



## The Reflections of Language Exposure in Foreign Language Learning

(Dile Maruz Kalmanın Yabancı Dil Öğrenimine Yansımaları)

Sevdenur KÜÇÜKLER<sup>1</sup>, Sofia SULAC<sup>2</sup>

### Makale Bilgileri

#### Article History

Alındı/Received:

14/11/2021

Düzeltilme alındı/ Received  
in revised form:

30/12/2021

Kabul edildi/Accepted:  
31/12/2021

#### Article Type:

Araştırma Makalesi  
Research Article

#### DOI:

10.48174/buaad.42.4

### Abstract

Language exposure refers to the level of the learners contact with their target languages which they are learning or attempting to learn. Generally, most researchers refer language exposure to student's practices outside the classroom which extensively impacts on their target language learning. The lack of practicing language hampers their speaking a foreign language and hence create the need to solve this problem. Students who are not able to speak a foreign language fluently, namely English find themselves unable to communicate clearly during speaking. This can be frustrating and hence this problem can be solved through speaking foreign language. Exposure to a language motivates students' willingness to learn. By modeling and encouraging a safe environment and purposeful rules, students feel motivated to do the right thing and they help one another. It is important for teachers to put an emphasis on intrinsic motivation in the classroom to keep students interested and invested in their own learning goals. For this reason, this research advocates that scholars can embrace speaking English during university education. The purpose of the study is to exposure of language to students who study foreign languages in Komrat University of Gagauzia and students who study in English department at Balıkesir University is discussed. The study was carried out during 2020 academic year. There were 102 participants from Balıkesir University and 108 participants from Comrat State University. The data of the study were collected by the "Exposure Scale to English" developed by Gökcan and Çobanoğlu Aktan (2017) for foreign language students. The students were asked research questions to measure how much of their time were exposed to English. The results from the previous study are also in compatible with other present research which reveal that more than 51.43 percent of the students in Balıkesir University were increasingly exposed to the English language at school, at home, while interacting with friends, and media

#### Anahtar Kelimeler:

Language exposure, Foreign language learning, Foreign language teaching, In-school-out-of-school learning

© 2021 BUAAD-BIJAR. Tüm hakları saklıdır.

### Kaynak gösterme / To cite this article:

Küçükler, S., & Kulac, S. (2021). The reflections of language exposure in foreign language learning. *Bayterek International Journal of Academic Research (BIJAR)*, 4(2), 194-215. doi: 10.48174/buaad.42.4

### Özet

Ghaderphanahi(2012), İngilizce dil öğrenimini (ELL) geliştirmek için filmlerin ve diğer teknolojik yöntemlerin dile maruz kalma yöntemleri olarak kullanılmasının yeterli olmadığını savunuyor. Çalışmasında, bu tür maruz kalmaların önemli olmasına rağmen, özellikle film izlemek, İngilizce öğrenen bireylerin etkileşimde bulunduğu ve ELL'ye katıldığı iletişimsel etkinliklerle aynı düzeyde sıralanamadığından, daha fazlasının yapılması gerektiğini belirtmektedir (Ghaderphanahi, 2012). Webb (2010), 143 film senaryosunu inceledikten sonra, ilgili kişiler filmleri sürekli olarak uzun

<sup>1</sup>nurkucukler@gmail.com, ORCID: 0000-0001-8769-0662

<sup>2</sup>sofia.sulac@gmail.com, ORCID: 0000-0003-2325-548X

bir süre boyunca izlemedikçe izlemenin yetersiz olduğunu savunur (Vygotsky, 1987). Genel olarak, önceki araştırmalar, argümanlarını, öğrencilerin İngilizceye maruz kalmalarının, yabancı dillerde akıcılık edinmede çok önemli bir bileşen olan dil edinimlerini geliştiren yöntemlere dayandırır. Araştırmadan çıkan sonuç, dijital teknolojinin EFL ve ESL öğrencilerinin dil gelişimi üzerindeki etkisi göz ardı edilemez olduğudur.

Dile maruz kalma, öğrenenlerin öğrenmekte oldukları veya öğrenmeye çalıştıkları hedef dilleri ile temas düzeylerini ifade eder. Sınıf ortamında, öğretmenlerin birincil rolü, öğrencilere farklı konuşmacılardan ve bağlam çeşitlerinden yabancı dilleri pratik yapabilecekleri daha fazla maruz kalma sağlamaya dayanmaktadır. Genel olarak, çoğu araştırmacı, dil maruziyetini, öğrencilerin hedef dil öğrenimlerini kapsamlı bir şekilde etkileyen sınıf dışındaki uygulamalarına atıfta bulunur. Anadilden farklı olarak yeni bir yabancı dil öğrenmek, dil pratiği yeterince sağlanmadığında oldukça zorlaşmaktadır. Bir dil öğrenimi, dört beceriye dayanmalıdır: konuşma, okuma, dinleme, yazma. Bunların hepsini desteklemede sadece okulda yapılan eğitim yeterli değildir. Hem okulda hem de okul dışında öğrencilerin dile maruz kalması, yeni bir dil öğrenmede büyük etkiye sahiptir. Bu açıdan, öğrenenlerin dört beceri uygulaması noktasında motive olmalarında öğrenme ortamının önemi çok önemlidir. Diğer açıdan dile maruz kalmaları hem okul ortamı hemde okul dışında bu dört beceri uygulamasını sağlama yabancı dil öğrenmede en önemli faktör olarak karşımıza çıkmaktadır. Sınıfın içinde, öğretmenin en temel rollerinden biri, öğrencilere hedef dili çeşitli bağlamlarda ve farklı konuşmacılardan pratik yapmak için yeterli maruz kalma sağlamaktır. Dilin nitelikli bir konuşmacısı olarak öğretmenler pratik dil örnekleri verebilirler, ayrıca televizyon, kasetler, videolar, web siteleri, kitaplar ve dergilerden doğal girdiler uygulayabilirler. İngilizce öğreniminin sınıfta ve sınıf dışında uygun tekniklerle teşvik edilmesi ve geliştirilmesi gerektiğine inanılmaktadır. Bu tür tekniklerle, öğrenciler yabancı dil öğrenmede, geliştirmede, kendilerini hedef dilde ifade etmelerinde önemli katkıda bulunacaktır. Türk eğitim kurumlarında eğlence amaçlı okumanın İngilizce öğrenimindeki ilerlemenin temel nedeni olarak belirlenmesi Balıkesir Üniversitesi öğrencilerinin Komrat öğrencilerine göre İngilizceye daha fazla maruz kalmasını açıklamaktadır.

Bu çalışmanın amacı, Moldova, Özerk Gagavuzya, Komrat Üniversitesi'nde yabancı dil okuyan öğrenciler ile Balıkesir Üniversitesi İngilizce bölümünde okuyan öğrencilerin dilin maruz kalmalarının yabancı dil öğrenmedeki yansımalarını ortaya çıkarmaktır ve bu iki gurubu dile maruz kalmadaki yansımalarını karşılaştırmak hedeflenmiştir.

