



مجلة الدراسات والبحوث التربوية

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مجلة علمية دورية محكمة

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جامعة الطفيلة التقنية - الاردن

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مجله الدراسات والبحوث التربوية

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بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن

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للمجلة معامل تأثير عربي ومفهرسة في العديد من قواعد المعلومات الدولية



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أ. محمد سعد إبراهيم عوض

التعريف بالمجلة

تصدر مجلة الدراسات والبحوث التربوية عن مركز العطاء للاستشارات التربوية- دولة الكويت بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن كل أربعة شهور، وهي مجلة علمية دورية محكمة بإشراف هيئة تحرير وهيئة علمية تضم نخبة من الأساتذة، وتسعى المجلة للإسهام في تطوير المعرفة ونشرها من خلال طرح القضايا المعاصرة في مختلف التخصصات التربوية، والاهتمام بقضايا التجديد والإبداع، ومتابعة ما يستجد في مختلف مجالات التربية؛ والمجلة مفهومة في العديد من قواعد المعلومات الدولية، ومنها: دار المنظومة Dar Almandumah، معرفة MAREFA، e-، شمع شاماا Shamaa، قاعدة المعلومات التربوية Edu Searach، المكتبة الرقمية العربية AskZad، وللمجلة معامل تأثير عربي.

أهداف المجلة

- تهدف المجلة إلى دعم الباحثين في مختلف التخصصات التربوية من خلال توفير وعاء جديد للنشر يلبي حاجات الباحثين داخل الكويت وخارجها. ويمكن تحديد أهداف المجلة بشكل تفصيلي في الأهداف الأربعة التالية:
1. المشاركة الفاعلة مع مراكز البحث العلمي لإثراء حركة البحث في المجال التربوي.
 2. استنهاض الباحثين المتميزين للإسهام في طرح المعالجات العلمية المتعمقة والمبتكرة للمستجدات والقضايا التربوية.
 3. توفير وعاء لنشر الأبحاث العلمية الأصيلة في مختلف التخصصات التربوية.
 4. متابعة المؤتمرات والندوات العلمية في مجال العلوم التربوية.

مجالات النشر في المجلة

تهتم مجلة الدراسات والبحوث التربوية بنشر الدراسات والبحوث التي لم يسبق نشرها في مختلف التخصصات التربوية، على أن تتصف بالأصالة والجدة، وتتبع المنهجية العلمية، وتراعي أخلاقيات البحث العلمي. كما تنشر المجلة ملخصات رسائل الماجستير والدكتوراه ذات العلاقة بمختلف التخصصات التربوية، والمراجعات العلمية، وتقارير البحوث والمراسلات العلمية القصيرة، وتقارير المؤتمرات والمنتديات العلمية، والكتب والمؤلفات المتخصصة في التربية ونقدها وتحليلها.

القواعد العامة لقبول النشر في المجلة

1. تقبل المجلة نشر البحوث باللغتين العربية والإنجليزية وفقاً للمعايير التالية:
- توافر شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية في مجالات التربية المختلفة.
 - أن تحتوي الصفحة الأولى من البحث على:
 - اسم الباحث ودرجته العلمية والجامعة التي ينتمي إليها.
 - البريد الإلكتروني للباحث، ورقم الهاتف النقال.
 - ملخص للبحث باللغة العربية والإنجليزية في حدود (150) كلمة.
 - الكلمات المفتاحية بعد الملخص.
 - ألا يزيد عدد صفحات البحث عن (30) صفحة متضمنة الهوامش والمراجع.
 - أن تكون الجداول والأشكال مُدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويُراعى ألا تتجاوز أبعاد الأشكال والجداول حجم الصفحة.
 - أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية APA الإصدار السادس، وحسن استخدام المصادر والمراجع، وتثبيت مراجع البحث في نهايته.
 - أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
 - أن يلتزم الباحث بالخطوط وأحجامها على النحو التالي:

- اللغة العربية: نوع الخط (Sakkal Majalla), وحجم الخط (14).
- اللغة الإنجليزية: نوع الخط (Times New Roman), وحجم الخط (14).
- تكتب العناوين الرئيسية والفرعية بحجم (16) غامق (Bold).
- أن تكون المسافة بين الأسطر (1.15) بالنسبة للبحوث باللغة العربية, وتكون المسافة بين الأسطر (1.5) بالنسبة للبحوث باللغة الإنجليزية.
- تترك مسافة (2.5) لكل من الهامش العلوي والسفلي والجانبين.

2. ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى.
3. تحتفظ المجلة بحقها في إخراج البحث وإبراز عناوينه بما يتناسب وأسلوبها في النشر.
4. ترحب المجلة بنشر ما يصلها من ملخصات الرسائل الجامعية التي تمت مناقشتها وإجازتها في مجال التربية، على أن يكون الملخص من إعداد صاحب الرسالة نفسه.
5. بالمجلة باب لنشر موضوعات تهتم المجتمع التربوي يكتب فيه أعضاء التحرير.

