

English Language Exposure, Immersion, and Development Among Chinese English Majors

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Abstract – *This study explores the English language exposure, immersion, and development of Chinese English majors at Henan Normal University. With 410 participants, the research utilized a quantitative methodology. It found that students have moderate exposure to English in classroom and extracurricular settings, with extracurricular activities being more frequent. Various types of English immersion were beneficial, with class design and student participation being the most effective. English language development was generally at a medium level, with maximal English use and minimal student interactions in the reading environment. Age and English proficiency significantly influenced the results, with older students and TEM-8 passers showing superior performance. The study concludes with a proposed program to enhance English exposure, immersion, and development for Chinese English majors.*

Keywords – *English language exposure; English language immersion; English language development; Chinese English majors*

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INTRODUCTION

Reading is a meaningful way to collect and process information and understand the world in the life and study. Learners can not only expand their vocabulary but also acquire knowledge, and strengthen their thinking ability through reading. Therefore, reading has become an indispensable part of daily life and played a vital role in second language acquisition. Reading not only emphasizes the recognition of written language, but also emphasizes the deep understanding of the meaning conveyed by texts through the construction of meaning. The process of reading exists not only in mother tongue learning, but also in English learning. The cultivation of reading ability is also an important part of English reading teaching. Most scholars believe that improving students' English comprehensive ability is related to improving English reading ability. The cultivation of English reading

ability is essential in English reading teaching for English majors.

After entering the university, the purpose of English reading for English majors is not only for the exams. Teachers cannot adopt traditional reading teaching methods in reading teaching any more. The traditional bottom-up teaching method ignores the cultivation of students' reading skills as well as the cultivation of critical thinking. That is why the reading teaching is not satisfactory. Researchers generally believe that students' English reading attitude and the improvement of students' critical thinking are affected by many factors, and the teaching method in reading teaching is also important. Therefore, teaching methods should be innovated to improve the reading skills of Chinese English majors.

Phon [1] stated that several factors influence students' language proficiency, one of which is exposure to the target language. According to Al-Zoubi [2], English language exposure means that a person is exposed to a language. This exposure can be oral, written, formal, informal, active or passive. English language exposure can also be defined as a learner's contact with the English language they are trying to learn. The importance of English language exposure to English learning has reflected in some aspects. Further, there is a statistically significant correlation between language exposure and the development of the four language skills. Parmis et al. [3] stressed the importance of language exposure, as the language learning process is facilitated better if students have a higher level of language exposure. Similarly, Galians et al. [4] found a significant correlation between English language exposure and reading comprehension.

However, exactly how language exposure affects language learning remains unclear. Because some studies do not find positive effects of language exposure. Pascual [5] found no significant relationship between the English environment and the oral English proficiency of first-year university students, and the effect of this situation on the oral English proficiency of the students was not significant. Furthermore, previous studies on language exposure have only covered part of the indicators. For example, Briggs [6] was concerned about the influence of extra-curricular language

exposure on vocabulary acquisition. Gamez [7] explored students' attitudes towards exposure to language materials provided by media. Elmagasabi et al. (2020) investigated the effects of different sources of exposure on vocabulary acquisition in a group of non-native speakers. Therefore, there are still many problems to be clarified in the study of language exposure and its influence on language learning.

Language immersion is another key factor influencing language learning. English language immersion, that is, living and learning in an English environment, is important for improving English proficiency and deepening cultural understanding. Grey et al. [8] found that progress after a short-term stay abroad was not associated with changes in cognitive ability. Tseng et al. [9] found that the length of study abroad programs positively correlates with students' language acquisition. Isabelli-Garcia and Lacorte [10] argued that the contextual nature of domestic immersion courses can help language learners acquire grammatically complex language elements. Zalbidea et al. [11] suggested that students showed significant improvements in general competence, oral expression, several aspects of second language knowledge, and psycho-behavioral flexibility at the end of the short-term study abroad program.

Previous studies have found the positive role of language immersion in language learning, but the relationship between language immersion and language proficiency is not yet conclusive. In addition, most studies on language immersion focus on the impact of language immersion duration on language learning. Zalbidea et al. [11] suggested that learners with higher initial second language levels make greater progress in second language grammar from short-term immersion. However, Issa et al. [12] found that intermediate and advanced learners can make language gains as a result of short-term study abroad and that initial language proficiency plays a limited role in explaining differences in progress between learners. Therefore, the relationship between language immersion and individual differences and the effects of multiple indicators of language immersion on language learning need to be discussed.