Bu çalışma, araştırma, veri toplama ve analiz etme için karşılaştırmalı bir yaklaşım benimsemiştir. Toplanan veriler, yabancı dil öğrenmenin üniversite öğrencilerinin İngilizce öğrenimindeki konuşma düzeyi üzerindeki etkisine ilişkindir. Karşılaştırmalı araştırma tasarımı, sonuçları başka bir grubun sonuçlarıyla karşılaştırılan iki farklı 'çalışma grubu' içeriyordu. Çalışmanın başka bir kısmı bir anket içeriyordu. Karşılaştırmalı araştırma tasarımı nitelden ziyade doğası gereği niceldi. Nicel araştırma, mevcut çalışma için idealdi, çünkü araştırmacının nitel yaklaşım durumunda olduğu gibi kuramsal yaklaşıma dayalı analizin aksine istatistiksel manipülasyon kullanarak verileri analiz etmesine izin veriyordu. Nicel araştırma, üniversite öğrencilerinin yabancı dil gelişimlerinde hangi dereceye kadar konuşabileceklerinin ölçülmesini kolaylaştırdı. Bu araştırma tasarımı, temelde hedef nüfusu tanımlamak için tasarlanmış bir araştırmayı ifade etmektedir. Sayısal biçimde bir süreklilik boyunca tablo haline getirilebilen nicel bilgilerin toplanmasını içerir ve araştırılan sorunu tanımlayan ve ardından sorunu düzenleyen, tablo haline getiren ve açıklayan verilerin toplanması anlamına gelmektedir. Çalışma, 2020 akademik yılında Türkiye'de Balıkesir Üniversitesi'nde ve Gagavuzya / Moldova'da Komrat Üniversitesi'nde İngilizce bölümlerinde, üniversite içinde ve üniversite dışında dile maruz kalmanın etkisini araştırmak için gerçekleştirildi. Bu çalışmada kullanılan araştırma sorularının cevap seçeneklerinin işaretlenmesi gönüllülüğe dayandırılmıştır. Örneklem stratejisinde araştırmacı, araştırmada iki grup oluşturmuş ve bu gruplar aracılığıyla toplanan veriler analiz edilmiştir. Araştırma, Balıkesir Üniversitesi Necatibey Fakültesi ve Komrat Üniversitesi İngilizce Bölümlerinde okuyan öğrenciler için 2020 akademik yılında gerçekleştirildi. Balıkesir Üniversitesi'nden 102, Komrat Üniversitesi'nden 108 katılımcı vardı. Katılımcılar rastgele seçildi ve bu çalışmaya katılmak için gönüllülük esas alındı. Hedef nüfus, erkek ve kız üniversite öğrencilerinden oluşuyordu. Araştırmanın verileri, Gökcan ve Çobanoğlu Aktan (2017) tarafından yabancı dil öğrencileri için geliştirilen "İngilizceye Maruz Kalma Ölçeği" ile toplanmıştır. Dil maruziyet anketinde farklı stratejiler gösteren 23 madde vardı. Her soru 5'li Likert ölçeğine sahiptir. Sorulara verilen yanıtlar (1) "Hiçbir zaman veya neredeyse hiçbir zaman" ile (5) "her zaman veya hemen hemen her zaman benim için doğru" arasında puanlanmıştır.

İkinci araştırma aracı, üniversitede ve üniversite dışında dile maruz kalmanın etkisini ortaya çıkarmak için okul dışı dile maruz kalmayı belirleme için açık uçlu sorular hazırlanmıştır. Araştırma soruları, okul dışındaki zamanlarının ne kadarının İngilizceye maruz kaldığını ölçmek için öğrencilere yöneltildi. Katılımcılara dile maruz kaldıkları süre belirlenen anketler uygulandı. Katılımcılardan bazı dil maruziyet maddelerini kullandıkları sıklığı seçmeleri istendi. Üçüncü önemli araç, katılımcıların tercih ettikleri dil becerilerinin belirlenmesi anketidir. Okuma, yazma, konuşma ve dinleme becerilerinden en çok hangisini kullandıklarını sorarak her iki üniversite öğrencisinin güçlü ve zayıf yönlerinin belirlenmesi amaçlanmıştır.

Çalışmanın sonucu Balıkesir'deki öğrencilerin yüzde 51.43'ünden fazlasının okulda, evde, arkadaşları ve medyayla etkileşimde bulunurken İngilizceye daha fazla maruz kaldığını ortaya koymuştur. Bu çalışmanın bulgularında kız öğrencilerin puanları erkek öğrencilerin puanlarından yüksek çıktığı belirlenmiştir. Kız öğrencilerin toplam literatür puanları 3.9933'tür ve bu erkekler için 3.7115'dir. Bulgular ayrıca Saville-Troike (2005) tarafından, kız öğrencilerin erkek öğrencilere kıyasla yabancı veya daha yeni dilleri öğrenme ve aşına olma konusunda giderek daha fazla motive oldukları gerçeğine dayanan argümanında da desteklenmektedir.

Çalışma temel olarak öğrencinin kelime bilgisi, cinsiyeti, öğretim düzeyleri ve okul dışı maruziyet miktarı (Balıkesir ve Komrat üniversiteleri) arasındaki ilişkiye odaklanmıştır. Balıkesir'deki öğrenciler, Komrat'taki öğrencilerin aksine, İngilizce'ye sınıf ortamları dışında daha fazla maruz kalmaktadırlar bu durumda, İngilizce dil yeterliliklerini, kelime bilgisi dağarcıklarını ve informal dil öğrenme fırsatlarını arttırmaktadır.

Ankette, Komrat ve Balıkesir eğitim kurumlarından gelen öğrenciler, günlük İngilizceye maruz kalma düzeyleri açısından incelenmiştir. Benzer şekilde, Komrat ve Balıkesir üniversitelerindeki katılımcıların dil maruziyetleri arasında büyük farklılıklar olduğu ortaya çıkmıştır ki, bu da Türkiye'deki Balıkesir Üniversitesindeki öğrencilerin Moldova'daki Komrat üniversitesinden gelen öğrencilere göre İngilizceye daha fazla maruz kaldıklarını ortaya koymaktadır. Örneğin, Balıkesirli öğrencilerinin kendilerine İngilizce olarak hitap eden insanlarla etkileşim oranları (6,45), Komrat üniversitesindekilere (2,78) göre daha yüksek oranlarda olmuştur. Bu, bireyin İngilizce'de başkalarıyla ne kadar çok etkileşimde bulunursa, dil bilgisini o kadar çok kazanmasını sağlar, bu da sadece okul ortamında değil, aynı zamanda günlük yaşamlarında da iletişim kurmayı daha da kolaylaştırır (Alaga ve Palencia, 2015).

Sonuçlardan Komrat ve Balıkesir üniversitelerinden öğrencilerin yaklaşık yüzde 97'sinin günlük yabancı müzik dinlediği görülmektedir. Bununla birlikte, müzik dinleme oranı Moldova'daki öğrencilerde (6,53) Türkiye'dekilere (4,05) göre daha fazladır. Buna göre, Balıkesir'li öğrencilerde (5,32) televizyon filmi izleme açısından İngilizceye maruz kalma, Komrat öğrencilerine (3,44) göre anlamlı olarak daha yüksektir. Çalışma aynı zamanda Peters ve Webb (2018) tarafından yapılan ve yetişkinleri uzun metrajlı televizyon filmlerine maruz bırakmayı içeren çalışmalarla uyumludur. Bu, öğrencilerin ana dilde altyazıların varlığına bakılmaksızın hedef dilde TV izlemeye maruz kalarak belirli yabancı dillerin daha yeni sözcüklerini öğrenebilecekleri anlamına gelmektedir.

Araştırmadan elde edilen sonuçlara göre, her iki kurumda da öğrenciler, meslektaşları, sınıf arkadaşları, arkadaşları ve aile üyeleriyle İngilizce kullanarak konuşarak elde edilebilecek hedef dillerine daha fazla maruz bırakılmaları gerekliliği ortaya çıkmaktadır. Brown & Levinson (1987). Bu tür etkinliklerin, öğrencilerin hedef dillerini konuşma ve anlamadaki etkinliklerini arttırmada gerekli olan yeni tavırları, tutumları ve sosyal normları öğrenip kavrayabilecekleri bir yol işlevi gördüğünü belirtmektedir.

**Anahtar Sözcükler:** Yabancı dile maruz kalma, yabancı dil öğrenimi, yabancı dil öğretimi, okuluçi-okuldışı öğrenim

## Introduction

Language exposure refers to the level of the learners contact with the target language that they are learning or attempting to learn. Within the classroom environment, the primary role of instructors is based on giving learners increased exposures in which they can practice foreign languages from distinct speakers and context varieties. Generally, most researchers refer language exposure to student's practices outside the classroom which extensively impacts on their target language learning. For instance, Benson (2001) argues that exposure to outside-of-class language means "any kind of learning taking place outside classrooms and which entails self-directed, and self-instruction naturalistic learning" (Bernstein, & Sabino, 2014). There are various techniques to achieve outside classroom language exposure which involve, reading English novels, newspapers, and magazines, surfing media platforms using the English language, L2 interactions, and watching English programs, among others (Vygotsky, 1987). Research provides that teaching of the English language ought to be developed and encouraged in and out Universities,) provided that even though learning in the classrooms is important, learning at home for example, watching films is also significant in that they may incorporate the words used in such films in their daily interactions. d'Ydewalle & De Bruycker, (2007). Also it provides that such type of learning is referred to as "incidental learning." The challenges facing English learning are said to be ineffective curriculum design, lack of interest and practice, reduced motivation levels, and teaching methods, which therefore raises the need to

supervise and make interventions where necessary to ensure all students learn foreign languages (d'Ydewalle & De Bruycker). This study examines and provides answers to questions such as the extent to which English language exposure influences the acquisition of language and the existing relationship between the development of the four language skills and the English language.

