

ENGLISH LANGUAGE EXPOSURE: ITS EFFECTIVENESS IN HELPING STUDENTS UNDERSTAND THEIR ENGLISH LESSONS

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ABSTRACT

This qualitative study determined how English language exposures through media, technology, and at home help the students in understanding their English lessons. Fifteen students were selected purposively from three sections of Grade 10. A prior interview was conducted before the selection, and students who were able to articulate their ideas clearly were chosen as respondents. They were asked a set of questions in the Focus Group Discussion where their answers were analyzed using the deductive research approach. The results of the study showed that exposures to the English language through media, technology, and at home enable the students to develop and hone their grammar, vocabulary, and pronunciation skills which they used in their English class and eventually helped them in understanding their English lessons. Hence, this study has proven that English language exposures are effective in helping students better understand their English lessons.

Keywords: English language exposure, media, technology, home, K-12 curriculum

INTRODUCTION

Globalization has played a significant role in the teaching and learning process. It has affected the what, how, and why of education. Today, acquiring a second (L2) language has become necessary for international communication, and due to globalization, English is the language that has generally been selected for such an endeavor (Olmedo, M.I., 2014). Various countries all over the world have ratified their existing policies intending to boost the presence of English. Olmedo (2014) cited factors like tourism, internationalization of the economy, and social mobility has given rise to the concern for expanding the knowledge and use of English in different public spheres.

As a result, according to Miranda et al., (2019), to align the country's curriculum and meet the need of the global market where quality education become a must for everyone, the Philippine educational system adapted a modern and more dynamic curriculum where it followed the 12-year program. The Philippine government implemented the K to 12 curricula to enhance the educational system of the country to accelerate the mutual recognition of Filipino graduates and professionals across the world. Learners are expected to

master 21st-century skills and develop core competencies that are essential to meet the demands of the global market.

However, English is taught from Grade 3 in the new K–12 curriculum is difficult for Filipino students to understand primarily because it is a foreign language. Accordingly, learners today have difficulty in understanding stories, directions, and questions written and spoken in English as evidenced by the result of the Program for International Student Assessment (PISA) conducted last December 2019 where the Philippines ranked in the last place (79th) in reading comprehension.

It has been observed that poor background of knowledge in English hinders the students' understanding of their English lessons. Although it is used as a medium of instruction, English is not spoken outside the classroom, and students feel awkward in using it. Their confusion in using the many rules of grammar construction, the use of appropriate punctuation marks, the agreement between the subject and the verb, the spelling, and sentence fragments also add to their inability to understand.

Another reason is lack of exposure to the language which can overcome the students' weaknesses and which can improve their proficiency in the language (Al-Zoubi, 2018). Exposing students to the English language may enable them

to develop the four language skills such as reading, writing, listening, and speaking which are target learning skills of the Languages area of the Elementary and Junior High School Department of Colegio de San Juan de Letran.

Thus, one must be equipped with the skills of the language, and exposure to it is vital to its learning and proficiency (Zubega, 1979). Yet, a decent amount of exposure may be affected by one's apprehension and self-efficacy. (Parina, J.C. & de Leon, K., 2013). It is worthy to note that learning that takes place outside of the classroom which involves self-instruction and naturalistic learning is considered exposure (Benson & Al-Zoubi, 2018). English language exposures include watching English films, reading materials in English, listening to songs written in English, traveling to English-speaking countries, and using the language as a medium of communication. English language proficiency can be attained through exposure to it. Educators should only opt to tap linguistic models at home, media, and technology. Likewise, language exposures that suit the learners' level of comprehension will lead to more regular usage of the language (Steinberg, 1982).

Language exposure at home, media, and technology may impact learners' understanding of their English lessons taught inside the classroom. First, children's language exposure at home plays an essential role in their early language abilities regardless of the language spoken and language produced. These exposures are composed of the speech children hear and the language children construct (Lewis et al., 2017). Home activities that may promote language learning include book reading, child storytelling, and other home literacy-related teaching activities such as teaching colors, shapes, the alphabet, letter-sound correspondence, numbers, and writing.

Second, media allow learners to be engaged in real-life situations; thus, may encourage them to use the language in an authentic context. Media present an opportunity for second language learners to listen and to communicate to native speakers of the target language. Third, studies have shown that using technology in teaching a language is very effective for young learners. If used correctly, technology, the internet, and some computer games could promote and affect language learning. Gie (1996) argued that the socio-cognitive approach may enable learners to participate in an authentic context. Thus, the internet can provide authentic tasks and project-based studies. In addition, online games can aid learners in improving their vocabulary and may also give substantial language feedback. Moreover, Young (2013)

indicates that students raise their language awareness by using on-site games, discussions in different social and cultural contexts. Language awareness may be done through intercultural communication which the current technology can provide to young learners and offers them unlimited resources.