Language development is also crucial to language learning. English language development (ELD) instruction is specifically designed to improve the knowledge of English learners and the increasingly complex ways in which they use English. Ellis [13] discussed two types of form-focused instruction, namely isolated FFI and integrated FFI. Winstone et al.

[14] studied teacher's feedback to students, which is an integral part of language development teaching. Yusuf [15] studied the effects of interactive activities on students' reading comprehension. Harris et al. [16] stated the importance of goal orientation. Previous studies have discussed language development from various dimensions, but have not integrated these dimensions to explore the impact of language development on language learning, let alone the differences in the performance of different student groups in language development.

To sum up, language exposure, language immersion and language development are all indispensable factors in language learning, but the forms of discussion on each variable are relatively simple, and the measurement indicators of different dimensions of each variable are rarely involved. Therefore, it is necessary to discuss these three variables from multiple aspects. In addition, a single variable cannot explain many complex aspects involved in language learning, so the relationship between language exposure, language immersion and language development needs to be further explored.

In addition, language learners' learning level and proficiency are uneven, and their language performance is also different. Moreover, learners' personal factors, such as gender, age, and region, will also affect language learning. Therefore, the influence of these factors cannot be ignored when discussing language learning. There are personal differences in language exposure, language immersion and language development among different English learners. Therefore, it is necessary to consider the personal characteristics of learners when discussing the influence of these three variables on language learning.

For the three variables of language exposure, language immersion and language development, the most representative group of students is English majors. Because English majors have more exposure in English, they are more often immersed in English environment, and their English proficiency has reached a certain level, which puts forward certain requirements for language development instruction. Therefore, it is necessary to explore the language learning of English majors.

This study conducted a questionnaire survey on English language exposure, English language immersion and English language development. Students' views on the above three variables help to expose the problems in English teaching. On the basis of these problems, this study intends to develop an

enhancement plan to improve the problems in language exposure, language immersion and language development in English teaching. This program will have a positive impact on the daily teaching of English major teachers, thus improving the English level of English major students.

OBJECTIVES OF THE STUDY

The purpose of the study is to analyze English language exposure, English language immersion and English language development among Chinese English majors in order to propose an English language learning enhancement program.

This study described the respondents' profile, including sex, age, and English proficiency level; determined the respondents' English language exposure in terms of classroom and extracurricular; identified the respondents' English language immersion in terms of class design, class role, extracurricular activities and subjective attitude; assessed the respondents' English language development as to impact of explicit teaching of English forms, emphasis on academic language, maximal use of English, interactive class activities, and teachers' feedback; tested the significant differences of responses when grouped according to profile; tested the relationships among English language exposure, immersion, and development; and proposed an English language learning enhancement program.

MATERIALS AND METHODS

Research Design

This study examined Chinese EFL students' exposure to English, English immersion, and English language development using descriptive methods. Descriptive methods are used to describe phenomena and their attributes. Observational and interview methods are often used to gather information because, in this case, we are interested in what happened rather than how or why it happened [17]. In addition, correlations are used to explore relationships between variables and to analyze differences in tests and responses.

The link between these variables was examined in this study. Similar studies looked for connections between elements like English language exposure, English language immersion and English language development among Chinese English majors. The comparative study sought to ascertain the differences in English language exposure, English language immersion and English language development between different sex, different ages, and different English

proficiency level of no grade, passing TEM-4 or passing TEM-8. Quantitative analysis was also employed to gather data and evaluate respondents' responses.

Participants

The 410 English major college student participants were from Henan Normal University, a public university in Henan Province. All participants English major students from Faculty of International Studies. The university was chosen to make administering the poll and gathering data easier. Furthermore, the profile of the participants in Henan Normal University can reflect the common situation of many universities. There were 1030 English major students in the faculty, comprising 225 first-year students, 298 second-year students, 272 third-year students and 235 fourth-year students. A sample size of 410 was estimated with the help of the Raosoft Sample Size Calculator (margin error = 5%, confidence level = 95%, and response distribution level = 50%).

Sophomore to senior English major students were included because they can represent different English proficiency levels, which is beneficial to investigate a complete condition of the impact of the three variables on English major students.