## **Literature Review**

Introductory knowledge on "Age of Arrival" is extensively discussed at the start of the study with regard to the children's exposure to language and its impact. Krashen argues that "Age of Arrival" is significant when there are no increased exposures to L2 "before the arrival." Krashen et al. (1979), also implement three generalizations used in examining the relationship between age and final success and speed of L2 acquisition. From the research, adolescents progressed more in their earlier syntactic and morphological stages developments compared to children (Al Zoubi, 2018). Similarly, individuals subjected to natural exposures at a younger age have an increased likelihood of enhancing and developing increased proficiencies in the second or foreign language than individuals who started learning it in adulthood (Al Zoubi, 2018). Steinberg (1982), further argues that individuals exposed to English or foreign languages mostly through conversations, watching films, and overhearing their peers or adults gain inadequate knowledge of the language due to speech input and environment nature in which the individuals learn specific target languages. This argument agrees with that of Ellis (2002), who suggested that an increase in an individual's use of language and word structure increases individuals' willingness to produce or expand his/her familiarity with specific languages.

Information regarding language acquisition and English language learning is provided in the research conducted by Politzer (1965). In his argument, he states that exposure to the first language plays an essential function in foreign and second language acquisition. Politzer's argument is later supported by that of Kennedy (1973), who in his argument refers second language learners as, "part-time learners." Kennedy further provides that the levels of L2 learner exposure in the classroom is minimum compared to the exposure level in individuals acquiring the first language (L1). Rajagopal (1976), argues that learners weak in acquiring English language are most of the time, "handicapped" by their surroundings. This means that the learners experiences minimal encouragements to talk and practice the English language in and out of their homes, making it even more difficult to know and familiarize with the language. In her book, "English just isn't a foreign language anymore," Lambine(2008), argues that when individuals are increasingly exposed to the English language in their childhood outside school, they learn the language more than others. This is further true in this research in which more than half of the students in Comrat and Balıkesir Universities stated that they perceived English more like their L2 (second language) than 1<sup>st</sup> foreign language.

Ghaderphanahi(2012), argues that using films and other technological methods as methods of language exposure to enhance (ELL's) English language learning was not enough. In his study, he states that even though such exposures are significant, more needs to be done, particularly since watching films could not be ranked the same level as communicative activities in which individuals learning English interact and participate in ELL (Ghaderpanahi, 2012). His argument is seconded by Webb (2010), who, after investigating 143 movie scripts, argue that watching is inadequate unless the individuals involved continuously watch the films for a prolonged period(Vygotsky, 1987).

Chandrasegaran(1979), like the other discussed researchers also agree on the strong association between English language learning proficiencies and English exposure. The main argument was on the differences between the English acquisition between the learners in rural and urban areas. The study was based on that notion that since urban students dwelt in the environments which increasingly supported practicing English, they experienced and were more exposed to the English language making them more proficient compared to those living in rural areas.

Generally, previous research bases their arguments on methods in which the English language exposure in students enhances their acquisition of the language, which is a crucial component in acquiring fluency in foreign languages. From the research, digital technology's impact on EFL and ESL learners' language development cannot be ignored. Explicit teaching in educational institutions also increases rates of language acquisition (Vygotsky, 1987).

Information on the four writing skills and how they have undergone a transformation over the years is provided by Harmer, ranked among the most influential and authoritative researchers on language who argues that "Human activity of writing is a fairly recent development in the evolution of men and women...some of the earliest writing found so far dates from about 5500 years ago"(Al Zoubi, 2018).This reveals that the impact of language as a form of communication cannot be ignored. Research provides that for most EFL learners, listening and reading skills appear easier than writing and speaking skills. This is attributed to the fact that writing and speaking skills are more complex and require increased practice for mastery (Al Zoubi, 2018). This again arises the need for instructors to implement ways with which to ensure their students acquire adequate skills effectively. Again, with the increasing population diversity in various states, now more than ever, students are required to develop and familiarize themselves with language proficiencies other than their native languages (Al Zoubi, 2018).This explains why most students incorporate English as their L2. Therefore, foreign language teaching should not only be based on students having good mastery but also equipping them with the correct tools to enhance their proficiencies in foreign languages. Such increased proficiencies are significant when dealing with an increased number of individuals since it acts as a communicative tool (Moeller & Catalano, 2015, p.176-188). Research provides that ELLs prove useful in English

language learning techniques, particularly in developing predictability and orderliness. This is based on the argument made by Pintrich and Schunk (1996) that learners' conduct and achievement increases when instructors offer feedbacks and incorporate an efficient and smooth running of the curriculum. This also makes it easier for instructors to monitor their learners and provide guidance where needed (Moeller & Catalano, 2015). However, research further provides that even though direct instructions may positively impact learners and their academic achievements, learners are also more likely to show increased stress, particularly in didactic contexts than the student-centered texts or settings. At school, foreign language learning techniques consist of well-developed strategies such as communicative, direct, and grammar-translation, which are extensively emphasized and encouraged in "the European center for modern languages of the council of Europe." Yilmaz (2017), states that such strategies have been implemented internationally and have been in use over the 40 years of their implementation, which further proves their significance.

The main question under discussion in Gagauzian and Turkish educational institutions is to what extent and how language learning ought to be monitored. Mainly, this study investigates the result of the research question of the rates of the reflections of language exposure at school, at home, in Media and with English speaking friends. Similarly, since most students in educational institutions spend most of their time outdoors, there is a need to examine opportunities linked with language learning exposures in outdoor study conditions (Al Zoubi, 2018). Vygotsky's approaches are historical theories that need modifications and alterations in diverse contexts. In this case, outdoor environments expose children among other learners to opportunities in which they can experience various phenomena, which further allows them to make meaning of multiple words in their target languages (Terrell, 1977). This further increases children's experiences range and stimulating their use of foreign languages. This is also based on the fact that reading is a sociocultural activity, and when it is missing, lacking, or is nonexistent, students fail to gain reading knowledge because to learn how to read, "students must be immersed in a literate environment that includes environmental print and access to a wide range of genres and text" (Allington & McGill-Franzen, 2015).

## **Methodology**

The present study embraced a comparative approach to research, gathering data and analyzing it. The data that were collected regards the influence of language exposure learning on university student's speaking level in English learning. Experimental research design involves the manipulation of a variable of interest while randomizing the dependent factors. The current comparative and quantitative study adopted as descriptive research design. The study was conducted at the English departments at Balikesir University in Turkey and at Comrat State University in Gagauzia/Moldova

in the academic year 2020 to investigate the impact of language exposure in the university and outside of the university, as well. Marking the answer options of the research questions used in this study was based on volunteering.

The decision of the ethic committee of Balıkesir University for the study as an instrument

Questionnaire on "Exposure" and ethics for the application "Out-of-Class Communication Activity" was accepted by Social and Humanities Ethics Committee regarding the request of the board approval certificate, dated 03.09.2020 and issued in accordance with the decision taken at the meeting numbered 2020/8 is enclosed. The decision of the ethic committee of Comrat University for the study as an instrument Questionnaire on "Exposure" and ethics for the application "Out-of-Class Communication Activity" was accepted by Committee of Comrat State University, dated 29.06.2020 and issued in accordance with the decision taken at the meeting numbered 2020/63 is enclosed.

## **Participants**

The research used purposive sampling to recruit participants. Purposive sampling was convenient for the researcher because it saved time. This characteristic of purposive sampling is accrued to the fact that, in this sampling strategy, the researcher had the freedom to recruit participants purposively as long as they were willing to take part in the study two groups for the research. The study was carried out during 2020 academic year for students in the English Departments at the Faculty of Necatibey at Balıkesir University and Comrat State University. There were 102 participants from Balıkesir University and 108 participants from Comrat State University. The participants were randomly selected and based on volunteerism to participate in this study. The target population consisted of male and female university students.

## **Instrument(S)**

The data of the study were collected by the "Exposure Scale to English" developed by Gökcan and Çobanoğlu Aktan (2017) for foreign language students. The language exposure questionnaire had 23 items showing different strategies. Each question had a 5 point Likert scale. The responses to the questions were scored from (1) 'Never or almost never of me' to (5) 'always or almost always true of me'.

The instrument has been found to have good internal reliability. The survey items have acceptable Cronbach's alpha values though some items have been found show reliabilities level below. Nunnally and Bernstein's (1994) criterion of acceptable alpha, which is at  $\alpha = .923$ . This has however been attributed to the small number of items in the PLSPQ instrument and the function that each item serves.