Furthermore, given that learners need to know thousands of words and that classroom time is limited, learners should engage in out-of-class language activities to enlarge their vocabulary knowledge to meet the vocabulary demands for understanding input (Verspoor et al., 2011). Previous studies have shown that exposure to books, television programs and various computer games using the English language as a medium has a positive impact on vocabulary development and overall learners' language proficiency.

Two studies found positive effects of out-of-class reading on vocabulary learning. González-Fernández and Schmitt (2015) found a high correlation between out-of-class reading and learners' knowledge of English collocations. Similarly, Schmitt and Redwood's (2011) study showed that the amount of out-of-class reading affected learners' knowledge of phrasal verbs (Peters, 2018).

Lindgren and Muñoz (2013) showed that out-of-class exposure to the foreign language was the second-best predictor of learners' reading and listening comprehension after cognate linguistic distance. Especially watching (subtitled) movies seemed to be positively correlated with learners' reading and listening proficiency. Peters (2018) said that other exposure predictors were listening to songs and playing computer games, but these parameters had less impact on learners' reading and listening scores.

Therefore, formal classroom instruction is one way to learn and execute new language skills. But there are also a massive number of opportunities for learning a new language and using various linguistic skills that can be presented outside of the classroom. According to Al-Zoubi (2018), multimedia (Internet, social media, television, radio, video games), group work, and projects may assist learners to develop the target language appropriately.

First, media in the form of news presentations followed and observed standard rules in English grammar; hence, students who are watching the news on television or listening to radio programs have a high possibility of understanding lessons in English grammar and structure (Lilu & Yanlong, 2005). Moreover, the constant reading of newspapers and magazines expands learners' vocabulary that allows them to

comprehend the meaning of the words and that provides an easier understanding of lessons being discussed in their class.

Similarly, the current technology called blogging allows students to express freely their opinions on certain issues. It exposes learners to varied scenarios that require their positions on matters at hand which can be related to messages or morals of literary stories taken in class. Blogging is a way to prepare them to understand current issues of the world and connect them to their lessons.

In the same way, social media sites on the internet are effective platforms that provide up-to-date information, a considerable amount of language input, and interaction with native language speakers. Exposure to this technology adds to the development of the language fluency of students. Internet modifies language studies. If one is learning English to go to different places, he/she can look up specific information about the place that he wants to visit. If he wants to learn English for his career, he can find out more about the sectors he works in, including common words and phrases, and industry-specific terms. A big advantage of using the internet to support language learning is how much it can help understand the culture of another country. This is true when it comes to watching videos online. Watching the news, including sports coverage, or popular television shows can help see the world through the eyes of another country and gives an insight into how its culture differs from the others.

An opportunity that the internet presents for English language learners is the ability to communicate in real-time with native speakers. Using video calling, instant messaging, and online forums means one can join in live conversations, a dependable way to practice spoken and written English. Another opportunity to learn the language is when one commits an error when posting a comment on a blog. People online can easily check and correct grammar.

Equally, English movies are good ways to learn English by picking up many expressions and new vocabularies which can be understood through context. According to Al-Harbi in 2015, "Language is a social phenomenon, and it is naturally used in social-communicative settings. "As such, interaction with the viewing material is crucial for this new learning process to transform the newly acquired linguistic skills from passive to active." Watching the news processes information while music allows one to repeat the lyrics that improve pronunciation.

Students' language experiences at home play a pivotal role in their early language abilities (Arrigada, 2005; Huennekens

& Su, 2010). Students who converse in English with their parents and siblings at their homes have receptive and expressive vocabulary skills. This is because they talk about anything that concerns their family. They become equipped with many words which they understand and use in their practical conversations. Considering the time, they spend with their family members especially with their parents and the coverage of things they talk about, students get high exposure to English. Students are also comfortable in expressing themselves and applying the skill to their schools.

Parental involvement not only enhances academic performance but also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation. Reading, in particular, improves greatly when parents and children read together at home. Reading aloud with a child contributes significantly to the child's reading abilities.

Parental influence tends to be the greatest with young children and tends to taper off as children get older. Studies have shown, however, that the involvement of parents of middle and high school students are equally important.

Parents of minority or low-income children are less likely to be involved in their children's education than parents of non-disadvantaged children. If they receive adequate training and encouragement, however, parents of a minority or low-income children can be just as effective as other parents in contributing to their children's academic success (publicschoolview.com/blog/parental-involvement-is-key-to-student-success).

Exposure to English in other place or means like language literacy-related teaching activities give students opportunities to mold their language and literary abilities (Frijters et al., 2000; Senechal et. al., 19918).

