

The relationship between Proficiency and Exposure to English Language: A study of Functional English and General English Students at Higher Secondary Level in Srinagar

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Abstract

English, though a foreign language, occupies a unique position in the educational system of India. The situation in Jammu and Kashmir is not much different from rest of the Indian union. Moreover it continues to be a major language having a prestigious position in our society. Fluency in English enhances an individual's personality, presentation skill, confidence and eventually his career. English occupies the position of a *Lingua Franca* in the world. Thus the exposure to English language tends to develop better levels of proficiency in the English language. The present study will focus on the proficiency acquired as a result of exposure to English language. The study covered higher secondary institutions of Srinagar city where both functional English and general English were taught. The findings of the study revealed that those students who have exposure to English language score better in terms of their language skills. Depending on the statistical results, it is discovered that there is a significant connection between exposure and achievement in English language. It was also found that Functional English teaching devotes more time to English teaching than General English.

Keywords: Exposure, Proficiency, Functional English, General English

1. Introduction

It is a widely accepted fact that English has acquired the status of a world language and it holds its sway in different domains of life. It is "the most frequently used international language ... Never before has it been more readily used across frontiers" (Smith, 1983). In many countries of the world English is the most widely studied second/foreign language. The situation in Jammu and Kashmir is not much different from rest of the Indian Union. It is the

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language that is widely used in society and learners need to acquire English in order to survive in a society. Currently it is no exaggeration to say that the whole valley is overwhelmed by a zest of English. Moreover, it continues to be a major language having a prestigious position in our society. The majority of Kashmiris think that English language is useful for their personal development. Although students learn English language from kindergarten, their use of English language is moderate. English is the language studied most as a foreign language around the world and quite a lot of work has been done on how English language is acquired or learned. Various variables affect language learning. One of the most significant is exposure to the language itself. Students with more exposure to the target language are expected to acquire greater familiarity with the target language. A learner who has had only formal exposure to the target language will achieve a lower level of proficiency in the language than one who has had formal and informal exposures. Language exposure is vital to language learning and the language proficiency which is acquired from the language learning process is almost entirely determined by language exposure (Lubega 1979).

According to Houston 1971, the development of language depends on exposure to some specific linguistic experience (Curtis Franklin et al. 1974). Briere in his study said that the amount of exposure to the target language in formal and informal situations influence second language acquisition. Carrol, in a study of foreign language proficiency also expressed a similar view that the more exposure to the target language the greater the success of students in proficiency tests. Krashen in a study entitled "Formal and informal linguistic environment in language acquisition and learning" found that meaningful exposure to the target language is necessary. Reading is also an activity through which a person's cognitive ability could be furthered. It is the extraction of meaning from words in print. Carrol C. (1972) found out in another study that there is a strong relationship between children's exposure to written language and the rate of linguistic development. In a formal classroom situation, all learners are exposed to similar conditions of learning, but outside the class there are differing language opportunities and activities.

The concern of this study, therefore, was to investigate the following:

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(1) Exposure to English language use through reading of materials like newspapers, magazines, books.

(2) Watching of television programmes and

(3) Listening to the music.

Formal classroom instruction alone may not cater for language learning because it might not be possible to create all opportunities and situations for language learning within a classroom. Due to constraints in time, availability of resources and opportunities for practice in language use, language learning might be better if extended beyond formal classroom teaching. The present study is based on the following assumption those students who have meaningful exposure to English language are generally more proficient in the use of the language and consequently would do better in the proficiency test that would be administered to them.

2. Methodology

Methodology plays a very important role in any kind of research. In the present study, the linguistic data was collected by survey method. The sample for this study covered higher secondary institutions of Srinagar city where both Functional English and General English were taught. The sample comprised of a total number of 160 respondents from which 80 belonged to General English course and 80 belonged to Functional English course. They were selected randomly with different educational and socio-economic background. The sample was divided into 4 groups i.e. 11th Functional English, 11th General English, 12th Functional English and 12th General English. 40 respondents were taken from each group. For the present study equal number of male and female respondents was taken.

Table 1: Sampling

| | Male | Female | Total |
|---------------------------|-------------|---------------|--------------|
| Functional English | 40 | 40 | 80 |
| General English | 40 | 40 | 80 |

A questionnaire was designed to collect data for the proposed work. The questionnaire consisted of two parts. Part one was designed to elicit personal information

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about the student which included items such as student's background, their schooling at high school level (govt. Private, missionary), economic background, educational qualifications of their parents, exposure to English language and so on. The other part was prepared for elicitation of linguistic data which was designed to test the student's knowledge of all the four language skills, namely reading, writing, speaking and listening.

