English Language Use among Malaysian Tertiary Level Students – A Case Study of Tunku Abdul Rahman University College

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Abstract

While English is widely spoken in Malaysia, there have been concerns about its declining standards, with educationists and employers observing that even graduates are unable to use the language proficiently. The inability to use English or the lack of the necessary language skills has even been said to be the reason for the high level of unemployment among graduates. In view of this, this study set out to explore the language use of Tunku Abdul Rahman University College (TAR UC) students in all the four areas of English language skills: listening, speaking, reading and writing in six domains: education, family, friendship, transactions, mass media and entertainment by adopting the concept of literacy as a social practice and the concept of domains by Fishman. The objectives of this study were to investigate to what extent English is used in TAR UC and outside the campus as well as the relationship between the use of English in the six domains and students' proficiency. This study adopted the concurrent embedded strategy of mixed methods design. In this approach, quantitative data from questionnaires of 435 respondents and qualitative data from interviews were collected. Results show that students learn by interacting socially. Students do not learn complete language systems in learning environments where teachers use direct instruction to develop their vocabulary and language structures. To develop language fully, it must also be learned within the social contexts found at school, home, community, and society.

Keywords: English language use, Diploma students, second language skills, literacy learning, domains, language proficiency

Introduction

With the global spread of English, it is undeniable that competency in English has become a crucial aspect of human capital development, especially in the areas of science, engineering and technology. According to Michael (2012) it is essential that Malaysians have English proficiency since it is the medium whereby the information on the advancement and breakthrough in the fields of science and mathematics are presented. However, in Malaysia, while English is widely spoken, there have been concerns about its declining standards among school children and the younger citizens in general. The low communicative competence of a majority of college students has resulted in their not being able to secure a job particularly in the private companies merely because of their limited language proficiency. One of the findings stated in the National Graduate Employability (GE) Blueprint 2012-2017 was the problems faced by employers in hiring fresh graduates. Poor command of English was found to be the most serious problem faced by employers (55.8%). Therefore, the Malaysian universities should play their role well to redress the problem in order that Malaysian graduates become compatible to the job-market. To sustain their present role as the most important 'producer' of human capital, which is a valuable asset to the country, universities and colleges must dare take the challenges of bringing about drastic or real changes that will eventually improve the standard of English among the undergraduates. Although the problem of limited English proficiency cannot be generalised to all learners in Malaysia, the problem does represent a majority of the learners. The overall picture is discouraging and calls for a change in the ways in which English is taught to Malaysian learners.

In line with this view in thinking and examining English learning in Malaysia, this study aims to identify and offer explanations in relation to the students' ability or inability to acquire English by specifically focusing on the extent English is used within and outside the teaching-learning environment. This study views English language learning as a social practice and this includes a range of practices common in the tertiary learning classroom: listening, speaking, reading and writing.

Purpose of the study

This study attempts to focus on the importance of English in the eyes of Tunku Abdul Rahman University College (TAR UC) students and how they view the usefulness of the language as reflected in the extent of their use of the language in the four areas of the language skills namely listening, speaking, reading and writing in their choice of important domains: family; friendship; transactions; education; mass media; and entertainment. The purpose of this study is to find out how, when, why and to whom the students use English for effective communication and understanding. The study concerns itself with the general trends in language use and the predominant influence of the social variable, domains. The patterns of language use will be established by studying 6 domains namely family, friendship, transactions, education, mass media and entertainment.

This study will also examine the influence of the English language use in these 6 domains on the students' language proficiency. It is hoped that in this study, the analysis of language use of the students in all the common four areas of English language skills: reading, listening, speaking, and writing will help to differentiate

those students of high level of proficiency from those of the middle and lower level of proficiency. In a study conducted by Zhengdong Gan (2011), it was found that the successful ESL students actively searched for and created learning and use opportunities beyond the classroom as evidenced in their thinking that outside-class learning should be the main part of their English learning since this could enable them to be exposed to a far greater amount of English than the normal English classes could provide. In the case of the less successful students, some appeared to be unable to determine their own learning goals, to tackle their learning problems flexibly through exploiting the language learning resources available to them. Their investment in English learning was basically limited to attending the compulsory English classes. According to Mustafa (2009), language learning is not only most likely to occur when learners have access to the language use, but they also must have the opportunity to practise that exposure. Second language learners need opportunities to practise the language because a language is not learned by only listening to the teacher, but by practising it themselves (Baur, 1995 cited in Venzke, 2002).

It is hoped that the results of this study will not only give us an insight into how, when, why and to whom English is used but also help to explain the success or the limited success of college students in the acquisition of English language skills. This could then be used by English language learners, teachers and subject specialists in pursuit of better English language learning and teaching programmes and materials.

Research Questions

Given the above purpose, this study addressed the following research questions:
a.   How is English used in Tunku Abdul Rahman University College with regard to the   language skills of listening, speaking, reading and writing?
b.   How much English is used outside the campus in particular family and other social domains?
c.   Does the use of English in Tunku Abdul Rahman University College influence students' proficiency?
d.   Does the use of English outside the campus influence students' proficiency?

Literature Review

Juliana Othman (2005) conducted a study to investigate the use of English among EFL learners in Sunway University College. She examines the patterns of English language use among the Intensive English Programme (IEP) students, their perceptions of their language abilities and training preferences at Sunway University College English Language Unit. Her study seeks to answer the following research questions: (a) what is the frequency of English language use in the EFL learners' daily and academic activities?; (b) how do the learners perceive their English language ability in the four language skills of listening, reading, speaking and writing?; and (c) which aspect of language proficiency do the learners rank as top priority in terms of their training preferences?

The respondents in the study were 47 EFL learners taking various levels (Level 1- Beginner; Level 2- Elementary; Level 3- Pre-Intermediate and Level 4- Intermediate) of the IEP course. The ages of the participants ranged from 17 to 27 years and came from different language backgrounds and cultures such as Chinese, Korean, Japanese,

Arabic and Indonesian. A questionnaire was administered and the data obtained were analysed in terms of frequency distribution, means and rank order. Results of the survey indicated that when learners were asked to rate their English language proficiency for everyday communication and academic purposes, they ranked writing as their least competent skill. As for their training preference, the results seem to confirm that the learners regarded speaking and writing as the most important skills for them to improve on. Given the information gathered from the survey, a strong implication for this study is that speaking and writing skills should be given the highest priority in the curriculum. Doing so would provide the learners with the skills they need to pursue their academic studies. Finally, as a majority of the learners who took part in the survey intend to embark on business-related and IT studies, the syllabuses and materials used in the program could have business- and IT-related themes.

Abu Rashed Md. Mostafizar Rahman, Chan Swee Heng and Ain Nadzimah Abdullah (2007) conducted a study to analyse language choice and patterns of language use in the education domain. The objective of this study is to examine Universiti Putra Malaysia (UPM) undergraduates' patterns of language choice and use in the education domain. It also investigated the relationship between the patterns of language choice and use and proficiency in languages, ethnicity, gender and discipline of study. The data of the study were collected through a questionnaire survey administered to a sample of three hundred UPM undergraduates who were selected through 'multistage cluster sampling'. The analysis was carried out using SPSS to obtain percentage values, frequencies and correlations among the variables.

The respondents were categorised as per gender (male and female); ethnicity (Malay, Chinese, Indian and Others); and by discipline (Science and Social Science). The majority of the respondents were Malay (60.7%) followed by Chinese (29.5%), Indian (8%) and Others (1.8%). Respondents' proficiency in languages were obtained through the use of a five-point Likert scale questionnaire with 5 = very fluent, 4 = fluent, 3 = satisfactory, 2 = unsatisfactory, and 1 = cannot use. Respondents were then categorised as having a low level of proficiency (1 – 6.7 points), mid (6.71 – 13.4 points) and high (13.41 – 20 points). The results showed that a majority of the respondents (about 89%) irrespective of ethnicity on an average reported themselves to be highly proficient in all the four basic skills in Bahasa Malaysia. And in English, over 59% of the respondents rated themselves as being mid proficient followed by 41% as high proficient.

Respondents' choice and use of languages in the education domain was obtained through a five point Likert scale with 1 = frequently (F), 2 = sometimes (S), 3 = not applicable (NA), 4 = rarely (R) and 5 = never use (NU). Respondents marked their choice of languages in eight sub-domains of education: talk to teachers in primary school; talk to teachers in secondary school; talk to lecturers; participate in classroom peer discussion; talk to classmates of the same mother tongue; talk to classmates of different mother tongues; write assignments for tertiary studies; and read up for tertiary studies. In order to determine the relationship between variables (patterns of language choice and use and gender, ethnicity, discipline of study and language proficiency), chi-square tests were conducted.