In this study, the social-interactionist theory is applied since it suggests the importance of social environment interaction in language acquisition and development (Lucas, 2008). In addition, Al-Zoubi (2018) emphasized that researchers in the field of linguistics pointed out that language acquisition does not merely happen inside the four walls of a classroom. Learners must get a chance to use the language at any given chance and circumstance. It should be emphasized that exposure can directly improve a target language so that language proficiency may be a result of social interaction with

speakers of the target language (Peregoy & Boyle, 2005 and Al Zoubi, 2018).

In explaining the influential elements on children's first language advancement, some scholars took the "sociocultural" side saying that interaction plays a key role in developing skills and strategies in a meditative process (Vygotsky, 1978) and that human competence is both biological and cultural (Bruner, 1983). These viewpoints are included in the broad "Social Interactionist" paradigm about language acquisition. The Social Interactionist theory supposes that children are social beings who acquire language in service of their needs to communicate. It assumes that language is acquired from an interaction of a human's innate biological capabilities to acquire language with exposure to language in the environment in which the child is developing, with more emphasis on the latter; the outside experience (Amerian, 2015).

The Social Interactionist theory of human language development argues that the development is both biological and social, and that language learning is influenced by the desire of children to communicate with others. The theory adds that children are born with a powerful brain that matures slowly and predisposes them to acquire new understandings that they are motivated to share with others. The main theory associated with Interactionist theory is Lev Vygotsky's model of collaborative learning (1978); the idea that conversations with older people can help children both cognitively and linguistically. The interaction theory of language development is a compromise between the nativist theory and the behaviorist theory of language development. It recognizes that both environmental and biological factors are important in language development. The basic appeal of the Social Interactionist approach is the importance it places on the home and the cultural environment in early-childhood language acquisition. According to this theory, language develops in negotiating the environment. Hence, vocabulary is bound by context-or, alternatively, by the culture within which speech is necessary and understandable. Within this theory of compromise are theorists who are closer to one end of the extreme than the other. However, all interactionists believe that language acquisition occurs as a result of the natural interaction between children and their environment, more specifically, their parents (Amerian, 2015).

Moreover, using the behaviorist perspective postulated by B.F. Skinner, children tend to imitate adults, thus, language acquisition occurs. Although the theory has opened a wide array of possibilities, it has been criticized because language

is based on a set of structures that cannot be successfully acquired by mere imitation. On the other hand, Jean Piaget through his Cognitive Theory stated that "all aspects that are learned by an individual are as a result of what learners have constructed or discovered by their mental process and not through observable behavior" (Warren, 2012). The main argument is that language acquisition must be perceived within the context of a child's intellectual development and linguistic structures will only emerge if a cognitive foundation has been successfully founded (Sassonian, 2009).

In addition, the Innate Theory proposed by Noam Chomsky proposed that children are born with a learning mechanism dedicated to language which focuses only on the syntactic features. The problem, however, is on the ability of the learners to socially interact with their peers and to the environment, they are included in. Moreover, Chomsky (2009) argues that "language learning is not something that the child does; it is something that happens to the child placed in an appropriate environment much as the child's body grows and matures in a predetermined way when provided with appropriate nutrition and environmental stimulation".

According to Fred Genesee, a well-known professor from psycholinguistics at McGill University in Montreal (The New York Times, 2007), a constant language system should be presented before a child so that learning comes as naturally as possible. Likewise, parents or caregivers must guarantee that children get a certain amount of exposure to the target language. For both adults and children, the vital key to learning a language is through immersion and by having a connection with the environment they are part of.

The discussion above anchored the basis of this study. This study aimed to find out if language exposures to media, technology, and at home help the Grade 10 students of Letran concerning their understanding of English lessons in the classroom. Additionally, it provided information for further research on whether the above exposures to the English language indeed make them easily understand their English lessons.

METHODOLOGY

The research design that is used in this study is the qualitative method. This research method greatly focuses on

various processes of naturalistic inquiry that aim to understand phenomena occurring in its natural setting. Likewise, it is dependent on the experiences which make meaningful insights into the everyday lives of human beings (University of Utah, n.d.).

The participants of the study are 15 Grade 10 students of the Elementary and Junior High School Basic Education Department of Colegio de San Juan de Letran. The academic institution was founded in 1620 through the fusion of two similar institutions - Colegio de Nino Huerfanos de San Juan de Letran and Colegio de Huerfanos de San Pedro y San Pablo. The two institutions mentioned were built to mold orphans into responsible and well-educated individuals. In May 1865, a royal decree from Spain designated Letran as the school of the first class. After decades of operating exclusively for boys, the Elementary and Junior High School Department opened its door to female students. Up to this day, Letran continuously strives to give quality education to its stakeholders.

