

กิจกรรมการเรียนรู้ภาษาอังกฤษนอกชั้นเรียนของนักเรียนอาชีวศึกษาใน
วิทยาลัยกำปงเฌอเตียล จังหวัดกำปงธม ราชอาณาจักรกัมพูชา
Out-of-Class English Learning Activities of the Vocational
Education Learners at Kampong Chheuteal High School,
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บทคัดย่อ

หลายปีที่ผ่านมา กิจกรรมการเรียนรู้ภาษาอังกฤษนอกชั้นเรียนถือว่าเป็นวิธีการที่สนุกและมีประสิทธิภาพสำหรับการเรียนรู้ภาษาอังกฤษงานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษา กิจกรรมการเรียนรู้ภาษาอังกฤษนอกชั้นเรียนของนักเรียนอาชีวศึกษาในวิทยาลัยกำปงเฌอเตียลราชอาณาจักรกัมพูชา และเพื่อศึกษาความแตกต่างในการปฏิบัติกิจกรรมการเรียนรู้ภาษาอังกฤษนอกชั้นเรียนโดยใช้รายได้ครอบครัว เพศ ระดับความรู้ภาษาอังกฤษ ระดับการศึกษา และสาขาวิชาเป็นตัวแปรในการเปรียบเทียบในการเก็บรวบรวมข้อมูลโดยใช้การแบบสอบถามนั้น พบว่า กิจกรรมการเรียนรู้ภาษาอังกฤษของนักเรียนอยู่ระดับต่ำ การศึกษาครั้งนี้ยังพบว่าผู้เรียนที่มีระดับความรู้ภาษาอังกฤษและสาขาวิชาแตกต่างกัน ปฏิบัติกิจกรรมการเรียนรู้ภาษาอังกฤษนอกชั้นเรียนมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติ ในทางตรงข้ามรายได้ของครอบครัว เพศ และระดับวุฒิการศึกษาไม่มีความแตกต่างในการปฏิบัติกิจกรรมอย่างมีนัยสำคัญทางสถิติ

คำสำคัญ: กิจกรรมการเรียนรู้ภาษาอังกฤษนอกชั้นเรียน อาชีวศึกษา

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Abstract

For many years, out-of-class English learning activities have been introduced as enjoyable and sufficient English learning sources and effective ways for English development. This study aimed to investigate out-of-class English learning activities of the vocational education learners at Kampong Chheuteal High School in Cambodia and to examine whether there were significant differences in the implementation of out-of-class English learning activities across family income, gender, English ability levels, academic-year levels, and different majors. By using the survey to collect the data, the learners reported practicing the out-of-class English learning activities at the low level. The study also found that there were significant differences in the practice of out-of-class English learning activities across English ability levels and different majors but there were no statistically significant differences found in the practice of these activities across family income, gender, and academic-year levels.

Keywords: out-of-class English learning activity, vocational education, autonomy

Introduction

In today's world, the importance of the English language cannot be denied since it has become the most common language spoken everywhere and used in many fields, such as information technology, science, education, business, communication, international politics, medicine, and international organizations. In the field of education, English language has been increasingly stressed on its lifelong education and effective enhancement. It is believed that authentic English exposure and opportunities to use English in natural settings outside the classroom are the key to effective English learning and can increase successful language learning experiences (Peirce, 1995). In addition, there has been an emphasis that the English language learning is not only limited to classroom contexts, but can also be done at any place, any

time and with any resource (Benson, 2001 & 2011; Hyland, 2004; Pearson, 2004). Moreover, Field (2007) explained to enhance English language competence, learners need to develop the ability to acquire English skills that are available both inside and outside the classroom context.

Since English language has been increasingly focused on the importance of its lifelong education and effective development, out-of-class English learning activities have been introduced to EFL/ESL teachers and learners by several researchers for many years as the enjoyable and sufficient English learning sources. Therefore, in order to expand to out-of-class English learning activities of Cambodian learners, this study attempts to investigate the English learning activities outside the classroom of the vocational education learners at Kampong Chheuteal High School and to examine whether

there are significant differences in the practice of these activities across family income, gender, English ability levels, academic-year levels and different majors.

Literature Review

Out-of-class English learning activities have been defined as English language learning processes that are conducted outside the classroom by the learners for either academic or non-academic purposes, and they involve self-instruction, naturalistic learning, and self-directed naturalistic learning (Benson, 2011). Benson (2011) explained that out-of-class English learning activities are created by learners themselves for engaging in language use for pleasure and interest as well as English learning. He added that out-of-class learning English activities are generally learner-initiated and hidden from teachers' view, therefore, the learners showed more initiative in creating opportunities for English learning than their teachers give credit for.