Data Gathering Instrument

The main tool used to collect data in surveys is a questionnaire. It is essentially a set of standardized questions, also called items, that follow a predetermined format to collect individual data on one or more specific topics. According to McLeod (2018), questionnaires are written interviews that can be conducted face-to-face, over the phone, online or by mail. It is one type of interview. It is a survey instrument consisting of a series of questions designed to elicit information from respondents. The use of questionnaires is a quick, easy and affordable method of collecting a large amount of data from a wide sample.

In this study, different survey questions were set in three questionnaires to obtain English majors' various characteristics of English language exposure, English language immersion and English language development. Survey questions were developed and adjusted from those by Al-Zoubi [2], Isabelli-Garcia [10, and Saunders et al., [19] to evaluate the respondents' English language exposure, English language immersion and English language development. For each of the English majors' English

exposure, English immersion and English development components, a different-item indicator and a 4-likert scale were used.

The pilot study was carried out to confirm the reliability and validity of the questionnaire. Thirty Chinese English major students of different grades and English proficiency levels took part in it. These participants answer all the questions on the Wen Juanxing website, and they were coded and analyzed in SPSS 27.0. Then, the Cronbach Alpha coefficients were calculated (see Table 1). Because the Cronbach Alpha coefficients for all the domains ranged from 0.843 to 0.913, and so the reliability remarks for the three variables under research are qualified.

Table 1
The Reliability Test Results for Three Variables

Indicators	Cronbach Alpha	Remarks
Classroom Exposure	0.848	Good
Extracurricular Exposure	0.849	Good
Class Design	0.873	Good
The Principal Role of Students	0.846	Good
Extracurricular Activities	0.843	Good
Students' Subjective Attitude	0.900	Excellent
Explicit Teaching of English Forms	0.865	Good
Emphasis on Academic Language	0.861	Good
Maximal Use of English	0.909	Excellent
Interactive Activities among Students	0.881	Good
Teachers' Feedback	0.913	Excellent

George and Mallery (2003) provide the following rules of thumb: "_ > .9 - Excellent, _ > .8 - Good, _ > .7 - Acceptable, _ > .6 - Questionable, _ > .5 - Poor, and _ < .5 - Unacceptable"

As shown in Table 1, the two subscales of English language exposure had a Cronbach Alpha coefficient of 0.848 and 0.849 ($\alpha > 0.8$), suggesting that the reliability result is qualified.

The four domains of English language immersion got 0.873, 0.846, 0.843, and 0.900, suggesting qualified results.

The five domains of English language development got 0.865, 0.861, 0.909, 0.881 and 0.913, with a qualified performance.

It can be seen that the Cronbach α scores of the adjusted pilot test indexes were all greater than 0.800. Therefore, the internal consistency reliability coefficient of the whole questionnaire and the sub-domains of English language exposure, English language immersion and English language development of Chinese English majors are determined.

Data Gathering Procedure

The characteristics established in English language exposure, English language immersion and English language development, were the importance of questions collected in the data.

After consulting, the research instrument was already prepared, and a letter duly notarized by the Director of the Graduate Studies of the Lyceum of the Philippines University-Batangas was sent to the office of Henan Normal University in Henan Province requesting permission to use their institution as the research locale.

Since the questionnaire was administered online using Google Form, retrieving it has been simple. The data was available for the researcher to periodically check. He calculated the anticipated number of respondents and then switched the form to the "No longer receiving responses" mode. He next sought advice from his statistician regarding the totaling of responses.

Data Analysis

The respondent's profile was interpreted according to frequency and proportion. With regard to English language exposure as to classroom and extracurricular exposures; English language immersion as to class design, class' role, extracurricular activities and subjective attitude; and English language development as to impact of explicit teaching of English forms, emphasis on academic language, maximal use of English, interactive class activities, and teachers' feedback, weighted mean was used to describe the students' varying degrees of acceptance of English exposure, English immersion, and English development. An Independent t-Test was employed to examine the correlation between the level of English proficiency and the three variables. This study described the differences in English language exposure, English language immersion and English language development among Chinese English major students with different sex, age and English proficiency.

Ethical Considerations

To maintain the confidentiality of the study, specific names are withheld in the report. The identities of the respondents were kept confidential except that they were college students. Informed consent was sought from the student teachers. Before beginning the survey, all instructions and procedures were read and understood. After they fully understood the instructions, they were handed a survey form. Confidentiality of the

data and information collected was maintained with utmost care.