## Data Collection

The data of the study were collected by the "Exposure Scale to English" developed by Gökcan and Çobanoğlu Aktan (2017) for foreign language students. The language exposure questionnaire had 23 items showing different strategies. Each question had a 5 point Likert scale. The responses to the questions were scored from (1) 'Never or almost never of me' to (5) 'always or almost always true of me'.

**Table: 1**

*The classification of language exposition*

Frequency	Description	Score
<b>High</b>	Always or almost always	4.5 to 5.00
	Generally used	3.5 to 4.4
<b>Medium</b>	Sometimes	2.5 to 3.4
	Generally not used	1.5 to 2.4
<b>Low</b>	Almost or almost never used	0 to 2.4

The expressions in the scale items are categorized within the framework of their content. Accordingly, 1-4. Questions school-environment, 5-11. Questions text, 12-15. Questions are multimedia and 15-17. Questions constitute the software dimension.

The instrument has been found to have good internal reliability. The survey items have acceptable Cronbach's alpha values though some items have been found show reliabilities level below. Nunnally and Bernstein's (1994) criterion of acceptable alpha, which is at  $\alpha = .923$ . This has however been attributed to the small number of items in the PLSPQ instrument and the function that each item serves.

## Result And Discussion

Students from Comrat and Balikesir universities filled in questionnaires on their level of exposure to foreign and English languages. The table 5 below shows their responses respectively. Again, the questionnaires' main aim was to collect data on English exposure of learners with regard to their use of media platforms, interactions with English speakers, levels of exposures at home, and schools (Al Zoubi , 2018). From the results, it was evident that both media and school environments acted as key means through which the students were more exposed to the English language. This is represented by 5,00 in Balikesir and 4,55 in Comrat State University with regard to media exposure. Similarly, from the responses, both universities had maximum exposure to the English language which is represented by 5,00 in both universities under the study. This shows that with regard to their



home and school environments, students from both universities “always or almost always” were exposed to English language therefore enhancing their vocabulary and grammatical structures.

**Table: 2**

*Cronbach  $\alpha$  coefficient of the scale used*

<b>Exposure</b>	Cronbach $\alpha$ .923
-----------------	---------------------------

The reliability coefficient of the scale used in the study was calculated. Since  $\alpha$  coefficients of scale reliability are above .70, it is concluded that the scale is reliable (Büyüköztürk, 2006, p.224).

**Table: 3**

*Normality tests*

	A	Std.	Mode	Median	Z	Z
<b>Language exposure</b>	2.93	.74	2.96	2.96	-.153	-.389

The mean, mode, median, skewness and kurtosis values of the variables that are the basis of the study were calculated. If the mean, mode and median values are equal to each other in the frequency distribution of a series, we can say that the data are distributed symmetrically around the measures of central tendency. In cases where these values are not equal to each other, it can be decided whether the series is normally distributed or not by looking at the skewness and kurtosis values. The fact that the coefficients of skewness and kurtosis are in Z (+ -2) intervals indicates that the data exhibit normal distribution (Field, 2009, p.821), (Field, 2000, p.1375).

**Table 4:**

*Classification of language exposure*

		Maximum	Minimum
<b>Balikesir</b>	Exposure	4,52	1,30
	Home	4,50	1,00
	Friends	5,00	1,00
	School	5,00	1,40
	Media	5,00	1,09
<b>Komrat</b>	Exposure	4,70	1,17
	Home	5,00	1,00
	Friends	5,00	1,00
	School	5,00	1,00
	Media	4,55	1,27

Generally, From the results, the levels of language exposure was more in Balikesir students than those in Komrat which is also shown in the figure 6 below which shows the independent t-tests

for students in Balikesir and Komrat universities. In this case, the language exposure of Balikesir students is represented by 3.18 which more than that of Komrat university (2.71).

**Table: 5**

*Results of the groups of t test*

	Univ.	N	$\bar{x}$	Sd	$Sb_{\bar{x}}$	t Testi	Df	p
						t		
Language exposure	Balikesir	102	3,18	0,77	0,08	4,856	208	,000
	Komrat	108	2.71	0,64	0,06			

The association between gender and English language learning was also examined in the table below.

**Table: 6**

*Female vs. males achievement in the English language (Moldavia and Turkey)*

Gender	M	N	SD
Female	3.9933	300	.96941
Male	3.7115	208	1.10378
Total	3.8780	508	1.03483

The findings are also supported by Saville-Troike (2005) in his argument which is based on the fact that female students are increasingly motivated in learning and familiarizing with foreign or newer languages compared to the male students, which explains why in both universities under discussion, female learners had improved academic performances the English language learning compared to males. Even with such differences between gender, the research provides that it is only currently that research and studies have been conducted to analyze and examine the gender influences on learning foreign or the English languages. This is supported by the research conducted by, van der Slik, van Hout, and Schepens, whom in their studies (2015) proved that the female students outperformed the males in their writing and reading skills. This is shown in table 7 above, females' total literature scores were 3.9933 which is more than 3.7115 for males. However, the males were good in the other two skills (listening and reading). The research is supported by other studies conducted by Jaekel et al. (2017). However, there are various critics of the influence of gender on English language learning such as those of Courtney and his colleagues (2017) who argue that prior learning experiences and the first language literacy (L1) acted as the determinant variables and not gender differences.

**Table: 7***Gender analysis*

		Numbers	Exposure	Home	Friends	School	Media
<b>Balikesir</b>	Female	62	3,09	2,26	2,87	3,53	3,25
	Male	40	3,33	2,60	2,96	3,56	3,59
	Total	102	3,18	2,40	2,91	3,54	3,38
<b>Komrat</b>	Female	55	2,68	2,04	2,47	3,03	2,80
	Male	53	2,74	2,08	2,60	3,02	2,89
	Total	108	2,71	2,06	2,53	3,02	2,85

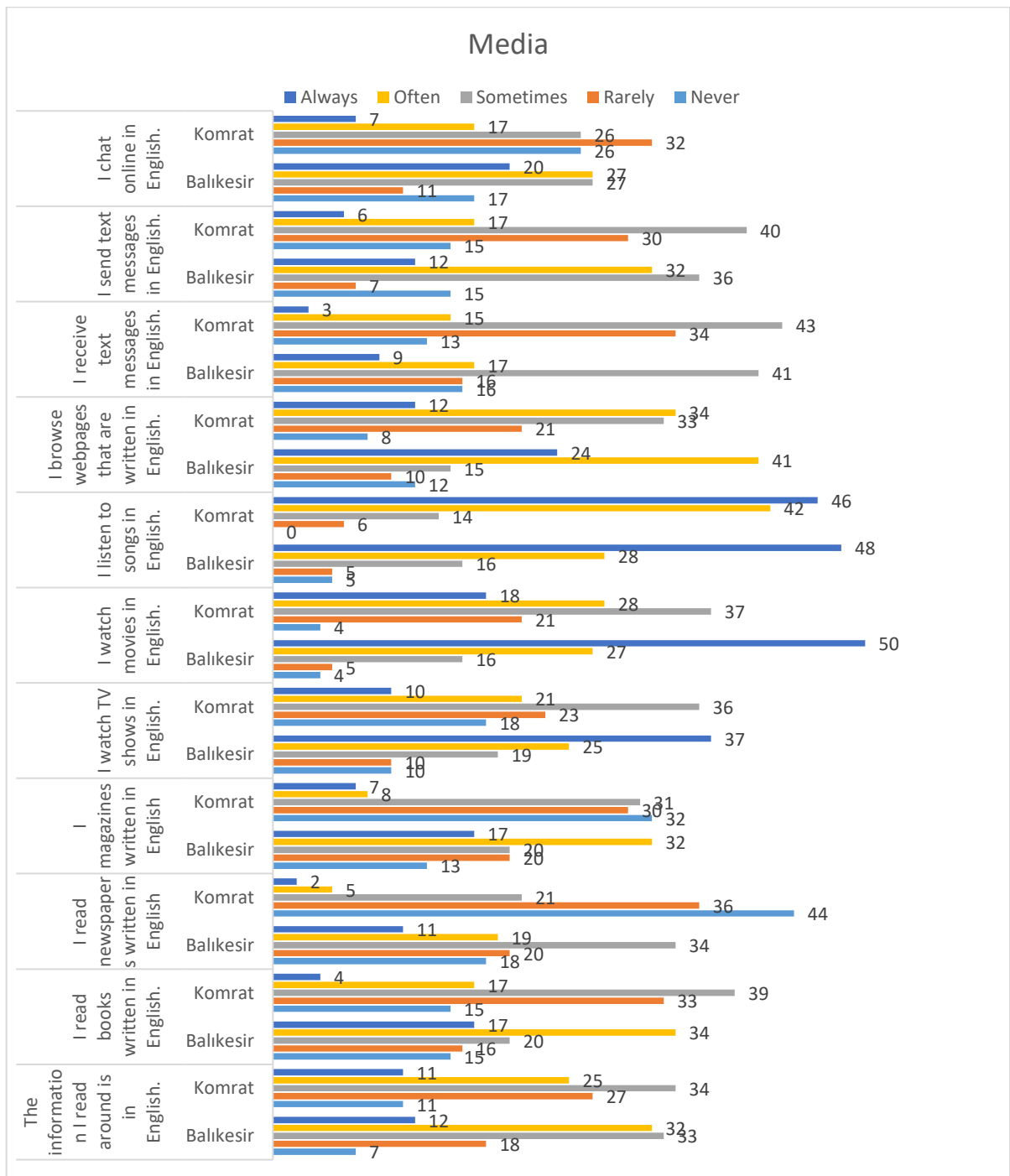
Similarly, from the study, the differences in language exposure for males and females were examined. Generally, more than half of the male students in both Balikesir and Comrat universities (3,59 and 2,89 respectively) stated that they participated in computer games using the English language more than females from both universities (3,25 and 2,80). This is in agreement with the study conducted by Sundqvist & Sylven (2014) proving the association between male's knowledge on vocabulary and gaming, this is further discussed in the figure above. Unlike males, the female learners provided that they were frequently engaged in gaming.