The findings of the study indicate that there is a positive outlook in the use and development of Bahasa Malaysia and English in the education domain at tertiary level. Irrespective of ethnicity, respondents claimed high proficiency in all the four skills in Bahasa Malaysia. English was reported by the bulk of students as having mid-level proficiency. In certain sub-domains, the ethnic languages were preferred. This language behaviour illustrates that patterns of language choice and use are often tied closely to notions of identity. Language is also often regarded as an identity marker particularly seen among the Malay and Chinese respondents. However, the Indians did not show their preference for ethnic languages.

Kun Zhang (2013) conducted a study to know how and to what extent Macao residents actually use English in their daily lives by studying speakers' English use in various settings. This study focused on university students from Mainland China who crossed the border to pursue their tertiary and postgraduate studies at the University of Macau. Questionnaire was the main method used in this study. Altogether 53 copies of the questionnaire were collected. The questionnaire data were analysed using SPSS (version 10). Analysis of the data involved frequencies and means for the items in the questionnaire. Informal follow-up interviews were also conducted with selected participants in the questionnaire research. In terms of the medium of instruction, it was found that more than 90% of the students surveyed were enrolled into the programmes that were taught in English. The Mainland students were asked to rate their ability in the four English skills, i.e., listening, speaking, reading and writing, on a 5-point Likert scale anchored by the descriptors 'not at all' (1) to 'very good' (5).

The findings of this study revealed that in terms of Mainland university students' English proficiency in the four skills, the data showed that their self-reported proficiency in listening and reading was good and proficiency in speaking and writing was average. Their exposure to English is unbalanced, which may be reflected in their relatively lower proficiency in speaking and writing. Furthermore, Mainland students have limited opportunities to speak English in their daily lives, both inside and outside the classroom. Above all, the findings of this study contributed to the relationship between language and identity. Mainland students' use of English more frequently with Macao local students than they do among each other, whereas local students tend to accommodate to Mainland students by speaking Putonghua. In contrast, Mainland students seldom speak English with other Mainland students even when they are supposed to have a group discussion in English in class. In this sense, Mainland students' use of English seems to help them project a difference of identity between them and local students. Finally, it was found that if Mainland students were to improve their English skills, they would need to make more of an effort to step outside their 'comfort zone' and interact more frequently with local and international students and teachers through the medium of English.

Methodology

This study employed a ― concurrent mixed methods design in which the quantitative and qualitative data are collected at the same time and then integrates the information in the interpretation of the overall results (Creswell, 2009). This point about a mixed methods design is of crucial value in this study, given the fact that statistical data gathered through a Likert-scale survey at the study offered information of how, when, why and to whom the students use English for effective communication and

understanding; while structured and semi-structured questions in the interviews built upon survey results and explored further the sociocultural factors that contributed to students' language use in English. This information helped explain the differences of individual student's language proficiency in English. The secondary method of qualitative approach is embedded within the predominant method of quantitative approach.

In this study, data were collected from an accessible sample of Tunku Abdul Rahman University College students, Kuala Lumpur. The participants were asked to respond to a questionnaire. Then, interviewees were selected from the survey respondents who volunteered to be interviewed. Besides, the student interviewees, teachers who were involved in teaching these students and a few of the university college administrators as well as authorities involved in making sure the components and tests of the English language courses are used correctly, gave their responses with regard to the English use and proficiency of the students as well as the effectiveness of the courses through the use of structured and semi-structured interviews. Due to constraints of time, cost and personal consideration such as travelling, the selection of students for the interview were made based on their place of residency in the Klang Valley which comprises Kuala Lumpur and its adjoining cities and towns in the state of Selangor. The quantitative and qualitative data were not combined together but were analyzed separately. However, the findings combined two forms of data to seek convergence or similarities among the results. Furthermore, the qualitative data were used to triangulate and contextualize the quantitative data. The data gathering mechanisms used in this study are as shown below (Table 1):

		Students	English Teachers	Non-English Teachers	Teachers cum Administrators		University College Authorities	
					Programme Supervisors	Head of English language division	Deans	University College President
1	Students' Questionnaire	435						
2	Structured and Semi-structured Interview	42	5	5	3	1	2	1

1.   Quantitative Data: Questionnaire

1.1   Sampling

This study adopted a cluster sampling method in which a certain group of students were chosen for study because they were the selected programmes required to take the English proficiency pre-test and post-test study conducted in TAR UC. At the time of the study, these groups of students (batch 2010 – 2012) were in the seventh/final semester of their two-and-a- half-year diploma programmes. Their classes were co-educational and the average age of the students was 20 years. The population for this study was from urban schools and undertaking programmes namely:
•   Diploma in Business Studies (Business Administration), Faculty of Accountancy, Finance and Business - [DBU];

- Diploma in Science (Information Systems Engineering), Faculty of Applied Sciences and Computing - [DIA];
- Diploma in Technology (Mechanical and Manufacturing Engineering), Faculty of Engineering and Built Environment - [DME]; and
- Diploma in Hospitality Management (Hotel Management), Faculty of Social Science, Arts and Humanities - [DHT].

This study recruited 435 students (DBU- 125; DHT – 111; DME -100; DIA – 99). The population was further characterised by the presence of a majority of Chinese who come from different settings, different socio-economic status and who have undertaken a series of English courses (AELE1133 English Language; AELE2263 English for Communication; and AELE3413/3463/3483/3493 English for Specific Purposes), language activities and have been exposed to instruction in English during their seven-semester diploma programmes in the university college.

1.2 Instrumentation

A questionnaire was used to collect the quantitative data for this study and consisted of 35 questions.

1.3 Analysis

The Statistical Package for Social Sciences (SPSS, Version 22.0) was used to conduct the analyses of the survey data. The analyses for the research questions included descriptive statistics such as frequency tables, percentages; and bivariate correlations.

2. Qualitative Data

In the qualitative aspect of this mixed method research - interviews which consisted of structured, semi-structured and open-ended type questions were used to enrich the survey data.

2.1 Analysis

The interview data were transcribed into English. Analysis and interpretation of interview data were conducted through content analysis. The results were organized in relation to major themes.

Findings and Discussion

1. Description of Survey Respondents

There were 283 males (65.1%) and 152 females (34.9%). The majority of the respondents were aged around 20, and had spent approximately 11 years in learning English in schools. College majors of participants were varied and include 4 different disciplines (Business Administration [n = 125], Information Systems Engineering [n = 99], Mechanical and Manufacturing Engineering [n = 100], and Hotel Management [n = 111]). A majority of the participants were Chinese (94%), followed by Indian (2.8%), Malay (2.3%), and others (0.9%).

2. Description of Student Interviewees

The interviewees consisted of both genders: 31 males and 11 females. College majors of participants were varied and include 4 different disciplines (Business Administration [n=10], Information Systems Engineering [n= 11], Mechanical and Manufacturing Engineering [n=11], and Hotel Management [n=10]). A majority of the participants were Chinese (90.5%) followed by Indian and Malay, both 4.8%.

3. Summary of Findings Related to the Four Research Questions and Discussion

The first research question concerns the use of English in Tunku Abdul Rahman University College with regard to the language skills of listening, speaking, reading and writing. In the education domain it was found that English is used most for

writing skill (refer to Table 2 and Figure 1). Evans & Green (2007) highlighted that writing is perhaps the most valuable language skill to possess in academia due to the fact that students' grades are largely determined by their performance in written assignments, tests and examinations.