The respondents' names were not included in the thesis to protect their privacy. Only the fact that they are English major students from Henan Normal University is known. Before the survey, their teachers knew about and agreed with the survey purpose. Before answering the questionnaire, respondents were asked to read the instructions carefully so as to fully comprehend. The confidentiality of the collected data and information is ensured.

RESULTS AND DISCUSSION

Table 2
English Language Exposure

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Classroom Exposure	3.13	Agree	2
2. Extracurricular Exposure	3.18	Agree	1
Composite Mean	3.16	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 shows the two dimensions of English language exposure, including classroom exposure and extracurricular exposure. With a composite mean of 3.16, most students agreed that classroom and extracurricular activities are important.

The results appear to show that the frequency of use of the two English language exposure by English major students in English reading was at a medium level, ranging from 3.13 to 3.18. This indicates that the students' English exposure was moderately regulated with varying frequencies.

With a mean score of 3,18 and an agreement assessment, the extracurricular exposure dimension received the highest ranking among them, indicating that English major students exposed to extracurricular activities most frequently in English reading. The following are possible explanations.

First, through extracurricular exposure to English, students can practice their English skills outside the classroom, thereby improving their English level. This is especially important for students struggling to learn English in the classroom. Second, exposure to English after class can help students learn English in a relaxed and pleasant atmosphere, thus enhancing their interest in learning English. This is significant for cultivating students' autonomous learning ability and lifelong learning consciousness. Third, extracurricular exposure makes students learn about the culture of other

countries and improve their cross-cultural communication ability. This is of great significance for their future success in international exchanges and cooperation. Fourth, exposure to English outside class can exercise students' communication skills, teamwork skills, problem-solving skills, etc., so as to improve their comprehensive quality.

Salas and Legaspi [19] found that Filipinos use English heavily, not only in school but also in everyday life. Exposing elementary school students to different language learning resources can help them learn the language more easily. Therefore, second language acquisition is a holistic process, which means that it is not limited to the four walls of the classroom.

In short, extracurricular exposure to English is crucial for students' growth and development. Schools and parents should encourage students to participate in English activities in their spare time to improve their English ability and comprehensiveness.

Besides, the classroom exposure ranked the second, with an average mean value of 3.13, indicating that Chinese English major students exposed in classroom context more frequently.

This finding is also consistent with previous research. Galiensa et al. [20] found a significant correlation between students' English proficiency and reading comprehension. The percentage distribution of each dimension varied, indicating that all aspects of English proficiency are important. Thus, English proficiency and its various aspects contribute significantly to students' reading comprehension. In other words, the higher the English proficiency, the better the students' reading comprehension.

Lamb [21] emphasized the importance of extra-curricular exposure to English study. It found that the more children are exposed to English outside of school, the faster they learn English. In fact, out-of-school activities are very important for students to get exposure to native English and practice their English language skills. In the formal classroom, learners are exposed to similar language learning conditions, but outside the classroom, there are plenty of language learning opportunities and activities [22].

Furthermore, Pascual [23] also highlighted the importance of students' exposure to English in extra-curricular activities, and suggested that there is an urgent need to foster extra-curricular activities if students want to improve their spoken English, which provide important opportunities for students to be exposed to English and practice using English in different ways.

Besides, classroom exposure to English language got the second highest rank (3.13), meaning that classroom exposure plays an important role in English major students' English reading learning.

Parmis et al. [3] sought to understand how students learn English and investigated the use of code-switching as a learning tool, learning strategies, and students' views on language exposure. The results showed that if students have a high level of language proficiency and demonstrate good memory and metacognitive language learning strategies, they can better facilitate the language learning process.

The importance of introducing English in the classroom is mainly reflected in the following aspects: First, in the classroom, students can systematically learn and master English grammar and vocabulary rules through teacher explanations and textbook study. This is of great significance in improving English proficiency. Second, teaching English in class can improve students' general knowledge of English. By listening to teachers' explanations, communicating with classmates, and reading texts and articles, students can gradually improve their overall ability to use English. Third, English classes can stimulate students' interest in learning English through a variety of interesting teaching methods and activities. This is of great significance in fostering students' self-learning ability and awareness of lifelong learning. Fourth, English classes can promote students' communication, teamwork, and problem-solving skills, and improve their overall qualities. In a nutshell, the introduction of English in the classroom is of great significance to students' growth and development. Schools and teachers should pay attention to English classes and encourage students to study hard and improve their Eng

Table 3 displays the summary of the students' English language immersion concerning the following four aspects: class design, the principal role of students, extracurricular activities and students' subjective attitude. The mean scores of all the indicators ranged from 3.14 to 3.18, and the composite means was 3.16, indicating that the respondents agreed on the above indicators.