إجراءات النشر في المجلة

1. ترسل الدراسات والبحوث وجميع المراسلات باسم رئيس تحرير مجلة الدراسات والبحوث التربوية على الإيميل التالي: submit.jser@gmail.com
2. يرسل البحث إلكترونياً بخطوط متوافقة مع أجهزة (IBM)، بحيث يظهر في البحث اسم الباحث ولقبه العلمي، ومكان عمله.
3. يُرفق ملخص البحث المراد نشره في حدود (100-150 كلمة) سواء كان البحث باللغة العربية أو الإنجليزية، مع كتابة الكلمات المفتاحية الخاصة بالبحث (Key Words).
4. يرفق مع البحث موجز للسيرة الذاتية للباحث.
5. في حالة قبول البحث مبدئياً يتم عرضه على مُحكِّمين من ذوي الاختصاص في مجال البحث، لإبداء آرائهم حول مدى أصالة البحث وقيمتها العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، وتحديد مدى صلاحية البحث للنشر في المجلة من عدمها.
6. يُخطر الباحث بقرار صلاحية بحثه من عدمها خلال شهر من تاريخ استلام البحث.
7. في حالة ورود ملاحظات من المحكمين تُرسل إلى الباحث لإجراء التعديلات اللازمة، على أن يعاد إرسال البحث بعد التعديل إلى المجلة خلال مدة أقصاها شهر، ولا يجوز سحب البحث من المجلة بعد تحكيمه.
8. تؤول جميع حقوق النشر للمجلة.
9. لا تلتزم المجلة بنشر كل ما يرسل إليها.
10. المجلة لا ترد الأبحاث المرسلة إليها سواء كانت منشورة أو غير قابلة للنشر، وللمجلة وإدارتها حق التصرف في ذلك.

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المحتويات

م	العنوان	الصفحة
-	الافتتاحية	viii
1	تحليل محتوى كتب اللغة العربية في المرحلة الثانوية بدولة الكويت وفق قائمة مهارات القرن الحادي والعشرين، أ.د شافي فهد المحبوب	32-1
2	رعاية الطلاب الموهوبين بدولة الكويت في ضوء بعض الخبرات الأجنبية، د. محمد سعيد ناصر الهاجري	67-33
3	تصميم بيئة تعلم بالميتافيرس قائمة على التفاعل بين نمط حشد المصادر (تنافسي/ تشاركي) والأسلوب المعرفي (تحمل/ عدم تحمل الغموض) وأثره في تنمية مهارات الموشن جرافيك لطلاب المرحلة الثانوية، أ. بدر ظافر الأسمرى؛ د. حمد بن صالح الغنيم	112-68
4	دور المعلمات في تنمية المهارات الرقمية وغرس ثقافة الإبداع الرقمي لدى تلميذات المرحلة الابتدائية في المملكة العربية السعودية والتحديات التي تواجههن، أ. وفاء ذياب المطيري؛ أ. وفاء محمد القربان؛ أ. ندى عبدالله الرميحي	144-113
5	المواطنة والولاء والانتماء للوطن وفقاً للمناهج الدراسية لدى النشء في دولة الكويت: (دراسة ميدانية)، د. تهاني صالح العنزي؛ د. صفوت حسن عبدالعزيز	190-145
6	الارتجال التنظيمي وعلاقته بالكفاءات القيادية في الإدارة العامة للتعليم بمنطقة القصيم، أ. عائشة مرزوق نمران المظليري؛ أ.د هيلة منديل محمد التويجري	227-191
7	واقع توظيف التعلم القائم على المشروعات في تدريس المناهج الدراسية في المرحلة الثانوية بدولة الكويت ومعوقاته من وجهة نظر المعلمين، د. ياسمين هداد فاضل الفضلي	258-228
8	درجة ممارسة مديري المدارس الخاصة للجهد العاطفي: دراسة مقارنة بين الكويت والأردن، أ. رسمية تيسير عبد المالك النادي؛ أ.د عمر محمد الخرابشة	287-259
9	الأمن الفكري لدى طلاب المرحلة الثانوية بدولة الكويت لمواجهة حروب الجيل الرابع، أ. ملاك محمد سعد السهلي؛ أ.د صلاح الدين إبراهيم معوض؛ أ.د دينا علي حامد	334-288
10	واقع تطبيق المنهج الوطني السعودي في مرحلة رياض الأطفال من وجهة نظر المعلمات وقيادات الطفولة في مدينة الرياض، أ. أسماء عبدالله سالم باوزير؛ أ. هناء بنت سليمان محارب البلوي؛ أ. مشاعل محمد عبدالعزيز السليبي؛ أ. نورة بنت أحمد عبدالعزيز الضويحي؛ أ. هند محمد عبدالعزيز الدويخ	368-335

الصفحة	العنوان	م
397-369	تصورات المعلمين حول استخدام أدوات الذكاء الاصطناعي التوليدي: دراسة نوعية، أ. ياسر عبدالله راشد الحمداني؛ أ. فاطمة راشد سيف البلوشي؛ د. راية الريسي	11
440-398	واقع الإصلاح المدرسي من وجهة نظر مديري المرحلة الثانوية في التعليم العام بدولة الكويت، أ. مريم حامد الشمري	12
479-441	واقع التفكير التأملي في الممارسات المهنية المستندة إلى المعايير والممارسات المهنية للمعلمين لدى معلمات الدراسات الإسلامية بمدينة الرياض، أ. هدى بنت دُلوه العليوي	13
518-480	القيادة المتسامية وعلاقتها بتحسين الأداء الإداري لمُديري المدارس الأهلية بمدينة بريدة، د. عواطف بنت علي السيف العوفي؛ أ. لَمَى بنت صالح بن مُجاهد الحربي	14
538-519	An Investigation of Implicit and Explicit English Language Exposure by Higher Education EFL Students: A Case Study of GFP Students at the University of Buraimi, Asma Hamyar Al Azzani	15

