From Input to Intake: Enhancing English Language Proficiency through Structured Intervention

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Abstract

This study investigated the critical relationship between language intake, the process of internalising linguistic input, and learning outcomes among 200-level students in the Department of English Language and Literature, Alvan Ikoku Federal University of Education, Owerri. the theoretical framework that guided the study is anchored on Gass and Selinker's (1994) five-stage model of second language acquisition. The study assessed the effectiveness of structured language exposure and identified factors that facilitate or hinder proficiency development. A quasi-experimental interventional study research design was employed, utilising a stratified random sample of 180 students over a 10-week period. Data were collected through pre- and post-intervention language proficiency tests, structured questionnaires, and systematic classroom observations. Following an 8-week intervention featuring enhanced interactive activities, multimedia resources, and feedback-driven sessions, a paired-samples t-test revealed a statistically, significant improvement in proficiency scores, with mean scores rising from 37.8 (SD=9.45) to 67.4 (SD=8.12), $t(179) = 25.73$, $p < .001$. Qualitative data identified key barriers to effective intake, including language anxiety, limited reading habits, and insufficient opportunities for practice. Findings demonstrated that higher levels of consciously processed language intake directly correlate with improved learning outcomes.
Keywords: English Language Proficiency, Gass and Selinker's Model, Interactive Learning, Language Intake, Language Anxiety, Learning Outcomes, Structured Language Exposure.

INTRODUCTION

English Language Teaching (ELT) remains the cornerstone of Nigeria's higher education system, serving both as the language of instruction and as a key determinant of students' academic and professional success. As Bamgbose (2000) notes that; "English language education in Nigeria requires significant reforms to meet the diverse needs of learners" (p. 54). Opara (1999) adds that; "In Nigeria, English is not only a subject of study but also a medium of instruction in schools. Therefore, it occupies a prominent position in school syllabus. Teachers make efforts to enable students become as proficient in English as in their own language but in practice only few attain such proficiency as expected of them", (p. 15).

However, despite decades of policy emphasis, many Nigerian undergraduates continue to exhibit weak English proficiency, particularly in reading comprehension, speaking fluency, and academic writing. As Fromkin et al. (2011) stress that; "An understanding of the structure, acquisition, and use of language is essential to the teaching of foreign and second languages, as well as to reading instruction", (p. 463). Sadly, these deficiencies mentioned above are linked not only to inadequate exposure but also to the limited internalisation of linguistic input, what Second Language Acquisition (SLA) theorists describe as language intake. According to Anyanwu (2002, p. 27), " Language acquisition must be seen as a human phenomenon which is programmed to be naturally experienced or achieved once other developmental processes are in order". Within the Nigerian

context, language intake refers to the proportion of linguistic input that learners consciously notice, process, and integrate into their internal language systems.

Recent studies across Nigerian universities show that although students encounter English daily, "only a fraction of this exposure becomes usable linguistic competence due to poor study habits, low motivation, and insufficient classroom interaction" (Aboh, 2025, p. 8). For instance, Adekola et al. (2018) observe that; "both mother tongue and learning environment significantly influence students' academic achievement in reading comprehension", (p. 62). The persistent gap between input and intake underscores the need for pedagogical interventions that promote active engagement with language through structured, interactive, and multimodal learning environments. Avaa et al. (2024, p. 149) observe that, "curriculum implementation in Nigerian secondary and tertiary schools often prioritises syllabus completion over communicative competence, leaving learners with theoretical knowledge that does not translate into proficiency". Their study revealed that students who were exposed to participatory learning activities demonstrated greater linguistic awareness and performance gains than those taught with lecture-only methods.