Furthermore, among the 6 domains: education; family; friendship; transactions; mass media; and entertainment, it was found that students use relatively more English in the education domain (refer to figure 2) compared to the other domains. This is not surprising since English is used as the medium of instruction in TAR UC. However the language must still be promoted within the campus as the results of the interviews with English and non-English as well as teachers cum administrators and university college authorities revealed that the students' use of English inside and outside the classroom within the campus is limited. This situation allows TAR UC to be categorised as a Chinese-speaking college. The limited use of English in an English classroom may be due to the teaching methodology employed by the teachers. Some of the students' responses in the interview indicated that they were not satisfied with the delivery of the course. They commented that the course did not allow them to speak spontaneously, there were no listening activities, textbooks used were too simple, lecturers do not give enough explanations, courses were not delivered in a fun and interactive way or methods used did not motivate them to learn or remain focused in the class. Additionally, the interview with one of the college authorities implied that the teacher should be more like a friend than an authority to help students to speak spontaneously. Teachers could provide an environment that focus on cooperative learning and student-centered learning instead of authority or teacher-centered learning. By doing so, students will have the chance to learn and indirectly this helps to motivate the students in the process of learning (Lau & H. Elias, 2011, p. 242).
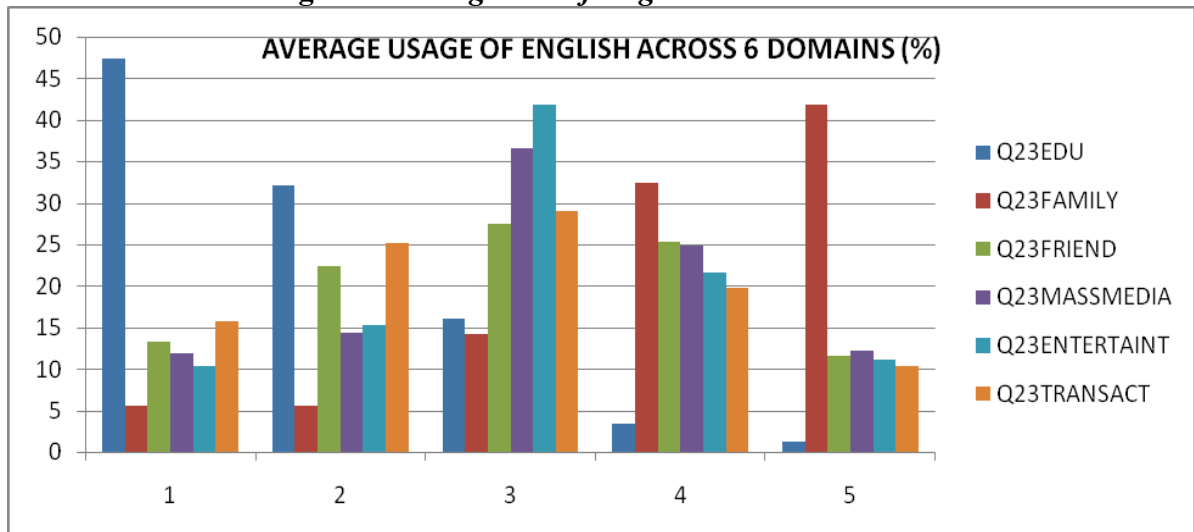
Table 2: Use of English in the Education Domain

		Totally in English	More in English than other languages	Equally in English and other languages	More in other languages than English	Never in English
		Frequency	Frequency	Frequency	Frequency	Frequency
1.	Listening to lectures or talks related to your studies (**Listen**)	222 (51%)	145 (33.3%)	58 (13.3%)	8 (1.8%)	2 (0.5%)
2.	Listening to lectures and talks to topic of general interest e.g. sports, music (**Listen1**)	145 (33.3%)	133 (30.6%)	107 (24.6%)	31 (7.1%)	18 (4.1%)
3.	Talking to lecturers/tutors of own ethnic in the classroom about your studies (**Talklec**)	169 (38.9%)	183 (42.1%)	66 (15.2%)	14 (3.2%)	3 (0.7%)
4.	Talking to lecturers/tutors of own ethnic outside the classroom such as college canteen or supermarket about your studies (**Talklec1**)	134 (30.8%)	160 (36.8%)	107 (24.6%)	24 (5.5%)	10 (2.3%)
5	Talking to lecturers/tutors of own ethnic in the classroom about social topics or personal matters (**Talklecs**)	156 (35.9%)	150 (34.5%)	94 (21.6%)	28 (6.4%)	7 (1.6%)
6	Talking to lecturers/tutors of own ethnic outside the classroom about social topics or personal matters (**Talklecs1**)	131 (30.1%)	153 (35.2%)	108 (24.8%)	27 (6.2%)	16 (3.7%)
7	Talking to lecturers/tutors of other ethnic in the classroom about your studies (**Talklec2**)	222 (51%)	146 (33.6%)	56 (12.9%)	11 (2.5%)	0 (0%)
8	Talking to lecturers/tutors of other ethnic outside the classroom such as college canteen or supermarket about your studies (**Talklec3**)	208 (47.8%)	148 (34%)	67 (15.4%)	9 (2.1%)	3 (0.7%)
9	Talking to lecturers/tutors of other ethnic in the classroom about social topics or personal matters (**Talklecs2**)	204 (46.9%)	148 (34%)	72 (16.6%)	9 (2.1%)	2 (0.5%)
10	Talking to lecturers/tutors of other ethnic outside the classroom about social topics or personal matters (**Talklecs3**)	198 (45.5%)	144 (33.1%)	80 (18.4%)	10 (2.3%)	3 (0.7%)
11	Reading textbooks for your studies (**Readtext**)	228 (52.4%)	120 (27.6%)	64 (14.7%)	18 (4.1%)	4 (0.9%)
12	Writing study assignments (**Writeassig**)	301 (69.2%)	90 (20.7%)	30 (6.9%)	8 (1.8%)	6 (1.4%)
13	Surfing internet for information related to your academic or class work (**Surfnet**)	295 (67.8%)	106 (24.4%)	33 (7.6%)	1 (0.2%)	0 (0%)
14	Taking down notes from lectures, tutorials and seminars (**Takenote**)	232 (53.3%)	141 (32.4%)	52 (12%)	9 (2.1%)	1 (0.2%)
15	Taking down notes from textbooks (**Takenote1**)	242 (55.6%)	123 (28.3%)	56 (12.9%)	11 (2.5%)	3 (0.7%)

Figure 1: *Frequency Distribution on All Variables on the Extent of Use of English in the Education Domain*

Note: 1 – Totally in English   *4 – More in other languages than English*
2 – More in English than other languages   *5 – Never in English*
3 – Equally in English and other languages
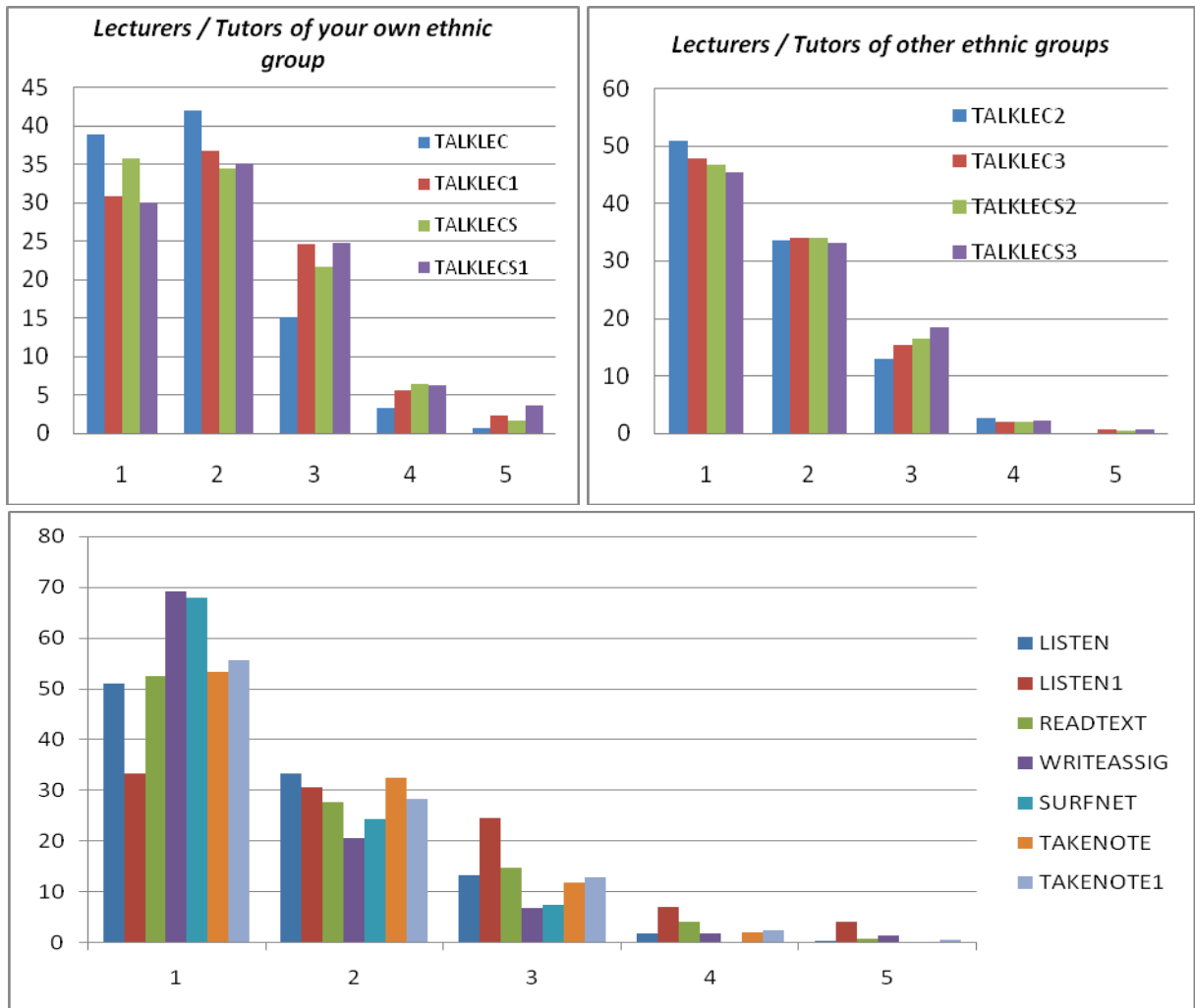
Figure 2 *Average Use of English across 6 Domains*

Note: the percentage was obtained by averaging across all components of each domain.

