

## **ACHIEVEMENT IN ENGLISH LANGUAGE COURSES AND STUDENTS' EXPOSURE TO THE LANGUAGE OUTSIDE THE CLASSROOM**

**Nor Ainee Idris  
Noorhidayah Abu Hasim  
Ahmad Irfan Jailani  
Nor Izzuani Izhar  
Fahmi Md Fisol**  
Kolej Universiti Islam Melaka

### **Abstract**

Students' achievements in English language have often been emphasized in mass media and academic literature. Language learning is a conscious process and the product of either formal or informal learning situation by having the exposure of the language itself. When social interaction using a target language among students was low, it resulted in poor performance and low language competency. Thus, this research was carried out to study whether the exposure to the language from mass media and social interaction differed based on their achievement in English language courses. 369 students from various programmes that had taken English courses in a private college in Melaka were identified as the samples of the study. Adapted version of the Language and Social Background Questionnaire (LSBQ) was utilized to determine how frequent the samples were exposed to both English in their social circle and through mass media. The samples were divided into different groups of poor, average, and high achievers according to their most recent grades in the respective language courses. ANOVA tests were conducted between the variables and the P value was set at .05. The findings indicated that exposure to mass media in the English language significantly differed based on achievement in English language courses. Specifically, the significant difference was recorded between the excellent achievers and the poor achievers.

**Keywords:** Informal language acquisition, informal language learning, language achievement, second language learners

## **PENCAPAIAN DALAM KURSUS BAHASA INGGERIS DAN PENDEDAHAN PELAJAR TERHADAP BAHASA DI LUAR BILIK DARJAH**

### **Abstrak**

*Pencapaian pelajar dalam bahasa Inggeris sering ditekankan dalam media massa dan kesusasteraan akademik. Pembelajaran bahasa adalah proses yang sedar dan hasil dari situasi pembelajaran formal atau tidak formal dengan mempunyai pendedahan bahasa itu sendiri. Apabila interaksi sosial menggunakan bahasa sasaran di kalangan pelajar adalah rendah, ia menghasilkan prestasi yang kurang baik dan kecekapan bahasa yang rendah. Oleh itu, kajian ini dijalankan untuk mengkaji sama ada pendedahan kepada bahasa dari media massa dan interaksi sosial berbeza berdasarkan pencapaian mereka dalam kursus Bahasa Inggeris. 369 pelajar dari pelbagai program yang telah mengambil kursus Bahasa Inggeris di sebuah kolej swasta di Melaka telah dikenalpasti sebagai sampel kajian. Soal Selidik Latar Belakang Bahasa dan Sosial yang disesuaikan (LSBQ) telah digunakan untuk menentukan bagaimana kerap sampel terdedah kepada kedua bahasa Inggeris dalam kalangan sosial mereka dan melalui media massa. Sampel dibahagikan kepada kumpulan yang berbeza miskin, rata-rata, dan*

*berprestasi tinggi mengikut gred paling terkini mereka dalam kursus bahasa masing-masing. Ujian ANOVA dilakukan antara pembolehubah dan nilai P ditetapkan pada .05. Penemuan menunjukkan bahawa pendedahan kepada media massa dalam bahasa Inggeris jauh berbeza berdasarkan pencapaian dalam kursus bahasa Inggeris. Khususnya, perbezaan yang signifikan dicatatkan di antara pencapaian cemerlang dan pencapaian miskin.*

**Kata kunci:** pemerolehan bahasa yang tidak formal, pembelajaran bahasa yang tidak formal, pencapaian bahasa, pelajar bahasa kedua