Similarly, Aboh (2025, p. 10) assert that; "positive attitudes toward Nigerian English varieties correlate with higher self-confidence and increased classroom participation", which in turn enhance language intake. Research by Jarmouni et al. (2024) highlight that; "student taught in a non-native language often face challenges that can impede academic success", (p.5-6), emphasising the need for instructional strategies that consider learners' linguistic backgrounds. The sociolinguistic dimension of English use in Nigeria further complicates proficiency development. As Ndiribe and Aboh (2020, p. 11) explain that; "Multilingualism and linguistic marginalisation influence students' willingness to communicate in English, especially when local languages dominate informal interaction". Their findings indicate that language anxiety often rooted in perceptions of accent, correctness, or peer judgment acts as a psychological barrier that prevents learners from transforming comprehended input into productive output. Williams (1998, p. 9) adds that; "The effectiveness of methods and techniques is dependent upon a variety of factors residing within and outside of the learner. The question of relevance is therefore paramount".

Addressing these affective variables is therefore essential for improving intake levels and overall performance. At the same time, technological tools are reshaping language exposure in Nigerian higher education. Studies on the integration of multimedia and digital resources have shown that visual and auditory reinforcement aids comprehension and retention, making input more salient and thus easier to internalise. For instance, Abubakar, Yahaya, and Idris (2025, p. 109) report that; "access to online reading materials and guided digital exercises significantly improved comprehension among secondary school students in Katsina Central". Their findings align with broader SLA evidence that technology-supported environments can enhance noticing, comprehension, and practice the three conditions for effective intake. Of course, the language of instruction plays a crucial role in learning outcomes.

Nevertheless, disparities in digital access, limited teacher training, and infrastructural challenges continue to constrain the benefits of technology-enhanced learning. Aboh (2025, pp. 12) stresses that; "without institutional support for equitable resource distribution, technology alone cannot bridge Nigeria's persistent English proficiency gap". Consequently, attention must shift toward pedagogically grounded interventions that combine interactive teaching, student-centred participation, and technology-mediated reinforcement. Against this background, the present study investigates the impact of structured language intake on learning outcomes among 200-level students in the Department of English Language and Literature at Alvan Ikoku Federal University of Education, Owerri. It builds upon the theoretical insights of Gass and Selinker (1994), whose five-stage SLA model apperceived input, comprehended input, intake, integration, and output illustrates how learners process linguistic information from exposure to production. By situating this framework within the Nigerian ELT context, the study examines how structured, feedback-driven exposure can transform passive input into measurable learning outcomes.

STATEMENT OF THE PROBLEM

Language acquisition and proficiency play a crucial role in academic success, especially in higher education, where students are expected to demonstrate advanced linguistic competence. However, many students in the Department of English Language and Literature at Alvan Ikoku Federal University of Education, Owerri, struggle with language intake the process of internalising and effectively utilising linguistic input which subsequently affects their learning outcomes. This challenge raises concerns about the effectiveness of English language instruction and the factors influencing students' ability to absorb and apply language knowledge.

Despite exposure to various teaching methods and instructional materials, some students exhibit poor comprehension, weak communication skills, and limited critical engagement with texts. These deficiencies are evident in their academic writing, oral presentations, and overall performance in language-based courses. Several factors may contribute to these issues, including inadequate exposure to authentic language use, ineffective instructional strategies, and students' individual learning styles. Additionally, socio-cultural and psychological factors, such as language anxiety and motivation, may also impact language intake and proficiency.

Moreover, the gap between theoretical knowledge and practical application remains a pressing concern. While students may memorise linguistic rules and literary theories, their ability to integrate this knowledge into meaningful communication is often limited. This disconnect not only hinders their academic progress but also affects their preparedness for careers that require strong language skills, such as teaching, research, and communication-based professions.

Given these challenges, it becomes necessary to investigate the extent to which language intake influences learning outcomes among these students. Understanding this relationship will help in designing more effective pedagogical strategies that enhance English language proficiency and academic success? This study, therefore, seeks to explore the impact of language intake on students' learning outcomes, identify the key factors affecting their linguistic development, and propose solutions for improving language instruction and learning experiences within the department.

Objectives

The main objective of this study is to examine the impact of language intake on learning outcomes among selected students. The specific objectives are to:

*Examine the relationship between language intake and students' learning outcomes.

*Identify factors influencing language intake among students.