From the study, more than half of the students in Comrat and Balikesir revealed that most of the time, they received and sent messages using the English language, which to some extent, also contributed to their knowledge on sentence structures and pronunciation of words, this is further revealed in figure 4.1. However, communications via texts were not very common, with 76 percent revealing that sometimes they sent messages in English and only 18 percent always sent messages in English. Similarly, only 12 percent stated having always received texts in English always which is less than 29 percent of the students who provided they had never received texts in English. From the research regarding outside of class exposure, the association between using media platforms and gaming was highest in resulting in increased English proficiencies (Alaga, N. A. C., & Palencia, 2015). In this case, 50 percent of Balikesir students always watched movies in English which is more than the 18 percent of Comrat students who did the same. This means that there is an association between speaking English and using media platforms as dependent variables. For instance, most students revealed that gaming and watching films with subtitles proved useful in expanding their speaking skills and receptive vocabularies. 37 percent of Balikesir students watched shows in English compared to 10 percent of Comrat students which is further shown in the table below. Reading English magazines and newspapers was, however, uncommon whereby only 17 percent of Balikesir students revealed having read magazines in English while 7 percent of Comrat students read English magazines. Also, only 11 percent of Balikesir students read newspapers which also more than the 2 percent of Comrat students regarding the same. Percentages of reading English books also differed

whereby 17 percent of Balıkesir students read English books unlike the 4 percent in Komrat universities.

**Figure: 1**

*The percentage of English exposure in Media among the participants*



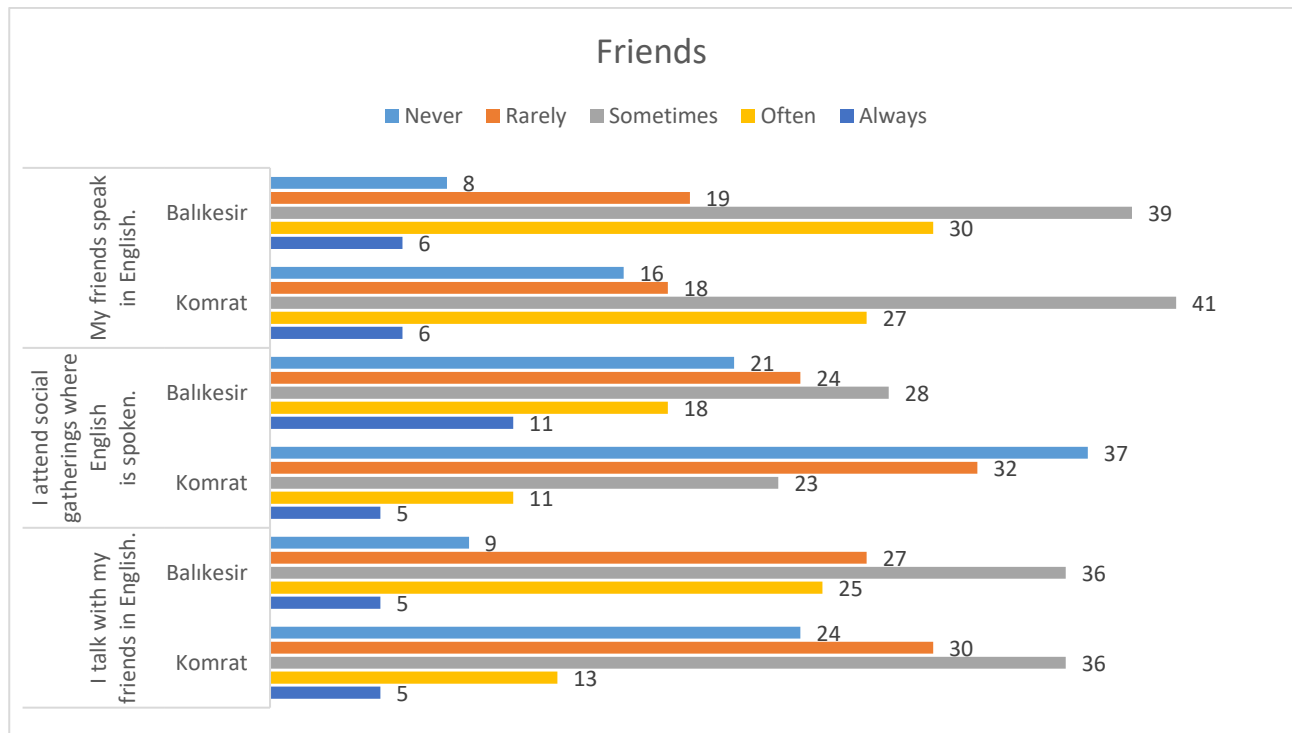
The English exposure of Comrat and Balıkesir students with regard to audio media was in support of the study conducted by Fjallstrom, who concluded in her study that, "radio broadcasting has an important role within media share...more exposed to English when listening to the radio as

they tend to learn more the English language" (Fjällström, 2010). From her research, Fjällstrom also depicted the fact that most instructors implement the use of media and film while teaching in their classroom sessions (Fjällström, 2010). Therefore, social media's importance cannot be ignored due to its impact in and out of the school learning environments. "Audio-visual media" acts as a channel through which students can acquire writing and speaking skills effectively. Rubbio and Lirola's argument also supports that of Fjällstrom (2010). They argue that exposure to English speaking films or American movies and videos with subtitles increases an individual's exposure to the English language. Palencia also supports the above arguments and states that students with an increased preference for English documentaries, movies, and shows have an increased likelihood of enhancing their English academic performance (Oxford, 2001). This means that the best way to gain mastery of the English language is to increase one's exposure to the language (Ryu, 2013, p.150).

With regard to the student's interactions with English speaking friends or people, more than half of the students from both universities under study revealed interacting with English speakers daily however at a reduced rate(Fjällström, 2010). Similarly, roughly 45 percent of students stated that they spoke English daily. When asked of the hours and rates they spoke English, 34 percent revealed speaking English between 0-30 minutes daily, while approximately 2 percent revealed speaking in English for over two hours daily, this further reveals the reduction in English exposure with the regard to interacting with friends (Ghaderpanahi, 2012). Only 12 percent of the students revealed having friends who always spoke English always, 16 percent attended social gatherings, in which English was spoken, and only 10 percent of the students under study spoke English with friends. Similarly, 58 percent of students stated that at the social gatherings they attended they never spoke in English, 33 percent stated they never spoke English with their friends, while 24 percent depicted that their friends did not speak in English which is further shown in figure 4.2. This further supports the fact that speaking skills were most difficult to practice. And most feared making mistakes or pronouncing words wrongly. A few students revealed that they spoke English at home with their siblings and friends. However, some students from both groups revealed having speaking challenges arising from limitations from their native tongues.