	Q23EDU	Q23FAMILY	Q23FRIEND	Q23MASSMEDIA	Q23ENTERTAINT	Q23TRANSACT
1	47.32	5.48	13.20	11.90	10.30	15.78
2	32.04	5.54	22.35	14.37	15.26	25.13
3	16.10	14.14	27.53	36.61	41.79	29.02
4	3.34	32.47	25.25	24.88	21.61	19.78
5	1.20	41.86	11.60	12.24	11.03	10.28

Note: the numbers are in percentage. It was obtained by averaging across all components of each domain.

The third research question concerns whether the use of English in Tunku Abdul Rahman University College influence students' language proficiency. The findings of the bivariate correlations displayed that the use of English in the education domain helps to promote the listening, speaking, reading and writing proficiency skills; and thus the students' level of English proficiency (refer to Table 3). Nevertheless, it should be noted that among the language skills, the students' academic language use in writing is lacking. As English proficiency is an important factor in the academic progression of students in Tunku Abdul Rahman University College, a greater focus on academic writing would be helpful.

Table 3: Correlations between the Use of English in Tunku Abdul Rahman University College and Language Skills of Listening, Speaking, Reading and Writing as well as Level of Proficiency in English (Pearson *r* correlation coefficient)

	Listening (Q18)	Speaking (Q18)	Reading (Q18)	Writing (Q18)	English Proficiency (Q17)
LISTEN	0.2339** (0.0000)	0.1909** (0.0001)	0.2384** (0.0000)	0.1551** (0.0012)	0.2526** (0.0000)
LISTEN1	0.2447** (0.0000)	0.1909** (0.0001)	0.2146** (0.0000)	0.1243** (0.0095)	0.2056** (0.0000)
TALKLEC	0.2202** (0.0000)	0.1709** (0.0003)	0.1856** (0.0001)	0.1555** (0.0011)	0.2121** (0.0000)
TALKLEC1	0.1586** (0.0009)	0.1846** (0.0001)	0.1818** (0.0001)	0.1737** (0.0003)	0.1984** (0.0000)
TALKLECS	0.1971** (0.0000)	0.1996** (0.0001)	0.1906** (0.0001)	0.1619** (0.0007)	0.2259** (0.0000)
TALKLECS1	0.1356** (0.0047)	0.1968** (0.0000)	0.1600** (0.0008)	0.1330** (0.0055)	0.1699** (0.0004)
Own Ethnic Group (PC1)	*0.1959** (0.0000)*	*0.2083** (0.0000)*	*0.1984** (0.0000)*	*0.1725** (0.0003)*	*0.2228** (0.0000)*
TALKLEC2	0.2136** (0.0000)	0.1891** (0.0001)	0.2088** (0.0000)	0.1477** (0.0020)	0.2317** (0.0000)
TALKLEC3	0.1910** (0.0001)	0.1738** (0.0003)	0.1630** (0.0006)	**0.0900 (0.0608)**	0.2218** (0.0000)
TALKLECS2	0.2199** (0.0000)	0.1831** (0.0001)	0.1995** (0.0000)	0.1236** (0.0099)	0.2303** (0.0000)
TALKLECS3	0.2067** (0.0000)	0.2162** (0.0000)	0.1827** (0.0001)	0.1031** (0.0315)	0.2444** (0.0000)
Other Ethnic Group (PC1)	*0.2162** (0.0000)*	*0.1983** (0.0000)*	*0.1960** (0.0000)*	*0.1206** (0.0119)*	*0.2414** (0.0000)*
READTEXT	0.1561**	0.1181**	0.1526**	**0.0929**	0.1726**

	(0.0011)	(0.0139)	(0.0014)	**(0.0532)**	(0.0003)
WRITEASSIG	0.1267**	**0.0582**	0.1420**	**0.0761**	**0.0149**
	(0.0083)	**(0.2262)**	(0.0030)	**(0.1129)**	**(0.7576)**
SURFNET	0.2294**	0.1993**	0.1900**	0.1557**	0.1984**
	(0.0000)	(0.0000)	(0.0001)	(0.0011)	(0.0000)
TAKENOTE	0.2597**	0.2221**	0.2540**	0.2181**	0.2039**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)
TAKENOTE1	0.2618**	0.2128**	0.2391**	0.2045**	0.1683**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)

Note: Standard errors are in parenthesis. ** significant at 5% (*Ho: no-correlation*). Since all variables are measured with the reverse scale [from 1 (highest) to 5 (lowest)], positive correlation indicates that improvement in one variable (e.g. LISTEN) is associated with the improvement in the other variable (e.g. Listening).

The second research question focuses on how much English is used outside the campus in particular family and other social domains while the fourth research question concerns whether the use of English outside the campus influence students' proficiency. In this section, both these research questions are discussed simultaneously for each of the following domains:

Family Domain

The results of the study indicated that there is limited use of English in the domain of family (refer to Table 4 and Figure 3).

Table 4: Use of English in the Family Domain

		Totally in English	More in English than other languages	Equally in English and other languages	More in other languages than English	Never in English
		Frequency	Frequency	Frequency	Frequency	Frequency
1.	Talking to Dad at home (**Talkdad**)	9 (2.1%)	9 (2.1%)	43 (9.9%)	154 (35.4%)	214 (49.2%)
2.	Talking to Mom at home (**Talkmom**)	5 (1.1%)	6 (1.4%)	50 (11.5%)	152 (34.9%)	220 (50.6%)
3.	Talking to parents about social topics, current events and social activities (**Talksoc**)	7 (1.6%)	10 (2.3%)	43 (9.9%)	135 (31%)	240 (55.2%)
4.	Talking to parents about education (**Talkedu**)	7 (1.6%)	11 (2.5%)	52 (12%)	148 (34%)	217 (49.9%)
5.	Talking to parents about personal issues e.g. personal/family problems (**Talkpiss**)	7 (1.6%)	9 (2.1%)	24 (5.5%)	119 (27.4%)	275 (63.2%)
6.	Writing letters, notes and messages or sending email, texting to parents (**Writepa**)	82 (18.9%)	71 (16.3%)	89 (20.5%)	78 (17.9%)	113 (26%)
7.	Talking to brothers/sisters at home (**Talksib**)	7 (1.6%)	18 (4.1%)	101 (23.2%)	177 (40.7%)	124 (28.5%)
8.	Talking to brothers/sisters about social topics, current events and social activities (**Talksiso**)	7 (1.6%)	16 (3.7%)	69 (15.9%)	173 (39.8%)	162 (37.2%)
9.	Talking to brothers/sisters about education (**Talksied**)	8 (1.8%)	18 (4.1%)	85 (19.5%)	176 (40.5%)	140 (32.2%)

10.	Talking to brothers/sisters about personal issues e.g. personal/family problems (**Talksiiss**)	7 (1.6%)	11 (2.5%)	65 (14.9%)	156 (35.9%)	188 (43.2%)
11.	Writing letters, notes and messages or sending email, texting to brothers/sisters (**Writesi**)	103 (23.7%)	91 (20.9%)	100 (23%)	81 (18.6%)	51 (11.7%)
12.	Talking to your relatives at home (**Talkrel**)	9 (2.1%)	10 (2.3%)	50 (11.5%)	158 (36.3%)	208 (47.8%)
13.	Talking to relatives about social topics, current events and social activities (**Talkrelso**)	8 (1.8%)	12 (2.8%)	38 (8.7%)	153 (35.2%)	223 (51.3%)
14.	Talking to relatives about education (**Talkreled**)	10 (2.3%)	12 (2.8%)	44 (10.1%)	163 (37.5%)	204 (46.9%)
15.	Talking to relatives about personal issues e.g. personal/family problems (**Talkrelis**)	8 (1.8%)	10 (2.3%)	37 (8.5%)	133 (30.6%)	246 (56.6%)
16.	Writing letters, notes and messages or sending email, texting to relatives (**writerel**)	96 (22.1%)	70 (16.1%)	91 (20.9%)	97 (22.3%)	79 (18.2%)

