

# Distinctive Role Of Bilingualism In English As Second Language (ESL) Context At Intermediate Level

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## Abstract

The capacity to converse in two different languages is known as bilingualism. Children in areas where the majority of people speak more than one language may pick it up at an earlier age (e.g., French and dialectal German in Alsace). Children may also become bilingual if they acquire languages in two separate social contexts; for instance, British children living in British India learnt an Indian language from their nurses and household servants while they were living there. Another way to learn a second language is via formal education. It is also possible to refer to bilingualism as the use of two languages in the classroom, particularly in order to encourage learning among students who are attempting to acquire a new language. The survey method was used to carry out the research. A questionnaire was developed in order to investigate the distinct role that bilingualism plays in the context of English as a Second Language (ESL) at the government postgraduate college, Aspire College, superior college, NICAAS College, and ILM College. A total of one hundred fifty and fifty male college students from the government post graduate college, Aspire College, superior college, NICAAS College, and ILM College participated in the research study. The sample size for each responder group was determined to be an average of 40 male students. In addition, fifty instructors were chosen at random from each institution, and their responses have also been collated. There is a survey that asks respondents about the ways in which they acquire English via various channels, such as reading, writing, and speaking, and how they do it in a wide variety of settings. Throughout the course of the research, it was discovered that learning English as a second language was advantageous in a variety of settings, including when individuals read, write, listen to, and speak the language. When students used reading, writing, listening, and speaking skills in a particular context, they were able to achieve greater levels of success. The findings of the research also revealed that exposure to reading, writing, listening, and speaking had the same impact on both men and women.

**Keywords:** Bilingualism, ESL, distinctive role, formal education

## 1. Introduction

The capacity to converse in two different languages is known as bilingualism. Children in areas where the majority of people speak more than one language may pick it up at an earlier

age (e.g., French and dialectal German in Alsace). Children may also become bilingual if they acquire languages in two separate social contexts; for instance, British children living in British India learnt an Indian language from their nurses and household servants while they

were living there. Another way to learn a second language is via formal education. It is also possible to refer to bilingualism as the use of two languages in the classroom, particularly in order to encourage learning among students who are attempting to acquire a new language. Children who are exposed to a second language at home are less likely to be marginalized in English-speaking schools, according to proponents of bilingual education in the United States, who say that the instruction provides a faster learning pace in all subject areas. Opponents of the practice argue that it prevents children from becoming proficient in the language of the wider society, which in turn restricts the children's possibilities for work and further education.

Since the world has become a smaller place, English has emerged as the de facto language of international trade and travel. Being able to speak with others is crucial in many fields, including business, creativity, and socialism, all of which highlight the importance of bilingualism. Having the ability to read and write in two languages is the most fundamental definition of bilingualism. Speaking English fluently is a must in today's competitive job market, educational system, and social hierarchy (Valian and cognition, 2015). (Davison et al. 2009).

Being multilingual has several benefits in today's increasingly interconnected society. In recent years, research has revealed that being able to speak with a larger population is just one of the many advantages of being multilingual. They go beyond that in significance and depth. It's common knowledge that learning a second language increases a person's IQ, and now we know that this is because bilingualism enhances cognitive abilities that are unrelated to language, such as one's ability to reason. It's also widely believed that knowing two languages may protect an individual from developing dementia later in life (Rumbaut and market 2014).

### **1.1 Significance of the Study**

When it comes to study, categorization systems of bilinguals have, for the most part, taken into account how challenging it might be to describe bilingualism. The ability to speak two or more languages fluently is the very minimum need for being considered multilingual. On the other hand, there is a significant obstacle to overcome when attempting to define what it means to "know" a language. Some individuals who are bilingual are able to speak both languages quite well, but the majority of them have one language that they speak more fluently than the other. In light of this, it is essential, while attempting to characterize bilinguals (Valdés and Figueroa 1994), to take into consideration the various degrees of bilingualism that are possible.

The capacity to speak two languages as fluently as a native speaker, sometimes known as "true" bilingualism, is quite rare, say the experts (Moradi and Studies 2014). There are many distinct forms of bilingualism, and one important factor to consider in this context is the manner in which the two languages are taught in relation to one another. It is believed that children pick up a second language simultaneously with their first, either at birth or before the age of one (De Houwer, 2005). It's a very unusual occurrence when two languages don't dominate each other at the same time. The age at which one acquires a second language is a crucial factor in the process of sequential bilingualism, in which one language is learnt after another (Flege and Liu 2001). When a person is above the age of 5, they are able to acquire a linguistic structure that is similar to their original tongue via the process of learning a second language (L2). This is not the case before to the age of five, when it is still feasible to acquire a second language in the same manner as a native speaker (De Houwer, 2005; Weber-Fox & Neville, 1996). Even if they have a very high degree of skill in the second language, children who acquire a second language at school are not regarded to be native speakers of any of the languages they know. The ability of older language learners to hear and produce speech sounds in their second

language is connected to the age at which they acquired that ability. This is true for older folks as well as younger ones. Another factor that plays a role in your L2 pronunciation is the frequency and length of time you spend speaking your L1 language (Flege et al. 1995).

