

LANGUAGE EXPOSURE AND ACHIEVEMENT IN ENGLISH OF GRADE 10 LEARNERS

*Klarizza C. Sanchez, Jeschelle Reign M. Castro,
Jessica Paola L. Arroqante and Anne Jellica DS. Tomas*

Abstract

The correlational study aimed to investigate the combined and unique contributions of home, friends, school, and media English exposures and their relationship on students' English language achievement. Using convenience sampling, 72 Grade 10 students of Baliuag University participated in the study during the second grading of the school year 2020-2021. The major findings generally revealed that there is a significant relationship between the students' combined exposures and English language achievement. However, the individual contributions of home, friends, school, and media exposures do not correlate with the students' English language achievement. The results suggest that students perform well in the language if they are exposed to all the areas mentioned – home, friends, school, and media – simultaneously. Thus, their individual exposures to each aspect alone are not enough to support their achievement in English as all exposures go hand in hand.

Keywords: English language achievement, English language exposure, home exposure, exposure to friends, school exposure, media exposure.

Introduction

The Philippines was recognized as one of the countries with high-proficiency level in the use of the English language in the last 2020 English Proficiency Index (EPI) results. The country ranked second among Asian countries with a score of 611 out of 700. However, in the global rankings, the Philippines fell from 20th place in 2019 to 27th place last year. An online Standard English Test (SET) was

administered by a Swiss-based global company, English Proficiency Education First, to measure the average level of English language skills of 100 countries and regions (Rubio, 2020).

The EPI result is crucial because the Philippines is known for its abundant number of English speakers in Asia, and English proficiency is one of its advantages that helps in propelling the economy. In fact, the country overtook India in 2012 as the top call center destination globally (Valderama, 2019). If the country's ranking will continue to slip from 14th in 2018 to 20th in 2019 and further down to 27th in 2020, conflict would arise which will affect Filipinos' competitiveness in the global sphere.

In the study of Racca and Lasaten (2016), it was stated that various studies show that the quality of education in the Philippines is continuously declining. The Professional Regulatory Commission (PRC) reported that in all fields of endeavor, passers of board examinations continue to decrease due to low academic performance in elementary and secondary levels which can be attributed to English language proficiency.

Language researchers contend that exposure to language plays a significant role in acquiring language, where learners are liable to learn languages with more ease and success. (Al-Zoubi, 2018). According to the British Council (n.d.), exposure, either generally or with particular language points, refers to the contact that the learner has with the target language. It usually refers to contact outside classroom if referring to the language in general. Thus, exposure could either be formal or informal.

Formal exposure usually takes place within the school setting, specifically, inside the classroom. The teacher is the one who provides learners with adequate contact of the target language to be practiced and learned. Meanwhile, informal exposure usually happens outside the school setting

or class such as at home, in media, or with friends. Benson (2001, as cited in Al-Zoubi, 2018) defined outside-of-class language exposure term as, "any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning (p. 152)." Watching English films or documentaries, talking with native English speakers, listening to English songs, reading English magazines, newspaper, and books, as well as using English on online platforms are some forms of informal exposure.

Executive Order no. 210, s. 2003, also known as "Establishing the Policy to Strengthen the Use of the English Language as a Medium of Instruction in the Educational System", declares the policy to strengthen the use of the English language as a medium of instruction in the Philippine educational system. It aims to foster the aptitude, competence and proficiency of all students through the use of the English language to make the students better prepared for the career opportunities emerging in the new, technology-driven sectors of the economy.

Baliuag University is the first school in the region that has been granted full autonomy and is currently one of the leading academic institutions in Bulacan. Since the university is capable of providing high-quality educational programs, it has already produced many successful professionals and it is certain that it can make more outstanding individuals in the future. Academic Track, consisting of four strands namely Accountancy, Business, and Management (ABM), Science, Technology, Engineering, and Mathematics (STEM), Humanities and Social Sciences (HUMSS), and General Academic Strand (GAS), in Senior High School under the K-12 curriculum has also been implemented in the university where Grade 10 students can choose the strand that complement their interest. The University has always been compliant with the English curriculum guide issued by the Department of Education (DepEd) or the K-12 Language Arts and Multiliteracies Curriculum (LAMC). As an enhancement

for the basic education learners, it has also been implementing a comprehensive English literacy program – the Scholastic PR1ME English program.

However, despite of the quality of learning and programs offered in the University, there is no assurance that students are receiving the appropriate and proper amount of English exposure that will determine their success on the language. Also, because of the recent EPI results, the researchers chose the University as the research locale to examine if students get enough English exposure.

With the above-mentioned situations, it is the main objective of the researchers to examine the combined and unique contributions of home, friends, school, and media English exposures and their relationship on students' English language achievement. The findings of this study will clarify which aspect of the students' life provide better English exposure. Also, this study can help educational leaders in determining the teaching strategies and methods they can apply in shaping the English language skills of students.

Review of Related Literature and Studies

This review of related literature is divided into different subheadings: state of English in the Philippines, challenges in English language education, English language exposure, home exposure, exposure to friends, school exposure, media exposure, English language achievement, and English language exposure and English language achievement.

State of English in the Philippines. The Philippines has always considered English as one of its official languages. It is the language of business, law, as well as the primary medium of instruction following the national curriculum except for Filipino and Mother-tongue subjects.

According to Carpenter (2019), the 2000 Census of Population and Housing, Philippine National Statistics Office's latest source of national language statistics, reported that 63.7% of Filipinos over the age of five are capable of speaking in English. In comparison, Tagalog was reported to be spoken by 96.4% of Filipinos, just one of more than 150 known languages and dialects spoken in households across the country.

Cabigon (2015) stated that proficiency in the language is one of the country's strengths that aids the economy which even made the Philippines the hub for call centers in the world, surpassing India in 2012. Also, because of the affordable but quality English as Second Language (ESL) education offered locally, the number of foreign English learners are on the rise. However, in a recent roundtable discussion held by the British Council, the stakeholders raised that the country needs to advance its endeavors to refine the learning and teaching of English despite its fine performance in terms of English competency. It was specifically stated that English would be developed as a vital skill of the workforce.

As a result of American education and pop culture, the facility in the English language of Filipinos transferred by its American colonizers, has become beneficial to the populace in its goal to obtain employment abroad. This fluency also resulted to better career opportunities and higher income in the international job market. However, for those applying in low-skilled market (e.g., domestic helpers), most of which would give up their middle-class status and higher education attainment in exchange for financial advancement opportunities which is lacking in the country (Symaco, 2017).

In 2016, the Philippines ranked 13th place on the English Proficiency Index (EPI) and went down to 14th place in 2018. In October 2019, the EPI results showed that the country's ranking eroded to 20th place although it still falls in

the category of “high proficiency.” This phenomenon is a cause of worry that necessitates immediate action from the country’s education sector (Valderama, 2019).