Benson (2011), Chusanachoti (2009), and Hyland (2004) consistently addressed that out-of-class English learning activities helped learners complete language tasks they met subsequently. The English exposure and opportunities to use English in natural settings outside the classrooms are keys to effective English learning and are critical to the development of all English language skills and can increase successful language learning experience. According to Pearson (2004), these activities link with real daily activity that is a key to boost more authentic

language usage and autonomy. Moreover, Kuh, Douglas, Lund, and Ramin-Gyurnek (1994) viewed that the engagement in out-of-class learning activities enabled the learners to have the complexity of cognition such as critical thinking and intellectual flexibility, growth in knowledge acquisition and application, humanitarianism, interpersonal and intrapersonal competence, and practical competence.

In addition, out-of-class English learning activities, such as speaking English with friends, reading novels, listening to songs, reading newspapers and magazines, watching TV programs and videos, surfing the Internet, writing e-mails have been found to be closely practiced by the English language learners and seen as rich and valuable inputs for learners to increase the benefits of their English language development (Al-Otaibi, 2004; Anderson, 2004; Benson, 2011; Chusanachoti, 2009; Gao, 2009; Henry, 2014; Hyland, 2004; Lamb, 2002; Manfred, 2012; Pearson, 2004; Pickard, 1996). Furthermore, Lai and Guo (2011) pointed out that out-of-class English learning activities serve as a variety of functions in giving direction to a positive learner identity, preserving motivation for learning, providing learners with a supportive learning community, offering learners a place for self-expression, enhancing their self-perception and offering more positive beliefs in terms of perceived value and nature of learning spoken English and self-efficacy and expectations about learning English.

In the previous studies, the researchers have compared the practice of out-of-class English learning activities across family income, English ability levels and gender. For example, the learners who were from families with high income had more chance to engage themselves in out-of-class English learning activities than those who were from families with low income (Maslow, 1943; Ormrod, 2006; Sean, 2013). The reason is that the home that is rich in learning materials, such as reading books, picture decorations, musical instruments was found to be a significant predictor for convincing learners to engage in out-of-class learning activities (Dearing & Taylor, 2007; Ittus, 2006).

English ability levels were also found as an important factor differing the learners' out-of-class English learning activities. According to Al-Otaibi (2004) and Marefat and Barbari (2009), the studies of how out-of-class English learning activities related with three different language ability levels (high, mid, and low English ability learners) revealed that the learners with high English ability tended to practice the activities more than those in mid or low ability groups. Additionally, it is reported that the use of authentic materials, such as magazines, novels, newspapers seem to be favored more by the learners with high English proficiency. This indicates that high English achieving learners might have the ability to comprehend authentic materials that would be very difficult for mid or low-achieving English learners.

Gender is another variable discussed as a factor relating with learners' English language practice and acquisition. But the previous studies have found inconsistent results in practice of out-of-class English learning activities by males and females. Green and Oxford (1995) and Lan (2005), for example, pointed out that females conducted out-of-class English learning activities more often than males. They explained that females were more interested in social communicative activities and more cooperative. Contrarily, males more engaged in out-of-class English learning activities in their daily lives in the studies conducted by Waters (2007) and Zeynali (2012). Yet, Al-Otaibi (2004) could not explore significant differences about gender in doing the English learning activities outside the classroom.

Since out-of-class English learning activities have been interested in, many previous researchers have carried out in many countries, such as Germany (Pickard, 1996), the USA (Suh, Wasanasomithi, Short & Majid, 1999), Indonesia (Lamb, 2002; Ibaddurrahman, 2012), Saudi Arabia (Al-Otaibi, 2004, Marefat & Barbari, 2009), New Zealand (Pearson, 2004), Hong Kong (Hyland, 2004), and Thailand (Chusanachoti, 2009), yet in the Cambodian context where English language has been a compulsory subject for schools and regarded as a crucial language playing a dominant role in international politics, diplomacy, information technology, science, education, business, and in resolving international conflicts, little research has been conducted to describe what out-of-class English

learning activities Cambodian learners practiced. This may be the signal of the possibility that teachers, parents, researchers, and maybe even learners in Cambodia do not appreciate or are not aware of the out-of-class English learning activities as enjoyable and sufficient English learning sources.

This study is guided by using the conceptual framework from Benson (2011), who categorized these activities into three broad groups: (1) Self-instruction refers to the activities taken place outside the classroom stemmed by the learners' conscious effort to find out resources of language learning activities to provoke, stimulate and carry out by themselves without interaction with or intervention from others. The learners make purposeful effort to take a charge of their English language learning for both academic and non-academic purposes. (2) Naturalistic learning refers to the involuntary activities where the learners seek the social activities to learn English by interacting directly with the users of English language, English native or non-native speakers, in the contexts and situations where the learners live and communicate with. And (3) Self-directed naturalistic learning refers to the activities where the learners do for their pure pleasure or interest as well as purposefully for English language learning.