الافتتاحية

بسم الله الرحمن الرحيم، عليه نتوكل وبه نسعتهن، نحمده سبحانه كما ينبغي أن يحمد ونصلي ونسلم على أشرف المرسلين سيدنا محمد وعلى آله وأصحابه والتابعين وبعد،،،

يشهد العالم ثورة معلوماتية كبرى منذ منتصف القرن الماضي بسبب التطور السريع والهائل لتكنولوجيا الإعلام والاتصال، وقاد هذا إلى تغير العديد من المفاهيم والأسس داخل المجتمع، فلم تعد المعدات والآلات الثقيلة ورأس المال الأدوات الرئيسية للنشاط الاقتصادي، إذ حلت محلها المعرفة التي أصبحت المحرك الأساسي للنشاط الاقتصادي والفردى فى كل المجتمعات، وقد أدى تزايد قيمة المعرفة فى العصر الحالي إلى أن أصبحت هى الطريق نحو مجتمع المعرفة الذى تتنافس الدول فى تحقيقه.

وقد جعل ذلك الدول المتقدمة تنفق حوالى (20%) من دخلها القومى فى استيعاب المعرفة، ويستحوذ التعليم على نصف هذه النسبة، كذلك تنفق المنظمات الصناعية والتجارية فى هذه الدول ما لا يقل عن (5%) من دخلها الإجمالى فى التنمية المهنية للعاملين بها، وتنفق ما يتراوح بين (3%-5%) من دخلها الإجمالى فى البحث والتنمية.

ويعد البحث العلمى الوسيلة الرئيسية لإيجاد المعرفة وتطويرها وتطبيقها فى المجتمع، كما يشكل الركيزة الأساسية للتطور العلمى والتقنى والاقتصادى، ويساهم فى رقى الأمم وتقدمها، وهو بمثابة خطوة للابتكار والإبداع، ويمثل البحث العلمى إحدى الركائز الأساسية لأي تعليم جامعى متميز، ويعد من أهم المعايير التى تعتمد عليها الجهات العلمىة فى تصنيف وترتيب الجامعات سواء على المستوى المحلى أو القومى أو العالمى؛ ويقاس التقدم العلمى لبلد من البلدان بمدى الناتج البحثى والعلمى مقارنةً بالدول الأخرى.

ويسر مجلة الدراسات والبحوث التربوىة أن تقدم لقراءها هذا العدد، وتتقدم أسرة المجلة بالشكر إلى جميع الباحثين الذين ساهموا بأبحاثهم فى هذا العدد، وتجدد دعوتها لجميع الباحثين للالتفاف حول هذا المنبر الأكاديمى بمساهماتهم العلمىة. وندعو الله عز وجل السداد والتوفيق.

رئيس التحرير

أ.د/ عبدالله عبدالرحمن الكندرى

تخلي أسرة تحرير المجلة مسؤوليتها عن أي انتهاك لحقوق الملكية الفكرية،
والآراء والأفكار الواردة في الأبحاث المنشورة لا تلزم إلا أصحابها
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An Investigation of Implicit and Explicit English Language Exposure by Higher Education EFL Students: A Case Study of GFP Students at the University of Buraimi

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Abstract: This quantitative study investigates implicit and explicit exposure to the English language among General Foundation Program (GFP) students at the University of Buraimi. It examines whether the GFP students at the University of Buraimi rely more on implicit or explicit exposure and identifies their preferred exposure activities. A total of 119 students were selected for the study using convenience sampling during the 2024-25 academic year. Data were collected through an electronic questionnaire and analysed using Statistical Package for the Social Sciences (SPSS)/ version 27. Descriptive and inferential statistics were employed to examine the patterns of exposure. The results show that the GFP students at the University of Buraimi rely more on implicit than explicit exposure. They prefer to use English in real-life situations outside the classroom, reflecting a tendency toward communicative and authentic learning. As for the explicit exposure, the results indicate that the GFP students at the University of Buraimi favour face-to-face interaction with English speakers to develop their speaking skills. These findings highlight the importance of integrating authentic and communicative learning opportunities in higher education EFL contexts. The implications of the results for teaching practices and future research avenues are discussed.

Keywords: Implicit exposure, explicit exposure, EFL, communicative-oriented exposure, language learning, language acquisition, GFP students.

1. Introduction

As English is a lingua franca nowadays, the English as a Second Language (ESL) or English as Foreign Language (EFL) educational systems in various countries aim to prepare learners to master English in order to meet one of the job market's needs (Al-Zoubi, 2018; Domingo, 2020; Liyana, 2022; MacLeod & Larsson, 2011). Although these educational systems differ around the world, a commonality between them is that language learning occurs through exposure, which can take place either inside or outside the classroom (Al-Zoubi, 2018; Liyana, 2022). Exposure was founded by Krashen. He stated in 1974 that exposure is an important ingredient of learning any language (Gökcan & Aktan, 2019). It plays a unique role in students' motivation, engagement, and socialisation, as an interaction with English speakers and learners that, in turn, affects learning the target language's social norms, attitudes, and mechanisms. It plays a unique role in the language-learning process and in performance. It helps to acquire a language successfully and easily (Al-Zoubi, 2018; Ahmad & Sabah Meena, 2021; Gökcan & Aktan, 2019; Liyana, 2022). There are two types of language exposure: incidental and intentional exposure, or implicit and explicit learning. Incidental exposure or implicit learning refers to learning that occurs through learners' unconscious awareness, such as learning that happens outside the classroom while playing games. On the other hand, intentional exposure or explicit learning refers to the exposure or learning that occurs deliberately, both inside and outside the classroom, with conscious awareness on the part of the learners. Learners in explicit learning work hard to master specific knowledge or skills. Both types of exposure are important, especially for higher education EFL or ESL learners. Implicit and explicit learning are referred to in the literature as informal and formal learning, respectively (Liyana, 2022).