### 1.2 Research Questions

Q1. What is the role of bilingualism in ESL classroom?

Q2. What is the attitude of the ESL learners towards bilingualism?

Q3. What is the attitude of the ESL teachers towards bilingualism?

### 1.3 Research Objective

- i. To investigate the role of bilingualism in ESL classroom?
- ii. To examine the attitude of the ESL learners towards bilingualism?
- iii. To probe the attitude of the ESL teachers towards bilingualism?

## 2. Review of Literature

The word "language" appears rather often in the conversations that we have on a daily basis. It is multifaceted and may be used to refer to a variety of different occurrences. As a result, the meaning of this phrase in relation to the current setting may become clearer via the examination of its relationship to other concepts, such as dialect, diversity, code, communication, and style, amongst others. The following considerations need special attention: code, dialect, variation, pidgin, creole, lingua franca, etc.

The word "language" comes up rather often in the talks that we have every day. It has several facets and may be used to a diverse range of situations and events. It is possible that the meaning of this term will change depending on the context in which it is used if it is compared to other notions such as dialect, variety, code, communication, and style (Croft 2016). The following are important factors to consider:

a) The capacity to communicate via language is something that is unique to humans. There are a variety of species, including animals, birds,

and others, that are capable of communicating with one another; yet, they do not use language in the same manner that humans do. In the 1960s, Hockett developed a set of design qualities that separated human language from animal communication. These traits were intended to differentiate human language from animal communication. Language is a combinatorial and rule-based system, but animal and bird calls are often holistic expressions that reflect feelings of happiness or sadness (Stern et al. 1983).

b) Language may be expressed verbally, in writing, or via sign language.

c) Communication is accomplished via the use of language. Simply because the ability to make communication easier is one of the most important roles that language plays. Language has been considered a medium of communication by researchers for a very long time.

d) In addition to its role as a medium for communication, language also plays an important role in the formation of people's opinions about the world and in providing them with the ability to express those beliefs.

Depending on the functional standpoint that you choose, the term "language" may refer to a wide variety of different things. It might be anything from a code to a dialect to a variant of language to a pidgin, creole, or lingua franca, for example.

e) Depending on how you look at it, language may mean a wide variety of things to different people. It may be a code, a dialect, a variant, a pidgin, a creole, or even lin. Anything at all is possible. When viewed from a more academic perspective, language may be seen as a compilation of just grammatical phrases. In the context of the ongoing discussion, the word "language" refers to a set of terminology together with the meanings that they convey. In situations like a gua franca or others like it, it serves as a means of communication and fosters a sense of community among the people who are a part of the community (Langacker 1967). In the context of the current conversation, the term "language" refers to a system of phrases

and the meanings associated with those expressions. It acts as a medium via which members of a community may communicate with one another and form connections with one another. It might be argued that persons who are deaf or mute employ a kind of communication known as sign language, which consists of the signs and motions they use. The mode of communication is the single way in which sign language and spoken-written language are differentiated; in all other respects, the two kinds of language are identical. There are hundreds of different languages spoken in different parts of the globe, each with its own set of characteristics, both shared and unique.

Language is described as "a way of communication that is utilised to express emotions, ideas, and information amongst persons," according to the definition offered by various specialists. On the other hand, it is believed that fifty percent of the world's population consists of individuals who are fluent in more than one language (Bialystok et al, 2006). According to Fromkin, language is a way through which one may communicate their feelings or ideas via the use of their tongue. It is a method for conveying one's innermost feelings in order to bring about the fulfilment of a desire. Language is a tool for communication that enables a person to convey their message via the medium of their own language in order to satisfy their requirements (Fromkin et al 2018). In a similar vein, Tomasello defined language as a set of systems that exist within a culture or community and are used by people as a means of communicating their emotions to one another. Aside from that, language serves a range of other goals, some of which include social engagement, cultural participation, creative expression, play, and the release of identity (Tomasello, 2009).

### **3. Research Methodology**

The survey method was used to carry out the research. A questionnaire was developed in order to investigate the distinct role that bilingualism plays in the context of English as

a Second Language (ESL) at the government postgraduate college, Aspire College, superior college, NICAAS College, and ILM College. These institutions are all part of the investigation. In order to verify the reliability of the questionnaire, a panel of experts in ESL and applied linguistics from the "Department of English and Linguistic" was tasked with analyzing its contents. They offered their feedback as well as their ideas. After incorporating their feedback, the final version of the questionnaire was shown to them. The students each received five different sets of the sort of questionnaire known as a Likert scale. Everyone in the class was given complete independence in responding to the survey questions.