Research Questions

The following research questions were used to guide the pursue of knowledge in this study:

1. What are the most frequently practiced out-of-class English learning activities of the vocational education learners at Kampong Chheuteal High School?
2. What are the differences in out-of-class English learning activities across family income?
3. What are the differences in out-of-class English learning activities across English ability levels?
4. What are the differences in out-of-class English learning activities across gender?
5. What are the differences in out-of-class English learning activities across academic-year levels?
6. What are the differences in out-of-class English learning activities across different majors?

Research Methods

Participants

The target population is 680 vocational education learners at Kampong Chheuteal High School in Kampong Thom Province, Kingdom of Cambodia. The number of participants needed to conduct statistical tests with SPSS is 248, selected by using the Sample Size Determination table of Krejcie and Morgan (1970). The sample size of the study was at least the 95 % confidence level, with a margin of error of 5%. Out of 248 participants, the number of the participants by each major, each academic-year level and gender was proportionated from all learners of each major, each academic-year level and gender. As a result of this proportion, there were 52 electronic learners, 70 electricity learners, 42

agriculture learners and 84 animal husbandry learners. Among those, there were 122 Year-1 learners; 74 Year-2 learners; and 52 Year-3 learners. And out of 248 participants, there were 129 males and 119 females as participants for the research study.

Context of the Study

The setting of this research took place at Kampong Chheuteal High School with the vocational education system in BrasatSambor district, Kampong Thom province, Kingdom of Cambodia. This school was established in 2001 under the financial grant of Her Royal Highness Princess Maha Chakri Sirindhorn of Thailand, as a gift bestowed to the people of the Kingdom of Cambodia in recognition to their kind hospitality and in celebration of the felicitous relationship of the people of Cambodia and Thailand. Kampong Chheuteal High School was chosen to be the context of the current study because it was a good example among other schools in Cambodia as a state school serving a dual-education system; general and vocational education systems. The general education system consists of three grade levels ranging from grades 10-12; concurrently the vocational education serves a three-year technical education program in four main majors, namely electronics, electricity, animal husbandry, and agriculture.

Kampong Chheuteal High School is a model school in Cambodia with its dual education system, good classroom buildings, science-laboratory buildings, library, green learning room, solar cell system, basic technical

workshops (equipped with enough tools for technical training), agriculture spots, chicken coops, pigsties, fish ponds, dormitories, teachers' housings, water supply systems and a large campus. The learners in this school are able to approach many types of English language learning medias and resources, such as a sound lab, multi-media room and computer labs where an Internet connection is offered.

However, Kampong Chheuteal High School is located in the rural area where is the plateau area, about 35 kilometers far from Kampong Thom downtown, surrounded by the Khmer and ethnical communities where most of its learners are living. Most local people lead their lives by depending on agriculture, fishery, raising domestic animals, hunting and running shops as small family businesses. The learners living in these communities lack a real life learning environment to enhance their English ability outside the classroom.

Research Instrument

The questionnaire was used to collect the data. It was developed based on Benson's framework of the categories of out-of-class English learning activities (self-instruction, naturalistic learning, and self-directed naturalistic learning) and divided into two parts:

Part of demographic information asked the respondents for their demographic data, such as gender (males and females), family income (high family income, average family income, and low family income), English ability levels (English grades of the latest final exams consisting

of Grades A, B, C, D, E, and F), academic-year levels (years 1, 2, and 3) and majors (electronics, electricity, animal husbandry, and agriculture) to examine the significant differences in out-of-class English learning activities of the learners. Part of out-of-class English learning activities contained three aspects: self-instruction (13 items), naturalistic learning (14 items), and self-directed naturalistic learning (17 items). The participants were requested to indicate the frequency of carrying out each activity by using a five-point Likert scale: 1 (never); 2 (rarely); 3 (occasionally); 4 (frequently) and 5 (very frequently). As the participants were Cambodian learners, thereby the entire questionnaire was translated into the Khmer language to avoid language problems and confusion as well as to offer respondents clarity about the questionnaire items.

To ensure the validity of the questionnaire, three experts in the field of English language teaching were invited to assess the validity. There were two experts from Thailand and one from Cambodia. This process used the evaluation form of the Indexes of Objective Congruence (IOC) based on the score ranged from -1 (incongruent); 0 (questionable) and 1 (congruent) (Rovinelli & Hambleton, 1977). After calculating the data from three experts, the total result of the IOC was 0.73 that was higher than 0.50. The ideas from the experts were incorporated and the questionnaire was updated.

In addition, after the validity check and the revision, the questionnaire was piloted with

25 vocational education learners at Kampong Chheuteal High School to check the questionnaire items, to determine the anticipated length of time in which to administer the survey, to check the reliability of the questionnaire and to ask the participants about confusing meanings of the questionnaire items. The piloted data was used to validate reliability through the use of Cronbach's Alpha in order to ensure whether there was internal consistency within the items by following George and Mallery (2003). The reliability check from the pilot test result was 0.93 (Cronbach's Alpha= 0.93).