All four skills were graded on a scale of 0 to 5. A score of 0 means no response, likewise a score of 1 means that the student is very weak in English. A score of 5 shows that the student possesses excellent English language skills. An average student shows a score of 2 to 3 in the test.

For the present work, four separate schedules (each one for each skill) were prepared and the students were tried out in the field through a pilot study. Based on the results drawn through the pilot study, the questionnaires were modified and finalized. The finalized questionnaire was used for data collection. The collected data was analyzed and interpreted with the help of percentages (%) and mean scores using SPSS.14. The data along with its analysis presented in the form of tables and figures. The responses of the questionnaire were coded into scores showing the extent and measure of their exposure to English language use. It was observed that there exists a significant relationship between the degree of exposure to English language use and performance in English language.

3. Analysis and Interpretation

English occupies a prominent place in our society and has the position of a Lingua Franca in the world. It is the language of trade, media, market, and internet and so on. So respondents were asked about exposure to English language.

It is difficult to define exposure. One can actually live in a foreign country for sometime but not take advantage of being "with the people." Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. Brown, (2000:285) says that if class time spent focusing on speaking demands the full attention and interest of the students, then they stand a good chance of reaching their goals.

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The analysis of the data showed some interesting results with regard to the relationship of exposure and proficiency in English language.

3.1 Watch English News

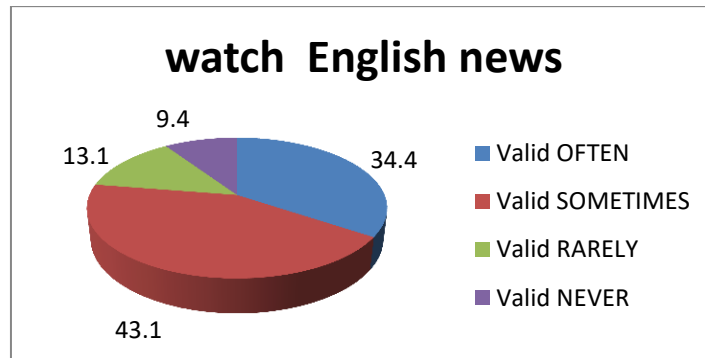


Figure 1: Watch English News

The respondents were asked do they watch English news, it was observed that 34.4% of respondents often watch English news and 43.1% of respondents watch it sometimes. While as 9.4% never watch English news and 13.1% of respondents are those who rarely watch it.

Table 2: Mean scores showing exposure to English news in both Functional English and General English students.

| STREAM | | | | | | | | | | | | | | | |
|-------------------------|---------|-----------|---------|--------|---------|-------|---------|------------------------|---------|-----------|---------|--------|---------|-------|---------|
| WITH FUNCTIONAL ENGLISH | | | | | | | | ONLY GENERAL ENGLISH | | | | | | | |
| YOU WATCH ENGLISH NEWS | | | | | | | | YOU WATCH ENGLISH NEWS | | | | | | | |
| OFTEN | | SOMETIMES | | RARELY | | NEVER | | OFTEN | | SOMETIMES | | RARELY | | NEVER | |
| Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| | | | | | | | | | | | | | | | |

| | | | | | | | | | | n | | | | n | | |
|-----------------|------|------|------|------|------|------|------|------|------|-----|------|-----|------|-----|------|------|
| WRITING SKILL | 3.26 | .77 | 3.18 | .74 | 3.09 | 1.28 | 3.00 | .84 | 3.00 | .78 | 2.90 | .71 | 2.50 | .55 | 2.00 | .82 |
| READING SKILL | 3.65 | .80 | 3.55 | 1.02 | 3.07 | .59 | 2.80 | 1.10 | 3.46 | .66 | 3.30 | .61 | 2.80 | .82 | 2.60 | .63 |
| LISTENING SKILL | 2.70 | 1.01 | 2.48 | .95 | 2.00 | 1.35 | 1.80 | 1.14 | 2.25 | .90 | 2.05 | .95 | 1.83 | .52 | 1.60 | .97 |
| SPEAKING SKILL | 2.71 | 1.07 | 2.59 | .91 | 2.60 | 1.18 | 2.10 | 1.14 | 2.29 | .62 | 2.12 | .81 | 1.90 | .55 | 1.70 | 1.08 |

The above table indicates that respondents who watch English news often have better language skills than those who watch English news rarely. It is also clear from the above table that mean scores of all four skills shows increase from lower range(never) to top range (often) on a 4 point scale. It is because of the fact that students who watch English news attributes to higher English proficiency. However the mean scores are higher in functional English students.