### **3.1 Population**

A vast group of people or things that are the subject of a research study is often referred to as a research population. The elementary schools that are run by the government that are located in the Rahim Yar Khan district of the Punjab province in Pakistan made up the sample for this study. Administratively, the district of Rahim Yar Khan has been subdivided into four Tehsils, which are respectively named Rahim Yar Khan, Khanpur, Sadiqabad, and Liaquatpur. However, given the limited resources and amount of time available, the population of Tehsil Khan Pur in District Rahim Yar Khan was the only one chosen to serve as a subject for the study. In addition, the participants in the research were grade students attending "government post graduate college," "Aspire College," "superior college," "NICAAS College," and "ILM College," respectively.

### **3.2 Sampling**

According to O'leary (2017), sampling is a procedure that is supposed sometimes to be strategic and mathematical, and it involves using the most realistic methods feasible for gathering appropriate samples that represent a large population. More specifically, sampling involves using the most realistic methods for

gathering appropriate samples that represent a large population. The process of collecting data from a subset of a larger population for the purpose of doing research is known as sampling. The goal of sampling is to collect data that is nearly representative of the group being studied. During the course of the current study project, the researcher used a method known as random sampling.

A total of one hundred fifty and fifty male college students from the government post graduate college, Aspire College, superior college, NICAAS College, and ILM College participated in the research study. The sample size for each responder group was determined to be an average of 40 male students. In addition, fifty instructors were chosen at random from each institution, and their responses have also been collated.

### **3.3 Research Instruments**

When it comes to gathering the information necessary for research, a questionnaire is an effective and popular device to utilize. These are textual tools that are made available to the various responders in the form of a variety of questions or statements to which they are required to reply by either writing responses to the questions or picking relevant alternatives from a pre-existing pool of replies. It is the method that is regarded as being the least difficult and the most significant for the collection of quantitative data. This is due to the fact that it provides the researchers with an enormous amount of information from a huge number of different topics in the quickest and most cost-effective manner. In order to guarantee the reliability and validity of the questionnaires and to assist in the process of developing the study's questions, the research literature review was taken into account. Both English instructors and their pupils filled out one of the two surveys that were prepared. The questionnaires for this study comprised of multiple-choice questions of a multiple-type format, and the researchers asked the instructors and graduate students who participated in the study to choose an

acceptable response to each of the questions. According to Cohen, Manion, and Morrison (2017), validity is a particularly crucial precondition and a touchstone for both qualitative and quantitative research. As a result, the interview questions were carefully crafted and evaluated for expert and self-validity.

#### **3.3.1 Interview**

An interview is a verbal interaction that takes place between two people with the express aim of gathering pertinent and useful information for the research study. Interviews may be conducted in-person, over the phone, or through video chat.

In-depth information on people's personal experiences, as well as their ideas, feelings, and opinions about a variety of subjects, may be gathered via the use of interviews, which are regarded as an acceptable method for this purpose. An interviewer is able to get more genuine knowledge about the many concerns and problems of the needed study subjects via the process of conducting interviews. Interviews are often regarded as the method that proves to be the most beneficial when it comes to gaining an in-depth understanding of the participants' individual experiences. Interviewers are able to explore in-depth information about a variety of study subjects by conducting interviews. Interviews are believed to be a more beneficial method for gathering the specific data needed for the study, therefore they may be used to follow up with select research respondents. Interviews conducted in person are given more priority when it comes to the collection of data for this reason. An interview is a negotiation between two people for the purpose of gathering specific information about any subject. During such an activity, an interviewer organizes a conversation process and inquires the various questions of the research, and interviewees answer those asked questions. Interviews are used to collect information about a variety of subjects.

In qualitative research, a face-to-face dialogue between two people takes place regarding certain specific concerns related to the study, and an interviewer then conducts the interview with the numerous research respondents. Data for the desired study subject may be collected in a one-way channel via the use of interviews. Interviews are mostly seen as useful for gaining specific and in-depth information about a variety of study subjects, which is their primary purpose.

All all, there were 250 male college students from government post graduate college, Aspire College, superior college, NICAAS College, and ILM College who participated in the study. The sample of male students chosen as responders consisted, on average, of forty individuals. In addition, fifty instructors were chosen at random from each institution, and their responses have also been collated.