Data Collection

The data collection for this research was conducted in the first semester in the new academic year for schools in Cambodia as well as for the vocational education system at Kampong Chheuteal High School after the pilot study was completed and the questionnaire was updated, and the approval letter from Burapha University and a permission letter from Kampong Chheuteal High School were approved. Therefore, 20 minutes were spent visiting each class to collect the data. Introduction and explanation of the purpose of the study and asking for voluntary involvement were done before distributing the questionnaire to the learners depending on the sample size planned. The questionnaire was collected right away after being completed.

Data Analysis

The data from the survey were calculated through computer calculation application software for analysis. The interpretations of the

data were divided into several analysis forms: *Descriptive Statistics*, an *Independent t-test*, and a *One-way ANOVA*. The *Descriptive Statistics* (means, standard deviations) were performed to measure the frequencies of out-of-class English learning activities and each category of these activities. To determine levels of frequency, Oxford's criteria (1990) were employed: 4.50 to 5.00 (highest practice); 3.50 to 4.49 (high practice); 2.50 to 3.49 (moderate practice); 1.50 to 2.49 (low practice); and 1.00 to 1.49 (lowest practice).

Additionally, to examine whether there were the significant differences in out-of-class English learning activities across family income, English ability levels, academic-year levels and majors of the study, a *one-way ANOVA* was applied. On the other hand, to investigate whether there were differences in out-of-class English learning activities across gender, an *Independent t-test* was used to make mean comparisons.

Ethical Considerations

In addressing ethical issues for this study, an official letter and an approval letter from Faculty of Education, Burapha University were sent to the principal of Kampong Chheuteal High

School with describing the aim of the study, data collection procedures and device and ensuring the finding would be safeguarded and not affect the school. In the whole process of the study, I really protected each participant's right to privacy and confidentiality of information to the maximum extent possible. All participants were given a clear description in a friendly appearance about the study before the data collection process took place. In addition, I treated all participant information confidentially without disclosing the respondents' identities. There were not participants' names written in any form of the documents. Moreover, all the receiving data from the questionnaire were stored in a secure place to maintain confidentiality.

Results

Out-of-Class English Learning Activities of the Vocational Education Learners

To investigate the most frequently practiced out-of-class English learning activities of the vocational education learners, mean scores, and standard deviations were used to report the answers to the first research question.

Table 1 Descriptive Statistics of Out-of-Class English Learning Activities

Categories of Out-of-class English Learning Activities	n = 248			
	\bar{X}	SD	Level	Rank
Self-instruction	2.72	0.77	Moderate practice	1
Naturalistic Learning	2.20	0.70	Low practice	2
Self-directed Naturalistic Learning	2.20	0.71	Low practice	3
Total	2.46	0.62	Low practice	-

Overall, the participants reported practicing out-of-class English learning activities at the low level ($\bar{X} = 2.46$, $SD = 0.62$). When considering each category separately, the participants reported frequently practicing in “self-instruction” at the moderate level ($\bar{X} = 2.72$, $SD = 0.77$). Other two categories, “naturalistic learning” and “self-directed naturalistic learning”, were equally practiced at the low level.

In the practice of self-instruction, the learners reported practicing at the moderate level in eight activities with mean scores from 2.51 to 2.90. The other five activities were practiced at the low level with mean scores from 2.49 to 1.98. As for naturalistic learning, the learners reported practicing at the moderate level with the mean scores from 2.52 to 3.49 in six activities and at the low level with the mean scores from 1.56 to 2.42 in other eight activities. Moreover, the learners practiced self-directed naturalistic learning at the moderate level in five activities with the mean scores from 2.52 to 2.90. However, they practiced this category at the low level in twelve activities with the mean scores from 1.61 to 2.24.

Differences in Out-of-Class English Learning Activities across Family Income

In this study, family income was considered three types: high family income, average family income and low family income. To find the differences in out-of-class English learning activities across family income, a *one-way ANOVA* was employed. As shown in Table 2, the omnibus *ANOVA* illustrates that the family income did not significantly differ out-of-class English learning activities, $F(2, 245) = 0.48$, $p > 0.05$. Also, the result reveals that there were not statistically significant differences in the practices of self-instruction, $F(2, 245) = 0.4$, $p > 0.05$, and self-directed naturalistic learning, $F(2, 245) = 2.68$, $p > 0.05$. However, the family income differed the practice of naturalistic learning, $F(2, 245) = 3.56$, $p < 0.05$. To determine the difference in naturalistic learning across pairs of family income, the post-hoc comparisons using the LSD test were applied. The post hoc test illustrates that there was significant difference in the practice of naturalistic learning across average family income and low family income. According to the mean score, the learners from average family income more frequently engaged in naturalistic learning than those from low family income did.