*Assess the effectiveness of current teaching methodologies in enhancing language intake and investigate the challenges students face in acquiring and applying language knowledge.

*Determine the role of motivation and attitude in language intake and academic success and propose innovative teaching and learning strategies for improving language intake and learning outcomes.

What is the relationship between students' language intake and their learning outcomes in English proficiency?

How do different levels of language intake influence students' academic performance in English?

What are the primary sources of language intake among students?

How does classroom interaction impact students' ability to process and internalise language input?

What challenges do students face in transforming language input into meaningful learning outcomes?

THEORETICAL FRAMEWORK

This is hinged on Gass and Selinker (1994). They propose a comprehensive model of second language acquisition (SLA) that outlines how input is processed and transformed into output. Their framework consists of five stages. These stages are; (i) Apperceived input (ii) Comprehended input (iii) Intake (iv) Integration, and (v) Output. This model emphasises the dynamic nature of language

learning, demonstrating how exposure to language (input) is processed cognitively and leads to language production (output).

Apperceived input refers to linguistic input that a learner notices but does not necessarily comprehend. Gass and Selinker (1994, p. 147) state that "language acquisition begins with perception and recognition of linguistic stimuli, even if comprehension is incomplete". It is the initial stage in which a learner becomes aware of new language elements, such as vocabulary, grammar structures, or pronunciation patterns. This is influenced by factors like prior knowledge, context, and salience (how noticeable the input is). Learners may not fully understand the input but recognise that it carries meaning. Attention plays a crucial role; learners must first perceive new structures before they can process them. Example; A learner hears the English sentence; She had already eaten before he arrived. They may notice the phrase had eaten as different from simple past but not yet understand its function as past perfect.

Comprehended input is the part of the apperceived input that the learner understands. While noticing alone is not enough, comprehension allows for meaningful language processing. Gass and Selinker (1994, p. 151) explain that, "comprehended input is a critical step in SLA, as learners actively engage with meaning construction rather than passive exposure". Here, learners attempt to decode meaning based on context, prior knowledge, and linguistic clues. Comprehension can be partial or complete depending on the learner's proficiency. Krashen's (1982) Input Hypothesis aligns with this stage, emphasising the importance of comprehensible input (i+1). Example; If, the learner previously studied past tenses, they may recognise that had eaten refers to an action occurring before another past event he arrived, even if, they don't fully grasp past perfect rules.

Intake refers to the part of the comprehended input that is processed and internalised by the learner. This stage is crucial because not all comprehended input becomes intake only the elements that the learner actively integrates into their developing language system. Gass and Selinker (1994, p. 154) argue that "intake is a selective process, where only the information that learners are cognitively prepared for is retained". This requires attention and cognitive engagement for retention. Not all input becomes intake because learners filter information based on learning readiness and cognitive load. Interaction and practice reinforce what is stored as intake. Example: The learner starts to recognise and use past perfect in writing or speech, showing an emerging understanding of its function.

Integration is the process where intake is incorporated into the learner's existing linguistic knowledge. At this stage, learners connect new information with what they already know, refining their language competence. This Involves mental restructuring, where previous knowledge is adjusted to accommodate new forms. Errors may occur as learners test hypotheses about language rules. Reinforcement through practice and feedback strengthens integration. Gass and Selinker (1994, p. 157) state that "integration represents the dynamic interplay between new linguistic elements and pre-existing knowledge, shaping language competence over time". Example: The learner begins spontaneously using past perfect in conversation, sometimes incorrectly *I had went to school before she called but gradually improves with correction.

Output is the final stage where learners produce language, applying what they have integrated into their speech or writing. Swain's (1985) Output Hypothesis suggests that language production is essential for acquisition, as it forces learners to process and refine their knowledge. Gass and Selinker (1994, p. 160) emphasise that "output is a verification mechanism in language acquisition, allowing learners to test their hypotheses about linguistic structures". This has the following benefits. (i) It helps identify gaps in language knowledge especially, noticing what one cannot express correctly. (ii) It promotes fluency and accuracy through practice. (iii) Interaction plays a role, as feedback from communication partners, enhances learning.