#### 4. Data Analysis

##### Response of Students' Questionnaire

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	118	59.00	3.88	1.21
Agree [A]	51	25.50		
Neutral [N]	24	12.00		
Disagree [D]	7	3.50		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 1 showed that 84.25% (59%+25.25%) respondents are agreed with the statement "Listening to English language programs, movies, shows and songs for a second language

learner, improves bilingual proficiency"? At the same time, 12% people remained neutral. However, 3.5% people (7) disagreed with the statement.

Table 2 Listening to English language programs, movies, shows and songs to a second language learner, improves bilingual vocabulary.

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	178	89.00	4.87	1.25
Agree [A]	18	9.00		
Neutral [N]	4	2.00		
Disagree [D]	0	0.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 2 showed that 98% (89+9) respondents are agreed with the statement "Listening to English language programs, movies, shows and songs to a second language learner, improves

bilingual vocabulary." Only 2% respondents remained neutral while none of the respondents disagreed with the statement.

Table 3 Listening to English language programs, movies, shows and songs to a second language learner, improves bilingual pronunciation?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	130	65.00		
Agree [A]	15	7.50		
Neutral [N]	16	8.00		

Disagr [D]	39	19.5	4.36	1.43
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 3 showed that 72.5% (65+7.5%) respondents are agreed with the statement "Listening to English language programs, movies, shows and songs to a second language

learner, improves bilingual pronunciation?" while 19% respondents disagreed with the statement. At the same time about 8% respondents remained neutral.

Table 4 Do you feel beneficial and healthy while listening a person that is bilingual but fluent in English besides non-native to the English?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	147	73.50	3.82	1.89
Agree [A]	19	9.50		
Neutral [N]	14	7.00		
Disagree [D]	16	8.00		
Strongly disagree [SD]	18	9.00		
Total	200	100		

Table 4 showed that 83% (73.50+9.50) respondents are agreed with the statement "Do you feel beneficial and healthy while listening a person that is bilingual but fluent in English

besides non-native to the English?" while 17% (8%+9%) respondents disagreed with the statement. At the same time about 7% respondents remained neutral.

Table 5: Listening to a second language (English rules) improves classroom performance?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	155	77.55	2.87	1.19
Agree [A]	18	9.00		
Neutral [N]	15	7.50		
Disagree [D]	12	6.00		
Strongly disagree [SD]		0.00		
Total	200	100		

Table 5 showed that 86.55% (77.55+9.00) respondents are agreed with the statement "Listening to a second language (English rules) improves classroom performance?" while only

6% (23.81) respondents disagreed with the statement. At the same time about 7.5%% respondents remained neutral.

Table 6: Reading English books, novels, newspapers and magazines to a second language learner, improves bilingual proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	161	80.50	3.98	1.03
Agree [A]	16	8.00		
Neutral [N]	13	6.50		
Disagree [D]	10	5.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 6 showed that 88.5% (90.5%+8%) respondents are agreed with the statement “Reading English books, novels, newspapers and magazines to a second language learner,

improves bilingual proficiency?” while about 5.00% respondents disagreed with the statement. At the same time about 6.5% respondents remained neutral.

Table 7: Reading English books, novels, newspapers and magazines to a second language learner, improves bilingual vocabulary?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	147	73.50	2.87	1.28
Agree [A]	43	21.50		
Neutral [N]	5	2.5		
Disagree [D]	5	2.5		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 7 showed that 95% (73.5+21.50) respondents are agreed with the statement “Reading English books, novels, newspapers and magazines to a second language learner,

improves bilingual vocabulary?” while about 3% (2.50) respondents disagreed with the statement. At the same time about 3% (2.50) respondents remained neutral.

Table 8: Reading English books, novels, newspapers and magazines to a second language learner, improves bilingual fluency of speaking English?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	172	86.00	2.12	1.51
Agree [A]	12	6.00		
Neutral [N]	11	5.50		
Disagree [D]	5	2.50		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 8 showed that 92% (86.00+6.00) respondents are agreed with the statement “Reading English books, novels, newspapers and magazines to a second language learner,

improves bilingual fluency of speaking English?” while only 2.5% respondents disagreed with the statement. At the same, time about 5.5% respondents remained neutral.

Table 9: Do you feel that English reading as a second language learner, improves your proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	119	59.50	2.62	1.29
Agree [A]	54	27.00		
Neutral [N]	18	9.00		
Disagree [D]	7	3.60		
Strongly disagree [SD]	0	0.00		
Total	200	100		



Table 9 showed that 86.5% (59.5+27.0) respondents are agreed with the statement “Do you feel that English reading as a second language learner, improves your proficiency?”

While only 3.6% of the respondents disagreed with the statement. At the same time about 9% respondents remained neutral.