**Figure: 2**

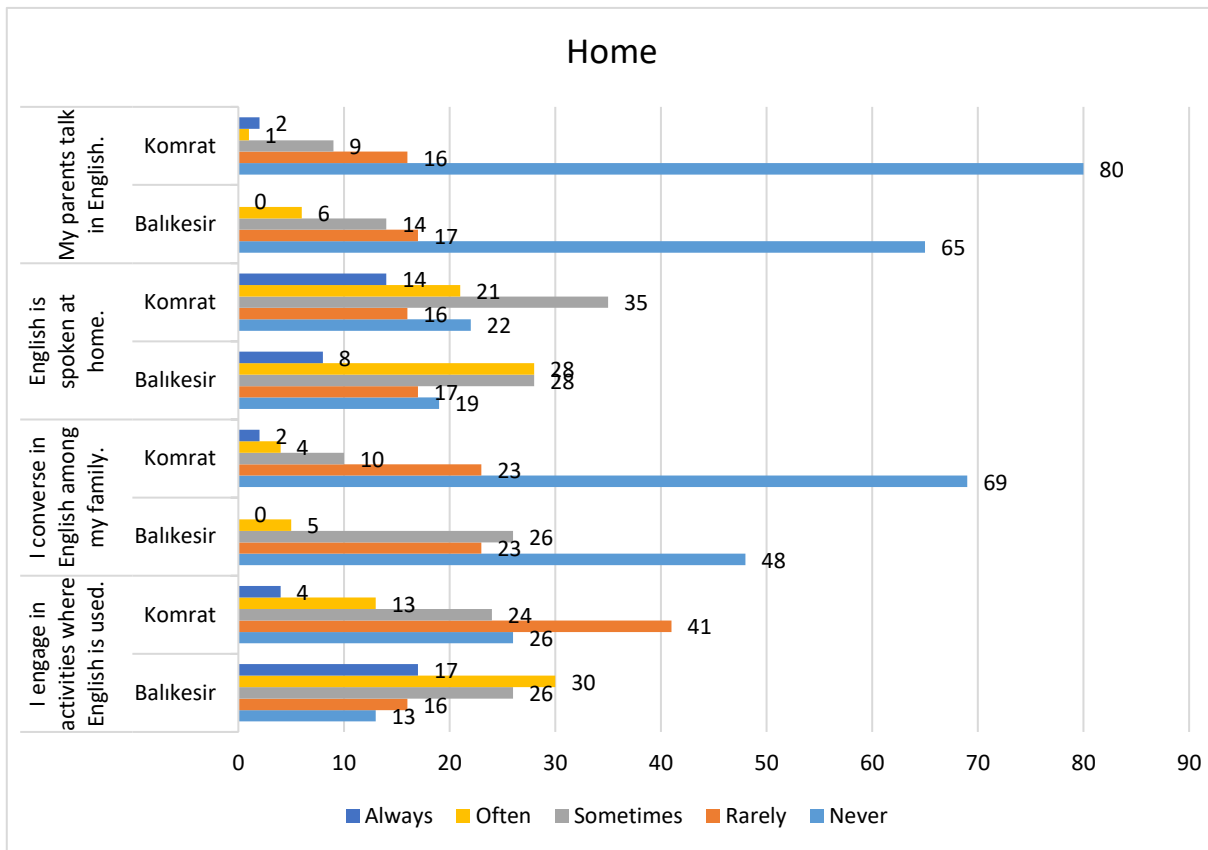
*Percentage of student's interactions with English speaking friends*



Similarly, from the study, roughly 145 students in both educational institutions provided that their parents never spoke in English at home which is more than the 2 percent of student’s parents who always spoke English at home. Research provides that exposure to the English language at home is strongly linked with the positive acquisition of expressive vocabularies and receptive skills, the opposite is also true. However, most students also provided that watching films, DVDs, and celebrations was done in English, which further reveals that they were exposed to the English language daily although not in increased rates (Oxford, 2001). This is illustrated in the figure 11 below. Of the total participants, 117 revealed that they never conversed in English in their families which is further in line with the argument that students from both universities were not extensively exposed to the English language at home. Only 22 of the students provided that English was always used in communicating at their homes.

**Figure: 3**

*Rates of language exposure at home*

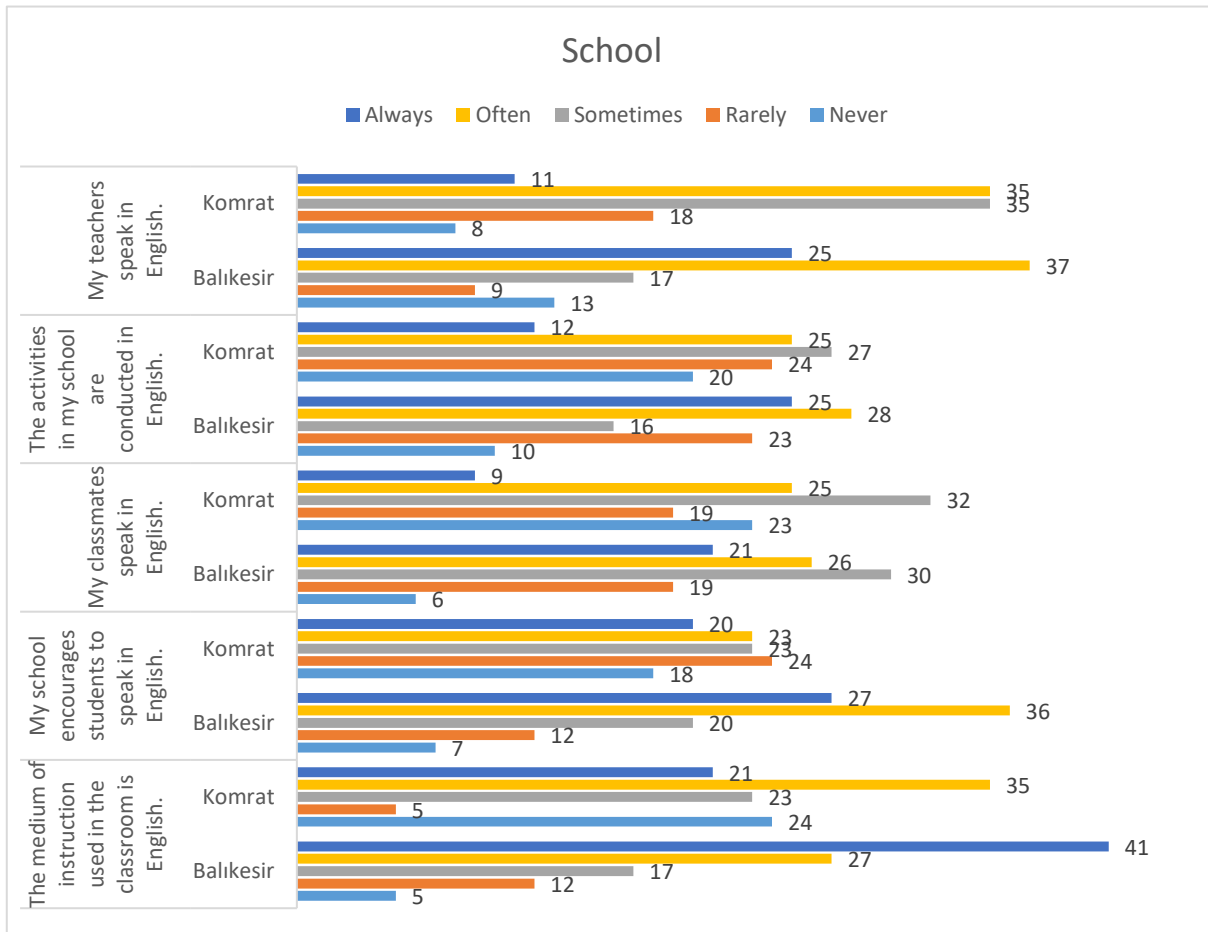


Also, from the study, more than half of the learners revealed acquiring English vocabulary in the classroom sessions via formal instructions from their teachers. In this case 25 percent of the teachers in Balikesir University always used English when addressing students compared to the 11 percent of teachers in Comrat which is provided in figure 4.4 below. This includes instructors explaining explicitly new vocabularies to their students, which further expands their knowledge of grammatical structures and English words pronunciation of English (Ware & Warschauer, 2006). For instance, 41 percent of teachers in Balikesir used English as a medium of instruction compared to 21 percent of teachers in Comrat State University. Most of the time, instructors also implement routine practices that further expose learners to foreign language opportunities. This is also called "teachable moments," which involve washing hands and dishes, among other activities. The results showed that 25 percent of Balikesir Universities school activities were always conducted in English compared to 12 percent of school activities in Comrat university regarding the same. Teachers also provided guidance to their students by using English; assignments, exams, and other instructions were also stated in English. Generally, 27 percent of Balikesir university faculty also encouraged learners to use English always which further enhances their skills this is more than the 20 percent of the faculty in Comrat State University which also encourages the use of the English language. Interactions with colleagues at the universities also impacted on language exposure whereby 21 percent of Balikesir

students always used English when speaking to groupmates compared to 9 percent of the students who used English in Komrat University. This familiarized students with the correct use of English and its impact (Al Zoubi, 2018). This further increased knowledge on the subject.