## **INTRODUCTION**

English language lessons and subjects are made compulsory for all Malaysians since their primary education. This is because the language is viewed as the nation's second language and Malaysians are expected to be proficient in both Malay and English. There are various steps undertaken by the Ministry of Education; one of which are the English language reforms with the goal for near native like proficiency for Malaysian students at the end of their schooling years by 2025. This trend on emphasizing English language proficiency continues throughout tertiary education as well with English courses offered and made compulsory for all undergraduates. Arguably, English courses in Malaysian higher learning institutes are not standardized. Nevertheless they are still tailored to fit the Malaysian context for English language use and the needs of the students. The private college in Melaka where this study was conducted is one of the tertiary institutions in Malaysia that offered various levels of English courses to its students. Students of any discipline are required to take compulsory English courses throughout their study. They consisted of three contact hours per week which was equivalent to two credit hours per semester. Despite the extensive lessons throughout their lives, the students' achievements in English language courses at the tertiary level were mostly average. Hence, we opined that language lessons in a formal classroom were insufficient for mastery of English and a more authentic real world exposure to the language was necessary. The ability to master the language will help the students go further in various fields in the future. Mass media and social interactions play a vital role in exposing the students to the English language. Social media for instance was the most used medium of interactions in another language. Other than that, social interactions outside the classroom from family and friends were also identified as probable source of exposure to English. Therefore, it was vital to determine whether one's exposure to mass media and social interactions in English differed based their level of achievement in the language course.

## **RESEARCH OBJECTIVE**

The main purpose of this study is to identify whether exposure to mass media and social interactions in English outside the classroom correlate significantly with students' achievement in English language courses.

## **PROBLEM STATEMENT**

Although English is important and steps have been taken by the government to help students master the language, the issue of language proficiency in Malaysia is never-ending and has always been the concern of policy makers and interested groups. According to Zaaba Z (2010), the Federation of Malaysian Manufacturers conducted a survey which concluded that poor ability to speak in English was among the main reasons for graduates' unsuccessful attempt to seek employment. In this selected private college, most of the courses taught in classrooms are in Malay and this phenomenon does not help students to be proficient in English language. The only classes where they engage the language are in the language

classes. The environment in higher learning institutes did not necessarily facilitate the students use the English language comfortably and confidently. Therefore, this study sought to identify whether exposure to mass media and social interactions in English significantly differed based on the higher education students' achievement in their languages courses.

## **RESEARCH QUESTIONS**

1. What is the frequency of exposure to English language through social circle among higher-education students?
2. What is the frequency of exposure to English language through mass media among higher-education students?
3. Is there a significant difference between the exposure to English language through social interactions among higher-education students and their achievement in English courses?
4. Is there a significant difference between the exposure to English language through mass media among higher-education students and their achievement in English courses?

### **Conceptual Framework**

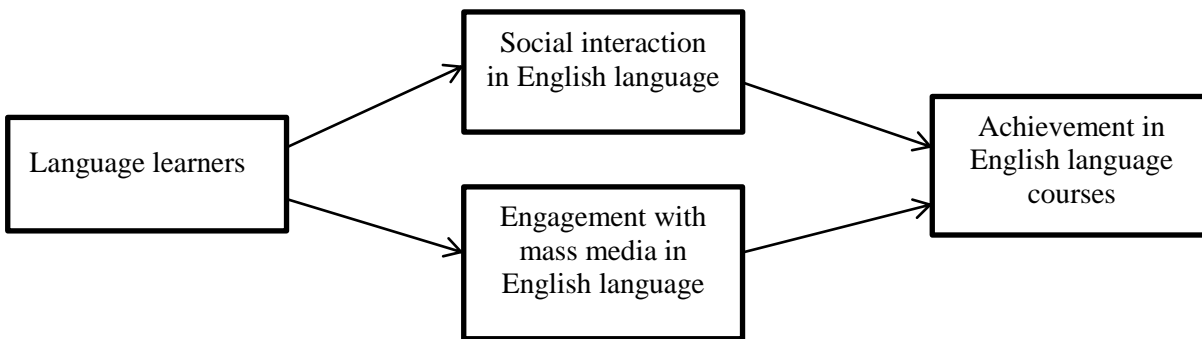


Figure 1: Conceptual framework of the study

### **Informal Language Acquisition**

Discussions on language acquisition would always lead to a review of Krashen's Hypothesis. Krashen's Input Hypothesis says that learners need input to learn a language. It implies that exposure to an intended language is important in learning the target language. It is innate that humans acquire language because humans communicate through verbal language. Thus, acquiring language happens informally before we learn in a formal context. Acquiring language and learning language are contrastive processes. Acquiring language is a subconscious process and that is how children obtain language (Kramina, 2000). The distinction between acquiring and learning a language should be understood clearly. The process of language acquisition happens subconsciously where a person does not focus on language form but rather its meaning. It is natural. Unlike language acquisition, language learning happens consciously and is done in a classroom context, with strict emphasis on grammar and rules of the language (Krashen, 1985).