Challenges in English Language Education. The Mother-Tongue Based Multilingual Education (MTB-MLE) program embedded in the K to 12 curricula is criticized by some as the cause of learners’ poor English proficiency nowadays (Valderama, 2019). This language policy refers to “first-language-first” education where mother tongue is used in the early years (Kindergarten to Grade 3) of schooling of a learner and transitions to the use of Filipino and English (Capitol University, n.d.).

Utilizing a case study methodology, the research examined the teachers’ and parents’ beliefs, knowledge, and practices to determine how national language policy is utilized at the ground level. Findings indicated that teachers and parents demonstrated evidence of strong overt support and subtle covert resistance. The potential negative outcome of the MTB-MLE on English proficiency and literacy was cited as a major downside by teachers and parents. The interview data also revealed that both groups show skepticism of MTB-MLE as an effective strategy for building literacy on second and third languages. Because of the perceived commercial opportunities linked to English, deeper interpretation of the findings pointed to strong local beliefs about the value of English over mother tongue.

Exposure to the target language is an important factor in any language acquisition and learning. Access to the amount of quality exposure to the language can take place in social, cultural, or educational contexts. Parents and teachers are the individuals who usually support a child’s language learning. But learners also need opportunities to explore the language outside their homes or classrooms which they may find on media or with their friends. The studies below show how exposure at home, school, with friends, and in media can help in the English language success of learners.

English language exposure. Learning a second language, compared to learning a first language, can be a difficult task as they differ on how they are acquired. It is often harder to get the same amount or degree of exposure to a second language than it is when learning a mother tongue where interaction with parents is constant. This is why when one is in an English class, teachers always recreate scenarios with numerous activities and repetitions, because the goal is to provide exposure to the new language (Crocker, 2019).

As defined in the study, English exposure refers to the learners’ contact with the language in different social contexts. It is known in studies that achievement in the language can be influenced by different environmental and social factors such as family, peers, school, and media. The quality of the language environment where a learner is developing is of great importance to his or her success in learning the English language.

Exposure of certain language in reasonable environment is a vital issue in language learning. Simply understanding the language is not adequate, on the off chance that it is not utilized in everyday life. Utilization of language for various reasons is another essential matter in learning a language. The deliberate use of language creates a second phase of language learning. For example, appropriate or significant sentence, understanding, syntactic precision, word-force and prominence. The more exposure and practice a person get, the more language learning happens (Ranjan, n.d.).

Stressing the importance of language environment, Dulay et al. (1982) as cited in Ismail (1988), explained that:

The quality of the language environment is of paramount importance to success in learning a new language. If students are exposed to a list of words and their translations, together with a few simple readings in the new language, they will

perhaps be able to attain some degree of reading skill in language, but listening and speaking skills will remain fallow. If one is exposed only to classroom drills and dialogues, one may acquire substantial mastery of classroom communication skills but still remain at a loss in other areas of social discourse. And of course, with no exposure at all, no learning can take place (p. 47).

English exposure may occur when a person participates in conversations with people who speak the language. One can also have access in the language through information disseminated using different media forms or sources. Reading print materials such as books, newspapers, and magazines written in English, and listening to any activities or materials in which the language is spoken are some instances how one becomes exposed to the language (Magno, Lajom, & de Carvalho, 2009).

Exposure to the English language is something individuals come across in their daily life. It can only be considered successful if one can practice or produce the language (Al-Zoubi, 2018). However, exposure to second language differs from exposure to first language in the sense that for the former, exposure is limited while on the latter, is unlimited. In addition, a learner has a choice in second language learning of whether or not, and to what degree, he or she will expose himself or herself. While in first language acquisition, exposure is automatic (Ismail, 1988).

Home exposure. Families are an integral part of language development. A child's foremost access or exposure to language is at home. When a child learns a language, whether first or second, interactions with parents contribute to their acquisition. But despite the role of parents on children's second language development, such as English, the linguistic input family members provide depends on the extent to which it is practiced along with the first language. This makes English exposure at home an important variable

to consider (De Houwer, 1995, 2009 as cited in Palermo, Mikulski, Fabes, Hanish, Martin, & Stargel 2014).

Magno (2009) conducted a qualitative paper entitled "How I Learned to Speak English: Factors Involved in ESL Acquisition among Filipinos" to identify certain factors involved in ESL acquisition among Filipinos as reported by college students. Specific contextual and psychological factors were examined on how English is produced in the early years of development. Through cluster analysis, it was revealed that students acquire English through socialization processes and self-regulated processes. The first focus of the study answered how English was first acquired. Family socialization garnered the highest percentage of twenty-nine percent (29%). This assert that parents have great contribution on how a child acquires English because the early years are spent with them. Thus, one's early linguistic environment, the home, can provide him or her English exposure.

Borlongan (2009) studied the language use, identity, and attitudes of young generation Filipinos in relation to the English language. Results revealed that English is now penetrating in more intimate and personal settings, the home in particular. Around 60% to 70% of the participants also expressed that they agree in the promotion of English at home. It was found that the interest in using English at home is to "practice and master" the language not only by the respondents but also by their family members.

Other than parents, it is important to note that other family members can contribute to one's English exposure at home. Hakuta and Zentella (1994, 1997, as cited in Palermo et al., 2014) found that it is important to interact with older siblings as they can provide English exposure that may improve one's English skills, especially in terms of vocabulary. Thus, other close family members are likely to play a significant role in one's English language achievement through providing exposure and opportunities in practicing the language.

As mentioned, the home can be a source of one's English exposure. Fishman (1964) and Ferguson (1970), as cited in Ismail (1988), argued that:

The nature and degree of language exposure as determined by these social influences, on the other hand, is apparently related to certain institutional contexts called domains, i.e. the contexts in which one language variety is more likely to be appropriate than another. Domains are taken to be constellations of factors such as locations, topics, and participants. A typical domain would be the family domain, wherein conversation with family members is almost always confined to everyday topics (p. 53).

The study of Magno (2009) supports the statement above as it was found in his study that family socialization is one great way how a learner can be proficient in English.

While many researchers found English exposure at home contributory to one's English skills and achievement, the study of Duursma, Contreras, Szuber, Proctor, and Snow (2007) does not match previous findings. They found that parental use of English at home is not significant in becoming or staying proficient in the language. However, it was revealed that father's preference of English predicted the respondents' English vocabulary. Candilas (2016) also came up with similar findings. It was revealed that although majority of the students were not able to expose themselves in English in informal settings such as their homes, they still have very good English proficiency.

The Philippines is one of the Asian countries where English is widely spoken. The study of Bautista (2000), as cited in Magno, de Carvalho, Lajom, Regodon, Bunagan, (2009), revealed that more than 50% of families in member schools of the Catholic Educational Association of the Philippines use the English language at home. Provided the

assumption that home exposure to English is high in a setting where the language is practiced, it is relevant to test whether the current study's respondents' home exposure contribute to their language achievement.

Exposure to friends. Many people improve their target language by making friends with those who speak that same language (Crocker, 2019). According to Dulay (1982), as cited in Domingo (2018), language environment, where one can be exposed to the English language, may include a variety of situations. Engaging in conversation with peers who speak English is one example on how a learner can be exposed to the language.