Take for instance, the learner correctly says, I had already eaten before he arrived, showing mastery of the past perfect tense. Gass and Selinker's (1994) five stage model highlights the gradual transformation of input into output in second language acquisition. Each stage apperceived input,

comprehended input, intake, integration, and output plays a crucial role in language development. The model supports SLA theories, emphasising the importance of noticing, comprehension, cognitive processing, and interaction in mastering a new language.

METHODOLOGY
Research Design
This study adopts a quasi-experimental interventional study research design to assess the relationship between language intake and students' learning outcomes.

Population
All 200-level students in the Department of English Language and Literature at Alvan Ikoku Federal University of Education. They are about 356 in number.

Sample Size
Approximately, 50 % of the 356 was the sample size. Therefore, 180 students selected using a stratified random sampling technique to ensure a representative sample based on gender, proficiency level, and learning background. 180 students provided statistical power for meaningful analysis. Stratified sampling ensures diverse representation.

Instruments
The study used three key instruments.

Questionnaire
A structured questionnaire was administered to assess students' language exposure, study habits, and learning strategies. (See appendix 1)

Language Proficiency Test (Pre-test and Post-test)
A pre-test was conducted to measure baseline proficiency levels in reading, writing, listening, and speaking. After 8 weeks of structured language exposure, a post-test evaluates improvements in students' linguistic abilities. Test Components: Listening comprehension (20 marks). Reading comprehension (20 marks). Grammar and vocabulary (30 marks). Speaking assessment (15 marks). Essay writing (15 marks). (See appendix 2)

Classroom Observation
Conducted over 8 weeks, focusing on the following student engagement with English input (lectures, discussions, and media exposure), frequency of student participation in English-based activities and teacher-student interaction (use of English for academic communication). Observation Checklist include; Students actively engage in class discussions, students use English outside academic settings and students complete reading assignments. (See appendix 3).

Data Collection Procedure
Phase 1
Pre-Intervention (Weeks 1-2). Administer pre-test to measure initial proficiency. Distribute questionnaires to assess language intake habits. Conduct baseline classroom observations.

Phase 2
Intervention (Weeks 3-8): Students receive enhanced English language exposure through: Group discussions, audio-visual materials, and interactive reading activities. Teacher-facilitated feedback sessions on writing and speaking skills.

Phase 3
Post-Intervention (Weeks 9-10): Conduct post-test to evaluate language proficiency improvement. Administer final questionnaires to track changes in study habits. Conduct final classroom observations to note differences in participation.

Data Analysis

The quantitative data from the pre-test and post-test were analysed using IBM SPSS Statistics (Version 28). Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were calculated to summarise the overall performance of the students. A paired-samples t-test was conducted to determine if there was a statistically significant difference between the pre-test and post-test scores, thereby measuring the effectiveness of the intervention. The qualitative data from the questionnaires and observation checklists were analysed thematically. Responses were coded, categorised, and summarised into frequencies and percentages to identify common patterns, challenges, and perceptions among the students.

Ethical Consideration

Ethical approval was sought and granted by the Departmental Research Committee. Before participation, all students were briefed on the study's objectives and procedures. Written informed consent was obtained from each participant, ensuring anonymity and confidentiality. They were informed of their right to withdraw from the study at any point without any penalty.

Results

This section presents the findings from the demographic data, pre-test and post-test analyses, questionnaire, and classroom observations, addressing the study's research questions.

Demographic Data of Respondents

Of the 180 participants, 112 (62.2%) were female and 68 (37.8%) were male. The majority (70%, n=126) fell within the 21-25 age bracket. Regarding English language background, an overwhelming majority (92.2%, n=166) identified English as their second language, while the remainder (7.8%, n=14) reported learning English solely in a formal school setting.