Table 10: Reading English books, novels, newspapers and magazines to a second language learner, positively effect on bilingual academic performance?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	178	89.00	2.02	1.19
Agree [A]	9	4.50		
Neutral [N]	7	3.50		
Disagree [D]	6	3.00		
Strongly disagree [SD]	7	3.50		
Total	200	100		

Table 10 showed that 93% (89+4.50) respondents are agreed with the statement “Reading English books, novels, newspapers and magazines to a second language learner, positively effect on bilingual academic

performance?” while about 6.5% (3+3.5) of the respondents disagreed with the statement. At the same time about 3.5% respondents remained neutral.

Table 11: English homework, assignments and projects in second language learning course, improve English language acquisition level?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	133	66.5	2.33	1.31
Agree [A]	17	8.50		
Neutral [N]	31	15.5		
Disagree [D]	19	9.5		
Strongly disagree [SD]	0	0.00		
Total	42	100		

Table 11 showed that 75% (66.5+8.5) respondents are agreed with the statement “English homework, assignments and projects in second language learning course, improve

English language acquisition level?. Only 9.5% respondents disagreed with the statement. At the same time about 15.5% respondents remained neutral.

Table 12: Surfing the internet in English language in second language learning course, has positive effect on English language proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	158	79.00	2.19	1.45
Agree [A]	18	9.00		
Neutral [N]	18	9.00		
Disagree [D]	6	3.00		
Strongly disagree [SD]	0.00	0.00		
Total	200	100		

Table 12 showed that 88% (79+9) respondents are agreed with the statement “Surfing the internet in English language in second language learning course, has positive effect on English

language proficiency?” While only 3% of the respondents disagreed with the statement. At the same time, only 9% respondents remained neutral.

Table 13: Do you feel that using social media (Facebook, WhatsApp, twitter) in English as second language learning, improve English writing skills?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	118	59.00	2.68	1.76
Agree [A]	41	20.50		
Neutral [N]	23	11.50		
Disagree [D]	18	9.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 13 showed that 79% (59+20.5) respondents are agreed with the statement “Do you feel that using social media (Facebook, WhatsApp, twitter) in English as second

language learning, improve English writing skills?” While only 9% of the respondents disagreed with the statement. At the same time, 11.5% respondents remained neutral.

Table 14: Writing emails and research projects in English in English as second language learning improves writing skills?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	126	63.00	3.72	1.81
Agree [A]	29	14.50		
Neutral [N]	10	5.00		
Disagree [D]	35	17.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 14 showed that 77.5% (63+14.5) respondents are agreed with the statement “Writing emails and research projects in English in English as second language learning

improves writing skills?” While 17% of the respondents disagreed with the statement. At the same time only 5% respondents remained neutral.

Table 15: Writing vlogs and blogs on various websites in English as second language learner, may improve vocabulary and proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	137	68.50	2.87	1.29
Agree [A]	28	14.00		
Neutral [N]	32	16.00		
Disagree [D]	3	1.50		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 15 showed that 82% (68.5+14) respondents are agreed with the statement “Writing vlogs and blogs on various websites in English as second language learner, may improve vocabulary and proficiency?”. Only

1.5% respondents disagreed with the statement. At the same time about 16% of the respondents remained neutral.

Table 16: Speaking English outside the classroom in non-native condition as a second language learner, improves speaking skills?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	145	72.50	2.38	1.10
Agree [A]	15	7.50		
Neutral [N]	22	11.00		
Disagree [D]	18	9.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 16 showed that 80% (72.5+7.50) respondents are agreed with the statement “Speaking English outside the classroom in non-native condition as a second language

learner improves speaking skills?” While only 9% of the respondents disagreed with the statement. At the same time about 11% respondents remained neutral.

Table 17: Do you feel that speaking with a person fluent in English as a second language learner, improve proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	165	82.50	2.99	1.38
Agree [A]	17	8.50		
Neutral [N]	18	9.00		
Disagree [D]	18	9.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 17 showed that 91%% (82.50+8.50) respondents are agreed with the statement “Do you feel that speaking with a person fluent in English as a second language learner, improve proficiency?” While about 9% of the

respondents disagreed with the statement. At the same time about 9% respondents remained neutral.

Table 18: Phone calls with native English speaker as second language learner, improves English speaking level?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	141	70.50	3.21	2.10
Agree [A]	14	7.00		
Neutral [N]	25	12.50		
Disagree [D]	20	10.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 18 showed that 77.5% (70.5+7.00) respondents are agreed with the statement “Phone calls with native English speaker as second language learner, improves English speaking level?” While only 10% of the

respondents disagreed with the statement. At the same time about 13% respondents remained neutral.

Table 19: Speaking with native English speaker as second language learner, improves grammatical errors?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	178	89.00	2.88	1.03
Agree [A]	12	6.00		
Neutral [N]	0	0.00		
Disagree [D]	10	5.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 19 showed that 95% (89+6) respondents are agreed with the statement “Speaking with native English speaker as second language

learner, improves grammatical errors?” While only 5% of the respondents disagreed with the statement.