A prior interview was conducted before the selection. Students who were chosen as respondents were able to articulate their ideas clearly. According to Matin in 2013, students are articulate if they communicate in English effectively with emphasis on language in use than language as structure. Students were asked a set of questions in the Focus Group Discussion.

Data Gathering

Data were gathered from the direct responses of the students from the Focus Group Discussion regarding their exposures in the English language through linguistic models at home, media, and technology. Interview sessions were recorded using audio and video for accurate and detailed transcription. Some of the tools used in carrying out in-person interviews included a recording device (for audio and video) and a notepad to mark the conversation which is very important due to human forgetful nature.

The interview was carried out through a thorough in-person interview by researchers. In-person the interview requires an interviewer or a group of interviewers to ask questions from the interviewee in a face-to-face fashion.

Interview is the main source of primary data that was collected by the researchers. The source of primary data was chosen and tailored specifically to meet the requirements of the research. It is a method of data collection that involves

two groups of people, where the first group is the interviewer (the researcher(s) asking questions and collecting data) and the interviewee (the subject or respondent that is being asked questions). The questions and responses during the interview were conducted orally.

Data Analysis

The transcribed data from the audio and video recording were analyzed using the deductive approach. The direct responses were subjected to thematic analysis to determine students' exposures to the English language at home, media, and technology and how their exposures affect their understanding of their English lessons.

Ethical Consideration

Ethical considerations were observed throughout the conduct of this study to ensure confidentiality of the data and to protect the respondents. The respondents were allowed to decide to assist the researchers by providing information to the questions that were asked to them. A letter of consent was provided and was answered and returned by the parents of the concerned students.

RESULTS AND DISCUSSION

The purpose of this study is to allow the students to answer how English language exposures through media, technology, and at home help them understand their English lessons and to find out how effective these exposures are in helping them understand their class lessons. The method implored was the focus group discussion which started with the central question (1) "What is an effective English language exposure?" to find out from the students as to what they consider an effective English language exposure so that they can articulate clearly their responses to the succeeding questions: (2) How does your English language exposure through media help in understanding your English lessons?, (3) How does your English language exposure through technology help in understanding your English lessons?, (4) How does your English language exposure at home help in understanding your English lessons?, and (5) What are other exposures that help in understanding your English lessons? Through the answers of students to the questions, this study

will find out the effectiveness of the exposures and how these exposures help students in understanding their lessons.

Answers to the first question: What is an effective English language exposure for you?

Jack said, "When I can converse with people of different countries like when I met people from Vietnam and U.S.A., I had a great time sharing my knowledge about our country and culture and when I listen to them as they share their countries' culture too. It is when I exchange experiences with other people and when we learn from each other and enjoy it.

Ryan answered, "It is when I completely understand what people try to tell me and they do the same"

Patricia shared, "When I learn to voice out my opinion to other people. It is when I listen and respect what they say and when I can finally influence them."

Harvey added, "When students can understand the lesson and discuss it among themselves."

The students answered that an effective English language exposure is when they can engage in a meaningful interaction by listening, understanding, and responding to the people they come across with, when there is a mutual and desirable exchange and sharing of information between and among them. Claudia in 2018 said one important component of verbal exchange is essentially understanding the timing of human conversation and responding to it meaningfully. Claudia also used the word understanding to mean that in a verbal exchange, it is essential that one understands and empathizes in conversation to experience an effective communication exchange with someone and to respond in a meaningful way. A student's ability to attentively listen, formulate, and share a thoughtful response, engage in extended conversation, make eye contact --- each of these skills results from an experience and environment that fosters interpersonal communication (Chandler & Curtis, 2019).

Franz mentioned, "When it helps one improve and develop English fluency which he/she can apply in everyday life."

Nathaniel conveyed, "When we read different literary stories, we can understand the approach and point the view of the authors, also how we can apply the values we learned in our lives."

Mark imparted, "When you have a head-start or advantage in speaking and actually using or applying it already."

Andrei disclosed, "When you are exposed in an English environment that allows you to develop your speaking skills and apply it."

An effective English language exposure is using the language in the real world in everyday life. It is understanding values learned from stories read and applying them in life. Students engage in communication where they understand and improve their communication skills. The main objective of education is not limited to acquiring knowledge but it has expanded to the utilization of the same in the practical life in everyday existence. Here comes the need for communication skills (Ganguly, 2017).

Elmer voiced out, "When we can understand and analyze complicated English grammar structure through reading materials."

Rance communicated, "When you have the drive and passion to learn and hone your language skills like in pronunciation and basic structure knowledge."

Timothy declared, "It is developing technical skills and grammatical skills."