1.1 Problem Statement

The literature on Oman indicates that despite numerous attempts to enhance learners' skills in higher education, graduates often lack the knowledge and skills required for the global market. They do not have good English skills, which are one of the skills needed for communication (Ali, Al-Saadi, and Scatolini 2022; Al-Mahrooqi & Tabakow, 2013; Vaishnav, 2025). Abasaid and Ferreira (2022) and Vaishnav (2025) stated that despite the Ministry of Higher Education in Oman's efforts to reform education, graduates often lack the

required linguistic and multicultural competencies. Liyana (2022) and Vaishnav (2025) stated that learning a second language is influenced by various factors, including metacognition, motivation, and environmental factors such as sociocultural setting and exposure. According to Liyana (2022), both implicit and explicit exposure are required for learners in higher education because they have spent years learning English syntax and forming sentences. Therefore, the motivation for this study is to investigate implicit and explicit exposure to English among higher-education GFP students at the University of Buraimi.

1.2 Significance of the Study

This study is significant because it provides empirical insights into how higher-education students engage with English through both implicit and explicit exposure. Understanding students' exposure preferences can support the development of more effective, learner-centred, and communicative instructional approaches. In addition, this study is significant as it addresses a gap in the Omani context and offers practical implications for curriculum designers, educators, and policymakers. To the best of the researcher's knowledge, no study has investigated learners' implicit and explicit exposure to English in Oman. No research studies investigate students' roles in acquiring English. Regarding global contexts, Liyana (2022) suggests that further research should examine English-language exposure and students' preferences for its types across genders, age groups, and social backgrounds. Therefore, this research will address this lacuna by investigating implicit and explicit English exposure among higher-education GFP students at the University of Buraimi.

1.3 The Objectives of the Study

The current study aims to:

1. Investigate the extent to which GFP students rely on implicit and explicit English exposure,
2. Identify the most preferred implicit exposure activities, and
3. Identify the most preferred explicit exposure activities.

1.4 The Study Questions

The current study aims to answer three key questions:

1. What do GFP students at the University of Buraimi use more in the process of learning English: implicit or explicit exposure?
2. Which of the common higher education implicit English exposure activities do GFP students at the University of Buraimi prefer more?
3. which of the common higher education explicit English exposure activities do GFP students at the University of Buraimi prefer more?

The researcher expects GFP students at the University of Buraimi to rely more on explicit than implicit exposure, specifically by listening to speeches by native speakers, to develop their English. The current research will commence with a literature review of the topic, followed by a description of the research methodology, presentation of the results, a discussion of the results, and a conclusion.

2. Literature review

2.1 Definitions

Exposure was defined as the time a learner spends passively or actively using the target language, whether in formal, informal, or written contexts (Al-Zoubi, 2018; Domingo, 2020; Liyana, 2022). It is further defined as a learning approach that emphasises learning by doing, which affects the acquisition and development of second-language fluency (Ahmed & Sabah Meena, 2021). In contrast, Al-Zoubi (2018) defines language exposure as language contact that occurs outside the classroom. Benson (2001, as cited in Al-Zoubi, 2018) and Küçükler and Sulac (2021) defined exposure as any learning that occurs outside the classroom and involves self-instruction, naturalistic learning, or self-directed naturalistic learning.

On the other hand, incidental exposure or implicit learning was defined as exposure or learning that occurs outside learners' conscious awareness, such as outside the classroom. It is the learners' capacity to unconsciously notice and generate linguistic knowledge and strategies, which in turn develop analytic-explicit processing, a way of feeding and developing a learner's conscious linguistic knowledge. In contrast, intentional exposure or explicit learning was defined as the exposure or learning that occurs deliberately, both inside and outside the classroom, with conscious awareness on the part of the learners (Lacabex and Gallardo-del-Puerto's (2020); Liyana (2022)). In the literature, there is an argument that implicit and explicit learning are interrelated. Explicit knowledge may function as a facilitator

for implicit knowledge, or it may be implicit knowledge acquired through communicative-oriented practice. Explicit knowledge facilitates the noticing stage and awareness of the linguistic forms. Therefore, learners could produce their messages in the target language. The current research builds upon Al-Zoubi's (2018), Domingo's (2020), and Liyana's (2022) definitions of exposure, as well as Lacabex and Gallardo-del-Puerto's (2020) and Liyana's (2022) definitions of implicit and explicit learning.

2.2. English exposure: theoretical underpinnings

2.2.1 Krashen's theory of Second Language Acquisition (SLA)

Language exposure is related to Krashen's language acquisition theory. This theory emphasises the idea that language acquisition depends on "comprehensible input". This means that a learner's acquisition of a language depends on the number of inputs they are exposed to. Learners who are exposed to the language more through reading or listening tend to acquire it more easily. The production of a language through writing or speaking is not a skill based on this theory. This theory considers speaking or writing as an outcome of learners' exposure to themselves, resulting from the ample comprehensible input they received.