To begin with, among all the four sub-scales, class design got the highest weighted mean score of 3.18, which was assessed as agreement. lish language skills and overall qualities.

Class design got the highest rank (3.18). Class design plays an important role in English teaching, directly affecting students' learning and interest. First of all, class design pays more attention to the scheme of "learning". A good teaching design should have clear and specific teaching objectives, aiming to stimulate students' interest in learning English, promote their independent learning of basic English knowledge and basic skills, and helping students objectively evaluate and judge their learning results. Moreover, effective classroom design can also help students better understand the language content, for example, when learning a longer text or dialogue, teachers can help students understand the language based on their existing knowledge and life experience.

Secondly, the summary shows that the principal role of students got the second weighted mean score of 3.18, assessing as agreement, indicating that the principal role of students was further favored among the learners as it was the second highest employed.

It is very important to encourage students to exercise their independent judgment in English lessons. This motivates and engages students in the learning process, develops their skills in independent learning, teamwork, communication and innovation, promotes teacher-student interaction and improves the quality of education. Thirdly, students' subjective attitude came in the third rank in this study obtaining a mean value of 3.15, which was assessed as agreement.

Learners' attitudes play an important role in English language learning. First, the importance of subjective attitudes in English language learning is obvious. Students' subjective attitudes directly affect their learning outcomes. Therefore, during the learning process, teachers should always stimulate and strengthen students' interest in learning, and guide them to gradually transform their interest into a stable learning motivation. At the same time, it is necessary

Table 3
English Language Immersion

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Class Design	3.18	Agree	1
2. The Principal Role of Students	3.18	Agree	2
3. Extracurricular Activities	3.14	Agree	4
4. Students' Subjective Attitude	3.15	Agree	3
Composite Mean	3.16	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

for students to have confidence and show willingness to overcome difficulties.

Secondly, the core quality of English subject is the key ability and essential character for students to improve their English scores. This not only requires teachers to preach and dispel doubts, but also requires teachers to cultivate students' core qualities, so that students have good learning ability. The formation of comprehensive language application ability is based on learning strategies, language skills, language knowledge, cultural awareness and subjective attitude.

Teachers need to adopt effective teaching methods and strategies, give full play to students' initiative, improve their learning interest and self-confidence, and help them overcome difficulties to improve their English learning results. To summarize, in order to improve the English reading level of English major students, suitable classroom design, students' subjective status and students' attitude are all factors that English teachers should focus on in immersive teaching.

possible in English classes can help students better practice their listening, speaking, reading and writing skills, thereby improving their language ability. It can also make students feel that they are in a real English environment, which helps them adapt to and master English faster. By using English as much as possible in English class, students can better understand English grammar, vocabulary and expressions, and thus develop their language sense. Using English as much as possible in English class can help students understand and master the content more deeply. It can also expose students to different cultural backgrounds and cultivate their cross-cultural awareness and communication skills.

Use target language as more as possible is beneficial to language study. Yoshida [24] investigated how Japanese language learners' self-concept is formed in language learning and how it is related to students' spontaneous Japanese speech in the classroom during the transition from school to university. Three students initially avoided speaking Japanese in class for fear of making mistakes. However, through the experience of speaking Japanese with classmates and overcoming the embarrassment of making mistakes, their self-esteem gradually became more positive.

Teachers' feedback ranked second (3.20), indicating the importance of teachers' feedback for students. Teacher feedback plays a vital role in English learning, and here are some reasons why: Teachers' feedback can help students understand their strengths and weaknesses in the learning process, so as to adjust learning methods and improve learning effect. Positive teachers' feedback can stimulate students' learning interest and motivation, making them more confident to devote themselves to English learning. Teachers' feedback can help students find and correct their mistakes in time, avoid the formation of wrong ideas, and improve their English level. It can also provide targeted guidance and suggestions according to the actual situation of each student to help them find their own learning methods. Through teacher feedback, students can learn self-evaluation and reflection, and cultivate the ability of independent learning and problem-solving. Timely and accurate teacher feedback can help students build confidence in their ability to learn English well. Teachers' feedback can help students develop good study habits, such as regular review, active questions, etc., to lay the foundation for lifelong learning. Therefore, teacher feedback is of great significance in English learning, which can help students to better grasp English knowledge, improve

Table 4
English Language Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Explicit Teaching of English Forms	3.15	Agree	3
2. Emphasis on Academic Language	3.15	Agree	3
3. Maximal Use of English	3.22	Agree	1
4. Interactive Activities among Students	3.14	Agree	5
5. Teachers' Feedback	3.20	Agree	2
Composite Mean	3.17	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The table 4 shows the five dimensions of English language development and the total average is 3.17, falling between 3.15 and 3.22. As can be seen, the English language development of English major students in English reading is at a medium level, indicating that they cannot be fully in charge of their English reading and still have a room for improvement.