Table 2 Differences in Out-of-Class English Learning Activities across Family Income

		Sum of Squares	df	Mean Square	F	Sig. p-value
Self-instruction	Between Groups	.491	2	.245	.411	.664
	Within Groups	146.283	245	.597		
	Total	146.773	247			
Naturalistic Learning	Between Groups	3.429	2	1.714	3.558	.030*
	Within Groups	118.038	245	.482		
	Total	121.467	247			
Self-directed Naturalistic Learning	Between Groups	2.651	2	1.326	2.682	.070
	Within Groups	121.114	245	.494		
	Total	123.765	247			
Total	Between Groups	.370	2	.185	.481	.619
	Within Groups	94.310	245	.385		
	Total	94.680	247			

*p<.05

Differences in Out-of-Class English Learning Activities across English Ability Levels

The English grades of the learners' latest final exams that consisted of Grades A, B, C, D, E, and F were used as the learners' English ability levels. To report the answers, a *one-ANOVA* was applied. According to Table 3, the omnibus *ANOVA* illustrates that the English ability levels significantly differed out-of-class English learning activities, $F(4, 243) = 7.77$, $p < 0.05$. Interestingly, the English ability levels also significantly differed all categories of out-of-class English learning activities. To determine the differences, the post-hoc comparisons using the LSD test were applied. According to the post hoc test, four pairs of English ability levels

differed out-of-class English learning activities. For those, Grade C was significantly different from Grades D, E, and F. Grade D was different from Grade E. Also, five pairs of English ability levels five differed self-instruction. For those, Grade B was different from Grades E and F and Grade C was different from Grades D, E, and F. Moreover, four pairs of English ability levels differed naturalistic learning. For those, Grade B was significantly different from Grade F and Grade C was significantly different from Grades D, E, and F. Additionally, four pairs of English ability levels differed self-directed naturalistic learning. For those, Grade C was significantly different from Grades D, E, and F. And Grade D was significantly different from Grade E.

Table 3 Differences in Out-of-Class English Learning Activities across English Ability Levels

		Sum of Squares	df	Mean Square	F	Sig. p-value
Self-instruction	Between Groups	10.918	4	2.729	4.882	.001*
	Within Groups	135.856	243	.559		
	Total	146.773	247			
Naturalistic Learning	Between Groups	7.680	4	1.920	4.100	.003*
	Within Groups	113.787	243	.468		
	Total	121.467	247			
Self-directed Naturalistic Learning	Between Groups	11.353	4	2.838	6.136	.000*
	Within Groups	112.412	243	.463		
	Total	123.765	247			
Total	Between Groups	10.737	4	2.684	7.771	.000*
	Within Groups	83.943	243	.345		
	Total	94.680	247			

*p < 0.05

Generally, the learners with the higher English ability levels, such as Grades B and C more frequently practiced out-of-class English learning activities and all categories than the learners with the lower English ability levels, such as the learners with Grades D, E, and F.

Difference in Out-of-Class English Learning Activities across Gender

To report the answers, an *Independent t-test* was performed. As illustrated in Table 4, overall, there were no significantly differences in

out-of-class English learning activities conducted by males and females. However, when considering each category separately, males and females practiced self-instruction differently, and females applied the activities more than males did. In general, the result suggests out-of-class English learning activities were not significantly differed in the practices across gender except self-instruction.

Table 4 Difference in Out-of-Class English Learning Activities across Gender

Out-of-class English Learning Activities	gender	\bar{X}	SD	t	df	Sig p-value
Self-instruction	M	2.59	.835	-2.606	246	.01*
	F	2.85	.675	-2.624	240.92	
Naturalistic Learning	M	2.15	.711	-1.282	246	.20
	F	2.26	.689	-1.283	245.73	
Self-directed Naturalistic Learning	M	2.24	.776	1.072	246	.29
	F	2.15	.626	1.079	240.76	
Total	M	2.42	.688	-.991		.32
	F	2.49	.536	-.999		

*p < .05

Differences in Out-of-Class English Learning Activities across Academic-year Levels

The study worked with the vocational education learners who were in the years 1, 2 and 3. To report the answers, a *one-way ANOVA* was applied. The omnibus *ANOVA* shows that the academic-year levels did not significantly differ out-of-class English learning activities, $F(2, 245) = 1.467, p > 0.05$. However, the academic-year levels differed self-instruction, $F(2, 245) = 3.048, p < 0.05$.

Table 5 Differences in Out-of-Class English Learning Activities across Academic-year Levels

		Sum of Squares	df	Mean Square	F	Sig.P-value
Self-instruction	Between Groups	3.563	2	1.782	3.048	.049*
	Within Groups	143.210	245	.585		
	Total	146.773	247			
Naturalistic Learning	Between Groups	.237	2	.119	.240	.787
	Within Groups	121.229	245	.495		
	Total	121.467	247			
Self-directed Naturalistic Learning	Between Groups	2.037	2	1.018	2.050	.131
	Within Groups	121.728	245	.497		
	Total	123.765	247			
Total	Between Groups	1.120	2	.560	1.467	.233
	Within Groups	93.560	245	.382		
	Total	94.680	247			

*p < .05

To determine the difference in self-instruction among pairs of academic-year levels, the post-hoc comparisons using the LSD test were applied. The post hoc test indicates that there was one pair of academic-year levels that differed self-instruction: Year 2 was significantly different from Year 3, and Year-2 learners more frequently practiced self-instruction than Year-3 learners did.

Differences in Out-of-Class English Learning Activities across Different Majors

There were four main majors the learners were taking in, namely electronics, electricity, animal husbandry and agriculture. To report the answers, *one-way ANOVA* was applied. As shown in Table 6, the omnibus ANOVA illustrates that the majors significantly differed out-of-class English learning activities, $F(3, 244) = 4.512, p < 0.05$. In addition, the omnibus ANOVA indicates that self-instruction and naturalistic learning were significantly dissimilar across different majors

($p < 0.05$) but there was no any difference in the practice of self-directed naturalistic learning. In general, the learners from different majors, i.e., electronics, electricity, animal husbandry and agriculture, practiced out-of-class English learning activities differently. However, they did not do self-directed naturalistic learning differently. To determine the differences, the post-hoc comparisons using the LSD test was applied. The post hoc test reveals that there were three pairs of majors of the study that differed out-of-class English learning activities. Interestingly, the electronic major was significantly different from the other three majors, i.e., electricity, animal husbandry and agriculture. No other group differences were found to be significant. According to the mean scores, the learners of the electronic major less frequently practiced out-of-class English learning activities than the learners of electricity, animal husbandry and agriculture.

Table 6 Differences in Out-of-Class English Learning Activities across Different Majors

		Sum of Squares	df	Mean Square	F	Sig. p-value
Self-instruction	Between Groups	7.208	3	2.403	5.131	.002*
	Within Groups	114.259	244	.468		
	Total	121.467	247			
Naturalistic Learning	Between Groups	11.200	3	3.733	6.719	.000*
	Within Groups	135.573	244	.556		
	Total	146.773	247			
Self-directed Naturalistic Learning	Between Groups	2.081	3	.694	1.391	.246
	Within Groups	121.684	244	.499		
	Total	123.765	247			

		Sum of Squares	df	Mean Square	F	Sig. p-value
Total	Between Groups	4.976	3	1.659	4.512	.004*
	Within Groups	89.704	244	.368		
	Total	94.680	247			

*p < 0.05

Discussion

The discussion focuses on the interpretation of the results of the current study concerning the practices of the vocational education learners' out-of-class English learning activities and the differences in practicing activities across family income, gender, English ability levels, academic-year levels, and majors.

Out-of-Class English Learning Activities

Findings from the study indicated that the practice of out-of-class English learning activities of the vocational education learners, as measured by mean, was low. This is inconsistent with the previous studies obtained in other populations and other EFL, ESL and native English contexts, such as in Saudi Arabia (Al-Otaibi, 2004), in Hong Kong (Hyland, 2004), in New Zealand (Pearson, 2004), in Thailand (Chusanachoti, 2009), in Indonesia (Ibaddurrahman, 2012), and in Spain (Henry, 2014). The participants of these previous studies were found to spend much time on various English activities outside the classrooms during their own time for the purposes of their English learning, pleasure or a general communication in society.

Based on the findings of the current study, it can be said that the vocational

education learners at Kampong Chheuteal High School paid little attention to English use outside of the classrooms in their daily lives, were not aware of and did not appreciate the advantages of out-of-class English learning activities. The other two possible explanations could be:

(1) These vocational education learners learned English in an EFL setting and may not need it for daily survival as English language needed in ESL or English-speaking contexts. The learners learning English in an EFL context (English as a foreign language) and an ESL context (English as a second language) may have different opportunities to engage in English activities. In an ESL context, English is formally used and the environment outside the classroom may provide English activities. The learners can enhance their English ability as much as possible outside the classroom. Meanwhile in an EFL context (English as a foreign language), English is rarely used and authentic English exposures are only provided by the teacher or course books. The learners lack real needs to use it, and have neither real life learning sources nor authentic exposure to English language outside the classroom.

(2) It may lack an input-rich environment for English. The environment for English refers

to the sources, materials or facilities that the learners learn to read, write, listen and speak in English with enjoyment and enthusiasm in their day-to-day life. The environment for English includes learning materials, environmental prints, technological materials or playing objects. The vocational learners may lack these helpful facilities at home and the communities where they are living in to apply English learning activities outside the classroom at their own time.

With regard to each specific category of out-of-class English learning activities, the participants in the current study reported practicing self-instruction more frequently than naturalistic learning and self-directed naturalistic learning. In self-instruction, the learners typically do the activities with a conscious effort to develop English ability by instigating a deliberate long-term learning project, planned and carried out by the learners themselves without intervention from and interaction with others. In this sense, these learners made a conscious effort to control their English learning by practicing independently or they made an effort to learn English by doing what were required from school or related with their classrooms. In this study, vocational learners practiced doing writing-exercises in workbooks, reading academic English books, reading English lessons before classes, and writing new English words or sentences at the moderate level.

Family Income

There were no significant differences in the practice of out-of-class English learning

activities across family income in this study. Therefore, the findings did not support the previous studies or theories. Maslow (1943), Ormrod (2006), Iltus (2006), Dearing and Taylor (2007) and Sean (2013) claimed consistently that the learners with different family socioeconomic statuses (family income, parents' occupations and educational levels) had different opportunities to reach their academic achievements and to do learning activities differently both in and out of the classroom. The family that can support playing objects, books, pictures, decorations, musical instruments, technological materials and other English learning materials was found to significantly stimulate the learners to do their learning activities at home. If the family cannot support these useful things, children rarely do activities for their learning on their own time.

Looking at the findings in the current study, possible reasons are because most of the learners were in the average family-income (67%), not many learners were in the high family income (0.8%) and the low family income (31.5%). According to this evidence, the learners could have the same chance or learning materials supported by their family for their English learning activities after school. Additionally, the learners lived in communities with the same learning environments or were equally motivated to learn English both in and out classrooms by the school, teachers and family so they did not have significantly different out-of-class English learning activities.

However, family income significantly differed the practice of naturalistic learning. This type of social activities was differed by the learners from an average family income and low family income. This category was more frequently applied by the learners from average family income. This finding supports Maslow's (1943) theory explaining that family socioeconomic status (SES) reflects a sense of learners' standing in the community. Higher-SES learners tend to have higher learning activities but lower-SES learners have no luck to support their lifelong learning and face many problems in their living conditions and learning lives.

English Ability Levels

In this current study, English ability levels significantly differed the practice of out-of-class English learning activities and all three categories. Generally, the learners with the higher English ability levels such as Grades B and C more frequently practiced out-of-class English learning activities and all categories than the learners with the lower English ability levels with Grades D, E, and F. The finding was consistent with the previous studies conducted by Lamb (2002) in Indonesia, and Al-Otaibi (2004) and Marefat and Barbari (2009) in Saudi Arabia. They stated consistently that learners with different English abilities did the activities relating English learning in their own daily lives differently because the learners with high English ability could feel more confident in using English and make better sense of the use of authentic materials, such as magazines, novels, newspapers, academic books

or English documents. However, it would be very difficult for the learners with low English ability to be able to comprehend authentic materials or make sense of authentic English texts.

According to the findings in this study and previous studies, it is clear to claim that the higher English ability learners can more frequently engage in English learning activities, see and make English learning opportunities, be more able to make sense of academic English texts or authentic materials, and have more passion to use English in their daily activities after school.

Gender

There were no statistically significant differences in the practice of out-of-class English learning activities between male and female participants in the current study. This was consistent with the studies of Al-Otaibi (2004) that could not find any significant differences or relationship in the practice of language learning activities outside the classroom.

Looking at the differences in the practice of all categories of out-of-class English learning activities, self-instruction was significantly different for males and females. The female learners were found to more frequently apply self-instruction activities than the male learners. The female participants in this study were more inclined to seek out learning resources and to do non face-to-face English activities such as learning, instigating a deliberate long-term learning project, planning and carrying out

by themselves on their own time than male participants.

In contrary, a good number of research studies on the relationship between the implementations of out-of-class English learning activities and gender have found that females were interested in social communicative activities and cooperative, and used more cognition, compensation, metacognition and social medias (Green & Oxford, 1995; Lan, 2005). Therefore, it may be because of their low English ability, English learning environment, family socioeconomic status, and learning preference, the female participants in this study chose independent or non-face-to-face activities to learn English on their own time.

Academic-year Levels

The results of this current study illustrate that the academic-year levels of the learners did not make any significant differences on the participants' performance of out-of-class English learning activities. The reasons learners of different academic-year levels did not practice out-of-class English learning activities differently may be because English learning activities outside the classroom were practiced at the low level by them. This low level of practice could be caused by the frequency of the vocational learners' English classes, only two hours per week. Therefore, English may not be highly appreciated by them both in and out of the classroom like their principal technical subjects.

However, self-instruction was practiced differently across academic-year levels between

a pair of Year-2 and Year-3 learners that, interestingly, the Year-2 learners more frequently practiced than the Year-3 learners did. In this study, doing writing-exercises in workbooks, reading academic English books, learning to speak English, reading English lessons before classes, and writing new English words or sentences were more favored by the learners. Therefore, the Year-2 learners could implement more English learning activities outside the classroom because the Year-3 learners may pay much attention to their principal technical subjects for good grades for their final exams. Usually, the Year-3 learners in the vocational education systems spent more time on subjects that took more hours in class and had more points. They almost gave up the time for developing English ability both in and out of the classroom.

Majors of the Study

In this current study, the results indicated that the participants from different majors of the study, namely electronics, electricity, animal husbandry and agriculture reported applying different out-of-class English learning activities. Moreover, the learners' practice of self-instruction and naturalistic learning was significantly different across three pairs of the majors of the study. Interestingly, the electronic major was significantly different from the other three majors, i.e., electricity, animal husbandry and agriculture. The learners of the electronic major were found to have less frequent practice in out-of-class English learning activities, self-instruction and naturalistic learning than the

learners of electricity, animal husbandry and agriculture.

These findings can be explained as: (1) the learners had different motivation from the different majors or teachers to learn English, (2) different majors could provide learners different learning environments to engage in English activities outside the classroom, such as doing homework, doing experiments on their technical subjects or doing daily activities, (3) different majors could convince the learners to have different preferences in learning English, and (4) the learners from each major could have different beliefs and expectations in the advantages of English in future jobs or getting to know people from other countries by using English.

Therefore, the electronic major could provide less motivation to learn English, provide less English learning materials to enable the learners to engage in English learning activities, less convince the learners to do a favor of learning English and give less belief and expectation to use English in their future job. On the other hand, most electronics majors had lower English ability levels, had lower socioeconomic status and lived in communities having less English learning.

Implications

This section presents some recommendations for the teachers, schools, families and learners. The findings of a low overall mean of out-of-class English learning activities in the current study indicates that the vocational

education learners at Kampong Chheuteal High School were not aware of or did not appreciate the available activities to enhance their English ability at their disposal. In addition, they were not practicing the full range of appropriate out-of-class English learning activities in their daily lives. Therefore, it is important to raise learners' awareness and appreciation of engagement in out-of-class English learning activities available to them and to offer facilities or enable them to apply more of those activities for their lifelong learning and effective enhancement of English language as well as for promoting learner autonomy in the school.

Teachers

Teachers should introduce the learners to the variety and usefulness of English learning activities outside the classrooms by promoting exposure to the experiences of more proficient and more successful learners, especially in introductory classrooms. Teachers should also incorporate the out-of-class English learning activities in their teaching program or make-up some meaningful lessons or homework linked with the use of English, which encourages them to practice English on their own time. The awareness and expansion of the practices of out-of-class English learning activities may improve learners' motivation and may help them do better in English learning.

In addition, teachers should encourage their learners to find their own ways of overcoming the constraints on English language learning and use in their learning environments.

These ways may include making efforts to find and communicate with native speakers or English users, participating in English-using activities, or practicing English with their friends and similar activities. Teachers should also encourage their learners to engage in English for pleasure as much as they can like reading books, reading or listening to news, watching movies or surfing the social medias.

Schools

Schools should encourage English teachers to be aware of out-of-class English learning activities, introduce these types of English learning activities to learners and should provide more appropriate and relevant teaching and learning materials, such as textbooks, audiotapes, videotapes, filmstrip projectors, tape recorders, pictures, or television monitors, which are helpful resources to English learning. Moreover, the school should organize activities about English, such as English shows, English competitions, workshops in English or other English-using activities that will provide authentic situations for the learners to use English.

Families

The families should play a viable and crucial role to increase the opportunities and support for learners to facilitate their English learning. Parents should encourage their children to learn English by introducing English learning materials; for example, English books, movies, video clips, pictures, cassettes and so on. If possible, the parents should prepare a home library with some English books, documents

or technological materials for the children's self-study.

Learners

The learners should be aware that English learning can be available both in and out the classroom at any time, with any resource and be aware of out-of-class English learning activities as enjoyable and sufficient resources and an effective way to their successful English ability development. The learners should know that they are being surrounded by English. Therefore, if they pay more attention to and appreciate their own time after school with English, they can really see and make opportunities to engage in authentic English activities. Additionally, the learners should learn English entirely on their own in every situation and try to use their own skills and learning preferences to apply English learning activities at their own pace. This will enable them to take charge of their own English learning.

Limitations

In this study, the participants were limited to those in the vocational education system in four main majors, namely electronic, electricity, animal husbandry and agriculture in the academic year of 1, 2 and 3 at Kampong Chheuteal High School only, and voluntarily participated in the study. Also, the nature of survey research could obtain only self-reported data, which did not reflect the true behaviors of the participants. Therefore, cautions should be exercised when attempting to make generalizations of the

findings to a larger population or other similar institutions.

Recommendations for Future Studies

This study was conducted in only one school by using one research method and a short period of time. This study suggests that future researchers should investigate out-of-class English learning activities and explore the extent to which out-of-class English learning activities are related to other variables, including but not limited to the variables investigated in the current study. Other educational or cultural settings could use a larger number of participants and a longer period of time to shed more light on the applications of other English language learners in different contexts and the differences

in out-of-class English learning activities across variables. Future researchers may use mixed methods or multiple approaches, such as surveys, observations, interviews, questionnaires, diaries and other forms that may be combined in any ways to collect more useful data relating to out-of-class English learning activities and variables for a study so that the field of English learning activities may benefit more from a wide range of applications.

Note:

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