Despite only a few studies done about English exposure one can get from friends, some researchers viewed peer interactions as a helpful way in acquiring English. Ismail (1988) stated that verbal interactions with friends is one way how a learner can get exposure to the language. Magno et al. (2009) expressed the same view that when a person converses with friends, his or her English exposure can improve.

The study of Palermo and Mikulski (2014), studied the role of peer interactions and English exposure and their relationship with preschoolers' vocabulary and letter-word skills. It was revealed that peer English exposure was positively associated with their English skills in vocabulary and letter-word. The researchers highlighted the significance of peer experiences toward their development on the said skills.

On a similar study of Mashburn, Justice, Downer, and Pianta (2009), peers' language expressive language abilities were found to be related to children's language achievement. Wilkinson and Fung (2002), as cited in Ribeiro, Zachrisson, & Dearing (2017), also stated that peers can influence one's language achievement whenever they provide linguistic output.

In another study of Palermo et al. (2014), the participants' peer English exposure levels positively to their English receptive and expressive vocabularies. It was stated that peer interactions provide prolonged exposure to verbal communication where one could practice English. Although friends are not professional interlocutors like teachers, they can offer corrective feedback.

Ismail (1988) investigated the exposures and achievements in English as Second Language among Malay learners. The participants' exposure or degree of contact to unscripted spoken English with friends was assessed. It was found that majority of the participant seldom use English when interacting with friends who know the language. Results revealed that there was a low yet significant relationship between students' verbal English exposure with friends and their competence in the language.

Although there has been little examination on the influence of peers on language, a number of researches acknowledged the importance of friends on one's language achievement (Ribeiro et al., 2017).

School exposure. In the Philippines, English as a second language is used in schools from kindergarten to tertiary to post graduate. Following the national curriculum, it is used as the primary medium of instruction. With this, students get more exposure in the language compared to when they are at homes since most of their time is spent in the classroom, virtual or in person. Jia (2003), as cited in Magno (2009), found that richer learning environments help increase students' proficiency in the English language. As mentioned in the previous section, one acquires the knowledge needed in the language when he or she takes part in the socialization process through exposure. The school, as a social environment, can contribute to the language achievement of learners since opportunities for speaking English are highly present.

Part of the social environment in determining one's English language learning is the orientation of one's culture rooted in history. When the Philippines was colonized by the Americans, the English language has been attuned to Filipino learners. Since the arrival of American teachers or Thomasites in the country, the number of public schools that use English as a means to teach continues to increase (Magno, 2009).

In comparison to interactions at home, conversations between teachers and students can be considered a more formal and literate discourse. With this, classroom and school settings provide additional language opportunities, exposure, and registers in English (Cazden, 1988; Michaels, 1983; in Palermo et al., 2014).

Magno et al. (2009) assessed the level and examined the differences of English language exposure of Taiwanese college students in Taiwan and the Philippines. Based on the data obtained, the Taiwanese students in the Philippines showed significantly higher level of English language exposure compared with their counterpart in Taiwan. It was asserted that an English learner in an English-speaking school was more exposed which allowed the learner to assimilate and internalize the language through interaction. In addition, since the Philippines is also an English-speaking country, the Taiwanese in that context got more opportunities to use the language.

In another study administered by Magno, Lajom, and de Carvalho (2011), the multiple factors that influence the use of language learning strategies among English-speaking Taiwanese students in Taiwan and Philippines were examined. The participants were a total of 146 Taiwanese college students, in which 66 were living and studying in Taiwanese universities while 80 were Taiwanese students studying in the Philippines. It was found that language learning strategy was affected by English exposure and country of residence. Those residing in the Philippines with

high exposure had higher oral proficiency than those in Taiwan. It was obtained from the findings that the use of all language learning strategies was improved when an individual had better exposure, thus a significant correlation existed. The researchers concluded that this was most likely to be accomplished in a context where English was frequently used like in the case of the Philippines. This was also keeping with the view of Magno et al. (2009) that the Philippines, as an English-speaking Asian country, is a good environment where foreign students can get exposure.

In the study of Gamez (2015), the relationship between expressive language skills in English and classroom-based English exposure of Spanish-speaking English Language Learners (ELLs) was explored. The students' language gains were found to be positively predicted by English Language Development (ELD) instruction. The findings indicated that students' English language development could be promoted through exposure to high-quality classroom-based English and opportunities for language interactions with teachers and students. Palermo et al. (2014), also found that the quality and diversity of English language opportunities given by teachers play a more important role in students' language learning than teacher's quantity of English use. The researcher also highlighted that combined exposure at home and in the classroom improved children's English vocabulary skills.

It is important to note that students' English exposure at school may take place at home through learning activities and assignments. A qualitative research conducted by Sutiono, Saukah, Suharmanto, and Oka (2017) entitled "Out-of-Class Activities Employed by Successful and Unsuccessful English Department Students" sought to investigate the out-of-class general activities and out-of-class English learning activities exercised by learners of the Department of English at Lambung Mangkurat University. It was found that both successful and unsuccessful students employ self-instruction but not in all categories of English

learning. Most of them used English during lectures, when doing home works, and studying their lessons. By working on academic activities, students got to use and develop their skills on the language more often since they got more exposure with their assignments. However, some of the unsuccessful students did not allot much time on reading to get broader understanding; they mostly spent much of their time only with the materials they were assigned. It was also revealed that all unsuccessful participants were dependent to their peers when doing home works, while the successful ones read their assigned tasks and activities alone which allowed them to be more exposed in the language.

Meanwhile, Ashraf (2018) conducted a study regarding the vital issues related to the teaching of English in Saudi Arabia. Less exposure to the language was found to be of the major struggles of the first year Chemistry and Mathematics students studying Intensive English in King Khalid University. Surprisingly, despite less exposure, 76.69% of the participants got A grade (95 -100 marks) in school. It was also observed by the researcher that learners who seemed to be timid in the face-to-face classroom had better engagement with the teachers online. In face-to-face classrooms, the students were apprehensive to speak and they had difficulties in constructing sentences. It was also stated that many students felt that online classes were more informal rather than face-to-face.

Candilas (2016) examined language exposures as determinants of English speaking proficiency. A total of 75 fourth year students enrolled in the Job Enabling English Proficiency (JEEP 4) course. Findings revealed that students had a great extent of formal language exposure in which listening to class participation garnered the highest mean (4.44) followed by giving oral presentations (3.91). It was implied that the participants were likely exposed through their engagement on English-related activities in the classroom setting.

Media exposure. Media refers to the various channels through which we deliver, store, or receive information. Some of the forms of media include print media, broadcast media, and new media. Newspapers, magazines, television, music, radio, films, and internet-based websites are some materials students can use to learn and practice language. With these they can develop their reading, writing, listening, and speaking skills in English which may lead to better achievement or performance. With the advent of the internet, there are several new and interesting ways how English can be learned (Alaga & Palencia, 2015).