Pre-Test and Post-Test Analysis

Table 1: Descriptive Statistics of Pre-Test and Post-Test Scores (N=180)

Test	Mean Score (/100)	Standard Deviation	Minimum Score	Maximum Score
Pre-Test	37.8	9.45	20	65
Post-Test	67.4	8.12	50	85

The descriptive statistics for the proficiency tests are presented in Table 1. The mean score increased from 37.8 (SD=9.45) in the pre-test to 67.4 (SD=8.12) in the post-test. (See table 1)

A paired-samples t-test was conducted to evaluate the impact of the intervention on students' language proficiency. There was a statistically significant increase in scores from the pre-test (M=37.8, SD=9.45) to the post-test (M=67.4, SD=8.12), $t(179) = 25.73$, $p < .001$. The mean increase in scores was 29.6 points with a 95% confidence interval ranging from 27.8 to 31.4. This significant result ($p < .001$) indicates that the improvement was very unlikely to have occurred by chance.

Table 2: Mean Score Achieved and Remaining Potential Score

Text Type	Mean Score Achieved	Remaining Potential Score
Pre-Test	37.8	62.2
Post-Test	67.4	32.6

Table 2 shows that the mean score achieved is the average score students got 37.8 and 67.4 while the remaining potential score is what was left to get a perfect 100 that is 100 – mean score (so, 100-37.8= 62.2 and 100-67.4=32.6. (See table 2)

Figure 1 shows a side-by-side bar chart comparing score achieved and remaining potential for both the pre-test and post-test. (See figure 1).

Comparison of Achieved Scores and Remaining Potential (N=180)
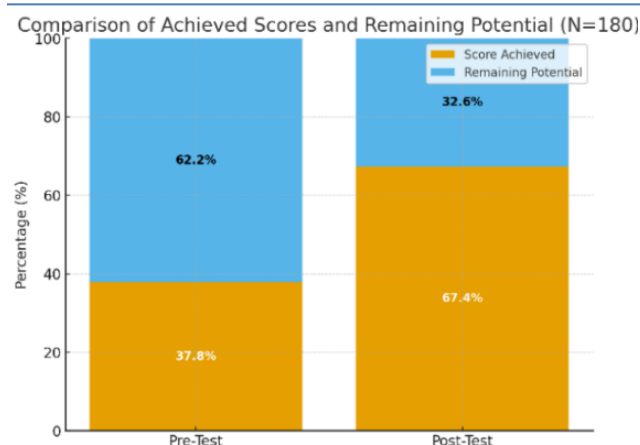
Figure 1 illustrates the difference between the achieved mean scores and the remaining potential of students in both the pre-test and post-test. Before the intervention, students achieved 37.8% of their potential, leaving 62.2% unachieved. After the 8-week structured language exposure, their performance improved substantially, with 67.4% achieved and only 32.6% remaining. This notable improvement reflects the positive impact of enhanced language intake strategies, including interactive discussions, multimedia use, and consistent feedback, on students' English language proficiency and learning outcomes. (See appendix 2 for clarification)

Findings from the Questionnaire

The questionnaire (see appendix 1) revealed the following insights into students' habits and challenges;

Language Exposure: 65% of students reported only engaging with English materials (books, articles) "occasionally" or "rarely". Similarly, 60% stated they "rarely" or "never" practiced speaking English outside the classroom.

Challenges: The most frequently cited challenges were "anxiety when speaking English" (72%), "difficulty in understanding lectures" (68%), and "limited access to learning materials" (55%).

Teaching Methods: 65% of students found interactive discussions and group work to be the most effective teaching methodology, compared to traditional lectures.

Motivation: Despite the challenges, 75% of students reported being "highly" or "moderately motivated" to improve their English proficiency.

Findings from Classroom Observation

Classroom observations (see appendix 3) conducted over the 8-week intervention period noted a marked positive change as follows;

Participation: Active participation in class discussions grew from an estimated 20% of students in Week 1 to over 70% by Week 8.

Language Use: The reliance on the first language (L1) for peer-to-peer interaction decreased significantly as the weeks progressed, with students making a conscious effort to use English in academic settings.