Grammar refers to the rules of a language. It is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999). The correct grammar structure is an important component of effective English language exposure. When students can understand, analyze, and hone their grammatical structure, they find language exposures effective. Students should be exposed to the language to develop their communication skills. It is a matter of concern when students face difficulty in speaking English fluently with appropriate sentence structure (Ganguly, 2017). Krahne (1985) added that to be an effective language user, learners should develop good grammar because grammar skills will help learners to organize words and messages and make them meaningful. Good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages.

Answers to the second question: How does your English language exposure through media help in understanding your English lessons?

Rance shared, “My mother gave me a book when I was a child and asked me to read it. That was how I learned substantial lessons in sentences which I used in activities and lessons in my class. Reading English newspapers is also a big help. I learned errors in English structure. I also watch podcasts which honed my understanding of other grammar lessons.”

Franz said, “I was a bookworm in my younger years. I love to read books not to learn but just to be entertained. When I do that and when I listen, read and watch television, along the way I pick up learning on grammar structure and develop my English fluency.

Manzo revealed, “I am of a movie kind of guy, the media helps me understand my grammar lessons”.

Ryan verbalized, “I don’t have time to read and by watching World News on television, I found entertainment and pick up learning related to English lessons. I can better communicate also and can express myself using correct grammar.

Through media, like books, television, movies, and podcast, the students are exposed to substantial grammar education that led to their understanding of their English lesson. The students find avenues to express their experiences from the media. Beyond generating the desire to speak, media also provide a basis for conversation in a highly charged viewing involvement that students share. Movies, news channels, and newspapers can rouse views and opinions and create discussion-like debate and group interaction that can thus be part of useful assignments which help learn lessons in class (Gomathi, 2016).

Franz answered, “When I want to know the meaning of words I just look through context clues from the book as I was lazy to check the meaning of words in the dictionary. Also, when I watch television, I realize that I hone my vocabulary skills.”

Jack added, “Media made learning fun. I develop my vocabulary through songs as I love to sing. I have a head-start in understanding my lessons through reading books and articles from the magazine also.”

Fhamela imparted, “The popular movies, television programs and games enhanced my understanding of English lessons. Those media and books made me also want to read and increase my reading comprehension and vocabulary.

Elmer mentioned, “I love to read poems from books. At first, I had difficulty understanding the meaning but later on I was able to get what the words meant and improve my vocabulary. I was able to even mimic different lines of the poems including the ones I wrote.”

Timothy disclosed, “I am exposed to documentary films on television. I developed very good vocabulary which is important in my English lessons.”

Ng disclosed, “I read Komiks and anime and that’s where I understand English lessons better. Also, I got exposed to different languages and honed my vocabulary.”

Andre attested, “I read print media like books and magazines and they made me learn deeper meaning of words.

Vocabulary learned through context clues in print media is concrete and allows learners to use their word knowledge both receptively and productively. Learning vocabulary through context is one of the most commonly used strategies nowadays. It is a meaningful way of vocabulary acquisition; it gives learners numerous opportunities to use the words in their reading and writing and also helps them to understand how words are used in real life. (Sarifa, 2018).

Well-written books can expose learners to more complex and advanced language and vocabulary (Nagy & Townsend, 2012; Snow et al., 1998). Also, illustrated books often have pictures that represent novel or interesting words that help learners determine their meanings as well as captivating narratives to help students understand those new words across contexts (Ganea, Pickard, & DeLoache, 2008). Finally, these same features of books can boost learners' attention and engagement, helping them to learn vocabulary more efficiently (Sipe, 2002).

One medium where students can develop good vocabulary is movies. Movies can be useful in acquiring and providing students with communicative competence. It is quite interesting to hear them pick up phrases, vocabulary exercises to learn new words; using exercises like Prefixes, Suffixes and compound words, close test and so on, to improve their level of vocabulary (Nagarathinam, 2016).

Integrating songs in interactive instructional media revealed students enhanced vocabulary. A study showed that students' vocabulary knowledge was significantly improved

after they were exposed to songs, the instructional media, and components in the media. The instruments utilized were the needs analysis form, vocabulary test, the developed instructional media and learning log, and evaluation questionnaire. The results showed that students' opinions toward the instructional media were very positive. They agreed that the media were useful; they were satisfied with the content and components of the media. They also agreed that the media promoted language learning motivation and autonomous learning (Manasara, 2019).

Andre informed, "My watching of movies and video made me develop my conversation with other people and learn the correct pronunciation of words. They made me more confident in my speech lessons."

Charles specified, "I watch movies, Youtube, and anime. I learned how to pronounce some words correctly."

Lauren communicated, "My watching of television shows and Youtube and going to Twitter improved my pronunciation."