***Figure 3: Frequency Distribution on All Variables on the Extent of Use of English
in the Family Domain***
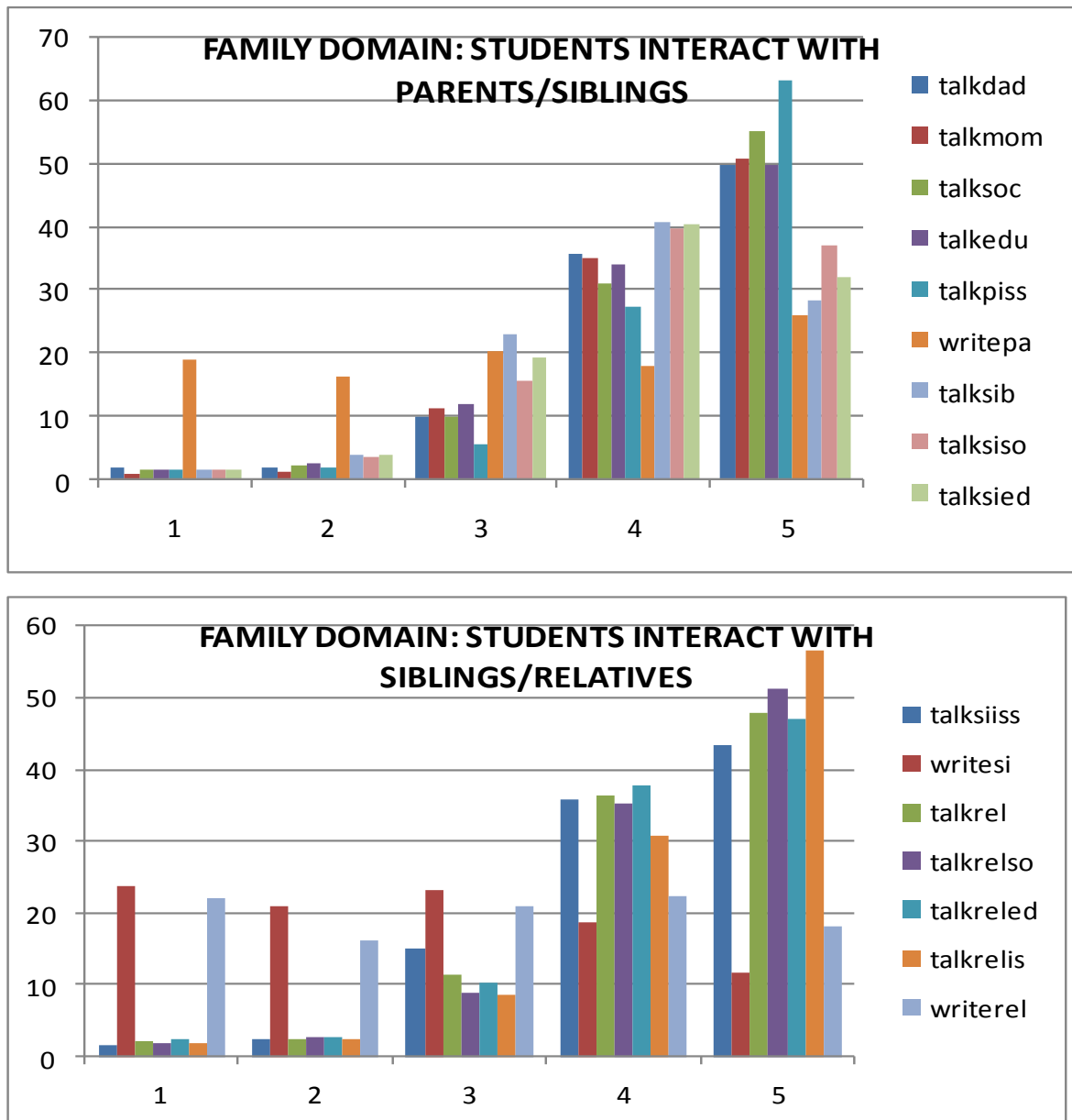
Note: 1 – Totally in English
    2 – More in English than other languages
    3 – Equally in English and other languages
    4 – More in other languages than English
    5 – Never in English

The results of the bivariate correlations showed that there is a positive significant relationship between the use of language at home and language proficiency in the 4 skills: listening, speaking, reading, and writing (refer to Table 5). This showed that the language spoken at home plays an important role in improving the language skills and language proficiency of students (Blakely-Armitage & Vink, 2015). Hence, if parents are willing to support their children's English learning, there will be a positive impact on the children's English language development (Yi-Chien Lee, 2008; Li, 2007 ᵃ; Ghazali Bin Mustapha and Azadeh Asgari, 2011).

Table 5: Correlation between the Use of English in the Family Domain and Language Skills of Listening, Speaking, Reading and Writing as well as Level of Proficiency in English (Pearson *r* correlation coefficient)

	Listening (Q18)	Speaking (Q18)	Reading (Q18)	Writing (Q18)	English Proficiency (Q17)
TALKDAD	0.3170**	0.4038**	0.2722**	0.2700**	0.3907**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)
TALKMOM	0.3488**	0.4081**	0.3141**	0.2805**	0.3724**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)
TALKSOC	0.3348**	0.4091**	0.3112**	0.3393**	0.4124**
	(0.0000)	(0.0000)	(0.0001)	(0.0000)	(0.0000)
TALKEDU	0.3483**	0.3834**	0.3160**	0.3220**	0.3776**
	(0.0000)	(0.0009)	(0.0001)	(0.0000)	(0.0000)
TALKPISS	0.3562**	0.3758**	0.2781**	0.3173**	0.3892**
	(0.0000)	(0.0000)	(0.0001)	(0.0000)	(0.0000)
WRITEPA	0.2969**	0.3060**	0.2311**	0.2426**	0.2897**
	(0.0047)	(0.0047)	(0.0008)	(0.0000)	(0.0000)
TALKSIB	0.1740**	0.2642**	0.1632**	0.1832**	0.2668**
	(0.0000)	(0.0000)	(0.0006)	(0.0001)	(0.0000)
TALKSISO	0.2255**	0.3197**	0.2287**	0.2113**	0.3093**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)
TALKSIED	0.2100**	0.3133**	0.2456**	0.2133**	0.2713**
	(0.0000)	(0.0000)	(0.0006)	(0.0000)	(0.0000)
TALKSIISS	0.2322**	0.2966**	0.2122**	0.2094**	0.2722**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)
WRITESI	0.1536**	0.2104**	0.1617**	0.1601**	0.2309**
	(0.0000)	(0.0000)	(0.0000)	(0.0008)	(0.0000)
TALKREL	0.2940**	0.3345**	0.2708**	0.2571**	0.3512**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)
TALKRELSO	0.3138**	0.3596**	0.2870**	0.2862**	0.3645**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)
TALKRELED	0.3323**	0.3561**	0.3223**	0.3186**	0.3685**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)
TALKRELIS	0.3283**	0.3613**	0.2957**	0.3056**	0.3603**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)
WRITEREL	0.2238**	0.2605**	0.1960**	0.2186**	0.2787**
	(0.0000)	(0.0000)	(0.0000)	(0.0000)	(0.0000)

Note: Standard errors are in parenthesis. ** significant at 5% (*Ho: no-correlation)*. Since all variables are measured with the reversed scale [from 1 (highest) to 5 (lowest)], positive correlation indicates that improvement in one variable (e.g. TALKDAD) is associated with the improvement in the other variable (e.g. Listening).