Benson (2001, as cited in Al-Zoubi, 2018) stated that a learner can also get English exposure through outside-of-the-class language interactions. The forms mainly include exposure to different media forms such as listening to English programs on the radio, watching English show and films on the television, surfing the internet using English language, and reading English newspaper, books, and magazines.

Ortega (2011) conducted a comparative study regarding the media exposure and English language proficiency levels of the people in Iceland and Spain. It was found that the Icelandic society was considerably more exposed to English in media than the Spanish society especially in terms of cinema, television broadcasting, and Internet. Meanwhile, the Spanish society devoted more time in learning English during compulsory education than their Icelandic counterpart. However, despite having more radical policies in English learning on their education system, the Icelandic students were expected to have higher proficiency in English because of higher exposure of the language in media. The researcher stated that to state this as a fact, more empirical evidence was needed. Thus, further study about the association between proficiency level gained from school and media exposure would be of great importance.

A further study carried out by Pagès (2015), explored the distinction between successful and unsuccessful learners

on a variety of human differences. A total of 24 intermediate level English students aged between 14 and 16 of from a language school in Rubí took part in the study. As a final point, it has been reported that the use of learning techniques had been more widespread and efficient among successful learners. It was observed that successful students tend to give more time in learning of the language outside school. The most common reported activities performed outside the school setting for both groups were audiovisual: listening to English songs and watching English movies. It was stated that unsuccessful learners find the learning of English language more difficult than successful learners due to their limited practice outside the school setting. The researcher concluded that their language success was related to the time devoted to the language learning outside the class or school.

Print media is another tool that is effective in English language learning ("Role of Print", 2018). The use of newspapers and magazines not only inform people about the current affairs but also teach English better. In the study of Al-Zoubi (2018) about the impact of English exposure to English acquisition, findings revealed that reading magazines and newspapers enhances the language skills of students. Books were also identified as materials that can help students in learning English. In the study of Candilas (2016), reading of fictional and non-fictional materials gained the highest mean on students' informal exposure to the English language. Moreover, such exposures were found to be significantly linked to the language development of students.

The study of Alaga and Palencia (2015) assessed the level and determined the relationship of and between media exposure and communicative English performance of selected freshmen students in Samar State University. Findings revealed that although audio media alone did not show significant effects on the language performance of students, print and audio-visual media were contributory to their language performance. The researchers concluded that watching and discussing TV shows or films, analyzing texts in

a book, and reading and generating ideas from magazines or newspapers are beneficial to better students' English skills and performance. The study also mentioned that exercises based on radio programs, videos, newspapers, and television shows can be integrated in language lessons at school.

Rubio and Lirola (2010, as cited in Ortega, 2011) argued that:

Finally, television broadcasting of films in the original version is considered a major facilitator for FL learning by many language experts, whether as a classroom tool or at home. We argue here, in addition, that watching television programmes in the original version, captioned or subtitled, should considerably benefit success in FL learning. In fact, those countries where American films or other English-speaking programmes are shown captioned or subtitle have a high number of FL speakers of English (p. 20).

To support the statement above, Rubio and Lirola (2010), as cited in Ortega (2011), provided Greece as an example. There are similarities shared in the education system of Greece and Spain. However, the population of the former claims that 48% of their people can converse in English. On the other hand, only 27% of Spaniards can hold English conversations. It was found that the higher percentage in Greece is caused by the English subtitles of their television broadcasting.

The emergence of various social media platforms has resulted, without a doubt, in an increased exposure of students to different kinds of content that uses the English language. Awe (2015) studied the relevance of online social networking in the teaching of English as a Second Language in Nigerian Universities. From the data obtained, over half of the respondents, garnering 57%, used Facebook more than

any other social media platforms. Likewise, it was found that 32% of the population used this platform as a tool for academic purposes. The study also revealed that students consider Facebook as an online environment for learning English. Majority of the respondents agreed that this media platform enhanced their confidence to read, write, and communicate in English. The researcher stated that it was significant to point out that the purpose of most young learners' engagement in Facebook was to socialize and not to learn English. However, the data reported that as the respondents exchanged messages with their friends online, their confidence to read, write, and interact in English increased. This supported the view of Lankard (2015), as cited in Awe (2015), that in incidental learning, the main goal is to accomplish the activity, not to learn. Simply put, the respondents' principal intent was to socialize but along the way, they gained knowledge unintentionally which benefitted their language learning. Thus, their online socialization through media could contribute to their English language achievement.

In a related study of Al-Jarrah, Al-Jarrah, Talafhah, and Mansor (2019), the role of social media in the development of English language writing skill at school level was investigated. It was revealed that social media was contributory to the writing performance of students in a way that they learn new words and vocabulary suitable for their English language learning. As compared to reading books and other text materials, the respondents found social media less boring and more interesting when learning English.

English Language Exposure and English Language Achievement. Saquing-Guingab (2015) aimed to determine the level of English Language Usage (ELU) of the 71 Mass Communication students of Isabela State University in the Philippines. Using the students' ELU scores and General Weighted Average (GWA) in Mathematics and Science courses, the study sought to find the relationship between the variables. Results revealed that the participants' English

usage was in a moderate level and that the relationship between their ELU scores and academic achievement was significantly high. It was implied that their competency in the language determined their academic success.

The correlational study of Benitez and Cid-cid (2019) entitled “Does Methodology Affect the Students’ Perceived Level of English Proficiency? A case study” looked into the perceptions and opinions of students’ experiences in the teaching-learning process of a second language during secondary education. Exposure, in the study, was treated as the amount of time that the respondents have been exposed to the English language in class. Through self-report measures, it was found that nearly 60% of the learners were not exposed by the teacher. Thus, they did not have the opportunity to use the language frequently. Many asserted that they should have better command in the language although their perceived level of proficiency was average. The researchers concluded that those who had not received the same amount of contact believed that their level of proficiency was unsatisfactory, whereas those with more exposure, considered their level better.

Domingo (2019) in his study entitled “Correlation Between the Students’ English Language Proficiency and Their Exposure to English Language”, aimed to determine the correlation between language exposure and English language proficiency of senior high school students in the Visayas State University. Based on the findings, the English proficiency of students in listening, reading, writing, and speaking was affected by their exposure. It was concluded that longer periods of contact to greater amount of input might lead to a more successful achievement in English. On the research conducted by Matuskevych et al. (2017), as cited in Domingo (2019), on the impact of first and second language on second language constructions, it was revealed that higher proficiency was caused by higher cumulative amount of second language exposure.

Al-Zoubi (2018) investigated the impact of exposure to English language on language acquisition. The respondents were 42 EFL students from the Department of English Language and Literature at Ajloun National University, Jordan. The statistical analysis of the study revealed that there were some positive relationships between exposure to English language and language acquisition. The item “Traveling to English-speaking countries develops English language acquisition” received the highest means. It was also found that talking face-to-face to English native speakers, listening to English radio programs and songs, reading English books, magazines, and newspapers, as well as writing down new words when watching television or using the internet received the highest means. The study indicated that the higher exposure, the better the learner performs in the target language.