Films improve the ability to understand the spoken language in many different contexts. Learners unconsciously absorb language and learn new accents that can improve their pronunciation (Nagarathinam, 2016). A Study on pronunciation instruction through Twitter showed that when sending learners, a daily tweet with concise explicit explanations about the target aspects and a link to a video/audio file illustrating the pronunciation of the target word in an authentic context yields significant improvements in the learners' pronunciation of the target features and that improvements were maintained over time (Fourz-Gonzales, 2017). The correct pronunciation is one aspect of speech lessons. Students through television and movies can adopt correct pronunciation, hence applying this knowledge and skills in their English class.

Answers to the third question: How does your English language exposure through TECHNOLOGY/INTERNET help in understanding your English lesson?

Rance said, "I go to public forums and I like to argue with people there. I consider it as a tool when I argue and exchange different points and opinions. It helps me in noting grammatical errors because we correct the grammar of each other. This is very true when we post long essays or issues that we are

passionate about. The process has become easy with the internet."

Ryan added, "I have a better understanding of lessons in an easy way. I chat on the internet with my co-millennials as a way of communication for information. This is accessible on the Net and I understand it at my level."

Andre quipped, "After the English lesson, I search the internet and look for the subject matter. There, I compare how the lesson is taught. The internet serves as the confirmation of the lesson learned inside the classroom which makes my study very easy. Also, on social media, I check the sentences of those posting and those that I chat with. I observe and note grammatical errors which I learned from them."

The new technology has become a tool for the students to easily discover a huge amount of information and a venue for them to express their opinions and check their grammar lessons. The internet also paves to a more accessible and greater exposure in the English language that students can now explore platforms that are very useful in their studies. They are able also to confirm their understanding of the lessons fast as data and materials are always available.

The use of technologies will not only allow learners to quickly master new language skills through exposure to a variety of new technologies but also, the excitement that comes with these new mediums can motivate learners for an extended period. Technology, when properly applied, can be engaging and produce fast learning results, as outlined in the study conducted by Xiao and Jones (1995).

Data from the research Technology Enhances Students Learning Experience shows overall positive attitudes of the learners towards M-learning that demonstrated more opportunities in acquiring information through collaborative online learning environment (Diallo, 2014). Also, studies provided strong support for the use of chat in English language learning. These studies showed that, with chat, both the amount of learners' language production and grammar structure skills significantly increased. The literature revealed support for claims that technology-enhanced learners' output, interaction, and motivation (Golanka, 2011). In addition, Liccadi et al. in 2007 reviewed that the students are socially connected for sharing their daily learning experiences and do conversations on several topics. This shows that social networks are beneficial for the students as they

contribute to their learning experiences as well as in their academic life (Peter, 2015).

Harvey imparted, "There is no denying that technology is a part of life as almost everyone has a laptop, cell phone, and any gadget. English lessons are integrated with technology which makes lessons easier and stress-free. If I find a challenging lesson in English, I search it on the internet where I understand grammar structure."

Franz divulged, "I love the site Grammarly as it checks and corrects my grammar. The site gives me the freedom to know more about any lesson in English. It makes the structure lessons very easy."

As Mark attested, "An enjoyable new atmosphere for young learners is created through the many applications of learning English lessons. I learn outside the classroom and increase my language awareness and improve my reading comprehension, vocabulary, and grammar skills which I find very useful."

Technology makes the English language understandable in a stress-free and interesting environment. The stress factor attached to the need to learn grammar rules in a boring environment as opposed to the need to learn the same grammar rules in an innovative technology-based environment makes a difference. Most users are therefore excited when offered to learn using technology tools, and this excitement motivates them to learn (Diallo, 2014). With the recent development of electronic and print media, the programs and the contents of news channels and papers have become affluent and dramatic. Some news channels and papers are easy to watch, read, and easy to use, thus committing learners to build up grammar skills. (Nagarathinam, 2016).

Fhamela informed, "I read articles in Google. I developed my vocabulary and enhanced my reading comprehension."

Patricia furthered, "I am very fond of technology. As I have investigatory research and topical defense. I developed semantic expansion of words through the social media."

Nathaniel disclosed, "Through social media, I can expand my vocabulary and avoid redundant errors which I apply in our formal theme writing."

Timothy added, "I understand better lessons in research through the internet by reading published researches with ISSN. It made my study efficient and my vocabulary better."

According to the study conducted by Jackson et al. (2006), it has been found that students who used the internet more got higher scores and grades as it helps the learners improve their vocabulary through live communication with other people by using social media such as Facebook, Twitter, and Instagram (Nagarathinam, 2016). Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests, and other forms of expression via virtual communities and networks (Obar & Wildman, 2015). Different ways can be used via social media to improve one's vocabulary. These could include following other users on social media websites who give daily tips and hints about English language vocabulary with explanations (Kurniawan, 2017).