According to the table above, out of the five domains, maximal use of English was placed first and have the highest mean scores (3.22). This may be for the following reasons: Using English as much as

English ability, develop good learning habits and independent learning ability.

Panhoon [25] stated that feedback is important for learners to improve and develop the knowledge and skills they need. It also improves learning outcomes and learner and teacher performance. Feedback enables clear thinking and rational thought processes for learners, teachers, and practitioners.

In conclusion, the participants' English language development was reported to be moderate in general (3.17). Therefore, teachers should urge themselves and students to maximize the use of English, give students full feedback in classroom teaching, pay attention to the teaching of explicit language forms, and fully create an environment for students to communicate in English.

The main reason why English language exposure and language immersion are closely related is that immersion learning provides an ideal environment for language contact. Immersion learning is a method of learning a foreign language in the most authentic and natural way, giving learners the opportunity to fully immerse themselves in the target language environment and experience all aspects of life in that language.

This deep language immersion can trigger language contact, which occurs when two or more languages influence each other in communication. The main causes of language contact are social activities such as trade, cultural exchange and immigrant cohabitation. For example, when a person moves from one country to another and begins to use and be exposed to a new language environment, this is a common language exposure situation in daily life. In this process, not only English is deeply contacted and used as the target language, but other languages and cultures will also interact with and influence it.

Therefore, it can be seen that English language immersion and language exposure complement each other. On the one hand, immersive learning provides learners with the opportunity to fully contact and use English; On the other hand, this kind of in-depth language contact further deepens the learners' understanding and application of English. Therefore, the above correlation analyses suggested that students who are often exposed to English language should be more likely to immerse in English language as well. As well as trying to get students to be exposed in English language, the teachers should also assist students to immerse in their English atmosphere.

Teachers can create an all-English environment in class, so that students can have access to English in listening, speaking, reading and writing. For example, teachers can teach in English, encourage students to answer questions in English, and even communicate in English during breaks. They can also use computers, projectors and other multimedia equipment to play English movies, music, animation, etc., so that students can contact and learn English in the process of appreciation. Teachers can organize various English activities, such as English corner, English drama, English song competition, etc., so that students can improve their English level in the participation. Teachers can recommend some English books suitable for students' reading level and encourage students to read, so as to improve their English reading ability. They can create some situations according to the teaching content, so that students can use English in

Table 5
Relationship Between English Language Exposure and English Language Immersion

Classroom Exposure	r-value	p-value	Interpretation
Class Design	.785**	0.000	Highly Significant
The Principal Role of Students	.768**	0.000	Highly Significant
Extracurricular Activities	.763**	0.000	Highly Significant
Students' Subjective Attitude	.779**	0.000	Highly Significant
Extracurricular Exposure			
Class Design	.789**	0.000	Highly Significant
The Principal Role of Students	.726**	0.000	Highly Significant
Extracurricular Activities	.775**	0.000	Highly Significant
Students' Subjective Attitude	.804**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 shows the association between English language exposure and English language immersion. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the English language exposure, the better is the English language immersion.

According to the results, it can be inferred that students who are often exposed to English language in and outside classroom are more likely to immerse in English language than those who cannot often expose themselves in English language.

simulated situations to improve their oral English ability. Teachers can make use of network resources, such as online English learning websites, English learning software, etc., to provide students with more learning opportunities. If conditions permit, teachers can organize students to communicate with foreigners, so that they can improve their English level in the actual communication.

English education is constantly changing and developing to adapt to the new educational needs and social environment.

In China, English language development teaching has become one of the important teaching contents in universities. The change of English curriculum targets and the characteristics of English education development in the new era all reflect the great importance our country attaches to English education. Through the implementation of effective English language development teaching, students can improve their English level, cultivate their cross-cultural communication ability, and lay a solid foundation for their future study and life.