Friendship Domain

The results of the study indicated that the use of English in the domain of friendship depends on intimacy and ethnicity (refer to Table 6 and Figure 4).
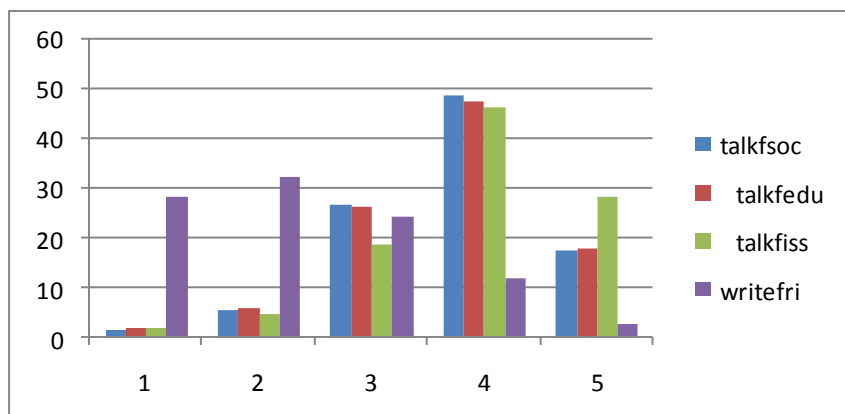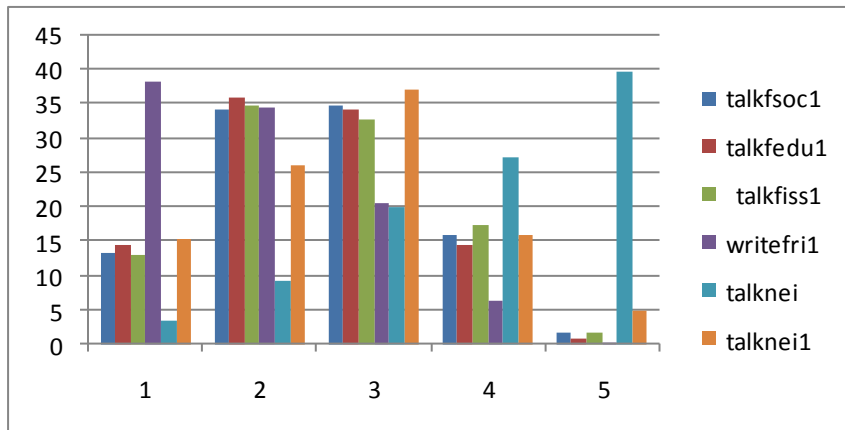
Table 6: Use of English in the Friendship Domain

		Totally in English	More in English than other languages	Equally in English and other languages	More in other languages than English	Never in English
		Frequency	Frequency	Frequency	Frequency	Frequency
1.	Talking to friends of own ethnic about social topics, current events and social activities (**Talkfsoc**)	7 (1.6%)	24 (5.5%)	116 (26.7%)	212 (48.7%)	76 (17.5%)
2.	Talking to friends of own ethnic about education (**Talkfedu**)	9 (2.1%)	26 (6%)	114 (26.2%)	207 (47.6%)	79 (18.2%)
3.	Talking to friends of own ethnic about personal isssues e.g. personal/family problems (**Talkfiss**)	8 (1.8%)	21 (4.8%)	81 (18.6%)	202 (46.4%)	123 (28.3%)
4.	Writing letters, notes and messages or sending email and texting to friends of own ethnic (**Writefri**)	123 (28.3%)	141 (32.4%)	106 (24.4%)	53 (12.2%)	12 (2.8%)
5.	Talking to friends of other ethnic about social topics, current events and social activities (**Talkfsoc1**)	58 (13.3%)	149 (34.3%)	151 (34.7%)	69 (15.9%)	8 (1.8%)
6.	Talking to friends of other ethnic about education (**Talkfedu1**)	63 (14.5%)	156 (35.9%)	149 (34.3%)	63 (14.5%)	4 (0.9%)
7.	Talking to friends of other ethnic about personal isssues e.g. personal/family problems (**Talkfiss1**)	57 (13.1%)	152 (34.9%)	143 (32.9%)	76 (17.5%)	7 (1.6%)
8.	Writing letters, notes and messages or sending email and texting to friends of other ethnic (**Writefri1**)	167 (38.4%)	150 (34.5%)	89 (20.5%)	28 (6.4%)	1 (0.2%)
9.	Talking to neighbours of your own ethnic group (**Talknei**)	15 (3.4%)	40 (9.2%)	87 (20%)	119 (27.4%)	173 (39.8%)
10.	Talking to neighbours of other ethnic groups (**Talknei1**)	67 (15.4%)	113 (26%)	161 (37%)	69 (15.9%)	21 (4.8%)

Figure 4: Frequency Distribution on All Variables on the Extent of Use of English in the Friendship Domain

Friends of own ethnic groups

Friends of other ethnic groups / Neighbours of own & other ethnic groups

Furthermore, the results of the bivariate correlations showed there is a relationship between the use of English in the friendship domain and language skills of listening, speaking, reading and writing as well as level of proficiency in English (refer to Table 7). This showed that the use of English in the friendship domain influences not only the students' listening, reading, speaking and writing English proficiency skills respectively but also the overall level of proficiency in English.

Table 7: Correlation between the Use of English in the Friendship Domain and Language Skills of Listening, Speaking, Reading and Writing as well as Level of Proficiency in English (Pearson *r* correlation coefficient)

		Level of proficiency in English	How well can you speak English	How well can you read English	How well can you write English	How well can you understand English
Talking to friends of own ethnic about social topics, current events, and social activities	Pearson Correlation	.329**	.354**	.301**	.273**	.353**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	434	434	435	435	433
Talking to friends of own ethnic about education	Pearson Correlation	.311**	.347**	.308**	.297**	.351**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	434	434	435	435	433
Talking to friends of own ethnic about personal issues e.g. personal/family problems	Pearson Correlation	.383**	.344**	.291**	.277**	.347**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	434	434	435	435	433

|						
Write letters, notes, messages, sending email, texting to friends of own ethnic	Pearson Correlation	.220**	.227**	.188**	.145**	.228**
	Sig. (2-tailed)	.000	.000	.000	.002	.000
	N	434	434	435	435	433
Talking to friends of other ethnic about social topics, current events, and social activities	Pearson Correlation	.297**	.284**	.202**	.176**	.231**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	434	434	435	435	433
Talking to friends of other ethnic about education	Pearson Correlation	.315**	.280**	.208**	.184**	.246**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	434	434	435	435	433
Talking to friends of other ethnic about personal issues e.g. personal/family problems	Pearson Correlation	.299**	.258**	.207**	.177**	.226**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	434	434	435	435	433
Write letters, notes, messages, sending email, texting to friends of other ethnic	Pearson Correlation	.228**	.187**	.154**	.153**	.179**
	Sig. (2-tailed)	.000	.000	.001	.001	.000
	N	434	434	435	435	433
Talking to neighbours of own ethnic	Pearson Correlation	.287**	.261**	.184**	.221**	.258**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	433	434	434	434	432
Talking to neighbours of other ethnic	Pearson Correlation	.277**	.219**	.163**	.194**	.174**
	Sig. (2-tailed)	.000	.000	.001	.000	.000
	N	433	433	434	434	432

**Correlation is significant at the 0.01 level (2-tailed)

Transactions Domain

The results of the study indicated that the use of English in the domain of transactions confirmed Fishman's (1972 cited in Hartmut Haberland, 2005) domain analysis which suggests that language choices in multilingual settings are far from random. It is assumed that three elements: interlocutor, occasion and topic are involved when making a choice of language, and these elements make it possible to choose the appropriate language in a certain context (refer to Table 8 and Figure 5).

Table 8: Use of English in the Transactions Domain

	Totally in English	More in English than other languages	Equally in English and other languages	More in other languages than English	Never in English
	Frequency	Frequency	Frequency	Frequency	Frequency
1. Talking to bus conductor/taxi driver of your own ethnic group (**Talkbctd**)	15 (3.4%)	43 (9.9%)	94 (21.6%)	154 (35.4%)	129 (29.7%)
2. Talking to sales assistants of your own ethnic group in the market or shops (**Talksale**)	38 (8.7%)	76 (17.5%)	129 (29.7%)	118 (27.1%)	74 (17%)
3. Talking to government officers, bank employees or doctors of your own ethnic group (**Talkgov**)	55 (12.6%)	96 (22.1%)	131 (30.1%)	95 (21.8%)	58 (13.3%)
4. Talking to bus conductor/taxi driver of other ethnic groups (**Talkbctd1**)	52 (12%)	112 (25.7%)	154 (35.4%)	90 (20.7%)	27 (6.2%)
5. Talking to sales assistants of other ethnic groups in the market or shops (**Talksale1**)	67 (15.4%)	147 (33.8%)	153 (35.2%)	61 (14%)	7 (1.6%)
6. Talking to government officers, bank employees or doctors of other ethnic groups (**Talkgov1**)	82 (18.9%)	161 (37%)	131 (30.1%)	52 (12%)	9 (2.1%)
7. Writing business letters for example buying or ordering products (**Writebusi**)	170 (39.1%)	129 (29.7%)	91 (20.9%)	32 (7.4%)	9 (2.1%)

Figure 5: Frequency Distribution on All Variables on the Extent of Use of English in the Transactions Domain