Although studies have independently linked home, friends, school, and media exposure levels to English-related skills, researchers have not examined data from these different language environments simultaneously in relation to their overall achievement of English as represented by their grades. In addition, the assumptions and contradicting results from the studies mentioned above make it important to test the hypotheses of the study.

Theoretical Framework

This study is anchored on the Theory of Second Language Acquisition of Stephen Krashen (1982). This theory includes five hypotheses that explain how individuals acquire or pick up a second language. These are the Acquisition-learning hypothesis, Natural Order hypothesis, Monitor hypothesis, Input hypothesis, and Affective Filter hypothesis.

Acquisition learning. This hypothesis posits that individuals have two distinct and independent ways of developing competence in a second language – language

acquisition and language learning. The acquired system is a subconscious process where rules of the language acquired are not usually taken into account by individuals. Instead, they have the feel for correctness where grammatical sentences “sound right” or “feel right.” In other words, it is the way a language is acquired through natural communication. The learning system, on the other hand, refers to the conscious knowledge of a second language which is a product of formal instruction (Krashen, 1982).

Natural order. This hypothesis states that learners acquire constituents of language in a predictable order. It is a process where certain grammatical structures are acquired early while others are acquired later. This suggests that teaching the language should start by introducing simple concepts that learners will acquire easily and then use scaffolding to present more complex concepts (Bilash, 2009).

Monitor hypothesis. This explains the relationship of acquisition and learning and how they are used. According to Krashen (1982), acquisition is the utterance “initiator” while learning is the “monitor” or “editor.” Learning comes into play only to make changes in the form of our utterance after it has been produced by the acquired system. The monitor can make some contribution on the accuracy of an utterance but it can sometimes act as a barrier as it forces the learner to slow down and focus more on accuracy as opposed to fluency.

Input hypothesis. This suggests that an individual improves and progresses along the natural order when the learner receives comprehensible input which can be described as the language that is intelligible but just a little more advanced than the student's current ability to understand it. If i is the individual's current level of competence in the foreign language, then $i + 1$ is the following pace along the progression. Therefore, it is crucial to give comprehensible input $[i + 1]$ if the objective is to assist the language learner progress in their activity (Cortes, 2010).

Affective filter. This hypothesis states how affective factors relate to the second language acquisition process. It suggests that emotional variables can either hinder or promote second language production (Vasquez, n.d.). According to Krashen (1982), previous studies confirmed that a variety of affective variables relate to success in second language acquisition and most of those can be placed into one of these three categories: motivation, self-confidence, and anxiety.

There are several factors that contribute in the success of second language acquisition. Teacher, parents, and peers are few of the people who provide language exposure to an individual. Interactions with them allow one to practice the language and monitor his or her learning. The medium used during the interaction or the environment where the interaction takes place may also affect how one learns English. The theories presented serve as the framework of the study since they confirm the idea that English language achievement can be dependent on one's language exposure in various aspects of life.

Conceptual Framework

The framework of this study was used to determine the relationship between the different English language exposures and students' English language achievement.

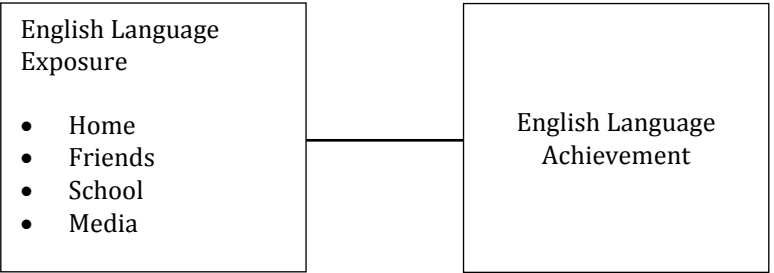


Figure 1. Areas of exploration in the study

The model shows the areas of exploration in the study: English exposures at home, with friends, at school, in media, and English language achievement of students.

The study focused on English language achievement and English exposures of Grade 10 students. The research was conducted in Baliuag University Basic Education Department during the second grading period of school year 2020-2021.

In this study, English language achievement refers to the first quarterly grades of students in the English subject. The factors referred to on the other hand, involve home, friends, school, and media English exposures. Although there are existing factors such as anxiety, fear of negative evaluation, and personality trait which may also affect students' English language achievement, these were excluded in the research.

Research Questions

This study aimed to determine the relationship between the combined and unique contributions of home, friends, school, and media English exposures and students' English language achievement.

Specifically, it sought to answer the following questions:

1. What is the level of English language exposure of the students in terms of the following:
 - a. home;
 - b. friends;
 - c. school; and
 - d. media?
2. What is the level of English language achievement of the students?

3. Is there a significant relationship between the students' English language achievement and:
 - a. home exposure;
 - b. exposure to friends;
 - c. school exposure; and
 - d. media exposure?
4. Is there a significant relationship between the students' combined English exposures and English language achievement?

Method

Research Design

This study utilized a descriptive correlational research design that attempts to determine the extent of the relationship between two or more variables using statistical data.

Participants and Sampling Procedure

The study was conducted at the Baliuag University Basic Education Department during the School Year 2020-2021. Out of the 125 Baliuag University Grade 10 students, only 72 available participants (57.6%) of the entire population were involved in examining the combined and unique contributions of home, friends, school, and media English exposures and their relationship on students' English language achievement.

The department has always been compliant with the English curriculum guide issued by the Department of Education (DepEd) or the K-12 Language Arts and Multiliteracies Curriculum (LAMC). The department has also been implementing the Scholastic PR1ME English Program which Scholastic Asia (n.d.) described as "a comprehensive,

full-service English literacy program that builds English literacy skills to mastery, beginning with the foundations of reading.” The essential competencies specified in the DepEd curriculum guide and Baliuag University’s enriched K-12 curriculum were covered and taken by the Grade 10 students. With this, they were chosen as the participants who can suitably respond to the queries of the study.

Instrument

The researchers used questionnaire to gather the pertinent data. The first part of the questionnaire consisted of the demographic profile of the respondents while the second part consisted of the questions adapted from the Checklist for English Language Exposure or CELE from the study of Magno, de Carvalho, Lajom, Regodon, and Bunagan (2009) entitled, “Assessing the Level of English Language Exposure of Taiwanese College Students in Taiwan and the Philippines.” The checklist questionnaire contains 23 statements that reflect different situations where English is spoken at home, school, media, and with friends.

Data Collection and Analysis

Data were gathered, encoded, tabulated and interpreted using the mean and standard deviation to determine the level of English language exposure of the students at home, with friends, at school, and media and their level of English language achievement; and Pearson product-moment correlation coefficient to determine the relationship of each of the four (4) variables on the students’ English language achievement.