There is a close relationship between English language exposure and English language development instruction. First, language contact can lead to changes in language use and structure. When two or more languages coexist in the same community, they not only influence each other in terms of vocabulary, grammar, etc., but also some changes may occur in pronunciation, intonation, etc. This kind of language exposure has an important role in English language development teaching. Teachers can adopt teaching methods suitable for students according to their specific conditions to improve their English level.

Secondly, language contact can also promote the development of bilingual teaching. Bilingual teaching is an effective teaching method, which can help students master English better and improve their language ability. Through the implementation of bilingual teaching, students can not only learn English knowledge, but also understand different cultural backgrounds and social environments, so as to cultivate their cross-cultural communication ability.

In general, English language exposure and English language development teaching are mutually reinforcing. Understanding the relationship between them is of great significance for improving the quality and effect of English teaching.

Teachers can promote students' English exposure and English language development by: First, create a real language environment: Teachers can simulate real scenes to allow students to communicate in English in class. For example, activities such as role play and group discussion can be organized to allow students to use English in real situations. Second, provide rich learning resources: Teachers can provide students with a variety of English learning resources, such as English movies, music, books, etc., so that students can have access to English after class. Third, encourage students

Table 6

Relationship Between English Language Exposure and English Language Development

Classroom Exposure	r-value	p-value	Interpretation
Explicit Teaching of English Forms	.754**	0.000	Highly Significant
Emphasis on Academic Language	.754**	0.000	Highly Significant
Maximal Use of English	.747**	0.000	Highly Significant
Interactive Activities among Students	.745**	0.000	Highly Significant
Teachers' Feedback	.763**	0.000	Highly Significant
Extracurricular Exposure			
Explicit Teaching of English Forms	.769**	0.000	Highly Significant
Emphasis on Academic Language	.737**	0.000	Highly Significant
Maximal Use of English	.760**	0.000	Highly Significant
Interactive Activities among Students	.733**	0.000	Highly Significant
Teachers' Feedback	.746**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 shows the relationship between English language exposure and English language development. The calculated r-values indicate a strong relationship and the obtained p-values are less than the alpha level. This indicates that there is a significant relationship meaning that the higher the level of exposure to English language, the higher the level of English language development.

English Language Development teaching is a teaching method whose goal is to cultivate students' emotional attitudes while acquiring language knowledge and developing language skills. This teaching method emphasizes the practical use of language ability, as well as the cultivation of students' emotional attitudes and values in the process of language learning. With the development of the Times,

to participate in English activities: Teachers can encourage students to participate in various English activities, such as English speech contests, English corners, etc., in order to improve their oral English ability and self-confidence. Fourth, personalized teaching: Teachers can develop personalized teaching plans according to each student's English level and interest to meet the needs of different students. Fifth, feedback and guidance: Teachers should give timely feedback and suggestions to students about their English learning, helping them find out their shortcomings and make improvements. Sixth, cultivate students' independent learning ability: Teachers should teach students how to learn English independently, cultivate their learning interests and habits, so that they can continue to learn and improve their English level outside the classroom. Last, cultivation of intercultural communication ability: Teachers should teach students how to communicate effectively in English under cross-cultural background and cultivate their intercultural communication ability.

In summary, the finding strengthens the notion that English language exposure and English language development are closely and significantly related in learners' English reading. Since all of five subscales relating to English language exposure bring positive effects on English language development, it becomes essential that how English teachers consciously take some measures to promote students' exposure to English and cultivate their English language development in regular teaching process. Go further, in order to guide students to get exposed to English language and improve their English language development, it is necessary for English teachers to bring opportunity for students to be closed to English materials, and more importantly integrate the experience with their higher level of English learning.

Table 7 presents the association between English language immersion and English language development. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the English language immersion, the better is the English language development.

Table 7
Relationship Between English Language Immersion and English Language Development

Class Design	r-value	p-value	Interpretation
Explicit Teaching of English	.810**	0.000	Highly

