent with these data, children with poor reading comprehension exhibited oral vocabulary weaknesses and read fewer



exception words correctly. The findings demonstrated that oral vocabulary is associated with some, but not all, reading skills. Results are discussed in terms of current models of reading development.

Listening skills, reading skills, writing skills, identifying of errors skills and correct usage skills which level shows significant relationship reveal that students have adequate knowledge of these skills. However, they should still improve more to attain a better level of English proficiency among them. Aydoğan and Akbarov (2014) determine teaching, evaluation, tendency and assessment levels of English language skills and the consistency among these variables of four basic language skills and highlight the importance of integrated language skills in English at tertiary level in preparation classes with language learners. University level instruction is structured more differently than the first and second cycles and usually builds on previously acquired social and academic knowledge. The teaching and assessment levels of four basic language skills have been shown by percentages and frequencies and whether there was a significant difference between the basic language skills of the students was analyzed using the appropriate statistical techniques and the importance of developing the right language skills during the critical period of language development. The research aimed to facilitate the learning of English with a proper methodology that will encourage the students at tertiary level to acquire great competences in English and emphasize the significance of integrated language skills in learning and teaching.

## **CONCLUSIONS**

Based on the findings, the following conclusions are obtained:

1. The level of exposure to English in terms of number of years in studying English and exposure to English reading materials is high which means that students have many number of times studying English and have adequate exposure to English reading materials, however, exposure to English media is moderate which means that students have adequate exposure to English media which is one of the most important aspects in their level of English proficiency.
2. The level of English proficiency in terms of listening skills, reading skills, writing skills, identifying of errors skills and correct usage skills is low which means that students have limited knowledge on their English proficiency skills, whereas, speaking skills





and vocabulary skills result to a very low level which indicates that they have poor proficiency in those skills.

3. There is a significant relationship between the level of exposure to English and level of English proficiency in terms of listening skills, reading skills, writing skills, identifying of errors skills and correct usage skills and there is no significant relationship between the students' level of exposure to English and their level of English proficiency in terms of speaking skills and vocabulary skills.

## RECOMMENDATIONS

Based on the conclusions, the following recommendations are presented:

1. There must be a thorough study conducted on the exposure to English media since the result is moderate. The contribution of English media to learning of students is one of the most important factors in their English proficiency. Emphasis to expose students in English media as part of their learning process is highly recommended. Exposure to English reading materials must be continued to obtain a higher level of English proficiency.
2. There is a need to explore more on the skills in speaking and vocabulary since the result is very low Vocabulary enhancement in speaking will certainly result to a higher level of English proficiency.
3. Speaking skills and vocabulary skills should be investigated thoroughly in future studies since their level is not significant when it comes to exposure to English.

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