Table 20: Traveling to English native countries as second language learner, develops acquisition of English language?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	140	70.00	2.17	1.29
Agree [A]	20	10.00		
Neutral [N]	20	10.00		
Disagree [D]	20	10.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 20 showed that 80% (70+10) respondents are agreed with the statement “Traveling to English native countries as second language learner, develops acquisition of English language?” While only 10% of the respondents

disagreed with the statement. At the same time, Only 10% of respondents remained neutral.

### Response of Teachers' Questionnaire

Table 21: Listening to English language programs, movies, shows and songs as a second language learner, improves bilingual proficiency.

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	18	36.00	3.78	1.12
Agree [A]	12	24.00		
Neutral [N]	11	22.00		
Disagree [D]	9	18.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 4.21 showed that 60% (36%+24%) respondents are agreed with the statement “Listening to English language programs, movies, shows and songs for a second language

learner, improves bilingual proficiency”? At the same time, 11% people remained neutral. However, 18% people disagreed with the statement.

Table 22 Listening to English language programs, movies, shows and songs to a second language learner, improves bilingual vocabulary.

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	17	34.00	4.02	1.01
Agree [A]	18	36.00		
Neutral [N]	14	28.00		
Disagree [D]	1	2.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 22 showed that 70% (34+36) respondents are agreed with the statement “Listening to English language programs, movies, shows and songs to a second language learner, improves

bilingual vocabulary.” meanwhile 28% respondents remained neutral while only 2% of the respondents disagreed with the statement.

Table 23 Listening to English language programs, movies, shows and songs to a second language learner, improves bilingual pronunciation?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	13	26.00	3.70	1.13
Agree [A]	15	30.00		
Neutral [N]	16	32.00		
Disagree [D]	6	12.00		
Strongly disagree [SD]	0	0.00		
Total	200	100		

Table 23 showed that 56% (26+30) respondents are agreed with the statement “Listening to English language programs, movies, shows and songs to a second language learner, improves

bilingual pronunciation?” while 12% respondents disagreed with the statement. At the same time, 32% respondents remained neutral.

Table 24 Do you feel beneficial and healthy while listening a person that is bilingual but fluent in English besides non-native to the English?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	23	46.00	2.44	1.09
Agree [A]	19	38.00		
Neutral [N]	6	12.00		
Disagree [D]	0	0.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 24 showed that 84% (46+38) respondents are agreed with the statement “Do you feel

beneficial and healthy while listening a person that is bilingual but fluent in English besides

non-native to the English?” while none of the respondents disagreed with the statement. At

the same time, 12% respondents remained neutral.

Table 25: Listening to a second language (English rules) improves classroom performance?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	20	40.00	4.12	1.29
Agree [A]	18	36.00		
Neutral [N]	10	20.00		
Disagree [D]	2	4.00		
Strongly disagree [SD]		0.00		
Total	50	100		

Table 25 showed that 76% (40+36) respondents are agreed with the statement “Listening to a second language (English rules) improves classroom performance?” while only 4% of the

respondents disagreed with the statement. At the same time about 20% respondents remained neutral.

Table 26: Reading English books, novels, newspapers and magazines to a second language learner, improves bilingual proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	17	34.00	3.98	1.03
Agree [A]	16	32.00		
Neutral [N]	13	26.00		
Disagree [D]	4	8.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 26 showed that 66% (34%+32%) respondents are agreed with the statement “Reading English books, novels, newspapers and magazines to a second language learner,

improves bilingual proficiency?” while about 8% respondents disagreed with the statement. At the same time, 26% respondents remained neutral.

Table 27: Reading English books, novels, newspapers and magazines to a second language learner, improves bilingual vocabulary?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	21	42.00	4.12	1.18
Agree [A]	19	38.00		
Neutral [N]	5	10.00		
Disagree [D]	5	10.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 27 showed that 80% (42+38) respondents are agreed with the statement “Reading English books, novels, newspapers and magazines to a second language learner, improves bilingual

vocabulary?” while 10% of the respondents disagreed with the statement. At the same time, 10% respondents remained neutral.

Table 28: Reading English books, novels, newspapers and magazines to a second language learner, improves bilingual fluency of speaking English?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	27	54.00	2.12	1.51
Agree [A]	12	24.00		
Neutral [N]	11	22.00		
Disagree [D]	0	0.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 28 showed that 78% (54.00+24) respondents are agreed with the statement “Reading English books, novels, newspapers and magazines to a second language learner,

improves bilingual fluency of speaking English?” while none the respondents disagreed with the statement. At the same time, about 22% of the respondents remained neutral.