Forms			Significant
Emphasis on Academic Language	.761**	0.000	Highly Significant
Maximal Use of English	.787**	0.000	Highly Significant
Interactive Activities among Students	.767**	0.000	Highly Significant
Teachers' Feedback	.823**	0.000	Highly Significant
The Principal Role of Students			
Explicit Teaching of English	.786**	0.000	Highly Significant
Forms			Significant
Emphasis on Academic Language	.778**	0.000	Highly Significant
Maximal Use of English	.758**	0.000	Highly Significant
Interactive Activities among Students	.796**	0.000	Highly Significant
Teachers' Feedback	.796**	0.000	Highly Significant
Extracurricular Activities			
Explicit Teaching of English	.830**	0.000	Highly Significant
Forms			Significant
Emphasis on Academic Language	.789**	0.000	Highly Significant
Maximal Use of English	.804**	0.000	Highly Significant
Interactive Activities among Students	.802**	0.000	Highly Significant
Teachers' Feedback	.791**	0.000	Highly Significant
Students' Subjective Attitude			
Explicit Teaching of English	.850**	0.000	Highly Significant
Forms			Significant
Emphasis on Academic Language	.777**	0.000	Highly Significant
Maximal Use of English	.809**	0.000	Highly Significant
Interactive Activities among Students	.811**	0.000	Highly Significant
Teachers' Feedback	.794**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Immersive teaching is an educational method that helps students rapidly improve their language skills in a completely closed language environment by teaching in the target language. Language development teaching focuses on the gradual improvement of students' language ability, involving many aspects such as listening, speaking, reading and writing. It is a long-term process that requires teachers to adopt a variety of methods and strategies to ensure that every student can actively participate in and benefit from it.

The relationship between the two is that immersive teaching provides students with a real, high-

intensity language environment that enables them to better acquire and master the language. Language development teaching provides students with a systematic learning path to help them gradually improve their language ability in all aspects. Combined, these two teaching methods can promote students' language development more effectively.

Teachers can promote English language immersion and English language development teaching by: First, create an immersive language environment: Teachers can use the target language to teach as much as possible, so that students can feel the real language environment in class. This can be achieved by teaching in English, using English textbooks and multimedia resources. Second, design interesting activities: Teachers can organize a variety of interesting activities, such as role play, group discussion, debate, etc., so that students can study English in a pleasant atmosphere. Third, provide personalized support: Teachers should pay attention to each student's learning progress and needs, and provide personalized guidance and support for different students. Fourth, create real context: Teachers can simulate real life scenes, such as shopping, ordering food, traveling, etc., so that students can practice language in real situations. Fifth, cultivate students' independent learning ability: Teachers should teach students how to learn languages independently, such as using Internet resources, attending language corners, etc., so that they can constantly contact and use the target language in daily life. Last, assessment and feedback: Teachers should regularly evaluate students' learning progress and give timely feedback and suggestions to help them find their shortcomings and improve.

CONCLUSION AND RECOMMENDATION

More than 90% of participants were female students majoring in English. Most students are about 20 years old and most students have no grade in English or passed TEM-4. Chinese English major students in the normal university are exposed in both classroom and extracurricular activities at a moderate level with different frequencies, and are exposed in extracurricular activities more frequently. Many respondents benefited from all four English immersion types, with class design and the principal role of students more beneficial than others and extracurricular activities least under the English reading context. Most participants' English language development were in a medium level, with maximal use of English adopted most frequently and interactive activities among students least in English

reading environment. No sex difference on English language exposure, immersion and development was found. The older students pay more attention to extracurricular activities, English-speaking environment, their attitudes and interactions. The proficient learners prefer extracurricular activities, self-awareness and the explicit teaching of English forms. The highly significant relationship between the three variables suggests that the better the rating on exposure to English, the better the rating on immersion in English, the better the rating on exposure to English, the better the level of English development, and the better the rating on immersion in English, the higher the level of English development. An enhancement program was put forward to help Chinese English major students to improve their English language exposure, English language immersion and English language development in daily English reading learning.

Normal universities in China that have English major instructions may provide a full English environment for English major students to help their English learning. Besides, universities may ensure that students have access to necessary materials and resources to learn English. English major teachers in Normal University in China may conduct tailor-made training instructions on English exposure, immersion and language development throughout reading classes to help students learn English efficiently and with high quality. English teachers need to change the traditional teaching mode and help students to build up their English thinking ability. Chinese English major students may consciously expose English language and immerse in it. They may also pay attention to English language development learning in English reading class. They can play their important role in class and interact as more as possible with teachers and classmates. In future researches, a larger sample size should be taken into consideration so as to have a deeper understanding of English reading teaching. In addition, further research on more individual factors is recommended to analyze the differences in English reading learning. In addition, other further research may complement this by identifying predictors of these three variables, or may focus on mediating effects. The proposed English reading enhancement program for Chinese English majors may be reviewed for implementation.

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