In understanding students' achievement in English course, informal language acquisition plays an important role to any student who is learning a language. This is due to unconscious use of the language

and this can be a factor to determine one's success and achievement. Informal learning benefits students and gives them opportunities to practically use the language and feel comfortable without the concern of being conscious of its grammar and rules (Pearson, 2004). The motivation to use language especially in an informal setting lets the students to use the language authentically and this is crucial to the development of language and skills (Bialystok, 1981). "Large exposure to a language plays a significant role in English learning and teaching. It helps a lot as in such cases where learners have a great opportunity to practice outside the classroom" (Tonoian, 2014). Further, based on a research done, a group of Portuguese students learned English more from outside the classroom and the result shows that on average, 60-70% of English was learnt informally (Tonoian, 2014).

The mentioned studies above have successfully proved that language acquisition from outside the language classroom yield significant impact. This leads to a hypothesis of their achievement in English language courses and their exposure to the language could have a significant contribution towards each other. From the findings of past studies, we identified the need to determine specifically, which outside factors contributed the most to students' informal English language acquisition.

### **Language Acquisition through Mass Media and Social Interaction**

Mass media and social interaction were identified as two main factors that might contribute to language achievement among tertiary level students. Previous studies have shown that media can and has beneficial outcome on understudies who took English language courses. The media today operate as pervasive, yet often imperceptible elements in the everyday cultures of children and young people (Livingstone, 2001). Furthermore the abundance of English-based media will no doubt lead to exposure to students of the language.

Hence, mass media is one of the medium which posed great effect on students' English language acquisition. It could help students to acquire the language since contents are mostly communicated in English. Facebook, Twitter and Instagram are among the most popular social networking apps used by the tertiary level students. These apps contributed to high exposure to the English language among the students, thus they indirectly indulged in language learning (Macleod and Larsson, 2011). In Hong Kong, it was found that L2 learners made use of technology outside of the classroom to self-regulate their language learning.

However, their choice of use of technology varied according to different factors such as their proficiency level, digital literacy and knowledge about how to use technology effectively (Lai and Gu, 2011). In other words, students who have poor English language proficiency may avoid media content in that language. Nevertheless, we understood that mass media might play a very important role in improving the tertiary level students' language learning. Activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, provide students with a lot of language practice to develop reading, writing, speaking and listening skills (Vilma, 2009).

Besides mass media, students' language acquisition social interaction was also identified as another possible contributor to English language acquisition. Social interaction plays an important role in the learning process and it helps provide the proposed zone of proximal development (ZPD), where learners construct the new language through socially mediated interaction (Vygotsky, 1978). Family, friends, lecturers and community are source of interactions for students. A study done by Hyland (2004), has stated that some of the out-of-class activities that involve social interaction such as speaking with family members and friends are often informal. However, the role played by social interaction in language learning has been greatly undervalued so far, especially in studies on language learning. Situations like conversations in restaurants, talking with friends, engaging with mass media and reading, etc. encompass related activities in acquiring English language (Dulay et al. 1982). Long's Interaction Hypothesis also mentions the importance of outside classroom usage of the second language acquisition process.

In summary, the literature points out mass media and social interaction as main sources of language acquisition outside of the formal classroom. Hence they are selected as the dependent variables

for the study in identifying the effect of exposure to target language outside the classroom on language achievement.

## **METHODOLOGY**

There are two main variables to this study and they are the achievement of students in English courses and their level of exposure to the language outside the formal education classroom from social circle and mass media. Hence, the study would like to identify whether extensive exposure to English from social circle and mass media could lead to improvements in students' achievement in English courses.