Transaction with other ethnic groups
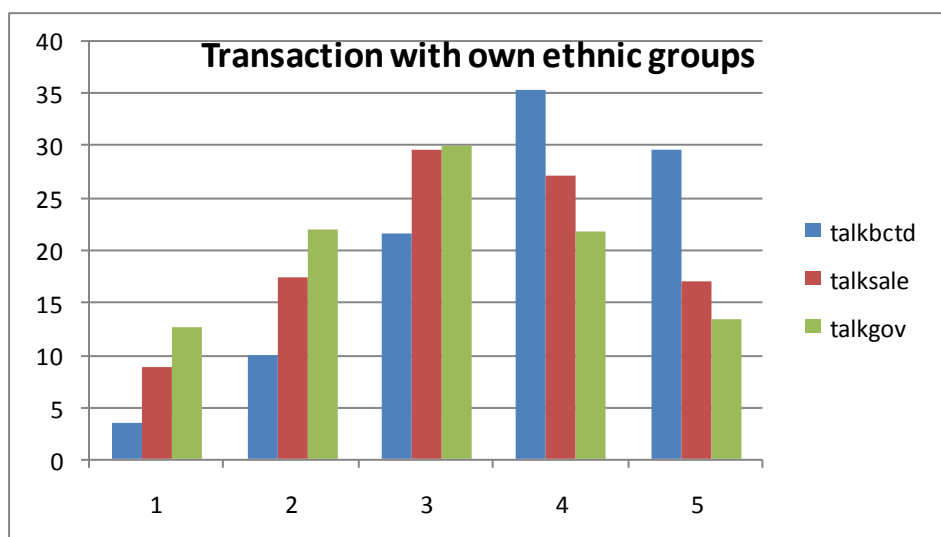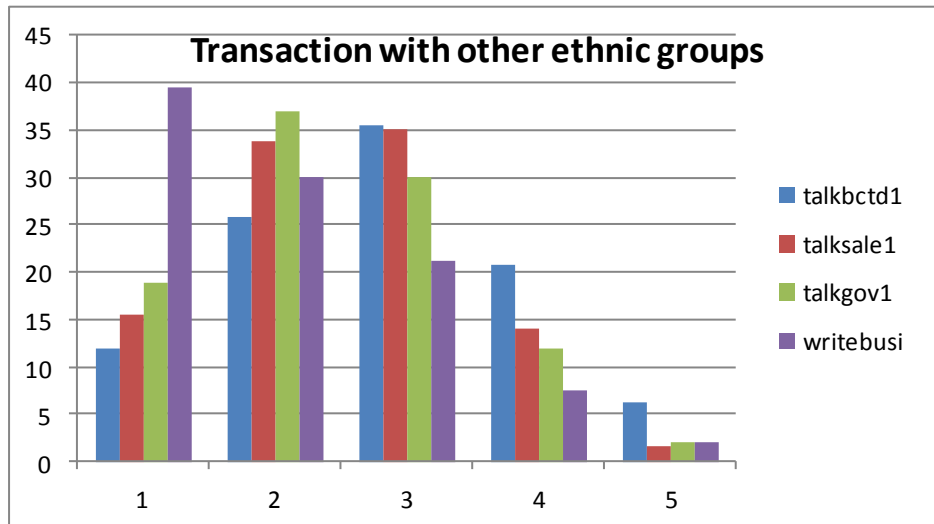
Note: 1 – Totally in English   4 – More in other languages than English
2 – More in English than other languages   5 – Never in English
3 – Equally in English and other languages

Moreover, the results of the bivariate correlations showed that there is a relationship between the use of English in the transactions domain and language skills of listening, speaking, reading and writing as well as level of proficiency in English (refer to Table 9). This showed that the use of English in the transactions domain influences not only the students' listening, reading, speaking and writing English proficiency skills respectively but also the overall level of proficiency in English.

Table 9: Correlation between the Use of English in the Transactions Domain and Language Skills of Listening, Speaking, Reading and Writing as well as Level of Proficiency in English (Pearson *r* correlation coefficient)

	Listening (Q18)	Speaking (Q18)	Reading (Q18)	Writing (Q18)	English Proficiency (Q17)
[Transaction with own ethnic groups (Q23, Transaction domain)]					
TALKBCTD	0.1416** (0.0031)	0.1999** (0.0000)	0.1022** (0.0331)	0.0966** (0.0441)	0.2209** (0.0000)
TALKSALE	0.1874** (0.0001)	0.2390** (0.0000)	0.2060** (0.0001)	0.1262** (0.0084)	0.2663** (0.0000)
TALKGOV	0.1864** (0.0001)	0.2541** (0.0000)	0.2256** (0.0001)	0.1606** (0.0008)	0.2727** (0.0000)
[Transaction with other ethnic groups (Q23, Transaction domain)]					
TALKBCTD1	0.0834 (0.0830)	0.1467** (0.0022)	0.0988** (0.0395)	0.1124** (0.0190)	0.1020** (0.0336)
TALKSALE1	0.1415**	0.2070**	0.1857**	0.1251**	0.1679**

	(0.0032)	(0.0000)	(0.0001)	(0.0090)	(0.0004)
TALKGOV1	0.1293**	0.1869**	0.1877**	0.1310**	0.1668**
	(0.0071)	(0.0001)	(0.0001)	(0.0062)	(0.0005)
WRITEBUSI	0.2718**	0.3406**	0.2847**	0.2472**	0.2536**
	(0.0000)	(0.0000)	(0.0001)	(0.0000)	(0.0000)

Note: Standard errors are in parenthesis. ** significant at 5% (*Ho: no-correlation*). Since all variables are measured with the reversed scale [from 1 (highest) to 5 (lowest)], positive correlation indicates that improvement in one variable (e.g. WRITEBUSI) is associated with the improvement in the other variable (e.g. Listening).

Mass Media Domain

The results of the study indicated that students used most 'equally in English and other languages' the domain of mass media (refer to Table 10 and Figure 6).

Table 10: Use of English in the Mass Media Domain

		Totally in English	More in English than other languages	Equally in English and other languages	More in other languages than English	Never in English
		Frequency	Frequency	Frequency	Frequency	Frequency
1.	Listening to news on television or radio (**News**)	31 (7.1%)	61 (14%)	192 (44.1%)	100 (23%)	51 (11.7%)
2.	Reading the newspaper (**Readnews**)	45 (10.3%)	30 (6.9%)	115 (26.4%)	152 (34.9%)	93 (21.4%)
3.	Reading magazines for specific or general information (**Magazine**)	46 (10.6%)	43 (9.9%)	156 (35.9%)	132 (30.3%)	58 (13.3%)
4.	Surfing the internet for specific or general information (**Surfnet1**)	85 (19.5%)	116 (26.7%)	174 (40%)	49 (11.3%)	11 (2.5%)

Figure 6: Frequency Distribution on All Variables on the Extent of Use of English in the Mass Media Domain
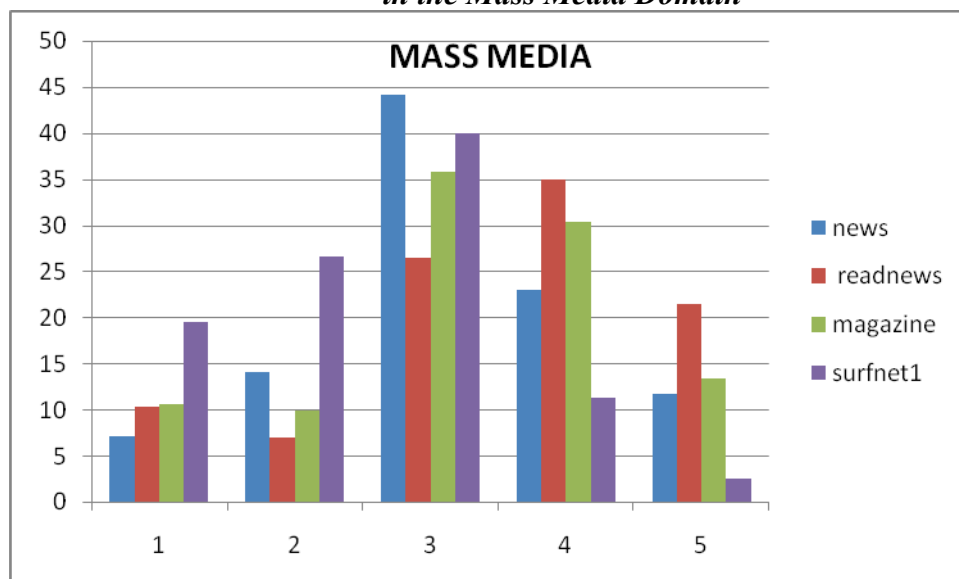
Besides, the results of the bivariate correlations showed that there is a relationship between the use of English in the mass media domain and language skills of listening, speaking, reading and writing as well as level of proficiency in English (refer to Table 11). This showed that the use of English in the mass media domain influences not only the students' listening, reading, speaking and writing English proficiency skills respectively but also the overall level of proficiency in English.