This theory is based on five hypotheses. The first one is the acquisition-learning hypothesis. This hypothesis focuses on the main differences between language learning and language acquisition (Gökcan & Aktan, 2019; Liyana, 2022). The former is deliberate, conscious language training that involves teaching the target language, especially its usage, structure, and pronunciation. It is a type of training that primarily involves providing feedback (Liyana, 2022). Nevertheless, the latter, language acquisition, is a subconscious process in which learners acquire a language in the same way they acquire their mother tongue. Learners acquire the language through a number of comprehensible inputs. The focus in the process of acquiring a language is the meaning, not the form. In contrast, the second hypothesis of this theory is the natural order. It focuses on the idea that language rules and structures should be acquired in order. However, the third hypothesis is the monitor hypothesis. It emphasises the role of language learning in language acquisition. Based on this theory, the role of language learning is to edit or monitor the utterances. On the other hand, the fourth hypothesis of this theory is the input hypothesis. It is about determining how much input a learner needs to improve their language proficiency. The fifth hypothesis, in contrast, is the affective filter

hypothesis. This hypothesis focuses on the role of attitude and anxiety in language acquisition. The affective filter is a mental block that hinders language acquisition due to negative attitudes or anxiety. In general, Krashen focuses on the central idea that the acquisition of any language is based initially on the amount of comprehensible input and the affective filters (Gökcan & Aktan, 2019; Liyana, 2022). Language acquisition is mainly incidental, and it results in implicit linguistic knowledge. However, language learning is intentional, and it produces metalinguistic knowledge. The role of implicit knowledge is to help learners understand speeches and produce language. On the other hand, the role of intentional and explicit knowledge is to monitor errors in utterances. Krashen believes that although there is no relationship between explicit and implicit knowledge, both of them are unique in the language learning process and performance (Liyana, 2022). In addition, Krashen believes that formal classroom learning is more efficient than informal learning, especially for adults. It enhances proficiency in a language (Al-Zoubi: 2018).

2.3. Past studies: a review

2.3.1 Oversees research studies

Liyana (2022) conducted a quantitative study of 445 students to investigate whether engaging in receptive or productive language activities, implicitly or explicitly, correlates with the motivation of higher education students. Results showed that explicit ESL exposure increases motivation to learn English, and vice versa.

In contrast, Ahmad and Sabah Meena (2021) conducted a quantitative study to assess the level of English-language exposure among 35 third- and fourth-year university students using a questionnaire. Results showed that learners are exposed to the target language more often inside the university than outside it. They are exposed to the English language through university, the media, reading, and interactions with family and friends.

Doming (2020) conducted a quantitative study involving 203 students to determine the level of English language proficiency at the university. A questionnaire was used to collect data. Results showed that more than 50% of participants had moderate language exposure. Participants were exposed to the language used in teaching more than at home or when communicating with friends.

2.3.2 Past studies of the Omani context

Al-Farsii, Al-Mansori, Alkhaldi Alamrani (2025) conducted quantitative research on 101 students exploring the Omani university students' perceptions of the effect of English native movies on enhancing their willingness, motivation, confidence and readiness to communicate in English as a second language, focusing on different factors such as dialogue, visual stimuli, and cultural context. Results showed that the movies helped develop students' speaking skills, including those related to accent and pronunciation, as well as cultural awareness. They showed that students' motivation, confidence, and perception are the strongest predictors of their communication skills. Results further showed that fluency level and gender influenced students' responses. Integrating movies enhanced students' interaction and engagement with the language. The study also highlighted the role of movies in the acquisition process and provided practical suggestions for policymakers and educators.

Gilquin (2025) conducted qualitative research to investigate the effect of language exposure on the use of English multiwords, specifically the phrasal verbs with "up". The study was conducted between two groups of learners: learners who learn English as a second language (ESL), learning English in an English context, and learners who learn English as a foreign language (EFL), learning English in English classes. The study relies on analyzing spoken and written corpora, with a focus on verbs and particles. The results revealed both similarities and differences between the two study groups. Results showed that the two groups tended to keep the verb and the particle adjacent, even when an object was present. On the other hand, they differed in that they utilised phrasal verbs at different levels. ESL learners behave in more ways than EFL learners.

As is clear from the review, previous studies have discussed English exposure, focusing on measuring its level or its relationship with other variables. They focused on a single language-learning activity and its effect on students' English learning. However, there were no studies that investigated exposure in relation to Krashen's theory of SLA, drawing a clear picture of students' implicit or explicit learning practices in English to identify gaps in their second-language acquisition. There are no studies investigating why students do not acquire or learn English, even though they spend many years studying it in learning environments that support high levels of performance. Therefore, this research will fill this

gap by investigating the implicit and explicit English exposure of GFP students at the University of Buraimi and identifying the types of exposure learners engage in most frequently, as well as the implicit or explicit activities they prefer.

3. Research methodology

3.1 Research design and context

The current research adopts a quantitative descriptive research design supported by inferential statistical analysis to investigate exposure to English among GFP higher-education students at the University of Buraimi. The collected data is primary. It was collected by the researcher herself during the academic year 2024-2025 by using an electronic questionnaire. The current research is on General Foundation Program (GFP) students. The General Foundation Program (GFP) prepares secondary school graduates for their specialisations, focusing on English, Information Technology (IT), math, and study skills. Learners must pass three levels of English and study skills, as well as two levels of math and IT. The main teaching method across all courses is student-centred. In general, students study English through two books: English listening and speaking and reading and writing. All books were designed for the Gulf Cooperation Council (GCC). Instructors try to integrate English skills into their teaching. Supplementary materials are included when it is necessary. There is an English lab, a platform where learners can do extra activities on what they have learned. YouTube videos are included to support the learning process. The book's focus is on vocabulary that is related to different topics. They are mostly from different areas of science. Students' role is to guess their meaning from the context itself. The context is either spoken or written. There are opportunities for students to create sentences or conversations using the vocabulary they have learned. The skills emphasised in the curriculum include prediction, identifying the main idea, and identifying details in a spoken or written text. Teachers mostly open the door to discussion of each topic. Grammar is focused. Grammar rules are taught and reinforced by exercises to master them. Exercises require learners either to construct conversations or texts applying the learned grammatical rules. Authenticity is applied to either the learned skills or subskills.