To describe the level of English language exposures of students, the following scale and verbal interpretations were used:

Point	Scale	Interpretation
5	4.20 – 5.0	Extremely Exposed
4	3.40 – 4.19	Very Exposed
3	2.60 – 3.90	Moderately Exposed
2	1.80 – 2.59	Slightly Exposed
1	1.0 – 1.79	Not at all exposed

To describe the level of students’ English language achievement, the following scale and verbal interpretations were used:

Scale	Interpretation
90 – 100	Outstanding
85 – 89	Very Satisfactory
80 – 84	Satisfactory
75 – 79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

To facilitate the analysis of the Pearson product-moment correlation coefficient, the following scale was used:

Scale	Interpretation
± 0.00- 0.19	Very Weak
± 0.20- 0.39	Weak
± 0.40- 0.59	Moderate
± 0.60- 0.79	Strong
± 0.80- 1.00	Very Strong

Results and Discussion

Table 1

Mean and Standard Deviation Interpretation for English Language Exposures

	<i>N</i>	<i>M</i>	<i>SD</i>
Home	72	2.59	0.699
Friends	72	2.75	0.712
School	72	3.38	0.628
Media	72	3.56	0.597

Table 1 presents the average level for the English language exposures of the students in terms of home ($M = 2.59$, $N = 72$, $SD > 4.0^{33}$), friends ($M = 2.75$, $N = 72$, $SD > 4.1^{56}$), school ($M = 3.38$, $N = 72$, $SD > 4.0^{62}$), and media ($M = 3.56$, $N = 72$, $SD > 4.9^{31}$). The findings indicate that the students are slightly exposed to the English language at home. The results also suggest that the students are moderately exposed to the English language because of their friends and school. Lastly, the findings show that the students are very exposed to the English language because of media.

The results above are similar to the findings of few researches. Dofradoiter, et. al. (2010, as cited in Alaga & Palencia, 2015) found that more than 90% of the interviewed respondents are exposed to print media, particularly books. Majority of the student-respondents of Alaga and Palencia (2015) use English language in the utilization of audio media. Fjallstrom (2010) also found that Icelanders are most exposed to English when listening to the radio.

Table 2

Mean and Standard Deviation Interpretation for English Language Achievement

	<i>N</i>	<i>M</i>	<i>SD</i>
English Language Achievement	72	90.32	4.288

Table 2 presents the average level for the English language achievement of the students ($M = 90.32$, $N = 72$, $SD > 8.6^{22}$). The findings indicate that the students' English language achievement is outstanding.

Table 3

Pearson Product-Moment Correlation Coefficient Table for Home Exposure and English Language Achievement

Variable	Statistical Treatment	English Language Achievement
	Pearson Correlation	0.177
Home Exposure	<i>Sig.</i>	0.136
	<i>N</i>	72

Table 3 presents the relationship between the home exposure and English language achievement of the students using Pearson product-moment correlation coefficient. It was found that there is no significant relationship between the students' home exposure and English language achievement. ($r = 0.177$, $N = 72$, $p = 0.136$).

The findings of the study agree with the study of Duursma et al. (2007) who found that parental use of English at home is not significant in becoming or staying proficient to the language.

Table 4
Pearson Product-Moment Correlation Coefficient Table for Exposure to Friends and English Language Achievement

Variable	Statistical Treatment	English Language Achievement
	Pearson Correlation	0.178
Exposure to friends	<i>Sig.</i>	0.134
	<i>N</i>	72

Table 4 presents the relationship between the students' exposure with friends and English language achievement using Pearson product-moment correlation coefficient. It was found that there is no significant relationship between the students' exposure with friends and English language achievement ($r = 0.178$, $N = 72$, $p = 0.134$).

It disagrees with the study of Palermo et al. (2014) who found that peer English exposure is positively correlated to English vocabulary skills.

Table 5
Pearson Product-Moment Correlation Coefficient Table for School Exposure and English Language Achievement

Variable	Statistical Treatment	English Language Achievement
	Pearson Correlation	0.112
School Exposure	<i>Sig.</i>	0.165
	<i>N</i>	72

Table 5 presents the relationship between the school exposure and English language achievement of the students using Pearson product-moment correlation coefficient. It was found that there is no significant relationship between the students' school exposure and English language achievement ($r = 0.189$, $N = 72$, $p = 0.112$).

It is contrary to the study of Gamez (2015) who found that classroom-based English opportunities with teachers and classmates can promote English language development.

Table 6
Pearson Product-Moment Correlation Coefficient Table for Media Exposure and English Language Achievement

Variable	Statistical Treatment	English Language Achievement
	Pearson Correlation	0.165
Media Exposure	<i>Sig.</i>	0.165
	<i>N</i>	72

Table 6 presents the relationship between the media exposure and English language achievement of the students using Pearson product-moment correlation coefficient. It was found that there is no significant relationship between the students' media exposure and English language achievement ($r = 0.165$, $N = 72$, $p = 0.165$).

It disagrees to the study of Alaga and Palencia (2015) who found that media exposure, print and audio-visual media in particular, are linked to students' communicative English performance.

Table 7
Pearson Product-Moment Correlation Coefficient Table for English Language Exposures and English Language Achievement

Variable	Statistical Treatment	English Language Achievement
	Pearson Correlation	0.235
English Language Exposures	<i>Sig.</i>	.047
	<i>N</i>	72

Table 7 presents the relationship between the combined English language exposures and English language achievement of the students using Pearson product-moment correlation coefficient. It was found that there is a significant relationship between the students' combined English language exposures and English language achievement ($r = 0.235, N = 72, p > 4.48^1$). The findings also indicate that there is a weak positive correlation between English language exposures and English language achievement. Hence, this suggests that an increase in the English exposure of the students leads to a similar increase in the English language achievement of the students. In the same manner, the students' English language achievement decreases when there is a corresponding decrease to the English language exposure.

The findings above agree with the findings of Candilas (2016) who found that formal and informal exposures in the English language significantly correlates to students' English proficiency. Palermo et al. (2014) also found that the combined contributions of English exposures at home and classroom settings are associated with children's English vocabulary skills.

Conclusions

Based on the findings of the study, the following were concluded:

1. The results of the study revealed that the level of English exposure of the students based on the four variables are the following:
 - 1.1 The students have slight level of home exposure. They rarely converse with their family members at home as the language is rarely used as well by their parents. Also, they seldom engage in activities where English is used.

1.2 The students have moderate level of English exposure to friends. Students get the most exposure when they attend social gatherings where English is spoken, followed by when they talk with their friends in English.

1.3 The students have moderate level of school exposure. They receive the most contact in the language when their teachers speak in English, followed by when activities are encouraged to be performed using the language. The participants' school also encourage them to speak in English.

1.4 The students have very high level of media exposure. Of all the four areas explored, students are most exposed to English because of media like watching English movies, followed closely by English songs. They are also most exposed to books written in English.