3.2 Watch English Movies

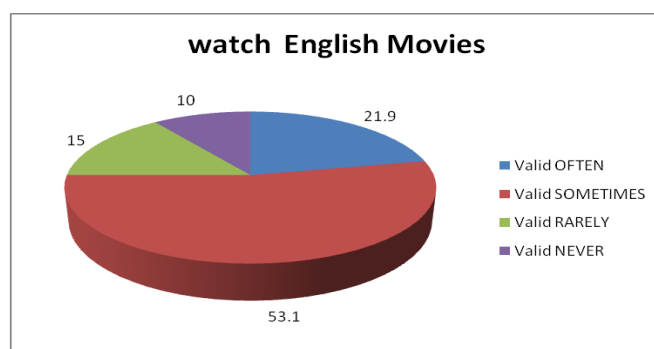


Figure 2: Watch English Movies

In response to the question regarding students watching English movies, it can be elicited from the above pie chart that 53.1% of respondents watch English movies sometimes and 21.9% watch English movies often. However there are only 10% of respondents who never watch English movies, and 15% of respondents are those who rarely show interest in watching English movies.

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Table 3: Mean scores showing exposure to English movies in both Functional English and General English students.

| | STREAM | | | | | | | | | | | | | | | |
|-----------------|---|---------------|-----------|---------------|--------|---------------|-------|---------------|--|---------------|-----------|---------------|--------|---------------|-------|---------------|
| | WITH FUNCTIONAL ENGLISH YOU WATCH ENGLISH MOVIES | | | | | | | | ONLY GENERAL ENGLISH YOU WATCH ENGLISH MOVIES | | | | | | | |
| | OFTEN | | SOMETIMES | | RARELY | | NEVER | | OFTEN | | SOMETIMES | | RARELY | | NEVER | |
| | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation |
| WRITING SKILL | 3.65 | .99 | 3.12 | .78 | 2.92 | .79 | 2.43 | .79 | 3.13 | .64 | 2.93 | .85 | 2.60 | .60 | 2.00 | .50 |
| READING SKILL | 3.45 | .89 | 3.29 | .90 | 3.10 | .90 | 2.52 | .98 | 3.41 | .70 | 3.07 | .62 | 2.90 | .67 | 2.22 | .44 |
| LISTENING SKILL | 2.80 | 1.06 | 2.07 | .98 | 1.52 | 1.08 | 1.07 | 1.13 | 2.40 | .91 | 2.04 | .95 | 1.40 | .67 | 1.07 | .87 |
| SPEAKING SKILL | 3.25 | .91 | 2.46 | .95 | 2.33 | .98 | 1.83 | 1.27 | 2.93 | .74 | 2.31 | .76 | 2.03 | .65 | 1.49 | .93 |

The above figure illustrates that respondents who watch English movies often have strong hold on English in all skills, especially in listening and speaking areas. However Students who watch English movies often have much better speaking and listening skill than those who rarely watch English movies. This is because of the fact that while watching English movies they get exposure to the native accents and are able to understand the varying paces which can be attributed to their higher proficiency in these skills.

3.3 Read English Books

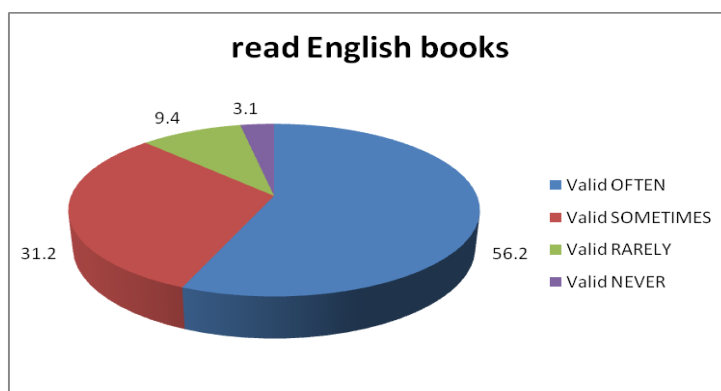


Figure 3: Read English Books

Regarding students interest in reading English books, 56.2% of respondents reported to read English books often, while as 31.2% of the students claimed to read English books sometimes, 9.4% of respondents have reported reading English books rarely. While as only 3.1% of the respondents did not show any kind of interest in reading books.