The population for the study was identified to be students from a tertiary learning institute in Melaka as they were required to take compulsory English courses regardless of the programme they were enrolled in. Diploma students were required to take two compulsory English courses which covered grammar as well as the four language skills. There was also an option to include two additional courses on English for Specific Purposes (ESP) if deemed necessary by the programme. For bachelor's degree students, they are required to take two compulsory courses on academic writing. All of the language courses were serviced by the lecturers from the Faculty of Language and Education. This allowed the study to identify the first variable which is students' achievement in English courses. There were 4694 students enrolled in the institute; hence the study required at least 369 participants based on the suggested sample size by Krejcie and Morgan (1970).

## **INSTRUMENT**

In identifying the students' exposure to the English language outside the formal classroom, the Language and Social Background Questionnaire (LSBQ) was adapted to the Malay language. This was done to improve the overall validity and reliability of the study. Three English lecturers were included in the adaptation process to ensure that the content remains true to its original version after translated; henceforth improving content validity. A pilot study was also conducted with 20 students where they were given the opportunity to voice out any question with regards to the adapted LSBQ. The overall reliability value of the questionnaire was  $\alpha=.95$ , indicating high reliability.

There are three main sections to the LSBQ and they are:

### 1) Demographic information

Here the respondents were required to identify their gender, age and the faculty of their programme. Perhaps most importantly, students were required to determine their most recent grade received from any of the English courses. This section scored an alpha value of .84.

### 2) Language use for socializing

This section identified the amount of exposure to the English language from socializing within close circle and outside community. There were 11 items altogether in this section with 5 for exposure through close relationships (e.g family members) and 6 for outsiders (e.g services). This second section scored  $\alpha=.93$  from the pilot.

### 3) Language use for mass media

Engagement with English language through mass media among the respondents was determined in this section. Respondents were required to identify their English language usage with print (5 items) and digital media (7 items). There were more items for the latter because there were more extensive possibilities for language exposure from them. The third section also scored a similar alpha value of .93 which meant high reliability.

## **Procedures employed**

The questionnaire uses the 5-point scale in determining the amount of exposure to English. The exposure increases with the number in the scale; therefore 1 would indicate that the respondents always used their first language and 5 meant they always used English. 3 was the middle ground where equal mixture of first and English languages was used. Respondents chose a number within 1 to 5 to indicate their agreement with the statement given for each item. A cross section of the section on frequency of exposure to English language within social circle can be seen below. Bear in mind that this is the adapted Malay language version of the LSBQ.

1. Frequency of exposure in using English language with close relatives (Tick X in the boxes provided)					
	Only first language	Always first language	Mixed of first language and English	Always in English	Only in English
Parents					
Siblings					
Grandparents					
Other relatives					
Friends					

Figure 1: cross section of the LSBQ questionnaire on the frequency of exposure to English language among the samples through close relationships

Descriptive statistics via SPSS was used to quantitatively assign a value to the frequency of exposure to English from both social circle and mass media. The overall mean average for the sections on language used within social circle and for mass media was used in this calculation and a higher value meant higher frequency of exposure to the English language. Respondents were divided into groups of poor, average and excellent students according to their most recent grade achieved in any of the English courses offered.

Table 1:  
 Division of samples according to their achievements in English language courses

Level of Achievement	Grades received in GPA
Excellent	3.0 – 4.0
Average	2.0 – 3.9
Poor	Less than 2.0

There were six English language courses offered and students were evaluated through formative and summative assessment. 60% was allocated to assignment (20%), presentation (20%) and quizzes (20%) with final exam taking up the remaining 40%. This division applied to all English language courses. All assignments relied on the guideline and rubrics set by the Malaysian Qualification Agency (MQA) and the approved course outline. Furthermore, final examination was also designed with adherence to the Examination Specification Table (JSU) to ensure reliability of the questions with inclusion of a vetting process.