2. Based on the findings of the study, the following were concluded:

2.1 Home exposure does not correlate with students' English language achievement.

2.2 Exposure to friends does not correlate with students' English language achievement.

2.3 School exposure does not correlate with students' English language achievement.

2.4 Media exposure does not correlate with students' English language achievement.

3. The results found that the students' combined English exposures correlate with students' English language achievement. The results revealed that English exposures of students in formal and informal contexts are contributory to their English language achievement.
4. Since the study found that only the combined exposures are associated to the respondents' English language achievement, it can be concluded that they perform well in the language if they are exposed to all the areas mentioned – home, friends, school, and media – simultaneously.

Recommendations

Based on the results drawn from the data, the following recommendations are proposed:

1. Since language exposure depends greatly upon the environment where the students are growing or developing, they are encouraged to maintain or improve their current levels of English exposure at home, school, with friends, and on media through constant interactions.
2. Teachers are encouraged to make use of different forms of media in the classroom that can provide students more linguistic inputs. They must keep themselves updated with the emerging trends in media (e.g., films, music, TV shows) that might be helpful to use for the learners' English language acquisition and learning.
3. Although home garnered the least level of exposure, parents can help their children by providing assistance to teachers about the samples of language they exhibit at home.

4. It is also recommended that the school should maintain or improve how they encourage students to speak the language. They may also provide additional resources that can further increase students' exposure and achievement in English.
5. A follow-up qualitative study is advised to further access the other factors which may influence students' English language achievement. Factors such as language anxiety, emotional intelligence, personality type, and self-efficacy can be considered.
6. For further study, it is also recommended to use related constructs of English language achievement such as English vocabulary skills or English oral communication competence, along with the independent variables used in the current study.

References

- Alaga, N.A., & R.S. (2015). Media exposure and students' communicative English as second language (ESL) performance. *The Countryside Development Research Journal*, 3(2), 71-81. https://www.researchgate.net/publication/331375234_Media_Exposure_and_Students'_Communicative_English_as_Second_Language_ESL_Performance
- Al-Jarrah, T. M., Al-Jarrah, J. M., Talafhah, R. H., & Mansor, N. (2019). The role of social media in development of English language writing skill at school level. *International Journal of Academic Research in Progressive Education and Development*, 8(1), 87-99. <http://dx.doi.org/10.6007/IJARPED/v8-i1/5537>

- Al-Zoubi, S.M. (2018). The impact of exposure to English language on language acquisition. *Journal of Applied Linguistics and Language Research*, 5(4), 151-162. https://www.researchgate.net/publication/328492845_The_Impact_of_Exposure_to_English_Language_on_Language_Acquisition
- Ashraf, T.A. (2018). Teaching English as a foreign language in Saudi Arabia: Struggles and strategies, *International Journal of English Language Education*, 6(1), 133-154. https://www.researchgate.net/publication/325180210_Teaching_English_as_a_Foreign_Language_in_Saudi_Arabia_Struggles_and_Strategies
- Awe, B.T. (2015). Relevance of online social networking in the teaching of English as a second language in Nigeria universities. *European Scientific Journal*, 11, 251-262. <https://core.ac.uk/download/pdf/236404982.pdf>
- Benitez, V.V. & Cid-cid, A.I. (2019). Does methodology affect the students' perceived level of English proficiency? A case study. *Porta Lingarum*, 32, 151-166. https://www.researchgate.net/publication/338950268_Does_Methodology_Affect_the_Students'_Perceived_Level_of_English_Proficiency_A_case_Study
- Bilash, O. (2009). Krashen's 6 hypotheses. <https://sites.educ.ualberta.ca/~staff/olenka.bilash/Best%20of%20Bilash/krashen.html>
- Borlongan, A.M. (2009). A survey on language use, attitudes, and identity in relation to Philippine English among young generation Filipinos: An initial sample from a private university. *Philippine ESL Journal*, 3, 74-107. <https://files.eric.ed.gov/fulltext/ED505885.pdf>

- British Council (n.d.). Exposue. <https://www.teachingenglish.org.uk/article/exposure>
- Burton, L.A. (2013). Mother tongue-based multilingual education in the Philippines: Studying top-down policy implementation from the bottom up. https://conservancy.umn.edu/bitstream/handle/11299/152603/Burton_umn_0130E_13632.pdf
- Cabigon, M. (2015). State of English in the Philippines: Should we be concerned? <https://www.britishcouncil.ph/teach/state-english-philippines-should-we-be-concerned-2>
- Candilas, K.S. (2016). Language exposures: Determinants of English speaking proficiency. *Veda's Journal of English Language and Literature- JOELL*, 3(3), 52-60. https://www.academia.edu/28751482/Language_Exposures_Determinants_of_English_Speaking_Proficiency
- Capitol University (n.d.). Mother tongue-based multilingual education (MTB-MLE). https://www.cu.edu.ph/?page_id=3290
- Carpenter, W. (2019). Philippines: A friendly country for English speakers. <https://www.investopedia.com/articles/personal-finance/012516/philippines-friendly-country-english-speakers.asp>
- Cortes, K. (2010). Krashen's input hypothesis and comprehensible input: [i=1]. <http://blog.mangolanguages.com/krashens-input-hypothesis-and-comprehensible-input-i-1/>
- Cristobal, A.P., & Cristobal, M.C.D. (2017). *Types of non-experimental research designs*. Practical research for senior high school 2 (pp. 142-143).

Crocker, M. (2019). Why exposure is important when learning a second language. <https://www.teflcourse.net/blog/why-exposure-is-important-when-learning-a-second-language-itte-tefl-blog/>

Department of Education. (2016). K to 12 English curriculum guide. <https://www.deped.gov.ph/wp-content/uploads/2019/01/English-CG.pdf>

Domingo, P. (2018). Students' language exposure, motivation, and anxiety toward learning the English language. doi: <https://dx.doi.org/10.2139/ssrn.3381310>

Domingo, P. (2019). Correlation between the students' English language proficiency and their exposure to English language. doi: <http://dx.doi.org/10.2139/ssrn.3462970>

Duursma, E., Contreras, S.R., Szuber, A., Proctor, P., & Snow, C. (2007). The role of home literacy and language environment on bilinguals' English and Spanish vocabulary development. *Applied Psycholinguistics*, 28, 171–190. doi: <https://doi.org/10.1017/S0142716406070093>

Edgar, T.W., & Manz, D.O. (2017). Convenience sampling. <https://www.sciencedirect.com/topics/computer-science/convenience-sampling>

EF Education First. (2020). About EF EPI. <https://www.ef.com/wwen/eipi/about-eipi/>

English Language Teaching and Testing Guide. (n.d.). English language achievement vs. proficiency tests. [https://elttguide.com/english-language-achievement-vs-proficiency-tests/#:~:text=%E2%80%9CAchievement%E2%80%9D%20is%20defined%20as%20how,to%20do%20something%20very%20well.&text=In%20the%20field%20of%](https://elttguide.com/english-language-achievement-vs-proficiency-tests/#:~:text=%E2%80%9CAchievement%E2%80%9D%20is%20defined%20as%20how,to%20do%20something%20very%20well.&text=In%20the%20field%20of%20language,commonly%20used%20in%20educational%20institutions.)

20language,commonly%20used%20in%20educational%20institutions.