Table 4: Mean scores showing exposure to reading English books in both Functional English and General English students.

| | STREAM | | | | | | | | | | | | | | | |
|---------|-------------------------|---------|-----------|---------|--------|---------|-------|---------|------------------------|---------|-----------|---------|--------|---------|-------|---------|
| | WITH FUNCTIONAL ENGLISH | | | | | | | | ONLY GENERAL ENGLISH | | | | | | | |
| | YOU READ ENGLISH BOOKS | | | | | | | | YOU READ ENGLISH BOOKS | | | | | | | |
| | OFTEN | | SOMETIMES | | RARELY | | NEVER | | OFTEN | | SOMETIMES | | RARELY | | NEVER | |
| | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev |
| WRITING | 3.3 | .87 | 2.95 | .83 | 2.5 | .55 | 2.0 | .72 | 3.2 | .80 | 3.07 | .61 | 2.8 | 1.0 | 2.2 | .50 |

| | | | | | | | | | | | | | | | | |
|-----------------|------|------|------|------|------|------|------|-----|------|-----|------|-----|------|-----|------|------|
| SKILL | 0 | | | | 0 | | 0 | | 5 | | | | 0 | 0 | 5 | |
| READING SKIL | 3.60 | .79 | 3.20 | 1.11 | 3.03 | .82 | 2.90 | .81 | 3.41 | .64 | 3.23 | .63 | 3.06 | .53 | 2.80 | .82 |
| LISTENING SKILL | 2.42 | 1.06 | 2.15 | 1.09 | 2.00 | .75 | 1.80 | .2 | 2.46 | .99 | 2.00 | .76 | 1.76 | .53 | 1.35 | 1.26 |
| SPEAKING SKILL | 2.74 | 1.02 | 2.30 | .92 | 2.07 | 1.21 | 1.98 | .2i | 2.54 | .73 | 2.03 | .74 | 1.98 | .83 | 1.75 | .50 |

The exposure to English language in terms of reading English books tends to develop better levels of proficiency in the English language. Thus above table clearly shows that the respondents who read English books often have greater mean scores than those who rarely read English books. It can be attributed to the fact that by reading English books, respondent's gain access to texts of greater richness which enrich their vocabulary and grammar knowledge to a greater extent.

3.4 Read English Magazines

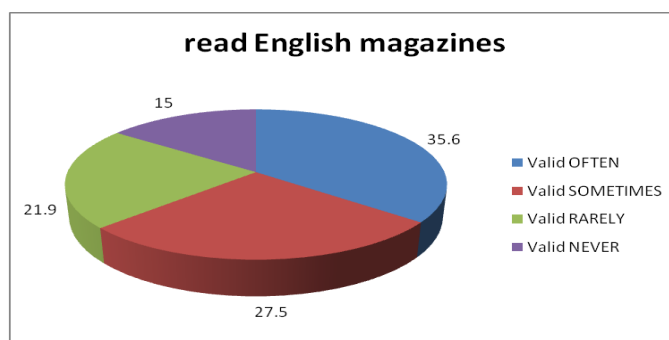


Figure 4 :Read English Magazines

The respondents were asked do they read English magazines, it was observed that almost 36% of respondents often read English magazines, and 27.5% read them sometimes, while as 15% of respondents never read English magazines and 21.9% of respondents are those who rarely read English magazines

Table 5: Mean scores showing exposure to reading English magazines in both Functional English and General English students.