The internet provided a new environment of acquiring new knowledge instantly which the students find useful and enjoyable. Their reading of articles using different platforms enhances their reading comprehension and increases their vocabulary which allows them to get higher grades in their academic class. Social networks such as Facebook can foster motivation and engagement, thus promoting students' acquisition of specialized vocabulary (Ventura, 2014).

Answers to the fourth question: How does your language exposure at home help in understanding your English lessons?

Rance said, "Home is the biggest exposure to me. Since my mother is an English teacher, she's been enforcing English for us to be globally ready, and she's been teaching us English lessons especially grammar lessons at home." I also develop good vocabulary through this engagement with my mom."

Lauren added, "My mom and I speak in English so that I can apply the lesson taught inside the classroom such as vocabulary, pronunciation, and grammar."

Kevin mentioned, "My mom is an English teacher so she will use the English language at home. She would teach me words that would widen my vocabulary so that I may use them whenever I write essays."

France continued, “I could already understand terms and structures of English sentences because those are all taught by my mom.”

Jack shared, “My parents would speak to us in English. The bond my elder brother and I has helped me build a strong foundation on my English fluency especially in speaking the English language.”

Mark attested, “I was raised in another country so it helped me that mom talked to us in English and have an advantage in English like grammar, spelling, and vocabulary.”

Phamela disclosed, “My parents made me read English stories, watch English films, and even tutored me.” I learned to love stories and enhance my reading skills, grammar, and vocabulary.

Ng divulged, “My mom told me to use the English language at home. We are only allowed to use English to practice us pronounce the words correctly.”

Matthew imparted, “My mom taught me to read context clues of the sentence, pronunciation, and punctuation marks.”

By engaging in a regular conversation, most specifically with their mothers every day, the students said they can develop and practice their vocabulary, reading, grammar knowledge, the foundation of English, and pronunciation skills. The interaction makes the language a natural part of their life and gives them a positive effect in their study of their English lesson. Through everyday activities, children hone the more difficult skills, including how to read, write, and solve problems. Lessons necessary to meet learning standards begin in the home (Illinois State Board of Education, 2014).

In the study of Francisco Palermo, *English Exposure in the Home and Classroom: Prediction to Spanish Speaking Pre-schooler English Vocabulary*, it was found out that English exposure levels at home were uniquely and positively associated with children's English receptive and expressive vocabularies. The findings highlight the importance of the home environment for maximizing Spanish-speaking children's early English vocabulary skills (Palermo et al., 2014). It has been repeatedly demonstrated that parent-child reading enhances both language and literacy skills in early childhood. The frequency of shared reading activity at home is a form of informal practice positively related to children's vocabulary and literacy skills (Yeung et al., 2016).

Observations of literacy-related activities at home show that parents engage children to focus on the structure of the written language and draw the attention of the children to pronounce the whole word, hence home teaching by parents promotes children's literacy skills (Yeung et al., 2016).

Answers to the fifth question: What are other exposures that help in understanding your English lesson?

Matthew: “The most effective one for me is the debate. Debate teaches me how to better deliver a message and convince the audience.”

Patricia: “My experience in Debate organization”

Jack – “Debate was a big influence to me, and my friends point out my mistakes and it helped me use the English language.

Charles – “I learned English through debates, Letran Scroll, and games.”

Manzo David: “I learned a lot about the English itself because of the debate. I am now able to talk to people because of it.”

The debate as an extra-curricular activity exposes students to language which they find useful in their academic experience in the classroom. It helps them stimulate critical thinking by making them free from established opinions and helping them to appreciate the complexities involved in any situation. The debate also enhances student learning and skills development (Keller et al., 2001). R.W. Paul (as cited in Gambrell, 1997) states that critical thinkers acknowledge the imperative to argue from opposing points of view and to seek to identify weaknesses and limitations in one's position. Critical thinkers are aware that there are many legitimate points of view, each of which when thought through may yield some level of insight (p. 126).

According to Dewey, learning and reflective thinking are based on active engagement with a specific problem or issue (Baker, 1955; Dewey, 1939). This principle underlies contemporary and widely-held notions that students learn more effectively by actively analyzing, discussing, and applying content in meaningful ways rather than passively absorbing information through a lecture (Bean, 1996; Bonwell & Eison, 1991; Lewis & Williams, 1994; Meyers & Jones, 1993). Debate immerses students in an experience so that they will learn by doing.

Timothy: “It is our English teachers. My English teachers gave me knowledge and background information about English.”

Mark - “Other exposures are the school teachers and classmates.”

Elmer added, “Through the English subject and the teacher who taught inside the classroom.”