Engagement: The use of multimedia resources and group activities led to higher levels of student engagement and attentiveness compared to traditional lecture-style sessions observed at the baseline.

DISCUSSION

This study sought to investigate the relationship between language intake and learning outcomes among undergraduate students of English at the Department of English Language and Literature, Alvan Ikoku Federal University of Education, Owerri. The findings provide strong evidence that structured and interactive language exposure significantly enhances proficiency.

The statistically significant improvement (t (179) = 25.73, p < .001) in test scores directly addresses the first research question, confirming a strong positive relationship between enhanced language intake and improved learning outcomes. This aligns with the theoretical framework of Gass and Selinker (1994), as the intervention was explicitly designed to facilitate each stage of their model. The use of multimedia made input more apperceivable; guided discussions and teacher support made it comprehensible; interactive tasks forced cognitive intake and integration; and presentation assignments provided crucial opportunities for output.

The questionnaire and observation data answer subsequent research questions by identifying the key factors and challenges. The primary sources of intake were structured classroom interactions and multimedia resources, not passive exposure. The major challenges, anxiety, limited practice, and lack of access to materials, act as barriers between input and intake. The fact that students identified interactive methods as most effective underscores the importance of moving beyond traditional pedagogical approaches.

The findings corroborate previous studies like that of Adekola et al. (2018), on the influence of the learning environment, and Jarmouni et al. (2024), on the challenges of learning in a second language. This study demonstrates that creating a supportive, interactive, and resource-rich environment can mitigate these challenges.

Limitations of the Study

While this study offers valuable insights, certain limitations must be acknowledged.

Firstly, the sample was drawn from a single department in one university, which may limit the generalisability of the findings to other contexts.

Secondly, the study lacked a control group. Although, the improvement was significant, a control group would have more robustly isolated the effect of the intervention from other external factors.

Thirdly, the Hawthorne Effect may be present, where participants improved their performance because they knew they were being studied.

Finally, future study should employ a controlled experimental design across multiple institutions to strengthen the validity of the findings.

CONCLUSION

This study underscores the critical role of effective language intake in shaping students' learning outcomes in English proficiency. By enhancing classroom instruction, promoting self-study habits, and addressing challenges in language acquisition, educators can significantly improve students' ability to internalise and apply the English language effectively. Future study could explore longitudinal studies to assess how sustained language exposure over multiple semesters impacts academic success and professional communication skills.

Notwithstanding its limitations, this study concludes that a deliberate focus on enhancing language intake through structured exposure, interactive learning environments, and consistent feedback mechanisms significantly improves students' proficiency in English. The significant post-test improvement confirms that when input is made comprehensible, engaging, and actionable, students are better able to internalise and apply linguistic knowledge. Addressing the identified barriers like language anxiety, limited reading culture, and inadequate resources, is crucial for optimising learning outcomes. The recommendations provided below, offer a roadmap for educators and institutions committed to improving ELT efficacy.

RECOMMENDATIONS

Increase interactive language activities such as debates, group discussions, and role-playing to encourage active participation and processing of language input. Integrate more reading assignments with guided analysis to improve comprehension and vocabulary acquisition. Use multimedia resources (videos, podcasts, and digital storytelling) to diversify input sources and make learning engaging.

Teachers should provide detailed feedback on students' spoken and written English to help refine their understanding of grammar, vocabulary, and pronunciation. Encourage peer learning strategies, where students engage in collaborative discussions to process language input together.

Organise language workshops and tutoring sessions to support students struggling with specific areas of language acquisition. Conduct language proficiency workshops to address difficulties in pronunciation, grammar, and academic writing.

Develop self-study programmes that incorporate structured reading lists, writing tasks, and online English practice tools. Encourage students to engage with authentic English materials such as newspapers, novels, podcasts, and academic journals to reinforce learning beyond the classroom.

Introduce technology-driven learning tools like language-learning apps and virtual discussion forums for continuous practice.

Improve library resources by increasing access to English language books, journals, and digital learning platforms. Reduce students' reliance on their first language (L1) in academic settings by promoting an English-only policy during lectures and academic discussions.