A one way ANOVA test was conducted to answer the last research question. The students' level of achievement in English course was the independent variable for the study. There were two dependent variables identified in the study and they are:

- 1) Exposure to English language through social circle
- 2) Exposure to English language through mass media

The study set out with the inference that there was a significant difference in exposure to English through social media and mass media based on the respondents' achievement in English language course. The p value is set at .05. The questionnaire was administered to 387 students.

## **FINDINGS AND DISCUSSIONS**

From the findings, the majority of the respondents n= 295 (76.2%) were female with the remainder of 92 (23.8%) being male. The respondents were then organized to different achievement groups based on the most recent grade they received for any of the compulsory English language course (refer to table 1). The distribution can be seen in the table below.

Table 2: Respondents' achievement in English language course

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Poor	56	14.5	15.1	15.1
Average	169	43.7	45.4	60.5
Excellent	147	38.0	39.5	100.0
Total	372	96.1	100.0	
Missing	15	3.9		
Total	387	100.0		

The majority of the respondents were average achievers (n=169), followed by excellent achievers (n=147) at second place and poor achievers at last place (n=56). There were also 15 respondents who did not identify their most recent achievement grade which could be due to shyness or they did not remember. Nevertheless the amount of respondents was still deemed adequate for the study.

### **Frequency of exposure to English language through social circle among higher-education students?**

Table 3 shows the frequency of exposure to English language from interaction within social circle among higher-education students.

Table 3: Descriptive statistics of items on exposure to English language within social circle among higher-education students.

	N	Mean	Std. Deviation
Parents	387	2.15	.79
Siblings	387	2.28	.81
Grandparents	387	1.66	.73
Other family members	387	2.14	.81
Friends	387	2.61	.68
School activities	387	2.43	.78
Social activities	387	2.32	.76
Religious activities	387	1.96	.73
Curricular activities	387	2.17	.76
Consumer activities	387	2.48	.77
Government-related activities	387	2.38	.79

Total	387	2.22	.56
-------	-----	------	-----

For exposure to English within social circle, friends scored the highest with mean average of 2.61 (SD=.68). Next was consumer activities (M=2.48), followed closely by school activities (M=2.43, SD=.78). At fourth place was government-related activities with M=2.38 (SD=.79). Fifth was exposure through social activities (M=2.32, SD=.76). At number sixth and seventh were English exposure from interaction with siblings (M=2.28, SD=.81) and curricula activities (M=2.17, SD=.76). Separated by a mere .01 were English exposure through parents (M=2.15, SD=.79) and other family members (2.14, SD=.81). Second lowest scoring item was religious activities with M=1.96, SD=.73. The lowest scoring item was English exposure from interacting with grandparents (M=1.66, SD=.81). Overall a score of 2.22 meant that the respondents would almost always use their mother tongue which was Malay in their social interaction.

Interestingly, aside from interacting with friends; all the high scoring items were on exposure to English from outside the close circle. Specifically, the lowest scoring items covered English exposure at home from family members. Perhaps, the environment at home led to the preference in using Malay instead of English in every possible interaction. This was definitely a cause of concern as it indicated that the students were exposed to the language mainly outside the realm of meaningful interactions such as at school in preparation for answering tests. We are not dismissive of language learning at school; however as Iber (2016) explained in his article that for academic language achievement, both formalized school and exposure to natural language phenomena are equally necessary. Hence, without genuine interactions at home, the respondents of this study may be handicapped in their acquisition of English language.

**Frequency of exposure to English language through mass media among higher-education students?**

Table 4: Descriptive statistics of items on exposure to English language through mass media among higher-education students.

	N	Mean	Std. Deviation
Books	387	2.59	.77
Novels	387	2.32	.83
Magazines	387	2.43	.81
Newspaper	387	2.33	.79
Notes	387	2.51	.78
Email	387	2.68	.87
Texting and chatting	387	2.64	.70
Social media	387	2.84	.73
Television	387	2.75	.71
Radio	387	2.63	.79
Films	387	2.86	.74
Internet browsing	387	2.93	.76
Total	387	2.63	.68

For exposure to English from mass media, the main source among the respondents was from browsing the internet (M=2.93, SD=.76). Second highest would be from film with mean score of 2.93 (SD=.74) followed closely by social media (M=2.84, SD=.73). Exposure from television was at number 4 with M=2.75 (SD=.71). At number 5 and 6 were emails (M=2.68, SD=.87) and texting and chatting (M=2.64, SD=.70) respectively. At number 7 with difference of just .01 with the previous item was radio with mean average of 2.63 (SD=.79). Next was English exposure through books which scored M=2.59 (SD=.77). Exposure through notes and magazines came at number ninth (M=2.51, SD=.78) and tenth (M=2.43, SD=.81) respectively. Second lowest scoring item was newspaper with M=2.33 (SD=.79) and the lowest scoring was novels (M=2.32, SD=.83). With total score of 2.63, this meant that the respondents used a



mixture of both their mother tongue and English language when interacting with mass media.

Interestingly, all items which represent digital media scored higher than those of written media. This domination for digital media over written media as a source of English language is unsurprising because 51.2% of the content in the internet is in the English language. Furthermore, a quick Google search on the internet found that aside from shopping or banking platform, the top 10 most visited websites in Malaysia originated from the United States of America which is a predominantly English speaking country. Websites such as Facebook and YouTube were the second and third most visited websites with google.com at number one (2017, December 1). Retrieved from <https://www.similarweb.com/top-websites/malaysia>. Malaysia also saw a steady increase of internet users from 21.5 million in 2016 to 21.54 million in 2017.

**Exposure to English language through social interactions among higher-education students and their achievement in English course**

A one way ANOVA test was conducted to identify whether there was any significant difference in exposure to English language from social interactions based on the respondents’ achievement in their language course. The table below shows the result.

Table 5: One way ANOVA test between respondents’ exposure to English language through social circle and their achievement in English course

		Sum of Squares	df	Mean Square	F	Sig.
English exposure through social Interaction	Between Groups	2.29	3	.77	2.51	.059
	Within Groups	114.61	375	.31		
	Total	116.90	378			

Based on table 5, there was no significant difference between exposure to English through social interaction and the respondents’ achievement in English language course [F (3,375) = 2.51, p=.059]. Since it was insignificant, there was no need for a post-hoc test. It can be concluded that English interaction from social circle has no effects on higher-education students’ achievement in English language course. In other word, students can indeed lack exposure to genuine English use but still acquire excellent grade in English courses.

There is an argument to be made here in which the beliefs that exposure to language is the only significant contributor to language acquisition is not entirely true. Language learners should still be required to learn the language through formal education instead of relying solely on the environment which coincidentally was the same claim made by Iber (2016). Another possible reason behind this finding could be due to the language courses themselves. There were possibilities that the grade the students received did not actually represent their actual proficiency in the language. The students were evaluated based on their ability to accomplish the course learning outcomes which may not reflect their ability to use the language in everyday social interaction.

**Exposure to English language through mass media among higher-education students and their achievement in English course?**

A similar one way ANOVA test was conducted between English language exposure from social media and respondents’ achievement in English course.

Table 6: One way ANOVA test between respondents’ exposure to English language through social circle and their achievement in English course

		Sum of Squares	df	Mean Square	F	Sig.
English exposure through mass media	Between Groups	5.71	3	1.90	5.82	.00
	Within Groups	122.62	375	.33		
	Total	128.33	378			

The table indicates that there was a significant difference between exposure to English language from mass media and the respondents' achievement in English course [ $F(3,375) = 5.82, p=.00$ ]. A post-hoc Tukey HSD test was conducted and the results can be seen in table 7 below.

Table 7: Post-hoc Tukey HSD multiple comparison test between exposure to English language from mass media and achievement in language course

(I) CatAchievement3	(J) CatAchievement3	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Poor	Average	-.19	.08	.12	-.42	.03
	Excellent	-.35*	.08	.00	-.58	-.11
Average	Poor	.19	.08	.12	-.03	.42
	Excellent	-.15	.06	.07	-.32	.00
Excellent	Poor	.35*	.08	.00	.11	.58
	Average	.15	.06	.07	-.00	.32

\*. The mean difference is significant at the 0.05 level.