Patricia: “My English teacher”

In a nutshell, English teachers’ new role as facilitators allows students to do the talking and gave way to exposure that is helpful in the understanding of students’ lessons. They undergo the transformation that is needed and is achieved by moving away from the traditional method of teaching English lessons to the communicative method of teaching. Instead of focusing on grammatical rules and memorization of vocabulary, present-day English teachers concentrate on improving language efficiency and soft skills by making use of real-life situations as teaching material. For this, a more creative, analytical, logic-oriented, and interactive method of teaching is adopted (Menon et al., 2009). In addition, English teachers are also effective English language exposures that help students understand their lessons. Teachers now adapt to the changing scenario and equip themselves to meet the need of the hour. The fact is that the teachers play an eminent role in promoting active learning in class. Hence the teachers remain central in all teaching programs taken up with the aid of technology (Gomathi, 2016).

France: “Basically the people surrounding you – the people you interact with.”

Nathaniel: “My other exposures in the English language are talking to foreigners, writing in school papers, and joining competitions.”

Elmer – “Our church exposes us to the English language. Through our pastor, I learned how to use the English language in public.”

Rance – “I learned English structures by building relationships.”

Andrei – “Through church reading during class mass, and my relatives especially my cousins.”

Manzo David - “My other exposure is basically from my friends.”

The people that students interact with are another exposure considered helpful by students in their understanding of their English lessons. According to Vani in

2016 peer team teaching serves as a better approach to develop communication skills as it provides a platform to the students to overcome fear. There are other forms of language exposure that students find helpful in their understanding of their English lessons.

IMPLICATION OF THE STUDY

Based on the answers of the students in the Focus Group Discussion, their English language exposures help them in understanding their lessons in their English class. Through their experiences in the exposures, they were able to apply their learning in grammar lessons, they were able to expand their vocabulary, and they were able to hone their pronunciation skills. Because they used the language in real life during the exposures, they bring their authentic experiences inside the classroom; hence, they do not find their lessons in their English class as new; thus, application and understanding become easier. The exposures are effective in helping students understand their English lessons.

What is very important to note in this study is how the students reacted to these exposures and how they connected them to their learning of the lessons. They said they enjoy their exposure - experiences and find their learning easy to apply in class. They attributed the enjoyment to a stress-free environment like when they collaborate with people on the internet and the relevant/challenging activities they participated in such as arguing in the podcast, checking, and comparing their works, and being global citizens in social media. Their actions were geared towards the accomplishment of the activities not minding that they are getting authentic learning in the process. Therefore, opportunities for language exposure through the mass media should be implemented in English class.

Aside from exposure to media, technology, and at home, the students said the debate is another effective English language exposure that helps them understand their lessons. Debate is an extra-school language activity where students present and defend arguments. The debate exposure allows them to confidently express themselves and be keen on listening to the side of the opponents. Through this activity, students learn the importance of listening as a valuable tool in understanding their lessons in English. The students also

discover their mistakes in sentence structures which they correct and hone, thus, when inside the classroom, the learning again becomes easier to apply.

Exposure to language has been considered as a useful tool to have a full grasp of the target language, hence it helps students in the undertakings and understanding of their lessons in their English class. Formal classroom instruction alone is not sufficient to cater to the linguistic needs of each learner. Due to constraints brought about by external factors, availability of resources and the opportunity to practice the language may occur outside the four walls of the classroom. Because of this, students are set to experience authentic learning which is the core of lifelong learning. Although there are a handful of studies conducted in the past that suggested that exposure to the language greatly affects language proficiency, Harper and de Jong (2004) in Masangya and Lozada (2009) argue that mere language exposure is not sufficient to develop language proficiency since there are platforms that are not age-appropriate to the learners, thus needing much-attention and guidance from a skilled peer.

The results of the study have shed light on some important key issues in the field of education. Although the students' exposures to media, technology, and at home have proven to be effective, and students reiterated that the exposures help them understand their English lessons; it is important to note, however, that there are still other concepts and lessons in English that are difficult to comprehend without the assistance from a skilled individual. So, these concerns should be addressed by the English teachers of any academic institution for it plays a salient role in using and understanding the language and developing mastery and fluency. The data gathered from this study can be used by other researchers who are interested in the topic and who would like to prove that other results can yield different findings.

This study will be beneficial to all basic education students, teachers, administrators, and parents since students need to become highly proficient in English that will make them globally competitive and ready for the challenges of the 21st. century. This would shed light on the language exposures of students. It would help teachers and other stakeholders devise teaching materials and create effective teaching methodologies and environments to achieve the objectives of second language teaching and learning. Finally, this study suggests that schools should provide media classrooms and other platforms that are responsive to learners' needs at their various levels. In these classrooms

and platforms, students should be exposed to different situations, and they should be allowed to participate in the activities along with other students from different schools and different countries. They can take note of how people use language in real-life situations as they get exposed to different accents, intonations, rhythms, and stresses (Carrasquillo, 1994). In this way, students are allowed to become life-long learners.

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