Table 11: Correlation between the Use of English in the Mass Media Domain and Language Skills of Listening, Speaking, Reading and Writing as well as Level of Proficiency in English (Pearson *r* correlation coefficient)

	Listening (Q18)	Speaking (Q18)	Reading (Q18)	Writing (Q18)	English Proficiency (Q17)
NEWS	0.4334** (0.0000)	0.4402** (0.0000)	0.3607** (0.0000)	0.3114** (0.0000)	0.4291** (0.0000)
READNEWS	0.4444** (0.0000)	0.4394** (0.0000)	0.3612** (0.0001)	0.3481** (0.0000)	0.4024** (0.0000)
MAGAZINE	0.4316** (0.0000)	0.4352** (0.0000)	0.3979** (0.0001)	0.3456** (0.0000)	0.3715** (0.0000)
SURFNET1	0.3629** (0.0000)	0.3276** (0.0000)	0.3116** (0.0001)	0.2972** (0.0000)	0.2978** (0.0000)

Note: Standard errors are in parenthesis. ** significant at 5% (*Ho: no-correlation)*. Since all variables are measured with the reversed scale [from 1 (highest) to 5 (lowest)], positive correlation indicates that improvement in one variable (e.g. READNEWS) is associated with the improvement in the other variable (e.g. Listening).

Entertainment Domain

The results of the study indicated that students used most 'equally in English and other languages' in the domain of entertainment (refer to Table 12 and Figure 7).

Table 12: Use of English in the Entertainment Domain

		Totally in English	More in English than other languages	Equally in English and other languages	More in other languages than English	Never in English
		Frequency	Frequency	Frequency	Frequency	Frequency
1.	Watch movies, television programmes or shows on DVDs (**Watch**)	16 (3.7%)	61 (14%)	209 (48%)	105 (24.1%)	44 (10.1%)
2.	Listen to radio programmes or songs on CDs/MP3 (**Radio**)	21 (4.8%)	61 (14%)	212 (48.7%)	101 (23.2%)	40 (9.2%)
3.	Read books, magazines, comics, jokes for relaxation (**Relax**)	31 (7.1%)	46 (10.6%)	172 (39.5%)	121 (27.8%)	65 (14.9%)

4.	Write short stories, messages, email and texting for enjoyment (**Enjoy**)	61 (14%)	42 (9.7%)	142 (32.6%)	110 (25.3%)	80 (18.4%)
5.	Surfing the internet for fun (**Surfnet2**)	95 (21.8%)	122 (28%)	174 (40%)	33 (7.6%)	11 (2.5%)

Figure 7: Frequency Distribution on All Variables on the Extent of Use of English in the Entertainment Domain
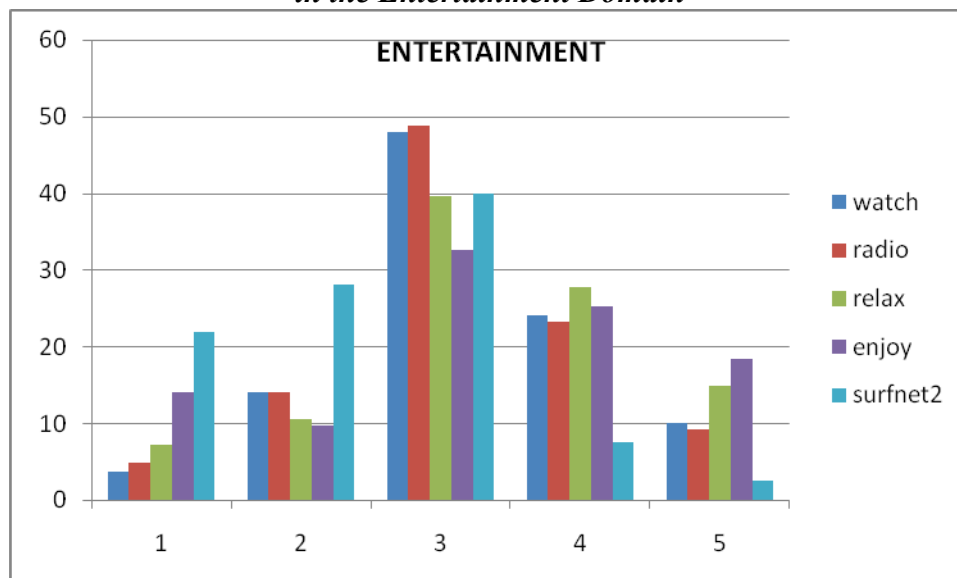
Note: 1 – Totally in English
2 – More in English than other languages
3 – Equally in English and other languages

4 – More in other languages than English
5 – Never in English

With regard to the results of the bivariate correlations, there is a significant positive relationship between the use of English in the entertainment domain and language skills of listening, speaking, reading and writing as well as level of proficiency in English (refer to Table 13). This showed that the use of English in the entertainment domain influences not only the students' listening, reading, speaking and writing English proficiency skills respectively but also the overall level of proficiency in English.

Table 13: Correlation between the Use of English in the Entertainment Domain and Language Skills of Listening, Speaking, Reading and Writing as well as Level of Proficiency in English (Pearson *r* correlation coefficient)

	Listening (Q18)	Speaking (Q18)	Reading (Q18)	Writing (Q18)	English Proficiency (Q17)
WATCH	0.3354** (0.0000)	0.3225** (0.0000)	0.2988** (0.0000)	0.2222** (0.0000)	0.3078** (0.0000)
RADIO	0.3525** (0.0000)	0.3384** (0.0000)	0.2993** (0.0000)	0.2028** (0.0000)	0.3397** (0.0000)
RELAX	0.3957** (0.0000)	0.4322** (0.0000)	0.3558** (0.0000)	0.3162** (0.0000)	0.3846** (0.0000)
ENJOY	0.4071** (0.0000)	0.4275** (0.0000)	0.3773** (0.0000)	0.3294** (0.0000)	0.4032** (0.0000)
SURFNET2	0.3368** (0.0000)	0.3137** (0.0000)	0.2664** (0.0000)	0.2385** (0.0000)	0.2856** (0.0000)

Note: Standard errors are in parenthesis. ** significant at 5% (*Ho: no-correlation*). Since all variables are measured with the reversed scale [from 1 (highest) to 5 (lowest)], positive correlation indicates that

improvement in one variable (e.g. SURFNET2) is associated with the improvement in the other variable (e.g. Listening).

To sum up this section, the findings showed that the use of English is not confined to the education domain but other social domains such as family, friends, and the community. This reflects literacy as a social practice that views language learning as ideological and that learning a language is best handled by participating in meaningful interactions (Street, 2009). Besides, it was found that writing, reading and listening proficiency skills influence on the students' overall level of English proficiency. This proves that a balanced development of English skills is very important (Peng Shiyong, 2014). Finally, with regard to language use, the results of the interview with students revealed that language use differs substantially across environments (e.g. at home, at school, with friends, and the community etc.). This finding is supported by Fishman who suggests that one language is more likely to be appropriate in some specific contexts than another (Fasold, 1984 cited in Annika Hohenthal, 2003).

4.   Educational Implications

The findings of this research can have implications for the ESL classroom as well as in pedagogy.
  • The limited use of English in the classroom suggests that teachers should consider more interesting innovations in second language education such as integrating language and content to motivate students to learn and use the language. Peregoy and Boyle (2001 cited in J. N. Moghadam & S. M. Reza Adel, 2011) suggest that reading and writing as well as speaking and listening should be integral parts of all language classroom activities because all these processes interact with one another.
  • There needs to be a paradigm shift in teachers' and students' conception of second/foreign language learning, literacy as a 'social practice' calls for a relaxed, non-threatening, fun and meaningful learning environment. Students interact socially and engage in cooperative learning (Lara & Rosado, 2008).

Conclusion

As made clear from the research, students achieve higher language levels when they have adequate exposure and practice to using English inside and outside the classroom setting. Although teachers have no control over the quantity and quality of language that their students have been exposed to in the past, they can affect future language development by increasing the quantity and quality of language used in the classroom as well as outside the classroom within the school environment.

Recommendations for Future Studies

It is suggested that a longitudinal qualitative study is necessary to examine learners' language use in English in various situations both inside and outside class. Students' actual frequency of language use could be observed and counted in school and in social lives. It would also prove fruitful to examine their English language use through the responses from communication partners such as their peers to examine the issue in depth in a specific situation.

Last but not least, the study should be extended to other public and private universities or colleges using a larger number of participants so that a more comprehensive picture is given of students' difficulties and preferences in various communication contexts. Factors that could be more closely examined include the relationship between age, gender, background, personality, and students' intercultural communication experiences.

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