Original Article

Supplementary Activities Augmenting the General English Program in Higher Education: Student Engagement and Teachers' Perspectives

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Abstract: Given the diverse availability of affordances and learning opportunities in multiple settings, language learning is no longer confined to classroom boundaries. With teachers' scaffolding and support, learners can develop autonomous learning strategies drawing on the resources within and beyond traditional classrooms. This study aims to explore teachers' perspectives on the value of supplementary learning activities in augmenting the General English Program (GEP) at a university in Vietnam with a particular emphasis on learner engagement in these activities outside classroom settings. The data are based on the statistics of students' attendance and performance in the supplementary activities currently implemented at the university and interviews with eight GEP teachers. