SURVEY ON OPPORTUNITIES FOR ACCESSING ENGLISH OUTSIDE CLASS FOR WORKING-STUDYING STUDENTS IN THE ENGLISH STUDIES PROGRAM

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Abstract:
This study investigated opportunities for English language learning outside the classroom among students enrolled in English Language programs at Can Tho University (CTU), Can Tho University of Technology (CTUT), and Tien Giang University (TGU), in Vietnam. The primary goal was to evaluate the extent of student engagement with English outside of class and explore how such activities influence the development of the four core language skills: Listening, Speaking, Reading, and Writing. Data were gathered through surveys of 60 students, interviews with 12 students, and discussions with 6 lecturers from the School of Foreign Languages at Can Tho University. The findings revealed that students most frequently engaged with English through self-study and participation in language clubs, both of which had a significant positive effect on their language skills, particularly Listening and Speaking. The study also highlighted how extracurricular English learning fostered improved communication skills and enhanced overall academic performance. These results emphasize the crucial role of out-of-class learning opportunities in supporting language skill development, especially for students balancing work with their studies.

Keywords: English outside of class, working-studying students, listening skills, speaking skills, self-study

1. Introduction

In today's globalized world, strong English language skills are essential for students to succeed in both international educational and professional environments. However, mastering English extends beyond the classroom and is deeply influenced by opportunities for real-world exposure to the language. This is especially true for working

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students enrolled in English Language programs, who rely significantly on out-of-class learning to improve their communication skills and develop the ability to use English effectively in professional settings.

Working students often face a unique set of challenges, including the difficulty of balancing work and study commitments, limited time for language learning, and a lack of access to immersive, real-world English-speaking environments. These challenges can impede their language development, as they have fewer opportunities for consistent exposure to English outside the classroom. Additionally, factors such as limited learning resources, insufficient instructor support, and varying levels of self-motivation further complicate their language learning journey. Despite these hurdles, the working-student model of education remains popular, offering an efficient and cost-effective pathway for individuals to pursue higher education while managing their professional responsibilities. This flexible model allows students to integrate work and study, making it particularly appealing for those seeking a balance between academic and career aspirations.

Can Tho University (CTU), a leading institution in the Mekong Delta region, is committed to its community and upholds the principle that "*learning goes hand-in-hand with practice.*" The university prioritizes enhancing the quality and effectiveness of its educational activities. For over two decades, the English Language Studies program at CTU has played a vital role in the development of 15 working-student training centers across the region. However, recent trends indicate a decline in enrollment at these centers, highlighting the need to reassess how the program can better meet the evolving needs of working students.

To improve the quality and effectiveness of the English Language program and more effectively serve working students, it is crucial to explore the opportunities available for these students to engage with English outside the classroom. Conducting a survey on this topic will help identify both the opportunities and challenges students face in their English language learning journey. The findings will provide valuable insights into the extent to which online platforms, extracurricular activities, and other external factors contribute to their language acquisition. This research will, in turn, inform improvements in curriculum design and teaching strategies, ultimately empowering students to enhance their English skills in a more holistic and impactful way.

The study will address the following two research questions:

1) What are the common forms of accessing English outside of class that working-studying students in the English Language program use?
2) How does accessing English outside of class affect the development of listening, speaking, reading, and writing skills of students?

2. Literature Review

2.1 Input Hypothesis Theory by Stephen Krashen

Stephen Krashen's Input Hypothesis is a foundational theory in the field of second language acquisition, particularly in the context of foreign language learning. Introduced in the 1980s, Krashen's theory explains how learners acquire a language most effectively through exposure to "*language input*." Krashen posits that language acquisition is optimal when learners are exposed to language that is understandable yet slightly beyond their current proficiency level—this level of difficulty is referred to as "i+1." The concept of comprehensible input, alongside its impact on language learning, has greatly influenced foreign language teaching methodologies and has enhanced our understanding of the role of exposure to real-life language use in the learning process.

2.1.1 Concept of the "Input Hypothesis"

Krashen's Input Hypothesis asserts that language learning occurs when learners are exposed to "language input"—essentially, the language they hear or read. For optimal learning, Krashen argues, the input must be at the "i+1" level, meaning it should be largely understandable to the learner but include new, challenging elements such as vocabulary or grammatical structures not yet mastered. This form of exposure encourages learners to acquire language naturally, enhancing their grammar and vocabulary without the need for intensive focus on formal instruction or grammar rules.

2.1.2 Key Factors in the Input Hypothesis

Several key factors contribute to effective language learning in Krashen's Input Hypothesis. The most important of these is "comprehensible input"—language that learners can largely understand, but which still introduces new vocabulary or structures to challenge their existing knowledge. Exposure to this type of input facilitates the natural expansion of language skills. Additionally, real-world contexts, such as the workplace, social interactions, and media consumption, provide valuable exposure to language in authentic situations, which can further enrich the learning process. Interaction with more proficient speakers, whether native speakers or peers, is also critical, as it provides opportunities for learners to engage in listening and speaking practice, helping them refine their communication skills and overall language proficiency.

2.2 Working-Studying Programs and Accessing English Outside Class
2.2.1 Accessing English in the Workplace

Exposure to English in the workplace has been identified as an important factor in improving language proficiency. Research by Holmes and Brown (1987) found that employees working in multinational companies where English is widely used tended to enhance their language skills. Studies by Hsieh and Kang (2010), Wong (2011), and Gu (2017) also confirm that workplace exposure to English correlates with improved

communication abilities. As the global workforce increasingly requires proficiency in English, the workplace becomes a significant context for language development.

2.2.2 Accessing English Through Media and Its Impact on Language Proficiency

Choi (2011) emphasized the positive influence of English-language media on learners' proficiency. Exposure to media, such as films, TV shows, and news programs, provides rich, authentic language input, which helps develop listening skills, vocabulary, and pronunciation. A study by Liu *et al.* (2016) in China found that students who engaged regularly with English-language media showed higher proficiency in English. Similarly, research by Piña and Lerner (2019) in Mexico demonstrated that exposure to English through films, music, and TV programs was linked to better language proficiency and improved academic performance. These findings suggest that consistent engagement with English-language media can significantly enhance language skills.

2.2.3 Practical Applications and Insights from International Research

International research supports the idea that both formal education and exposure to English in real-life contexts—such as the workplace and media—are essential for developing English proficiency. Studies suggest that learners can improve their skills not just through classroom instruction but also through engaging with English-language media, which fosters better communication skills and academic success.

Exposure to English through media is an effective way to improve listening skills and expand vocabulary. Media such as films, TV shows, and music help learners become familiar with various contexts of English usage, enhancing their ability to communicate effectively and understand cultural nuances. Furthermore, the diverse range of accents and dialects in media content prepares learners for real-world communication, where they may encounter a variety of spoken English forms.

2.3 The Role of Media and Accessing English in Real-life Contexts

In Vietnam, studies have shown a strong link between exposure to English outside of class and improved language proficiency, particularly through media channels like books, TV, films, and radio. The research by Tran, T. Q., and Bui, T. K. (2019) highlighted the positive impact of media exposure on students' English proficiency. Their study, The Relationship Between English Media Exposure and English Proficiency among Vietnamese University Students, found that modern media, including films, TV shows, YouTube videos, and social media, provide learners with rich vocabulary, grammar structures, and examples of real-life communication. Engaging with such media can significantly enhance various language skills.

First, listening skills improve through exposure to English-language media, where learners encounter native pronunciation, rhythm, and speaking pace. This helps them become more adept at understanding natural speech in conversational contexts. Additionally, speaking abilities are boosted as learners become more familiar with the

language's natural flow and sentence structures, which can increase confidence in communication.

Vocabulary expansion is another key benefit of media exposure. Films, TV shows, and songs introduce learners to new words, phrases, and expressions that might not be found in textbooks. Engaging with specialized vocabulary used in various contexts, such as professional or social settings, allows students to apply what they learn more effectively. Moreover, exposure to written English through books, articles, and social media further enhances reading comprehension, helping students become familiar with different text structures and expand their vocabulary.

The study by Trần, L. T., and Nguyễn, T. H. (2020) found that exposure to English through media led to improvements in speaking skills, such as better pronunciation, more natural intonation, and greater fluency. Their research highlighted the importance of media in expanding students' vocabulary, improving communication flexibility, and reducing speaking anxiety. As learners become more familiar with real-life dialogue through films or TV shows, they are better equipped to respond in conversations, handling unexpected situations with ease.

2.4 Methods for Effective Self-Learning of English

The British Council's research on "Methods to Effectively Self-Learn English" (britishcouncil.vn) outlines strategies for maximizing language learning outside of class. These include using online platforms, which have become increasingly effective due to technological advancements. These platforms offer learners flexible and diverse resources for improving language skills, including vocabulary, grammar, and pronunciation. Additionally, media such as films, TV shows, and books can be incorporated into self-study routines, while apps like Duolingo, Babbel, or Rosetta Stone provide structured learning opportunities.

Extracurricular activities also play a vital role in language development. English clubs, international camps, and field trips provide opportunities for students to practice language skills in interactive, social settings. Engaging with foreign tourists or participating in group activities such as English-language games, karaoke sessions, or themed parties creates natural, immersive learning environments.

2.5 Regulations on Undergraduate Working-Studying Training Programs

Undergraduate Working-Studying Training Programs, particularly in the English Studies Program, are managed by the Cooperative Training Center and Department of English Language and Culture at the School of Foreign Languages, Can Tho University, Vietnam. These programs aim to provide students with the skills necessary to balance academic learning with work experience, and they emphasize the importance of real-world exposure to English.

2.4.1 Cooperative Training Model - Working-Studying

The working-studying model, as defined in Clause 2, Article 4 of the University Training Regulations under Circular 08/2021/TT-BGDĐT of the Vietnamese Ministry of Education and Training, involves teaching activities carried out both at the training institution and its cooperative training partners, according to the regulations outlined in Article 5. This flexible model allows for teaching and learning to occur not only within the institution but also through practical sessions, internships, real-life experiences, and online teaching, which can take place outside of the primary training or cooperative training institution. The schedule for these activities is adaptable, allowing for flexibility in both daily and weekly formats.

2.4.1.1 Cooperative Training Model

As outlined in Clause 1, Article 5 of the University Training Regulations under Circular 08/2021/TT-BGDĐT of the Vietnamese Ministry of Education and Training, the cooperative training model is exclusively applied to the working-studying model. This model is governed by Clause 22, Article 1 of the amended Law on Higher Education in Vietnam, and does not apply to health-related fields with certification requirements. The regulations emphasize the collaboration between training institutions and their cooperative partners in the effective implementation of these programs, allowing students to gain practical, real-world experience while pursuing their academic studies.

2.4.1.2 Minimum Requirements for the Host Institution in the Cooperative Training Program

Clause 2, Article 5 of the University Training Regulations stipulates that the primary training institution must meet specific minimum requirements for participation in a cooperative training program. These requirements include accreditation by a legally recognized educational quality accreditation body, with valid accreditation according to current regulations. Additionally, the cooperative training program should have been implemented for at least three continuous cohorts in the formal training format. Starting from the 2024 intake, the training program must be recognized as meeting quality standards, with a minimum of 70% of the content and workload taught by full-time faculty members. The primary institution must also have established regulations for training collaboration and ensure the quality assurance conditions of the cooperative training institution are verified. Institutions under the Ministry of National Defense or the Ministry of Public Security are exempt from points (a) and (b) and can only collaborate with educational institutions within the same ministry.

2.4.1.3 Minimum Requirements for the Cooperative Training Institution in the Program

Clause 3, Article 5 outlines the minimum requirements for the cooperative training institution, which must include an adequate educational environment, infrastructure, equipment, libraries, and qualified management staff to meet the training program's

needs. The cooperative institution is required to submit a self-assessment report for approval by the relevant authorities and, starting from the 2024 intake, must meet educational quality standards as required by current regulations. However, institutions under the Ministry of National Defense or the Ministry of Public Security are exempt from these standards.

2.4.1.4 Responsibilities of the Parties Involved in the Cooperative Training Model
According to Clause 4, Article 5, both the primary training institution and the cooperative training institution have shared responsibilities in the cooperative training model. These responsibilities include signing a training collaboration agreement that clearly outlines the rights and obligations of both parties regarding the organization, management, and quality assurance of the training process. The primary institution is responsible for overseeing training quality and reporting training link activities to local authorities prior to enrollment. If the cooperative training institution fails to meet quality assurance standards, students must be transferred back to the primary institution to continue their education, ensuring that students' rights are maintained. Both institutions are jointly responsible for providing the necessary facilities, managing the teaching process, and ensuring compliance with legal regulations related to student enrollment, training activities, and the protection of faculty and student rights throughout the program. These regulations ensure a structured, high-quality learning environment for students in cooperative training programs, aligning academic and practical training to enhance their education and professional skills (https://thuvienphapluat.vn/phap-luat, accessed on January 23, 2024)

3. Methodology

3.1 Research Objectives
The main goal of this research was to investigate and analyze the opportunities available for students in the working-studying model of the English Language program to access English outside of class. This was done with the aim of identifying influencing factors and proposing solutions to enhance the effectiveness of English learning for these students. Specifically, the research had two key objectives:

1) To explore the current situation of students accessing English outside of class by surveying and analyzing how students in the working-studying model engage with English outside of class. This includes their involvement in self-study, extracurricular activities, language clubs, and the use of online resources.
2) To assess the impact of these various methods on the development of the four English language skills—Listening, Speaking, Reading, and Writing. This involved evaluating the extent to which different forms of English exposure outside of class contribute to improving students' language abilities.

3.2 Research Questions

The study was guided by the following two research questions:

1) What are the common forms of accessing English outside of class that working-studying students in the English Language program use?
2) How does accessing English outside of class affect the development of listening, speaking, reading, and writing skills of students?

3.3 Research Scope

The scope of this study focused on exploring the opportunities and circumstances surrounding access to English for students in the working-studying model (WS). The research participants were students enrolled in the English Language program at three universities affiliated with the Cooperative Training Centre of Can Tho University during the first and second semesters of the 2023-2024 academic year. The study aimed to examine the factors influencing students' use of English in both learning and communication outside the classroom while also clarifying the extent to which such exposure contributes to their development of language skills.

3.4 Research Methodology

This study employed both quantitative and qualitative research methods to examine the current situation and the factors affecting students' access to English outside of class in the working-studying model of the English Language program.

3.4.1 Quantitative Method

A questionnaire consisting of 60 questions was used for the quantitative aspect of the study. This method was chosen to gather measurable data that could be analyzed numerically, allowing for generalizable conclusions (Creswell, 2014; Selltiz, Wrightsman, & Cook, 2012). The survey utilized the Likert Scale, a common tool in quantitative research, to assess students' attitudes and levels of agreement or disagreement with various statements. Respondents were asked to reflect on factors such as the impact of using English outside of class, engagement with media, and participation in daily learning situations, with options ranging from "Very positive impact" to "No impact."

3.4.2 Qualitative Method

In-depth interviews were conducted to gain a deeper understanding of the students' experiences, perspectives, and behaviors regarding English learning outside of class. This qualitative method provided insights into the motivations, habits, and perceptions of the participants, offering a more nuanced view than could be captured by the survey alone (Denzin & Lincoln, 2011; Charmaz, 2014).

3.4.2.1 Survey

The survey was administered to approximately 60 students from three working-studying classes—Can Tho University (CTU, n=20), Can Tho University of Technology (CTUT,

n=47), and Tien Giang University (TGU, n=20). The aim was to gather data on how often students used English outside of class and the specific contexts in which they used it, such as media consumption and professional activities. The survey sought to clarify the extent of students' exposure to English outside of class and its potential impact on the development of their listening, speaking, reading, and writing skills.

3.4.2.2 In-depth Interviews
In-depth interviews were carried out with 12 students across the three universities to gain further insights into their experiences with English outside of class. These interviews focused on aspects not covered in the quantitative survey, such as personal motivations, learning habits, and attitudes toward using English outside of academic settings.

3.4.2.3 Interviews with Teachers
Besides, interviews were conducted with 6 faculty members from the Department of English Language and Culture, School of Foreign Languages, Can Tho University. These interviews helped to explore the academic and institutional factors that influence students' access to English, including teaching strategies and classroom environments. The interviews also provided a deeper understanding of how teachers view the challenges and opportunities that working-studying students face in terms of language development.

By combining both quantitative and qualitative methods, this study offers a comprehensive understanding of the opportunities for accessing English outside of class and the impact of such exposure on the development of language skills—particularly Listening, Speaking, Reading, and Writing—among students in the working-studying model of the English Language program.

4. Findings and Discussion

4.1 Findings from the Questionnaire
4.1.1 Opportunities and Frequency of Exposure to English Outside the Classroom
In this table, the paired samples test showed that there were no statistically significant differences in learning English through media among the three institutions: Can Tho University (CTU), Tien Giang University (TGU), and Can Tho University of Technology (CTUT). The significance values (Sig. (2-tailed)) for each pair were all greater than 0.05, indicating that the mean differences in learning English through media between the pairs were not statistically significant. This suggests that exposure to English through media was similar across all three universities.

Table 4.1: Comparison of Results on Learning English through Media

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	CTU - TGU	0.13	0.73	0.16	-0.21	0.47	0.79	19.00	0.44
Pair 2	CTU - CTUT	-0.09	0.95	0.21	-0.53	0.35	-0.42	19.00	0.68
Pair 3	TGU - CTUT	-0.22	1.02	0.23	-0.69	0.26	-0.96	19.00	0.35

4.1.2 Learning English through Media

Table 4.2: Statistics of Responses on Learning English through Media

	CTU	TGU	CTUT	Average
Q8. Do you often watch TV programs, movies, or documentaries in English?	2.50	2.20	2.23	2.31
Q9. Do you often watch educational videos in English on platforms like YouTube?	2.65	2.50	2.43	2.52
Q10. Do you often watch news on CNN, BBC, or VOA?	3.70	3.35	3.30	3.45
Q11. Do you often watch live events in English (webinars, sports events)?	3.65	3.15	3.51	3.43
Q12. Do you often use English subtitles when watching movies?	2.80	2.40	2.70	2.60
Q13. Do you often listen to the radio or podcasts in English?	3.35	2.50	2.87	2.90
Q14. Do you often listen to English music?	1.95	1.80	2.43	2.06
Q15. Do you often read newspapers, magazines, articles, or blogs in English?	2.90	2.55	2.68	2.71
Q16. Do you often read books or e-books in English?	3.25	3.05	2.77	3.02
Q18. Do you often play online games in English?	3.15	3.30	3.62	3.36
Q19. Do you often spend time on websites or social media platforms (Facebook, YouTube, Zalo)?	1.15	1.35	1.43	1.31
Q20. Do you often use AI-based tools (chatbots, ChatGPT, Siri, Copilot) to improve your English skills?	2.55	3.05	2.55	2.72
Q21. Do you often interact with AI language learning apps (Duolingo, Mondly, FluentU) outside class?	2.80	3.15	2.72	2.89
Q22. To what extent do you use AI-based translation tools (Google Translate, DeepL) to support understanding and learning English?	1.70	1.95	2.02	1.89

Table 4.2 shows various media methods used by students at CTU, TGU, and CTUT to learn English outside the classroom. The frequency and preference for using these methods varied. The most popular and preferred methods were watching news on CNN, BBC, VOA, and participating in live events like webinars and sports events, with average scores of M = 3.45 and M = 3.43, respectively. On the other hand, using social media platforms such as Facebook, YouTube, and Zalo for learning English was rated the lowest, with an average score of M = 1.31, suggesting it was not a favored method for language learning. Other methods, such as watching movies with English subtitles or listening to radio/podcasts in English, had scores ranging from 2.0 to 3.0, indicating moderate usage and preference. In conclusion, students preferred more formal and

informative English media for learning, while social media and entertainment-focused methods were less emphasized.

4.1.3 The Level of English Learning at the Workplace

Table 4.3: Comparison of English Learning at the Workplace

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	CTU-TGU	0.61	1.17	0.26	0.06	1.16	2.33	19	0.031
Pair 2	CTU-CTUT	0.212	0.81	0.18	-0.17	0.59	10.16	1 19	0.260
Pair 3	TGU-CTUT	-0.40	1.18	0.26	-0.95	0.15	-1.50	19	0.148

From Table 4.3, it was evident that there was a significant difference between CTU and TGU regarding English learning at the workplace, as the Sig. (2-tailed) value was less than 0.05 (M = 0.031). This indicated that the working environment at CTU was more dynamic and professional, offering more opportunities for learning English compared to TGU. However, the Sig. (2-tailed) values for the other two pairs, CTU vs. CTUT and TGU vs. CTUT, were both greater than 0.05, meaning there were no significant differences in English learning opportunities between these pairs. This suggested that the work environments at CTU and CTUT, as well as between TGU and CTUT, were quite similar.

4.1.4 Access to English through Travel and International Relationships

Table 4.4: Responses on Exposure to English through Travel and International Relationships

	CTU	TGU	CTUT	Average
Q32. Do you frequently interact with tourists or foreigners who speak English?	3.95	3.65	3.53	3.71
Q34. Do you often ask for help or offer help in English when communicating with tourists or foreigners?	3.90	3.50	3.64	3.68
Q35. Do you frequently actively seek opportunities to practice English outside the classroom?	3.50	2.90	3.21	3.20

From Table 4.4, it was observed that there were similarities across CTU, TGU, and CTUT regarding the first two activities: regularly interacting with tourists or foreigners speaking English and offering or asking for help in English during interactions with tourists or foreigners. The scores for these activities did not differ much, with average scores of M = 3.71 and M = 3.68, respectively. However, for the activity of actively seeking opportunities to practice English outside the classroom, CTU and CTUT had higher scores (M = 3.50 and M = 3.21), while TGU scored lower at M = 2.90. This indicated that CTU and CTUT valued this method more, likely due to its effectiveness in providing additional opportunities for English practice outside the classroom.

4.1.5 Students' Perceptions of English through Media

Table 4.5: Students' Perceptions of Exposure to English through Media

	CTU	TGU	CTUT	Average
Q36. How has watching TV programs, movies, or live events in English improved your listening and speaking skills?	1.75	2.20	1.83	1.92
Q37. How has watching English news content (CNN, BBC, VOA) helped you understand different English accents?	2.15	2.40	2.30	2.28
Q39. How has listening to English radio or podcasts impacted your ability to recognize different accents and dialects?	2.20	2.20	2.17	2.19
Q40. How has listening to English music, especially AI-driven tools, improved your vocabulary or pronunciation, particularly in everyday communication?	2.10	2.30	2.06	2.15
Q41. How has reading English newspapers, magazines, blogs, articles, or professional materials helped you expand your vocabulary and improve reading comprehension?	2.05	2.20	1.94	2.06
Q42. How has reading English books or e-books helped you better understand and use grammar?	2.25	2.40	2.13	2.26
Q43. How has reading English books or e-books improved the breadth and depth of your vocabulary?	2.30	2.20	1.98	2.16
Q44. How has exposure to English novels or non-fiction materials improved your reading comprehension and ability to read difficult texts?	2.40	2.30	2.06	2.25
Q45. How has playing online games in English improved your communication skills and vocabulary?	2.25	2.20	2.49	2.31
Q46. How has engaging with social media accounts in English helped you communicate more naturally?	2.25	2.40	2.15	2.27
Q47. How has using language learning apps (Duolingo, FluentU) affected your fluency in speaking English?	2.40	2.20	2.11	2.23
Q48. How has using AI-based tools helped you improve your grammar and learn new vocabulary in context?	2.45	2.30	2.06	2.27
Q49. How has practicing pronunciation with AI (e.g., feedback from language apps) improved the accuracy of your pronunciation?	2.55	2.20	2.02	2.26
Q50. How have AI-based translation tools helped you better understand difficult English texts?	2.25	2.40	1.98	2.21

From Table 4.5, it can be concluded that exposure to English through media has a significant impact on the language skills of working students, as the responses varied between 1.00 and 3.00. Among the different activities, watching TV programs, movies, or live events in English was rated as having the most significant impact on language skills across all three institutions (M = 1.92). More specifically, respondents from CTUT rated three other activities highly as well, noting their strong influence on improving English skills, especially vocabulary. These activities include reading English newspapers, magazines, blogs, articles, or professional materials; reading English books or e-books; and using AI-based translation tools. These activities were particularly valued for enhancing vocabulary and grammar skills.

4.1.6 Students' Perception of Exposure to English at the Workplace and Its Impact on English Language Skills and Basic Language Elements

Table 4.6: Comparison of Students' Perceptions

Paired Samples Test									
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	CTU-TGU	0.27	1.44	0.32	-0.40	0.95	0.84	19	0.40
Pair 2	CTU-CTUT	0.56	1.26	0.28	-0.02	1.15	2.00	19	0.06
Pair 3	TGU-CTUT	0.29	1.10	0.24	-0.22	0.80	1.18	19	0.25

From Table 4.6, it can be concluded that there is no significant difference between the three pairs of universities (CTU – TGU and TGU – CTUT) as their Sig. (2-tailed) values are all greater than 0.05. This suggests that students' perceptions of their exposure to English in the workplace are relatively similar across the institutions. For Pair 2 (CTU – CTUT), although the p-value is close to 0.05 (p = 0.06), it is still not statistically significant. This implies that the difference in perceptions of English exposure in the workplace between CTU and CTUT is not strong enough to be considered statistically significant.

4.1.7 Learners' Perceptions of Access to English through Travel and Interactions with Foreigners and Its Impact on English Language Skills and Basic Language Elements

Table 4.7: Learners' Perceptions of Exposure to English
through Travel and Interactions with Foreigners

	CTU	TGU	CTUT	Average
Q57. How has interacting with English-speaking tourists or foreigners improved your fluency and confidence in speaking English?	2.60	1.90	1.91	2.13
Q58. How has asking for or offering help in English when communicating with foreigners improved your pronunciation accuracy?	2.40	2.05	2.00	2.15
Q59. How has interacting with English speakers in travel-related situations (airport, hotel, etc.) improved your listening comprehension and confidence in using English?	2.45	2.00	1.96	2.04
Q60. How has proactively seeking opportunities to practice English through international relationships or travel activities improved your communication and ability to use grammar and sentence structure accurately?	2.40	2.16	1.91	2.16

From Table 4.7, it can be seen that all responses had average scores below 2.70, suggesting that students agreed with the statements. Specifically, they recognized that exposure to foreign elements, such as interacting with English-speaking tourists or foreigners, had a positive impact on their language skills. Students from CTUT rated three out of four items very positively. These included interacting with English-speaking tourists, engaging in

travel-related situations (like at airports or hotels), and actively seeking opportunities to practice English through international relationships or travel activities. Students from TGU also agreed that interacting with English-speaking tourists or foreigners significantly influenced their language skills, particularly for students who were learning while working.

4.2 Findings from Interviews
4.2.1 Findings from the Students' Interviews
The interview questions were conducted directly with students, with a random selection process to ensure an equal number of male and female participants, consisting of 6 males and 6 females. The interviews were recorded to serve as research documentation. Regarding the students' thoughts on learning English outside of class, particularly for those in a working-studying (WS) program, the responses provided valuable insights into how these students view the role of extra-curricular English learning in their overall language development.

Students shared a range of opinions, with some mentioning that learning English outside of class, particularly through media exposure and interactions with foreigners, significantly helped improve their communication skills and boosted their confidence in using the language. However, others pointed out challenges such as limited time due to work commitments and the difficulty of finding opportunities to practice English in real-life situations.

In an English working-studying program/model, studying English outside of regular hours helped individuals enhance their self-learning abilities and time management skills. This was reflected in the response from Student 1 (S1), who stated,

> "*Arranging my time to study alongside work helped me develop time management skills, which in turn enhanced my personal abilities.*"

Meanwhile, Students 2, 4, and 5 felt that studying outside of regular hours was a way for them to demonstrate personal effort. Student 4 expressed,

> "*Studying English outside of class was proof of my continuous learning spirit, despite facing many challenges.*"

Students 6 and 9 had a different perspective. They believed that studying outside of regular hours helped them connect with an unlimited learning community. Student 4 shared,

> "*Joining English study groups or clubs helped me not feel alone in my learning journey and receive a lot of support from like-minded peers.*"

Students 8 and 12 thought that studying outside of regular hours provided them with more opportunities for personal and career development. As Student 8 explained,

"Working in an increasingly globalized environment, I understood that English was not only a communication tool but also the key to enhancing career opportunities."

The remaining two students believed that the practical necessity of English in their daily tasks compelled them to study more to improve their language skills. Student 11 shared,

"Many situations at work, such as writing emails, attending international meetings, or communicating with partners, required me to be proficient in English. This was a huge motivation for me to study and improve my skills."

Regarding *the purpose of studying English outside of regular hours*, 12 candidates interviewed focused on 4 main perspectives. Firstly, Students 1, 4, 5, and 8 emphasized that learning English outside of regular hours helps them develop themselves more strongly. Student 1 shared,

"English is a tool that allows me to access a vast amount of knowledge from around the world. Most specialized materials, books, research papers, and online courses from major universities are written in English. Therefore, learning English helps me expand my knowledge in various fields."

For the *purpose of increasing career opportunities*, Students 2, 3, and 6 believe that studying outside of regular hours is essential. Student 6 responded to the question by saying,

"Studying English helps me expand my job opportunities. Many companies, especially multinational corporations, require good English proficiency. Also, having English certificates like IELTS (International English Language Testing System) or TOEIC (Test of English for International Communication) is a significant advantage in the job market."

Students 7 and 9, on the other hand, agreed to say that studying English outside of regular hours was for personal interests. Student 9 responded,

"I really enjoy watching movies, listening to music, and reading books in English. Learning English allows me to enjoy original works without subtitles or translations, which helps me understand the meaning and nuances of the language more deeply."

The remaining students chose the goal of cultural exchange and expanding their relationships. Student 12 said,

"English is the common language of the world. Knowing English helps me easily connect with international friends, participate in global forums, and explore different cultures through books, movies, and real-life conversations."

The second group of students, including Students 8, 9, and 11, shared that they use online applications, join clubs, and meet native speakers to practice *their speaking skills*. Student 11 said:

"I practice pronunciation by using Elsa Speak to check my accuracy. I also regularly record my voice and compare it with native speakers. Apps like HelloTalk and Tandem help me communicate directly with native speakers or other English learners."

Meanwhile, Student 8 mentioned:

"I often participate in English clubs. During discussions, I practice expressing my ideas and receive feedback from my friends."

For reading comprehension skills, Students 2, 4, and 6 share the belief that reading books and newspapers in English is the best approach. Student 4 further shared:

"I read English newspapers daily (BBC, CNN, VOA) or specialized blogs to get familiar with advanced vocabulary. I start with easier books like Harry Potter or Chicken Soup for the Soul, and then move on to academic materials or more challenging novels."

For writing skills, regularly practicing through journals or emails is considered an effective method (by the remaining group of candidates). As Student 12 described:

"I write a journal in English every day, or post short articles on English learning forums. I practice writing professional English emails for work, and learning how to use formal language. I also use tools like Grammarly to check grammar and vocabulary, and then analyze my mistakes."

The review of grammar, phonetics, and vocabulary is crucial in this study as it helps with understanding and using English fluently and accurately. The students shared that they have different methods for reviewing these elements. Regarding grammar, Students 1, 3, 4, and 8 all agreed that using printed books is an effective approach. Student 1 stated:

"I use books like English Grammar in Use by Raymond Murphy to learn grammar topics. I do exercises on websites like Perfect English Grammar and apply them in writing and speaking."

In conclusion, the interview with 12 students (6 males and 6 females) about learning English outside of class recorded different groups of opinions. The students mainly learned English outside of class to develop self-learning skills and time management, demonstrate personal effort, connect with the learning community, and expand career opportunities. Some believed that English was a tool that helped them develop personal interests and engage in cultural exchange. Learning English outside of class was seen as an important part of self-improvement and achieving career and social goals.

4.2.2 Findings from the Lecturers' Interviews

The candidates participated in answering interview questions for lecturers currently teaching at Can Tho University. All 6 lecturers (3 males, 3 females) had over 15 years of teaching experience and held a Master's degree or higher in English language teaching methodology. Regarding the difficulties that students in the working-studying program (WS) in the English Language program have faced when learning outside of class, the lecturers stated that these challenges are mainly related to the lack of an English practice environment. Lecturer 1 shared:

"Students in the WS may have fewer opportunities to use English in their work or daily lives, especially if they work in environments where communication in English is not required. Therefore, skills such as Listening and Speaking are often not practiced, leading to a lack of confidence when engaging in real-world communication."

Lecturers 3 and 5 agreed that another cause of difficulties was the pressure from both work and study. Lecturer 3 said:

"Students in the WS have to deal with the pressure of completing work and assignments, projects in their study program. This often causes stress and fatigue. The exhaustion leads to a lack of motivation to study English outside of class or prevents them from focusing when they do."

In the same vein, Lecturer 2 mentioned that students often struggle to study outside of class due to a lack of materials and suitable learning methods. He said:

"Some students do not know how to make use of online resources for learning English or have not found effective learning methods. As a result, their learning becomes monotonous and ineffective, leading to a loss of interest."

Lecturers 4 and 6 pointed out that the lack of motivation and patience is another important difficulty. Lecturer 4 said:

"English learning results do not come immediately, while part-time students in the WS often expect quick improvement to help with their work. Many students feel discouraged and tend to give up when they do not see progress in a short time."

Part-time students in the WS differ from full-time students in terms of their learning methods and content. Therefore, their interest in learning English outside of class is also different. This study aims to explore part-time students' interests through the attitudes and thoughts of their lecturers. From Lecturers 1 and 5 viewpoints, they see that part-time students in the WS are motivated to learn, driven by real-world needs. Lecturer 1 shared:

"Part-time students in the WS often need to learn English to serve their current job or advance in their careers, such as communicating with foreign partners, reading specialized materials, or obtaining language certificates to meet job requirements. Therefore, despite being busy, many part-time students in the WS still make time for learning English because they realize the importance of this skill in improving their personal abilities and career opportunities."

Concurrently, the other 4 lecturers agreed that part-time students in the WS have a positive attitude towards learning, but they also have a very practical perspective. Lecturer 6 said:

"Part-time students in the WS have a very practical approach to learning. They tend to focus on English skills that directly serve their work, such as communication, reading specialized materials, or writing professional emails. However, they often do not pay much attention to theoretical aspects or skills that are less used in practical work, such as literary analysis or academic essay writing."

Regarding extracurricular activities and club participation outside of class, Lecturer 2 believes that this is a very suitable form of learning for dynamic students. Lecturer 2 said:

"English clubs or extracurricular activities provide a practical environment for students to practice and improve their listening, speaking, and communication skills. It's an opportunity for them to learn from peers, and colleagues, and expand their networks. Students who actively engage in extracurricular activities tend to have more confidence in their communication skills and make faster progress in using English in real-world situations."

Using online resources has the advantage of being a hub of knowledge, providing endless learning opportunities. Therefore, Lecturers 3 and 5 believed it was well-suited for students who are avid readers and tech-savvy. Lecturer 5 added:

"The internet offers a wealth of resources, from free courses (such as Coursera, BBC Learning English) to apps and platforms for communication practice (Tandem, HelloTalk). Students can study whenever they have free time, fitting into their busy schedules. Many online learning tools offer instant feedback (like pronunciation checks and grammar corrections), allowing students to self-assess and improve their skills. Using online resources helps students enhance their skills comprehensively, especially in listening, reading, and vocabulary."

For integrating English learning into work, Lecturers 1, 2, 4, and 6 all agreed that this form is highly effective for students who frequently use English in their workplace. Lecturer 1 shared:

"Some students take advantage of work opportunities to learn and use English, such as writing emails, giving presentations, or communicating with foreign colleagues. This is a practical and effective way of learning, allowing them to apply knowledge immediately. Students who have opportunities to use English at work tend to progress faster in communication and writing skills due to the continuous and mandatory practice."

However, from the actual participation, extracurricular learning activities still have some limitations. Lecturer 1 shared that one limitation is the lack of time to participate, saying:

"Due to a busy work schedule, many students cannot participate regularly or continuously."

Lecturer 2 mentioned that the activities lacked diversity:

"Some extracurricular activities or clubs do not meet the actual needs or levels of the students."

Lecturer 6 evaluated that the limitation is in the organization of these activities:

"Extracurricular activities or clubs are sometimes not organized professionally or do not have high applicability."

Based on these observations of the limitations, the lecturers also suggested some solutions for each type of activity. Regarding extracurricular activities, Lecturer 1 believes that their practical application needs to be enhanced:

"Extracurricular activities should be organized to closely resemble real-life situations, such as job interview simulations in English, or activities where students interact with foreigners in real environments (e.g., tours or workshops)."

Similarly, Lecturer 2 suggested organizing regular networking events:

"Invite experts, speakers, or successful alumni to share their experiences with learning English and how they apply it to their careers."

Lecturer 4 emphasized the importance of group projects:

"Encourage students to work in groups on projects using English, such as writing and performing skits, creating short videos, or organizing small workshops."

For participation in English clubs, Lecturers 1 and 6 noted the need to improve flexibility and group division by proficiency level. Lecturer 1 suggested:

"Offer both offline and online formats so students can join anytime, anywhere. The schedule should be flexible to accommodate the work schedule of working-studying students. To ensure effectiveness, clubs should group students by their English proficiency levels (beginner, intermediate, advanced) and design activities accordingly."

Finally, with the aim of helping working-studying students improve the effectiveness of their extracurricular learning, many suggestions were made by the lecturers for each of the *four English skills*.

First, for Listening skills, Lecturer 1 believed students should make use of their free time to listen to English:

"Listen to podcasts, music, or watch English videos while doing housework, commuting, or during breaks. Some good sources are BBC Learning English, TED Talks, ESLPod and others. Choose content suitable for your level, starting with simple topics and gradually increasing the difficulty."

Lecturer 3 added that students should focus on real-life communication content:

"Listen to short dialogues, movies, or TV shows with subtitles to get used to how native speakers talk. Take notes of new vocabulary or phrases to learn how to use them in specific contexts."

Similarly, Lecturer 6 emphasized that students should practice active listening:

"Spend at least 10-15 minutes each day listening attentively. After listening, try to write down the main points or summarize in English to improve comprehension."

Second, for Speaking skills, Lecturer 3 recommended that students should practice daily:

"Practice speaking in front of the mirror to improve pronunciation and build confidence. Record your voice and listen to it to make adjustments."

Lecturer 1 further explained that students must find real communication opportunities:

"Join English clubs, online study groups, or chat with friends and colleagues in English. Use speaking apps with native speakers such as Tandem, HelloTalk, or Cambly."

Moreover, Lecturer 4 emphasized the importance of learning phrases and sentence patterns:

"Instead of learning individual words, learn commonly used phrases or sentence patterns to apply in conversations. For example: how to introduce yourself, ask questions, or respond politely."

Third, for Reading skills, reading materials that align with personal goals is the best approach, according to Lecturer 1:

"Read English newspapers and magazines (such as The Guardian, BBC News) to expand your vocabulary and stay updated on information. Look for specialized materials related to your field of work to learn professional vocabulary."

Students should read daily with specific goals, as noted by Lecturer 6:

"Set a goal to read at least one short article each day and take notes on useful vocabulary or sentence structures. After reading, try to answer questions like: 'What is the article about? What are the main ideas? Is there anything I don't understand?'"

Lecturer 3 also suggested that students should use supporting tools:

"Use bilingual dictionaries or English-English dictionaries to look up words when needed (Cambridge Dictionary, Oxford Learner's Dictionary)."

Fourth, for Writing skills, daily writing practice is essential, according to Lecturer 1:

"Start by writing a journal or short paragraphs about daily life, work, or topics that interest you. Focus on using basic sentence structures and gradually improve the complexity."

Lecturer 4 advised students to learn how to write professional emails and documents:

"Enhance writing skills by practicing writing work emails, reports, or materials related to your field. Look for standard email templates or documents in English to learn how to use professional language and expressions."

Lecturer 5 emphasized that students could ask others to review their writing:

"If possible, ask teachers, friends, or use online tools (Grammarly, Quillbot) to correct grammar mistakes and improve phrasing."

In summary, the 6 lecturers pointed out the difficulties that working-studying students face when learning English outside of class, including the lack of a practice environment, pressure from work and studies, a lack of suitable learning materials, and a lack of motivation. The lecturers also observed that working-studying students have a strong motivation to learn, primarily driven by practical needs for their work and career, and they have clear learning goals, distinguishing them from full-time students.

5. Discussion

This study explored the challenges and strategies of working-studying (WS) students in accessing English outside the classroom. Despite facing obstacles such as limited time, lack of practice environments, and motivation issues, these students exhibit strong intrinsic motivation driven by career-related needs. The discussion synthesizes the findings with relevant literature, particularly focusing on Krashen's Input Hypothesis (1985), media exposure, and the role of motivation in language acquisition.

5.1 Challenges Faced by Working-Studying Students

A major challenge faced by WS students is the lack of a supportive practice environment. Many students, particularly those working in non-English-speaking environments, struggle to practice listening and speaking skills, as they find it difficult to engage in real-world English communication. This lack of exposure aligns with Krashen's Input Hypothesis (1985), which emphasizes the need for consistent, comprehensible input to develop language proficiency. Additionally, WS students often face the challenge of balancing work and study commitments, leading to fatigue and decreased motivation to practice English outside of class. This issue reflects findings from Tran and Nguyễn (2020), who pointed out that Vietnamese university students face difficulties in finding time for English practice due to the dual demands of academic and work responsibilities. Another significant challenge is the lack of patience and motivation, particularly when students do not see immediate progress. Many students expect quick results in their English learning, leading to frustration when improvements are not quickly visible. This issue is consistent with Zhang and Wang's (2020) findings, which highlight how unrealistic expectations can lead to decreased motivation. Krashen (1985) also emphasized that language learning is gradual, requiring time and persistence.

5.2 The Role of Motivation in Learning English Outside the Classroom

Despite these challenges, WS students demonstrate strong intrinsic motivation, largely driven by practical career needs such as professional development, communication with international partners, and earning certifications. Lecturers observed that, despite their busy schedules, WS students prioritize English learning because they recognize its value in improving career prospects. This intrinsic motivation aligns with Krashen's (1985) assertion that motivation plays a central role in successful language acquisition. Moreover, the motivation of WS students is often more focused on specific, job-related skills. Part-time WS students, in particular, tend to prioritize language skills directly relevant to their professional lives, such as email writing and workplace communication, reflecting a more practical approach to language learning. This finding is consistent with the research of Chen and Gao (2019), who noted that Chinese non-English major students focused on career-related language skills.

5.3 The Role of Media Exposure in English Learning

Exposure to media plays a key role in helping WS students improve their English skills outside the classroom. Lecturers in this study suggested that online resources such as podcasts, YouTube videos, and language learning apps are valuable tools, as they allow students to practice English at their own pace and convenience. These resources help improve listening, reading, and vocabulary skills, supporting Krashen's Input Hypothesis (1985), which suggests that learners benefit from input that is slightly above their current proficiency level. This is consistent with Lee and Park's (2021) research, which highlighted the positive effects of media exposure on writing skills. However, some WS students face challenges in fully utilizing media resources. These students may struggle to navigate online platforms or lack the engagement necessary for effective language learning. To address this, lecturers suggested incorporating more structured learning activities, such as guided discussions or project-based learning, where students can use media in a more interactive and meaningful way. This approach aligns with Yang and He's (2017) findings, which emphasized the importance of integrating media into structured learning to maximize its impact.

5.4 Practical Solutions and Recommendations

To overcome the challenges identified, several practical solutions were proposed by the lecturers. They recommended increasing the flexibility of extracurricular activities, integrating online resources into the curriculum, and encouraging students to apply their English skills in real-world work situations. One suggestion was to design extracurricular activities that resemble real-life scenarios, such as job interview simulations, which could help students practice language skills in practical contexts. This recommendation is supported by Piña and Lerner (2019), who emphasized the importance of practical language use in improving proficiency. Additionally, lecturers recommended providing students with tailored suggestions for using online resources effectively, such as listening to podcasts during commutes or using language exchange apps for speaking practice.

The importance of flexible learning formats, such as hybrid or online learning, was also emphasized, as they allow WS students to engage with English outside the classroom without conflicting with their professional responsibilities. This approach is consistent with Zhang and Wang (2020), who found that flexible media exposure is particularly beneficial for students with busy schedules.

6. Conclusion

This study explored the challenges and strategies of working-studying (WS) students in accessing English outside the classroom, highlighting the relationship between work commitments, language acquisition, and media exposure. WS students face obstacles such as time constraints, limited opportunities for practice, and frustration due to slow progress. Despite these challenges, the study shows that media exposure offers flexible, self-paced opportunities for language improvement.

A key challenge identified was the lack of a supportive practice environment. WS students, especially those in non-English-speaking workplaces, reported limited opportunities for English communication, which aligns with Krashen's (1985) Input Hypothesis, emphasizing the importance of consistent, comprehensible input for language acquisition. Without sufficient exposure to English in their daily environments, students struggle, particularly in speaking and listening.

Time constraints also emerged as a major barrier. Many students juggle work, family, and academic responsibilities, leaving little time for English practice, which echoes Tran and Nguyễn's (2020) findings that working students often struggle to balance work and study with language learning. This lack of dedicated time hampers their language progress.

Motivation issues, particularly unrealistic expectations about language learning, were also evident. Students, eager to see quick results, often become frustrated when progress is slow. This frustration can undermine motivation, as Krashen (1985) suggests that motivation is crucial for language learning. Although WS students are intrinsically motivated to improve for career-related reasons, the lack of visible progress can lead to discouragement.

However, the study also revealed that media exposure—through films, podcasts, and language learning apps—can be a practical solution. Research by Liu *et al.* (2016) and Wang and Xu (2017) supports the idea that media helps students improve listening, speaking, and vocabulary skills. Those who actively engaged with English media reported improved language skills and confidence.

Despite the benefits, many students struggle to use media effectively. Some lack awareness of available resources, while others find it difficult to integrate media into structured learning. Guidance on selecting and using media to improve specific language skills is essential. Zhang and Zhao (2020) emphasize that media, when used strategically, can significantly enhance language learning outcomes.

In conclusion, while WS students face challenges like time constraints and motivation issues, media exposure offers considerable potential for improvement. By incorporating structured strategies for media use and fostering realistic expectations, WS students can overcome these obstacles and continue progressing in their English proficiency. Future research should explore more ways to integrate media into language learning for working students and address strategies for maintaining motivation and consistent practice. This will help educational institutions better support WS students in achieving their academic and professional goals.

7. Recommendations

7.1 Recommendations for the Cooperative Training Center, Can Tho University

The Cooperative Training Center at Can Tho University should prioritize developing diverse and flexible methods of English learning outside regular classes for working-studying (WS) students, to better meet their educational needs and enhance their language skills. The Center should collaborate with the Department of English Language and Culture, as well as other English language organizations, to create supplementary learning opportunities, such as online courses, language seminars with experts, English clubs, and participation in international events. These initiatives would give students the chance to practice English in authentic, real-world contexts.

Furthermore, the Center should explore teaching strategies tailored to the unique schedules and needs of WS students. This could include offering flexible class hours or a mix of in-person and online classes to fit around students' work commitments. Particularly, the Center should develop internship programs linked to companies and organizations, providing opportunities for students to apply their English skills in practical work settings.

7.2 Recommendations for the English and Culture Department, School of Foreign Languages, Can Tho University

The Department of English Language and Culture might enhance programs designed to support WS students in accessing English in flexible and effective ways. To accommodate their busy schedules, the department could offer extracurricular or reinforcement classes tailored to WS students' availability. Moreover, providing access to online lectures, supplementary courses, and self-directed learning materials will allow students to engage with English independently, even outside class time.

The department should also focus on maintaining high teaching standards by organizing exchange events, discussions, and interactions with native speakers or experts from various fields. These activities would not only improve students' English proficiency but also provide cultural insights, contributing to their development of both language and soft skills.

7.3 Recommendations for English Language Teachers

English lecturers might adopt flexible teaching methods that meet the specific needs of WS students. Creating a supportive and engaging learning environment is key, encouraging participation in extracurricular activities such as English clubs, group discussions, or academic events. This would allow students to develop language skills in real-life contexts.

In addition to teaching, lecturers need to act as mentors, helping students set personal learning goals and offering guidance on effective learning strategies. Extracurricular classes should be offered flexibly, ensuring that they do not interfere with students' work commitments. Teachers may also promote the use of online learning tools and integrate technology into lessons, enabling students to study anytime, anywhere.

7.3.4 Recommendations for WS Students

Working-studying students need to take a proactive approach to improving their English skills by seeking out opportunities for learning outside formal class hours. They should actively participate in English clubs, supplementary courses, or academic events to practice communication and listening skills. What's more, students can use online learning apps, explore various learning materials, and engage with media such as podcasts, videos, or language platforms to further develop their skills.

Students might also manage their study and work time effectively to make room for supplementary classes and hands-on language practice. Setting long-term goals and regularly assessing progress will help students enhance their English proficiency over time.

7.3.5 Suggestions for Future Research

Future research could evaluate the effectiveness of extracurricular English learning programs for WS students, particularly measuring the impact on their language skills compared to students who do not participate. Furthermore, studies could investigate psychological and cultural barriers that influence WS students' participation in language learning activities, helping institutions understand the challenges they face and develop more tailored solutions. Understanding these factors will allow educational institutions to better support WS students in their language learning journey.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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