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Appendices

Appendix 1: Structured Questionnaire

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Section A: Demographic Information

(Please tick [✓] where appropriate)

Comparison of Achieved Scores and Remaining Potential among Students (N=180)

1. Gender: [ ] Male [ ] Female
2. Age Range: [ ] 16–20 years [ ] 21–25 years [ ] 26–30 years [ ] Above 30 years
3. English Language Background: [ ] English is my first language [ ] English is my second language [ ] I learned English in school

Section B: Language Intake and Learning Strategies

4. How often do you engage in reading English materials (books, articles, newspapers)? [ ] Daily [ ] Weekly [ ] Occasionally [ ] Rarely
5. How frequently do you listen to English audio materials (news, podcasts, lectures)? [ ] Very often [ ] Sometimes [ ] Rarely [ ] Never
6. Do you actively take notes and summarise English texts when studying? [ ] Always [ ] Sometimes [ ] Rarely [ ] Never
7. How often do you practice speaking English outside the classroom? [ ] Very often [ ] Sometimes [ ] Rarely [ ] Never
8. Which of the following affects your ability to understand and retain English language knowledge? (Select all that apply) [ ] Lack of interest in reading [ ] Poor teaching methods [ ] Lack of exposure to spoken English [ ] Limited vocabulary [ ] Difficulty in comprehension

Section C: Learning Outcomes and Challenges

9. How confident are you in expressing yourself in written English? [ ] Very confident [ ] Confident [ ] Slightly confident [ ] Not confident
10. How would you rate your comprehension of English texts? [ ] Excellent [ ] Good [ ] Average [ ] Poor
11. What are the major challenges you face in learning English? (Select all that apply) [ ] Difficulty in understanding lectures [ ] Poor writing skills [ ] Lack of practice opportunities [ ] Anxiety when speaking English [ ] Limited access to learning materials

Section D: Teaching Methods and Motivation

12. How would you rate the effectiveness of English language teaching methods in your department? [ ] Very effective [ ] Effective [ ] Neutral [ ] Ineffective

13. What type of teaching method helps you understand English best? [ ] Interactive discussions [ ] Lectures and explanations [ ] Group work and peer discussions [ ] Multimedia-based learning (videos, recordings)

14. How motivated are you to improve your English proficiency? [ ] Highly motivated [ ] Moderately motivated [ ] Slightly motivated [ ] Not motivated

Section E: Suggestions for Improvement

15. What strategies do you think will help improve your English language proficiency? (Select all that apply) [ ] More practical language activities [ ] Access to more reading and listening materials [ ] More exposure to spoken English [ ] Regular speaking and writing practice

16. Do you have any additional comments or suggestions for improving English learning in your department? (Please write below).

Thank you for your time and participation!

Appendix 2: Language Proficiency Test (Pre-Test and Post-Test)

This test is designed to assess students' English language proficiency before and after the study intervention.

Section A: Reading Comprehension (20 marks)

Read the passage below and answer the questions that follow.

Passage:

Technology has transformed education, making learning more accessible through digital platforms. Online resources provide students with unlimited materials, while virtual classrooms facilitate interaction beyond physical boundaries. However, some challenges persist like digital literacy gaps and internet accessibility issues. Despite these setbacks, the integration of technology in education continues to evolve.

Questions:

1. What is the main idea of the passage? (2 marks)
2. Name two benefits of technology in education. (2 marks)
3. Identify one challenge mentioned in the passage. (2 marks)
4. What does "facilitate" mean in the context of the passage? (2 marks)
5. Write a summary of the passage in your own words. (5 marks)

Section B: Vocabulary and Sentence Structure (20 marks)

Choose the correct option for each question.

6. Choose the correct word to complete the sentence:

The professor _____ a new method of teaching last semester.

   a) Introduce
   b) Introduced
   c) Introducing
   d) Introduces

7. Identify the correctly structured sentence.
   a) She can able to speak English fluently.
   b) She is able to speak English fluently.
   c) She able to speaking English fluently.
   d) She is able speaking English fluently.