3.2. Participants and sampling

The Centre of Foundation Studies (CFS) includes 329 students (males:27,05% (N=89), females: 72.95% (N=240)). A total of 128 participants participated in the study. 119 of them were included in the study. The males comprised 17.65% (N=21) of the sample, while the females made up 82.35% (N=98). The students in levels one, two, and three are 14.28% (N=17), 31.9% (N=38), and 53.78% (N=64), respectively. A convenience sample procedure was used to collect data. It is used because the study requires a readily available sample and fewer rules to follow. The participants should be students in GFP and study English courses. Participant selection began by sending email invitations to the target sample. The researcher used this method because it is the most effective way to ensure responses come from the target population (for more information, see the data collection section). Participants who expressed interest in the study received the questionnaire.

3.3. Research instrument

To collect data on the University of Buraimi GFP students' exposure to English, an electronic questionnaire was utilised. The current research 15-item instrument consists of three sections. The first section aimed to collect demographic information about the participants, especially participants' gender, age, and academic level in GFP. However, the second and third sections aimed to collect the participants' implicit (8 items) and explicit (7 items) ways of learning English, respectively.

The current research 15-item instrument uses a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The items of the current research were inspired by Liyana's questionnaire, which was designed and validated in 2022. The items were slightly adapted and translated into Arabic. The translation was checked by a linguist in Arabic and English.

To measure the instrument's validity and reliability, SPSS (Statistical Package for the Social Sciences, version 27) was utilised. To ensure content validity, the instrument was reviewed by experts in English language teaching and research methodology, and their feedback was incorporated to refine the items. However, internal consistency validity was assessed using corrected item-total correlations between each item and its corresponding

dimension. The results are presented in Table 1. The corrected item–total correlation values ranged from 0.303 to 0.670, indicating acceptable to strong internal consistency among the items. Regarding the research reliability, Cronbach’s alpha was used. Results showed that the overall reliability coefficient reached .869, indicating a high level of internal consistency (See Table 2). In addition, reliability coefficients were calculated for each questionnaire dimension, and all values were within acceptable statistical limits.

Table 1

Item–Total Correlations (Internal Consistency Validity)

Dimension	Item	Corrected Item–Total Correlation
Implicit Exposure	Item 1	0.452
	Item 2	0.514
	Item 3	0.489
	Item 4	0.303
	Item 5	0.425
	Item 6	0.357
	Item 7	0.368
	Item 8	0.609
Explicit Exposure	Item 9	0.428
	Item 10	0.657
	Item 11	0.610
	Item 12	0.649
	Item 13	0.652
	Item 14	0.670
	Item 15	0.575

Table 3

Reliability Coefficients of the Instrument

Scale	Cronbach's Alpha	Number of Items
Implicit Exposure	0.706	8
Explicit Exposure	0.844	7
Overall Instrument	0.869	15

3.4. Data collection

Collecting data started by reading the literature to understand the topic deeply and find the validated instruments, if any. After reading the literature, the study's instrument was established. After obtaining the ethical approval to conduct the research and ensuring that the research instrument was feasible, valid, and reliable through a pilot study, the instrument was used. Email invitations were sent. The emails included the study's objective to establish research credibility. They further included the ethical considerations in research. The participants were informed that they had the complete freedom to participate in the study or not, and that the data would be used only for research purposes. They were also informed of the data's anonymity and confidentiality. After collecting data, it was saved in an Excel sheet. A total of 128 participants participated in the study. One hundred nineteen questionnaires were investigated in the current study, and nine questionnaires were discarded because of sloppy completion.

4. Results

This section presents the study's findings based on the research questions using descriptive and inferential statistical analyses. The data of the current research were analysed using the Statistical Package for the Social Sciences (SPSS) software (version 27). Descriptive and inferential statistics were utilised to examine patterns of exposure and to determine whether there was a statistically significant difference between implicit and explicit exposure, respectively. This step was done to answer the current research's three questions: What do GFP students at the University of Buraimi use more in the process of learning

English: implicit or explicit exposure? Which of the common higher education implicit English exposure activities do GFP students at the University of Buraimi prefer more? And which of the common higher education explicit English exposure activities do GFP students at the University of Buraimi prefer more?

4.1 Descriptive and inferential statistics

4.1.1 Question one: What do GFP students at the University of Buraimi use more in the process of learning English: implicit or explicit exposure?

4.1.1.1 Descriptive statistics of implicit and explicit exposure

To answer question one, a one-sample t-test was conducted to compare the observed mean with the hypothetical mean. Table 4 shows the details.