| | STREAM | | | | | | | | | | | | | | | |
|-----------------|----------------------------|---------------|-----------|---------------|--------|---------------|-------|---------------|----------------------------|---------------|-----------|---------------|--------|---------------|-------|---------------|
| | WITH FUNCTIONAL ENGLISH | | | | | | | | ONLY GENERAL ENGLISH | | | | | | | |
| | YOU READ ENGLISH MAGAZINES | | | | | | | | YOU READ ENGLISH MAGAZINES | | | | | | | |
| | OFTEN | | SOMETIMES | | RARELY | | NEVER | | OFTEN | | SOMETIMES | | RARELY | | NEVER | |
| | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation |
| WRITING SKILL | 3.52 | .83 | 3.28 | .75 | 2.95 | .95 | 2.39 | .83 | 3.04 | .58 | 3.00 | .75 | 2.87 | .80 | 2.69 | .95 |
| READING SKILL | 3.67 | .78 | 3.52 | .84 | 3.32 | .92 | 3.09 | .94 | 3.45 | .67 | 3.35 | .56 | 3.19 | .75 | 3.00 | .41 |
| LISTENING SKILL | 2.59 | .98 | 2.67 | 1.03 | 1.91 | .92 | 1.09 | 1.30 | 2.46 | .88 | 2.23 | .95 | 2.18 | .87 | 2.00 | .91 |
| SPEAKING SKILL | 3.07 | .88 | 2.50 | 1.20 | 2.18 | .85 | 2.04 | 1.03 | 2.54 | .74 | 2.38 | .70 | 2.16 | .78 | 2.08 | .95 |

It is believed that if a learner is exposed to reading English magazines, his /her chances of increase in proficiency of English language will be greater. It can be inferred from the above table that mean scores are highest in the respondents who often read English magazines.

3.5 Read English Newspapers

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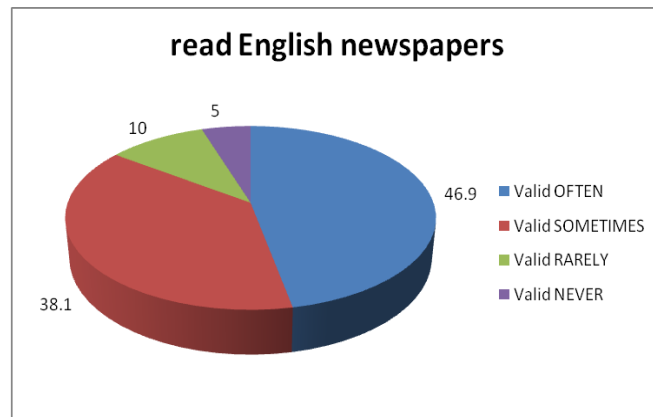


Fig 5: Read English Newspapers

In terms of reading newspapers, almost 47% of respondents read newspapers very often, 38% read sometimes, 10% read newspapers rarely while as only 5% respondents claim that they never read English newspapers.

Table 6: Mean scores showing exposure to reading English newspapers in both Functional English and General English students.

| | STREAM | | | | | | | | | | | | | | | |
|-----------------|-----------------------------|------|-----------|------|---------|------|---------|------|-----------------------------|------|-----------|------|---------|------|---------|------|
| | WITH FUNCTIONAL ENGLISH | | | | | | | | ONLY GENERAL ENGLISH | | | | | | | |
| | YOU READ ENGLISH NEWSPAPERS | | | | | | | | YOU READ ENGLISH NEWSPAPERS | | | | | | | |
| | OFTEN | | SOMETIMES | | RARELY | | NEVER | | OFTEN | | SOMETIMES | | RARELY | | NEVER | |
| Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | Mean | Std Dev | |
| WRITING SKILL | 3.33 | .92 | 3.12 | .83 | 3.05 | .83 | 3.01 | .58 | 3.24 | .52 | 3.00 | .79 | 2.80 | .76 | 2.68 | 1.22 |
| READING SKILL | 3.67 | .89 | 3.55 | .91 | 3.41 | .87 | 3.00 | 1.00 | 3.43 | .61 | 3.38 | .67 | 3.23 | .53 | 2.90 | .45 |
| LISTENING SKILL | 2.93 | 1.09 | 2.57 | 1.08 | 2.44 | .88 | 2.33 | .58 | 2.57 | .95 | 2.31 | .92 | 2.27 | .53 | 2.00 | 1.00 |
| SPEAKING SKILL | 2.98 | 1.01 | 2.74 | .94 | 2.56 | .88 | 2.33 | 1.15 | 2.86 | .69 | 2.56 | .76 | 2.36 | .90 | 2.23 | .84 |

It can be said that respondents excel in English language when exposed to reading. The above table clearly infers that those respondents score more who often read newspapers. It also points towards the fact that more frequent reading ultimately affects the proficiency of respondents.