8. Which of the following is a synonym for "comprehend"?
   a) Ignore
   b) Understand
   c) Forget
   d) Confuse

9. Choose the correct preposition to complete the sentence.

I am interested _____ learning new languages.
   a) On
   b) In
   c) At
   d) For

10. Rewrite this sentence in passive voice.
The students completed the assignment on time. (5 marks)

Section C: Writing Skills (20 marks)
Write a well-structured essay of about 150–200 words on the topic: "The Importance of Effective Communication in Education". Your essay should have:
   a. A clear introduction
   b. Well-organised body paragraphs
   c. Proper grammar and vocabulary
   d. A logical conclusion

Section D: Speaking Skills (For Post-Test Only) (20 marks)
Students are asked to respond orally to the following prompts:
   1. Introduce yourself and talk about your academic interests. (5 marks)
   2. Describe a memorable learning experience you have had. (5 marks)
   3. Discuss one way in which technology has improved language learning. (5 marks)
   4. Explain why good writing skills are important for university students. (5 marks)

Section E: Listening Skills (For Post-Test Only) (20 marks)
Students listen to a short-recorded passage and answer the following questions:
   1. What was the main topic of the passage? (5 marks)
   2. Mention two key details from the passage. (5 marks)
   3. What was the speaker's opinion on the topic? (5 marks)
   4. Identify one word or phrase that was new to you and explain its meaning. (5 marks)

Total Score: 100 Marks
Scoring Guide:
Pre-Test: Establishes the students' baseline proficiency.

Post-Test: Measures progress after exposure to the learning intervention.

Appendix 3: Classroom Observation Checklist

Title: Observation of Language Intake and Learning Outcomes in English Language Classes

Observer's Name: _____

Date: _____

Course Title: _____

Class Level: 200-Level

Number of Students: _____

Lecturer's Name: _____

Section A: Classroom Environment

(Tick [✓] where applicable and provide comments where necessary.)

1.   Classroom Setting and Facilities

[ ] Classroom is conducive to learning (adequate lighting, ventilation, seating arrangement).

[ ] Availability of teaching aids (whiteboard, projector, textbooks, multimedia resources).

[ ] Classroom is free from distractions (noise, interruptions).

Comments: _____

Section B: Lecturer's teaching Methods

2.   Lesson Delivery

[ ] Clear explanation of concepts.

[ ] Use of interactive teaching strategies (discussions, group work).

[ ] Encourages student participation and engagement.

[ ] Uses appropriate examples to illustrate points.

3.   Use of Language in Instruction

[ ] Speaks clearly and fluently in English.

[ ] Uses simple and understandable language.

[ ] Explains difficult vocabulary or concepts effectively.

[ ] Encourages students to speak and write in English.

4.   Use of Teaching Aids

[ ] Uses visual aids (charts, slides, videos) effectively.

[ ] Incorporates technology in teaching (audio, e-learning materials).

[ ] Uses real-life examples to enhance learning.

Comments: _____

Section C: Student Engagement and Participation

5.   Listening and Comprehension Skills

[ ] Students pay attention to the lecture.

[ ] Students take notes and ask questions.

[ ] Students respond correctly to comprehension questions.

6.   Speaking and Interaction

[ ] Students participate in discussions.

[ ] Students ask and answer questions in English.

[ ] Students interact with peers using English.

7.   Writing and Application of Knowledge

[ ] Students complete writing exercises correctly.

[ ] Students apply grammar and vocabulary correctly.

[ ] Students organise their ideas logically in writing.

Comments: _____

Section D: Challenges and Areas for Improvement

8.   Challenges Observed (Tick all that apply)

[ ] Students struggle with comprehension.

[ ] Low participation in class activities.

[ ] Poor writing skills.

[ ] Students rely on their first language instead of English.

[ ] Lack of confidence in speaking English.

9.   Recommendations for Improvement

_____

Observer's Signature: _____

Date: _____