Table 4

Descriptive Statistics and One-Sample t-test Results for Implicit and Explicit Exposure

Variable	N	Mean	Hyp. Mean	Median	Variance	Std. Deviation	Minimum	Maximum	Range	t-value	Sig.
Implicit Exposure	119	33.05	24	33.00	14.95	3.866	15	40	25	25.537	<.001
Explicit Exposure	119	27.76	21	28.00	24.23	4.923	7	35	28	14.991	<.001

Table 4 presents the descriptive statistics and one-sample t-test results for implicit and explicit exposure. The findings indicate that the observed means for both variables are higher than the hypothetical means. The one-sample t-test results revealed statistically significant differences for both implicit ($t(118) = 25.537$, $p < .001$) and explicit ($t(118) = 14.991$, $p < .001$) exposure. These results indicate that students' levels of both implicit and explicit exposure are significantly higher than the average level.

4.1.2 Question two: Which of the common higher education implicit English exposure activities do GFP students at the University of Buraimi prefer more?

4.1.2.1 Descriptive statistics of the common higher education implicit English exposure activities that the GFP students at the University of Buraimi prefer more

To answer question two, descriptive statistics were used, including finding the mean (M), maximum (Max.), minimum (Min.), and Standard Deviation (SD). Table 6 presents the details. The levels of responses were interpreted based on the following scale (see Table 5).

Table 5

Level Classification Table

Mean Range	Level
4.24–5.00	Very High
3.43–4.23	High
2.62–3.42	Moderate
1.81–2.61	Low
1.00–1.80	Very Low

Table 6

Descriptive statistics of the common higher education implicit English exposure activities that the GFP students at the University of Buraimi prefer more

	N	Minimu m	Maximu m	Mean	Std. Deviation	Level	Rank
Using the English language outside the classroom in many contexts improves my English language level.	119	1	5	4.34	.657	Very High	2
Using English in real-life situations increases my English fluency.	119	1	5	4.49	.636	Very High	1
Doing homework assignments and project work expands my knowledge in English language.	119	1	5	3.68	1.033	High	8
Exposure to English encourages myself to speak the language even when I am afraid of making a mistake.	119	1	5	3.91	.844	High	7
Watching English TV programmes, videos, or movies facilitates English language acquisition.	119	1	5	4.34	.866	Very High	3

Using social media, Facebook, WhatsApp, Twitter, or Instagram facilitates English language acquisition.	119	1	5	4.19	.923	High	4
Surfing the Internet helps me learn the English language.	119	1	5	4.06	.895	High	5
Communicating in English outside the classroom makes English language acquisition easier.	119	1	5	4.04	.838	High	6
Valid N (listwise)	119						

Table 5 shows that GFP students at the University of Buraimi like to learn English outside the classroom implicitly by using English in real-life situations ranked first ($M=4.49$), reflecting a very high level of preference, more than using English language outside the classroom in many contexts to improve their English language level or watching English TV programmes, videos or movies to facilitate their English language acquisition ($M= 4.34$), using social media, Facebook, WhatsApp, Twitter, or Instagram to facilitate English language acquisition ($M=4.19$), surfing the Internet to help them learn the English language ($M=4.06$), communicating in English outside the classroom to make English language acquisition easier to them ($M=4.04$), to be exposed to English to encourage themselves to speak the language even when they are afraid of making a mistake ($M= 3.91$) and doing homework assignments and project work that expands their knowledge in English language ($M=3.68$), respectively. This suggests that students strongly favour authentic and communicative exposure outside the classroom.

4.1.3 Question three: Which of the common higher education explicit English exposure activities do GFP students at the University of Buraimi prefer more?

4.1.3.1 Descriptive statistics of the common higher education explicit English exposure activities that the GFP students at the University of Buraimi prefer more.

To answer question three, descriptive statistics including finding the mean (M), maximum ($Max.$), minimum ($Min.$), and Standard Deviation (SD) were calculated. Table 7 shows the details.

Table 7

Descriptive statistics of the common higher-education explicit English-exposure activities: GFP students at the University of Buraimi prefer more of them.

	N	Minimu m	Maximu m	Mean	Std. Deviation	Level	Rank
Listening to English programmes and songs helps me to understand the English language better.	119	1	5	3.87	1.094	High	7
Talking face-to-face with English speakers is enjoyable and beneficial for my speaking skills.	119	1	5	4.09	.911	High	1
Listening to a speech by English native speakers increases my English proficiency.	119	1	5	4.03	.897	High	2
Talking with English speakers helps me reduce my grammatical errors.	119	1	5	3.93	1.023	High	5
Reading English books, magazines, and newspapers increases my reading speed.	119	1	5	4.03	.982	High	3
Reading English books, magazines and newspapers improves my vocabulary and spelling.	119	1	5	4.00	.974	High	4
Writing emails and research in English assists me to write in an organized way.	119	1	5	3.81	.950	High	6
Valid N (listwise)	119						

Table 7 shows that GFP students at the University of Buraimi like to learn English explicitly by talking face-to-face with English speakers to develop their speaking skills ranked first ($M=4.09$), indicating a high level of preference, more than listening to a speech by English native speakers to increase their English proficiency, and reading English books, magazines and newspapers to increase their reading speed ($M= 4.03$), reading English books, magazines and newspapers to improve their vocabulary and spelling ($M=4.00$), talking with English speakers to help themselves reduce their grammatical errors ($M=3.93$), listening to English programmes and songs to help themselves understand English language better

($M=3.87$), and writing emails and research in English to assist themselves to write in an organized way ($M= 3.91$), respectively. This suggests that students value direct interaction as an effective explicit learning strategy.