3.6 Listen to English News

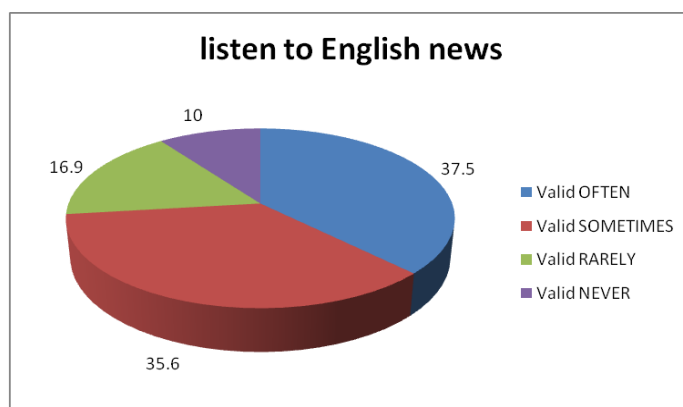


Figure 6: Listen to English News

In response to the question regarding students listening English news, it can be elicited from the above pie chart that 37.5% of respondents often listen to English news and 35.6% listen English news sometimes. However there are only 10% of respondents who never listened to English news, and 17% of respondents are those who rarely listen to English news

Table 7: Mean scores showing exposure to listening English news in both Functional English and General English students

| | STREAM | | | | | | | | | | | | | | | |
|---------------|----------------------------|------|---------------|------|---------------|------|---------------|------|----------------------------|------|---------------|------|---------------|------|---------------|-----|
| | WITH FUNCTIONAL ENGLISH | | | | | | | | ONLY GENERAL ENGLISH | | | | | | | |
| | YOU LISTEN TO ENGLISH NEWS | | | | | | | | YOU LISTEN TO ENGLISH NEWS | | | | | | | |
| | OFTEN | | SOMETIMES | | RARELY | | NEVER | | OFTEN | | SOMETIMES | | RARELY | | NEVER | |
| Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | |
| WRITING SKILL | 3.66 | .80 | 3.24 | .75 | 2.98 | 1.11 | 2.42 | .89 | 3.00 | .57 | 2.9 | .89 | 2.5 | .52 | 2.0 | .67 |

| | | | | | | | | | | | | | | | | |
|-----------------|------|------|------|------|------|------|-----|------|------|-----|------|-----|------|-----|------|-----|
| READING SKIL | 3.65 | .86 | 3.55 | .96 | 3.07 | .82 | 2.8 | .75 | 3.46 | .67 | 3.3 | .63 | 2.8 | .46 | 2.6 | .63 |
| LISTENING SKILL | 2.7 | 1.01 | 2.48 | 1.02 | 2.0 | 1.20 | 1.8 | 1.22 | 2.25 | .90 | 2.05 | .97 | 1.83 | .53 | 1.6 | .95 |
| SPEAKING SKILL | 2.71 | 1.06 | 2.59 | .93 | 2.43 | 1.01 | 2.1 | 1.33 | 2.29 | .58 | 2.12 | .86 | 1.9 | .52 | 1.73 | .94 |

It is clear from the above table that listening English news tends to enhance the language skills of respondents. The mean scores are highest in those who often listen to English news than who rarely listen.

3.7 Listen to English Songs

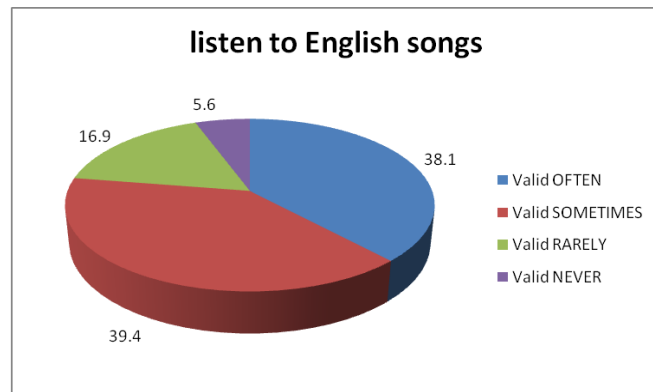


Figure 7: Listen to English Songs

When respondents were asked about listening to English songs, the results showed that 38% often listen English songs and 39.4% listen them sometimes. There were only 5.6% of respondents who claimed that they never listen English songs while as almost 17% of respondents claimed to listen English songs rarely.