The findings here indicated that there was a significant difference in mean score between respondents who achieved excellent and poor results in their most recent English course ( $p=.00$ ). However there were no significant differences recorded between average achievers with the other groups. Therefore, it can be concluded that excellent students have higher frequency of exposure to English language through mass media compared to poor students. To rephrase, this does not mean that poor achievers use less mass media than excellent students instead it may be an indication that their use of mass media tended to be more towards content from their mother tongue rather than English.

## RECOMMENDATION AND CONCLUSION

Although the study found no significant difference between amount of exposure to English language from social circle and achievement in English language courses, we still believe in promoting interaction in the language outside the formal classroom. This is because the grade that the students received only represents their performance within the course itself and not necessarily translates to genuine interaction. Hence, teachers at tertiary or even any level should still encourage students to use the language outside the formal setting. An example would be a task which requires students to start a conversation with their family members in English based on a set of prompts given by the teacher.

Teachers at tertiary education level can definitely take advantage of the amount of exposure that their students get with media in the English language; specifically digital media. Since it was identified to differ significantly with students' achievement in English course, educators should find ways to promote the use of digital media in the language. From reviewing English films to responses via social media, there are numerous opportunities where teachers can promote meaningful learning via digital media.

The study managed to accomplish all of its objectives however further studies should be done to further improve the body of knowledge in this field. We suggest a study which employs the LSBQ and an instrument that specifically measures their proficiency in the English language. It can also be specific to any of the language skills. The social interaction and mass media sections of the LSBQ can also be used separately; to which we suggest a correlational test between social interaction in English and the students'

speaking skill. Exposure to mass media in the English language can be tested with students' listening, reading and writing skills.

## Bibliography

- Bialystok, E. (1981). The role of conscious strategies in second language proficiency. *The Modern Language Journal*, 65(1), pg. 24-35.
- Dulay, H., M.K. Burt & S. Krashen. (1982). *Language Two*. New York: Oxford University Press
- Hyland, K. (2004). Disciplinary discourses: social interactions in academic writing. *TESOL Quarterly*, 35(2), pg. 344-345.
- Iber, G. (2016). English language learning in the Malaysian school setting: Where can we find 10,000 hours? A theoretical perspective. *Advances in Language and Literary Studies*, 7(4), pg. 46-50.
- Kramina, I. (2000). *Lingo – didactic theories underlying multi – purpose language acquisition*. (Published doctoral dissertation). University of Latvia, Riga, Latvia. Retrieved from <https://core.ac.uk/download/pdf/71744092.pdf>
- Krashen, S, D. (1985). *Principles and practice in second language acquisition*. Oxford, United Kingdom : Pergamon Press Inc.
- Krejcie, R. V., and Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, pg. 607-610.
- Lai, C., and Gu, M. (2011). Self-regulated out-of-class language learning with technology, *Computer Assisted Language Learning*, 24 (4), pg. 317-335.
- Livingstone, D, W. (2001). Expanding notions of work and learning: Profiles of latent power. *New Directions for Adult and Continuing Education*, 92, pg. 19-30.
- MacLeod, F. (2011). *Exposure to English outside the classroom*. (Published doctoral dissertation). Malmo University, Malmo, Sweden). Retrieved from <http://dspace.mah.se/bitstream/handle/2043>
- Pearson, N.(2004). The idiosyncrasies of out-of-class Language Learning: A study of mainland Chinese students studying English at tertiary level in New Zealand. *Proceeding of the Independent Learning Conference*, 2003.
- Tonoian, L. (2014). *English language learning inside and outside the classroom in Portugal* (Published masters dissertation). New University of Lisbon, Lisbon, Portugal.
- Vilma, T. (2009). Teaching English through mass media. *Acta Didactica Napocensia*, 2(1), pg. 81-96.
- Vygotsky, L, S. (1978). Interaction between learning and development. *Readings on the Development of Children*, pg. 34-40.