Executive Order No. 210, s. 2003. (2003). Malacañang Manila. <https://www.officialgazette.gov.ph/2003/05/17/executive-order-no-210-s-2003/>

Fjallstrom, E. (2010). Film and streaming media as resources in English teaching. Lulea University of Technology. <https://www.diva-portal.org/smash/get/diva2:1029277/FULLTEXT01.pdf>

Gamez, P.B. (2015). Classroom-based English exposure and English language learners' expressive language skills [Abstract]. *Early Childhood Research Quarterly*, 31, 135-146. doi: <http://dx.doi.org/10.1016/j.ecresq.2015.01.007>

Ismail, J. (1988). Exposure, attitudes, motivation and achievement in ESL among Malay learners: A socio-psycholinguistic study. http://etheses.whiterose.ac.uk/2977/1/D_X093671.pdf

Krashen, S. (1982). Principles and practice in second language acquisition. http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Lestariningsih, F.E. (2015). Formal and informal exposure in acquiring English. https://www.academia.edu/31293912/Formal_and_Informal_Exposure_in_Acquiring_English

Magno, C. (2009). How I learned to speak English: Factors involved in ESL acquisition among Filipinos. *Philippine ESL Journal*, 3, 127-144. https://www.researchgate.net/publication/228300103_How_I_Learned_to_Speak_English_Factors_Involved_in_ESL_Acquisition_among_Filipinos

- Magno, C., de Carvalho, M.K., Lajom, J.A., Regodon, J.R., & Bunagan, K.S. (2009). Assessing the level of English language exposure of Taiwanese college students in Taiwan and the Philippines. *The Asian EFL Journal Quarterly*, 11(1), 62-73. <https://www.asian-efl-journal.com/main-editions-new/assessing-the-level-of-english-language-exposure-of-taiwanese-college-students-in-taiwan-and-the-philippines/>
- Magno, C., Lajom, J.A., & de Carvalho, M.K. (2011). Factors involved in the use of language learning strategies and oral proficiency among Taiwanese students in Taiwan and in the Philippines, *The Asia-Pacific Education Researcher*, 20(3), 489-502. https://www.researchgate.net/publication/277405267_Factors_Involved_in_the_Use_of_Language_Learning_Strategies_and_Oral_Proficiency_Among_Taiwanese_Students_in_Taiwan_and_in_the_Philippines
- Mashburn, A.J., Justice, L.M., Downer, J.T., & Pianta, R.C. (2009). Peer effects on children's language achievement during pre-kindergarten. *Child Development*, 80(3), 686-702. doi: 10.1111/j.1467-8624.2009.01291.x.
- Nordquist, R. (2019). Definition of English as a second language (ESL). <https://www.thoughtco.com/english-as-a-second-language-esl-1690599>
- Ortega, S.G. (2011). Media exposure and English language proficiency levels: A comparative study in Iceland and Spain. University of Iceland. <http://hdl.handle.net/1946/10035>

- Pagès, M. M. (2015). Successful and unsuccessful English learners: the use of learning strategies as an indicator of l2 (lack of) success. <https://pdfs.semanticscholar.org/4e3f/76e8656f4f5c7cfc567d14932a9f5f9ebc61.pdf>
- Palermo, F., & Mikulski, A.M. (2014). The role of positive peer interactions and English exposure in Spanish-speaking preschoolers' English vocabulary and letter-word skills [Abstract]. doi: <https://doi.org/10.1016/j.ecresq.2014.07.006>
- Palermo, F., Mikulski, A. M., Fabes, R. A., Hanish, L. D., Martin, C. L., & Stargel, L. E. (2014). English exposure in the home and classroom: Predictions to Spanish-speaking preschoolers' English vocabulary skills. *Applied Psycholinguistics*, 35(6), 1163-1187. doi: <https://doi.org/10.1017/S0142716412000732>
- Racca, R.M.A. & Lasaten, R.C. (2016). English language proficiency and academic performance of Philippine Science high school students. *International Journal of Languages, Literature and Linguistics*, 2(6), 88-49.
- Ranjan, R. (n.d.). English language learning: Importance and benefits of practice and exposure. <https://www.rajeevelt.com/english-language-learning-importance-and-benefits-of-practice-and-exposure-educationist/rajeev-ranjan/>
- Ribeiro, L., Zachrisson, H., & Dearing, E. (2017). Peer effects on the development of language skills in Norwegian childcare centers. *Early Childhood Research Quarterly*, 41, 5-2. <https://isiarticles.com/bundles/Article/pre/pdf/133655.pdf>

Robinson R.S. (2014). Purposive sampling. In: Michalos A.C. (eds). *Encyclopedia of Quality of Life and Well-Being Research*. https://doi.org/10.1007/978-94-007-0753-5_2337

Role of Print and Electronic Media in the Development and Promotion of English Language for ESL Learners. (2019). Ukdiss. <https://ukdiss.com/examples/esl-learners-print-electronic-media.php#citethis>

Rubio, B.P. (2020, November 19). 2020 English proficiency index: Philippines out of world's top 20 but is no.2 in Asia. *Philstar*. <https://www.philstar.com/headlines/2020/11/19/2058021/2020-english-proficiency-index-philippines-out-worlds-top-20-no2-asia#:~:text=International%20company%20Education%20First%20ranked,garnered%20a%20score%20of%20652> <http://www.ijlll.org/vol2/65-LL0011.pdf>

Saquin-Guingab, R. (2015). Correlating English language usage with academic achievement: a study of communication students in a state university in the Philippines. *International Refereed Research Journal*, 6(1), 88-92. <http://www.researchersworld.com/index.php/rworld/article/view/443>

Sutiuno, C., Saukah, A., Suharmanto, & Oka, M. (2017). Out-of-class activities employed by successful and unsuccessful English department students. *Jurnal Pendidikan Humaniora*, 5(4), 175-188. <https://www.semanticscholar.org/paper/Out-of-Class-Activities-Employed-by-Successful-and-SutionoSaukah/12489ead31d064290875ccbe646d06a16f667259>

Symaco, L.P. (2017). Education, language policy and language use in the Philippines. *Language Problems and Language Planning*, 41(1), 87-102. John Benjamins Publishing Company. <https://benjamins.com/catalog/lplp.41.1.05sym/fulltext/lplp.41.1.05sym.pdf>

Valderama, T.C. (2019, November 18). Pinoy's English proficiency declines sharply. *The Manila Times*. <https://www.manilatimes.net/2019/11/18/opinion/columnists/topanalysis/pinoys-english-proficiency-declines-sharply/656784/>

Vasquez, V. (n.d.). Lowering the affective filter for English language learners facilitates successful language acquisition. https://www.collaborativeclassroom.org/blog/lowering-the-affective-filter-for-english-language-learners-facilitates-successful-language-acquisition/?fbclid=IwAR1Yc2Q9fuUUykAL_0uhD9XWvY9q7GNWo4RRik2QhPzc6Cy3pTX7RbN9ZKM