Table 29: Do you feel that English reading as a second language learner, improves your proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	20	40.00	3.90	1.21
Agree [A]	13	26.00		
Neutral [N]	9	18.00		
Disagree [D]	8	16.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 29 showed that 66% (40+26) respondents are agreed with the statement “Do you feel that English reading as a second language learner, improves your proficiency? While only 16% of

the respondents disagreed with the statement. At the same time about 18% respondents remained neutral.

Table 30: Reading English books, novels, newspapers and magazines to a second language learner, positively effect on bilingual academic performance?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	25	50.00	4.24	1.13
Agree [A]	15	30.00		
Neutral [N]	7	14.00		
Disagree [D]	3	6.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 4.30 showed that 80% (50+30) respondents are agreed with the statement “Reading English books, novels, newspapers

and magazines to a second language learner, positively effect on bilingual academic performance?” while 6% of the respondents

disagreed with the statement. At the same time, 14% of the respondents remained neutral.

Table 31: English homework, assignments and projects in second language learning course, improve English language acquisition level?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	24	48.00	4.30	1.23
Agree [A]	17	34.00		
Neutral [N]	9	18.00		
Disagree [D]	0	0.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 31 showed that 82% (48+34) respondents are agreed with the statement “English homework, assignments and projects in second language learning course, improve English

language acquisition level? However, none of the respondents disagreed with the statement. At the same time, 18% of the respondents remained neutral.

Table 32: Surfing the internet in English language in second language learning course, has positive effect on English language proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	23	46.00	4.26	1.05
Agree [A]	18	36.00		
Neutral [N]	8	16.00		
Disagree [D]	1	2.00		
Strongly disagree [SD]	0.00	0.00		
Total	50	100		

Table 32 showed that 82% (46+36) respondents are agreed with the statement “Surfing the internet in English language in second language learning course, has positive effect on English

language proficiency?” While only 2% of the respondents disagreed with the statement. At the same time, 16% of the respondents remained neutral.

Table 33: Do you feel that using social media (Facebook, WhatsApp, twitter) in English as second language learning, improve English writing skills?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	19	38.00	4.02	1.18
Agree [A]	18	36.00		
Neutral [N]	8	16.00		
Disagree [D]	5	10.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 33 showed that 79% (38+36) respondents are agreed with the statement “Do you feel that

using social media (Facebook, WhatsApp, twitter) in English as second language learning,



improve English writing skills?" While 10% of the respondents disagreed with the statement.

At the same time, 10% respondents remained neutral.

Table 34: Writing emails and research projects in English in English as second language learning improves writing skills?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	18	36.00	4.30	1.21
Agree [A]	29	58.00		
Neutral [N]	3	6.00		
Disagree [D]	0	0.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 34 showed that 94% (36+58) respondents are agreed with the statement "Writing emails and research projects in English in English as second language learning improves writing

skills?" While none of the respondents disagreed with the statement. At the same time only 6% respondents remained neutral.

Table 4.35: Writing vlogs and blogs on various websites in English as second language learner, may improve vocabulary and proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	21	42.00	4.40	1.24
Agree [A]	28	56.00		
Neutral [N]	1	2.00		
Disagree [D]	0	0.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 35 showed that 98% (42+56) respondents are agreed with the statement "Writing vlogs and blogs on various websites in English as second language learner, may improve

vocabulary and proficiency?. While none of the respondents disagreed with the statement. At the same time, 2% of the respondents remained neutral.

Table 36: Speaking English outside the classroom in non-native condition as a second language learner, improves speaking skills?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	23	46.00	4.12	1.28
Agree [A]	15	30.00		
Neutral [N]	7	14.00		
Disagree [D]	5	10.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 36 showed that 76% (46+30) respondents are agreed with the statement "Speaking English outside the classroom in non-native condition as a second language learner,

improves speaking skills?" While 10% of the respondents disagreed with the statement. At the same time, 14% respondents remained neutral.

Table 37: Do you feel that speaking with a person fluent in English as a second language learner, improve proficiency?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	37	74.00	4.62	1.28
Agree [A]	7	14.00		
Neutral [N]	6	12.00		
Disagree [D]	0	0.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 37 showed that 88% (74+14) respondents are agreed with the statement “Do you feel that speaking with a person fluent in English as a second language learner, improve

proficiency?” While none of the respondents disagreed with the statement. At the same time, 12% of the respondents remained neutral.

Table 38: Phone calls with native English speaker as second language learner, improves English speaking level?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	14	28.00	3.11	1.12
Agree [A]	11	22.00		
Neutral [N]	2	4.00		
Disagree [D]	20	40.00		
Strongly disagree [SD]	3	6.00		
Total	50	100		

Table 38 showed that 50% (28+22) respondents are agreed with the statement “Phone calls with native English speaker as second language learner, improves English speaking level?”