**Figure: 4**

*Rates of language exposure in school*



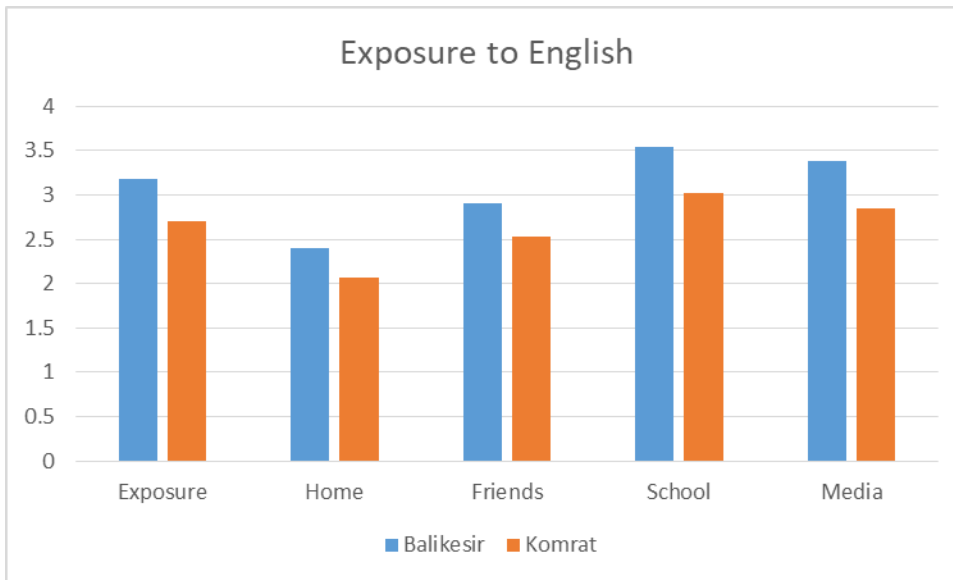
The notion of the importance of school in English language learning exposure is supported by Pintrich and Schunk’s (1996) argument that learners’ conduct and achievement increases when instructors offer feedbacks and incorporate efficient and smooth running of the curriculum. This also makes it easier for instructors to monitor their learners and provide guidance where needed (Ware & Warschauer, 2006). Komrat and Balikesir university faculties have also implemented English as the communication tool to ensure uniformity among students. This makes communication easier and enhances efficiency in the English language; this is because when individuals are exposed more to a particular language, they tend to gain mastery in the target language. When giving instructions and conducting classroom sessions, instructors also use the English language for communication and to ensure uniformity in people from diverse native tongues. More than half of the students from both schools revealed that 72% of their teachers used the English language often while only 21 percent did not use English at all. Generally, the table below shows students in Balikesir’s increased exposure to



the English language in various sectors than those in Comrat in and out of their school environments. For instance, the rate of exposure for students in Balikesir School is 3.5 which is more than that of 3 in Comrat University.

**Figure: 5**

*Exposure to English*



Upon evaluation of the study, it is evident from the statistical presentation and examination that there exists an association between an individual's language acquisition and the English language exposure. Again, students from Balikesir were increasingly exposed to the English language than learners in Comrat University, which explains why Balikesir University had improved language performance than Comrat. This again is based on the fact that the more individuals are exposed to a foreign languages, the more they learn it.

After examining the language performance between males and females from the universities under the study, it was evident that females had increased motivation and literature scores than males. The females' total literature scores were 3.9933 which is more than 3.7115 for males in both schools. This argument is further supported by that of van der Slik, van Hout, and Schepens, in their study (2015) which proved that female students outperformed the males in their writing and reading skills. Generally, from both educational institutions, more than half of the male students in both Balikesir and Comrat universities (3,59 and 2,89 respectively) stated that they participated in computer games using the English language more than females from both universities(3,25 and 2,80). This explains why the males were good in the other two skills (listening and reading). However, further research should be conducted on the influence of gender on English language acquisition and learning.

In the Questionnaire, the students from Comrat and Balikesir educational institutions were daily examined on the level of exposure to the English language daily. The table below reveals the findings of the questionnaire. Similarly, it was evident from the responses that there were massive

differences between the language exposures of participants in Comrat and Balikesir universities, which reveals that those from Balikesir in Turkey were more exposed to the English language compared to those students from Comrat University in Moldavia (Al Zoubi, 2018) for instance, there were increased rates of Balikesir's students interaction with people addressing them in English (6,45) than those in Comrat university (2,78). This is based on the fact that the more individuals interact with others in English, the more they acquire knowledge of the language, which further makes it easier to communicate not only in school settings but also in their daily lives (Alaga & Palencia, 2015). Again, this is important due to the increased need to use English as a universal language currently. The same is also true with regard to research conducted by Lindgren and Munoz (2013) in various educational institutions located in Europe. The discussed studies of the above reputable researchers on language exposure reveal that even though contextual language learning is implemented in out of school communication activities, much needs to be done to inquire on the impact of English as a second language in students.

Accordingly, exposure to the English language with regard to watching television films was also significantly higher in Balikesir students (5,32) than Comrat students (3,44). The study is also in line with studies conducted by Peters and Webb (2018) , which involved exposing adults to full-length television films. The results showed that contextual learning developed in which the participants showed enhanced vocabularies (Ware & Warschauer, 2006). This means that students can learn newer vocabularies of particular foreign languages through exposure to watching TV in the target language regardless of the presence of native language subtitles.

Research provides that there is an association between speaking English and using media platforms as dependent variables. The most method of outside of school language exposure was by listening to English music. From the study, it was evident that approximately 97 percent of students from Comrat and Balikesir universities listened to music daily. However, the rate of listening to music by the students in Moldavia was more (6,53) than by those in Turkey (4,05). Also, most students revealed that gaming and watching films with subtitles proved useful in expanding their speaking skills and receptive vocabularies which not only improves their performances but also enhances their interaction in the increasingly globalized world.

In this case, more than half of the students watched movies with subtitles, which is, 5,09 for Turkey University (Balikesir) and 4,17 for Moldova University (Comrat). 78 percent also revealed internet surfing and using media platforms in English on a daily basis, in this case, Moldava (2,03) depicted increased incorporation of English in online writing compared to Balikesir students in Turkey (1,61). This is further supported by Nadler & Nadler (2000), in his argument that increased levels of outside of class communication are positively linked with enhanced retention, academic

performance, and learner satisfaction. Further research however should be conducted to expand the knowledge on the association between outside communication activities and language acquisition.

## **Conclusion**

Results revealed that students in Balikesir in Turkey had increased exposure to the English language compared to those in Comrat University in Moldova. In this case, various contexts in which students in Balikesir University used the English language could be taken to explain the massive dissimilarities in language exposures which have been extensively discussed throughout the paper and supported by statistical data. The results also show that English language learning is only strengthened once the students learning English are massively exposed to it which further supports this study's hypothesis, "the more foreign language is exposed, the more foreign language is learned." The findings are also supported by various researchers who have a common argument that just as children are exposed to language learning and simple sentence structures. For instance, Allington argues that "students must be immersed in a literate environment that includes environmental print and access to a wide range of genres and text" (Allington & McGill-Franzen, 2015, p.35). In Turkish educational institutions, recreational reading is stated as the main cause of improvement in the English language learning which explains why Balikesir university students are more exposed to English language compared to Comrat students. Accordingly, the results from the study are also in line with other present research which reveals that more than 51.43 percent of students in Balikesir were increasingly exposed to the English language at school, at home, while interacting with friends, and media. Again, from the research, Balikesir students are more exposed to the English language regardless of the form (written or verbal), or communication techniques whether informal or formal.