Table 8: Mean scores showing exposure to listening English songs in both Functional English and General English students

| | STREAM | | | | | | | | | | | | | | | |
|-----------------|--|---------------|-----------|---------------|--------|---------------|-------|---------------|---|---------------|-----------|---------------|--------|---------------|-------|---------------|
| | WITH FUNCTIONAL ENGLISH YOU LISTEN TO ENGLISH SONGS | | | | | | | | ONLY GENERAL ENGLISH YOU LISTEN TO ENGLISH SONGS | | | | | | | |
| | OFTEN | | SOMETIMES | | RARELY | | NEVER | | OFTEN | | SOMETIMES | | RARELY | | NEVER | |
| | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation | Mean | Std Deviation |
| WRITING SKILL | 3.50 | .94 | 3.08 | .63 | 3.13 | .92 | 2.33 | .58 | 3.12 | .67 | 3.03 | .64 | 3.00 | .85 | 2.87 | .98 |
| READING SKILL | 3.67 | .91 | 3.53 | .90 | 3.38 | .82 | 2.67 | .58 | 3.52 | .85 | 3.41 | .50 | 3.22 | .51 | 2.83 | .41 |
| LISTENING SKILL | 2.61 | .99 | 2.20 | 1.06 | 2.00 | 1.15 | 1.33 | .58 | 2.52 | .82 | 2.12 | .94 | 2.00 | .90 | 1.67 | .82 |
| SPEAKING SKILL | 2.96 | .95 | 2.58 | .98 | 2.40 | .83 | 1.80 | .00 | 2.88 | .71 | 2.56 | .73 | 2.25 | .97 | 2.00 | .89 |

The above figures clearly show that respondents who often listen English songs have better mean scores than those who rarely listen English songs. It is because of the fact that listening English songs further polishes the skills possessed by respondents due to higher exposure of varied and unfamiliar accents.

4. Conclusion

The above discussion has come up with the conclusion that there is a significant relationship between students' exposure to English language use and their proficiency in

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English language. A comparative study of functional English and general English in terms of exposure was performed. As a result, it was found that Functional English students are considerably more exposed to English than General English students. The study also revealed that Functional English respondents have more exposure to English movies, news, songs, than General English respondents. Similarly they also show good interest in reading books, magazines and newspapers. It is because of the fact that Functional English syllabus stresses these kinds of activities.

The study concluded that Functional English students spent more time in teaching English. As a result, it was found that Functional English students are considerably more exposed to language learning activities. Moreover, Functional English course on English teaching are far more radical than General English. Finally, it is pointed out that Functional English students exposure to the English is likely to be the reason for their better English proficiency when compared to General English students. General English students are left behind in their English proficiency levels when compared to Functional English students. Nevertheless, they are aware of the importance of learning English but they seem less motivated than Functional English students, as the course of General English is not adequate enough to meet their demands.

Through this study also it has been confirmed on the whole, English language learners do not have meaningful exposures to English language use in both functional English and General English students .

From this study, it was observed that many of the learners do not maximise their opportunities to acquire and learn English language. A majority of them for example prefer to listen to and watch radio and television programmes that do not necessarily increase their learning of English. Several of them prefer programmes in urdu/hindi (official / national language)over English. Also many of the students scarcely read novels or literature books written in English which are not included in their curriculum.

5. Suggestions

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It is believed language is richer when extra-school language activities and opportunities are exploited. There is a strong connection between exposure and proficiency. When a learner is exposed to target language in his/her home environment, his/her learning would be enhanced. Parents who have knowledge of the target language should extend their communication with children in target language as well. It is believed that this kind of approach will definitely enhance their proficiency. The job of English language teaching should not be limited to English language teachers only, teachers of other subjects, parents as well as learners themselves should exploit language opportunities to make useful contributions to learners proficiency in English language. Opportunities for language learning through the mass media should be explored. Learners should read newspapers, informative and educative magazines and journals in English. Some of these could later be discussed in the class from the perspective of information, entertainment and education. Schools should design media classrooms that are more responsive to learners' needs at their various levels of linguistic development. In these classrooms, Students should be exposed to audio visual materials such as appropriate films, video tapes and soap operas . While watching students can pay attention how people use language in real life situations, they will be exposed to different registers, accents, intonations, rhythms and stresses (Carrasquillo, 1994, p.140). Similarly they can notice the nonverbal behaviour of the speakers.

The responsibility of a teacher is to function as path-finders to exposure and in sensitizing the learners to the importance of exposure in language learning. On the whole, practice in language is essential to language learning. Extra-school language activities are invaluable for competence in English language learning. The learners English language competence could be reinforced through practice.

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