While 20% of the respondents disagreed with the statement and 6% respondents strongly disagreed with the statement. At the same time, only 4% respondents remained neutral.

Table 39: Speaking with native English speaker as second language learner, improves grammatical errors?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	25	50.00	4.21	1.13
Agree [A]	12	24.00		
Neutral [N]	0	0.00		
Disagree [D]	13	26.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 39 showed that 74% (50+12) respondents are agreed with the statement “Speaking with native English speaker as second language

learner, improves grammatical errors?” While only 26% of the respondents disagreed with the statement.

Table 40: Traveling to English native countries as second language learner, develops acquisition of English language?

Opinion	Frequency	Percentage	Mean	S.D
Strongly agree [SA]	37	74.00	4.77	1.19
Agree [A]	13	26.00		
Neutral [N]	0	0.00		
Disagree [D]	0	0.00		
Strongly disagree [SD]	0	0.00		
Total	50	100		

Table 20 showed that 100% (74+26) respondents are agreed with the statement “Traveling to English native countries as

second language learner develops acquisition of English language?” While none of the respondents disagreed with the statement.

Table 41 Descriptive statistics

Questions	M.R*	S.D**	D.Agri***
Listening to English language programs, movies, shows and songs as a second language learner, improves bilingual proficiency?	3.88	1.21	High
Listening to English language programs, movies, shows and songs to a second language learner, improves bilingual vocabulary?	4.87	1.25	High
Listening to English language programs, movies, shows and songs to a second language learner, improves bilingual pronunciation?	4.36	1.43	High
Do you feel beneficial and healthy while listening a person that is bilingual but fluent in English besides non-native to the English?	2.89	1.31	Medium
Listening to a second language (English rules) improves classroom performance?	2.87	1.19	Medium
Reading English books, novels, newspapers and magazines to a second language learner, improve bilingual proficiency?	3.98	1.03	High
Reading English books, novels, newspapers and magazines to a second language learner, improve bilingual vocabulary?	2.87	1.28	Medium

### Discussions and Findings

Various faiths, cultures, civilizations, and peoples may communicate with one another using English as a global language (Qi, 2016). The first step to improved learning, a better reputation, and more possibilities is a solid command of English (Ahmad, 2016). Both business sectors have begun teaching English as a second language (ESL) all over the globe with the intention of equipping the next generation of English speakers with the abilities they need to enroll in college, travel the world, and get a solid job (Choi 2005). Therefore, learning English is crucial for those who want to have a successful future (James, 2012). Every country in the globe has made English as a Second Language (ESL) an obligatory course in their schools with the aim of educating the

future generation how to communicate in English as a second language.

Highly proficient English language speakers and instructors who are fluent in the language may illustrate the use of English as a second language in the context of bilingualism. The natural engagement that may be gained via film, television, cassettes, books, internet, and magazines can also be diminished by lecturers and professors. It should be remembered that for exposure to college students and other English language learners to be successful, understanding is required, which might result in social interaction with speakers of the target language. Ellis (2002) went on to say that the only method to improve English language learning as a second language in the setting of non-native practice is to expose learners to the

learning environment, especially in the case of second language learners. Only when the student is exposed to the linguistic traits that make up the two languages in issue can they command competence, pronunciation, and grammar in both languages.

Additionally, according to Lambine (2008), learning for college students and other students who are learning English as a second language is limited in the classroom or they learn few linguistic and vocabulary rules; however, they only learn by increasing their exposure to listening, reading, writing, and speaking environments, which has a positive correlation with learning.

Observing plays in English, listening to audio books, and watching movies with subtitles all aid in the process of learning a second language, claim Drew and Srheim (2009). The learning of other language learners as well as college students studying English as a second language is improved by all of these activities.

## 5. Conclusion

There is a survey that asks respondents about the ways in which they acquire English via various channels, such as reading, writing, and speaking, and how they do it in a wide variety of settings. Throughout the course of the research, it was discovered that learning English as a second language was advantageous in a variety of settings, including when individuals read, write, listen to, and speak the language. When students used reading, writing, listening, and speaking skills in a particular context, they were able to achieve greater levels of success. The findings of the research also revealed that exposure to reading, writing, listening, and speaking had the same impact on both men and women.

## 6. Recommendations

People who desire to acquire English as a second language should devote a significant amount of their time to reading, writing, listening, and speaking the language. They broaden their vocabulary and improve their capacity to communicate by studying the many styles of speech that are used. In addition, the

research recommended that the study be conducted on a large population using a substantial number of samples so that accurate statistical findings could be obtained.

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