Similarly from research, students from both educational institutions should be more exposed to their target languages, which can be achieved by speaking using the English language with colleagues, classmates, friends, and family members. Brown & Levinson (1987) provide that such activities acts as a pathway through which the students can master and grasp new mannerisms, attitudes, and social norms required in the enhancing their effectiveness in speaking and understanding their target languages.

Generally, the study reveals that in the contemporary society, in which the English language is depicted as a lingua franca and where individuals are increasingly vulnerable to various situations requiring their expertise in English, the outside of school environment play a significant role in exposing learners to informal English language learning which is important for language exposure. Like other conducted researches, this study also shows various variations with regard to levels of contextual English language learning among the students in Balikesir and Comrat. Various findings regarding the exposure to language techniques associated with contextual language learning reveal

the important roles of authentic communications and interactions in input modes. This further raises the need for extensive research on the language production' roles in the development of a second language (L2) and multimodal input with regard to the contextual learning of foreign and the English languages in both informal and formal learning contexts.

The study mainly focused on the association between, the student's vocabulary knowledge, gender instruction levels, and amount of outside of school exposures (Balikesir and Comrat universities). Unlike students in Komrat, Balikesir students were more exposed to the English language outside classroom environments, increasing their English language strength, vocabulary scores, and increased informal learning opportunities.

## **References**

- Alaga, N. A. C., & Palencia, R. S. (2015). Media Exposure and Students' Communicative English as Second Language (ESL) Performance. *Countryside Development Research Journal*, 3(02), 71-81.
- Allington, R. L., McCuiston, K., & Billen, M.(2015). What research says about text complexity and learning read. *The Reading Teacher*, 68(7), 491-501.
- Allington, R. L., & McGill-Franzen, A. (2015). Closing the Reading Achievement Gap. *High Expectation Curricula: Helping All Students Succeed with Powerful Learning*, 189.
- 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.
- Benson, P. (2001). Teaching and researching autonomy in language learning. London: Longman, 272.
- Bernstein, C., Nunnally, T. E., & Sabino, R. (Eds.), (2014). *Language variety in the South revisited* University of Alabama Press, 398.
- Büyüköztürk. Ş. (2006). Soysal bilimler için veri analizi el kitabı, Ankara: Pegem Yayınları.
- Courtney, L., Graham, S., Tonkyn, A. and Marinis, T. (2017) Individual differences in early language learning: a study of English learners of French. *Applied Linguistics*, 38(6), 824-847.
- Chandrasegaran, A. (1979). Problems of learning English in national schools in Johor, Malaysia: an investigation of attitudinal-motivational variables, learning strategies and exposure to English. Unpublished MA dissertation, University of Singapore.
- d'Ydewalle, G., & De Bruycker, W. (2007). Eye movements of children and adults while reading television subtitles. *European psychologist*, 12(3), 196-205.
- Ellis, E. M. (2006). Language Learning Experience as a Contributor to ESOL Teacher Cognition. *TESL-EJ*, 10(1), n1.
- Field, A. (2009). *Discovering statistics using SPSS*. London: SAGE, pp.821. Field,

- A. (2000). *Discovering statistics using spss for windows*. London Thousand Oaks- New D Sagepublications,1375.
- Fiskum, T. A., & Jacobsen, K. (2012). Individual Differences and Possible Effects from Outdoor Education: Long Time and Short Time Benefits. *World Journal of Education*, 2(4), 20-33.
- Fjällström, E. (2010). Film and streaming media as resources in English Teaching. Unpublished thesis. <https://www.diva-portal.org/smash/record.jsf?pid=diva2:1029277>.
- Ghaderpanahi, L. (2012). Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom. *English Language Teaching*, 5(6), 146-153.
- Gökcan, M., & Çobanoğlu Aktan, (2016). D. İngilizceye Maruz Kalma Ölçeğinin Geçerlik ve Güvenirliğinin İncelenmesi. Muğla: Pegem Akademi, 283-294. Jaekel, N., Schurig, M., Florian, M., & Ritter, M. (2017). From early starters to late finishers? A longitudinal study of early foreign language learning in school. *Language Learning*, 67: 631-664.
- Kennedy, Graeme, (1973). 'Conditions for language learning.' In John W. Oiler & Jack C. Richards. eds. *Focus on the learner: pragmatic perspectives for the language teacher*. Rowley, Mass.: Newbury House Publishers, 306.
- Koolstra, C. M., & Beentjes, J. W. (1999). Children's vocabulary acquisition in a foreign language through watching subtitled television program at home. *Educational Research and Development*, 47(1), 51-60.
- Krashen, D. S. & Terrell, D.T. (1998). *The Natural Approach Acquisition in the Classroom*, Prentice Hall Europe, 191.
- Lambine, Camilla, (2008). English just isn't a foreign language anymore. *Språk og språkundervisning*, 5-7.
- Levinson, S. C. (2003). Language and mind: Let's get the issues straight. *Language in mind: Advances in the study of language and thought*, 25-46.
- Lindgren, E., & Muñoz, C. Kuppens, (2013). The influence of exposure, parents, and linguistic distance on young European learners' foreign language comprehension. *International Journal of Multilingualism*, 10(1), 105-129.
- Magali, F.S. (2008) *Building Emotional Literacy: Groundwork to Early Learning*, *Childhood Education*, 84:5, 301-304.
- Moeller, A. K., & Catalano, T. (2015). Foreign language teaching and learning. *International Encyclopedia of the Social & Behavioral Sciences*, Second Edition pp.327-333.
- Nadler, M. K., & Nadler, L. B. (2000). Out of class communication between faculty and students: A faculty perspective. *Communication Studies*, 51(2), 176-188.
- Ocampo, M. B. (2017). Perceived Anxiety Of English Learner And Teacher In A Call Environment Classroom. *People: International Journal of Social Sciences*, 3(2).

- Oxford, R. (2001). Integrated Skills in the ESL/EFL Classroom. <http://www.cal.org/ericcll/digest>.
- Politzer, R. L. (1965). *Foreign language learning: a linguistic introduction*. Prentice-Hall.
- Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and Applications* Prentice Hall.
- Rajagopal, S. (1976). *A study of the role of attitudes and motivation in the acquisition of English as a second language by fifth-form Malay medium pupils in Selangor* (Doctoral dissertation, Fakulti Pendidikan, Universiti Malaya).
- Richards, J. & Rodgers T. (2001). *Approaches and Methods in Language Teaching*, New York: Cambridge University Press, 169.
- Ryu, D. (2013). Play to learn, learn to play: Language learning through gaming culture. *ReCALL: the Journal of EUROCALL*, 25(2), pp 286.
- Saville-Troike, M., & Barto, K. (2016). *Introducing second language acquisition*. Cambridge University Press, 244.
- Spada, N. (2006). *How language are learned*. Canada: Oxford University Express, 256.
- Sundqvist, P., & Sylvén, L. K. (2016). *Extramural English in teaching and learning: From theory and research to practice*. Springer.
- Steinberg, D. D. (1982) *Psycholinguistics: Language, Mind and World*. London: Longman
- Slik, F.W.P. van der, Hout, R.W.N.M, & Schepens, J.J. (2015). The Gender Gap in Second Language Acquisition: Gender Differences in the Acquisition of Dutch among Immigrants from 88 Countries with 49 Mother Tongues. *PloS ONE*, 10(11): e0142056.
- Terrell, T. D. (1977). A Natural Approach to Second Language Acquisition and Learning 1. *The modern language journal*, 61(7), 325-337.
- Vygotsky, L. S. (1987). *The collected works of L. S. Vygotsky: Thinking and speaking* (Vol.1). New York: Plenum.
- Warschauer, M., Kern R. (2000). *Network-Based Language Teaching, Concepts and Practice*. New York: Cambridge University Press, 234.
- Webb, S. (2010). A corpus driven study of the potential for vocabulary learning through watching movies. *International Journal of Corpus Linguistics*, 15(4), 497-519.
- Winter, S. M., & Kelley, M. F. (2008). Forty years of school readiness research: What have we learned? *Childhood Education*, 84(5), 260-266.
- Yilmaz, Y., & Granena, G. (2019). Cognitive individual differences as predictors of improvement and awareness under implicit and explicit feedback conditions. *The Modern Language Journal*, 103(3), 686-702.