5. Discussion

The current research results indicate that the GFP students at the University of Buraimi tend to use implicit exposure more frequently than explicit exposure. This result could imply that the GFP students at the University of Buraimi prefer to learn English autonomously. They prefer the student-centred method of learning English. This result could imply that they prefer to learn English at their own pace. They could prefer self-directed naturalistic learning. This result contradicts those of Liyana (2022), Ahmad and Sabah Meena (2021), and Doming (2020). This could be because the research studies were conducted in various contexts, each following different learning strategies and resources.

In addition, the present research further shows that the GFP students at the University of Buraimi like to learn English outside the classroom implicitly by using English in real-life situations more than using English language outside the classroom in many contexts to improve their English language level or watching English TV programmes, videos or movies to facilitate their English language acquisition, using social media, Facebook, WhatsApp, Twitter, or Instagram to facilitate English language acquisition, surfing the Internet to help themselves learning English language, communicating in English outside the classroom to make English language acquisition easier to them, to be exposed to English to encourages themselves to speak the language even when they are afraid of making a mistake and doing homework assignments and project work that expands their knowledge in English language, respectively. This result could imply that the GFP students at the University of Buraimi prefer to learn English by using authentic learning. They may prefer to learn English through communicative-oriented practice. In addition, this result could suggest that the GFP students at the University of Buraimi prefer active learning over passive learning. It may further show that learners prefer comprehensible input in their target language, without deliberate effort. This result is in the same vein as Gilquin (2025) and Ahmad and Sabah Meena (2021), who showed the impact on authenticity and the active role of students in learning and motivation of English.

On the other hand, the current research shows that the GFP students at the University of Buraimi like to learn English explicitly by talking face-to-face with English speakers to develop their speaking skills more than listening to a speech by English native speakers to increase their English proficiency, and reading English books, magazines and newspapers to increase their reading speed, reading English books, magazines and newspapers to improve their vocabulary and spelling, talking with English speakers to help themselves reduce their grammatical errors, listening to English programmes and songs to help themselves understand English language better, and writing emails and research in English to assist themselves to write in an organized way, respectively. This result could suggest that the GFP students at the University of Buraimi like to learn English by focusing on authenticity. They like to be active learners, not the passive ones. They enjoy practising the language informally. They don't like being restricted to master it. In addition, this result could suggest that the GFP students at the University of Buraimi prefer to learn English by not memorising vocabulary and grammatical rules. However, they prefer to learn it through exposure to the language, just like their mother tongue. This result aligns with the students' preference for implicit exposure. This could indicate that implicit and explicit exposure are distinct and affect learners' performance. Explicit knowledge may function as a facilitator for implicit knowledge, which is acquired through communicative-oriented practice. This result aligns with the findings of Doming (2020).

6. Conclusion

This study investigated implicit and explicit exposure to the English language among GFP students at the University of Buraimi. The findings revealed a clear preference for implicit exposure, particularly through authentic and real-life language use outside the classroom. This suggests that students favour communicative and experience-based learning approaches over traditional instruction. These findings highlight the importance of integrating authentic and interaction-driven learning opportunities in higher education EFL contexts.

7. Recommendations and future research

Based on the above-mentioned results, the current research recommends first integrating authentic communicative tasks into the curriculum, encouraging students to engage in real-life English interactions outside the classroom to simulate authentic language

use and enhance students' implicit exposure. Institutions should focus on language clubs, conversation groups, and interaction with English speakers to strengthen students' communicative competence. Second, it is recommended to incorporate technology, social media, and AI-based tools to support implicit learning. Designing classroom activities that balance implicit and explicit exposure in a meaningful and engaging way, and training teachers to adopt learner-centred and communicative teaching approaches to facilitate learning, are effective. A balanced approach that combines implicit exposure (e.g., interaction and communication) with explicit instruction (e.g., grammar and vocabulary teaching) to support comprehensive language development is more helpful. Third, emphasis should be placed on creating opportunities for students to practise speaking English through presentations, peer interaction, and engagement with native or proficient speakers. Face-to-face and virtual interactions are encouraged. Fourth, developing learner autonomy is supportive; students should be further encouraged to take responsibility for their own learning by engaging in self-directed activities such as watching English media, reading, and using online resources. Fifth, curriculum planners should explicitly incorporate exposure-based learning strategies into course design to ensure students experience both formal and informal language-learning opportunities. Sixth, educational institutions should provide training programs for teachers to adopt communicative and student-centred teaching approaches that promote active language use. Providing differentiated learning activities is essential to accommodate diverse learner needs.

Notwithstanding that this research was conducted on Omani higher education, particularly the General Foundation Program (GFP), the results cannot be generalised. The sample was not very big. It would be beneficial to conduct interviews to understand the type of authenticity and feedback that students prefer. It would be helpful to know whether the kinds of assignments they prefer support their learning as autonomous learners. It would be helpful to understand why students do not put in the effort to learn a language. Future research studies could replicate the current study and compare the results in the same context or in other contexts. Future studies could investigate the types of assessments and teaching methods that learners prefer to evaluate their English acquisition or learning. It is beneficial to examine the implicit and explicit exposure of English through transformative education facilitated by new digital tools.

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List of abbreviations

N	Abbreviation	Meaning
	CFS	Centre of Foundation Studies
	df	Degrees of Freedom
	EFL	English As a Foreign Language
	ESL	English As a Second Language
	GCC	Gulf Cooperation Council
	GFP	General Foundation Program
	IT	Information Technology
	M	Mean
	Max.	Maximum
	Min.	Minimum
	N	Number
	SD.	Standard Deviation
	SLA	Second Language Acquisition
	SPSS	Statistical Package for Social Science
	t	t-statistic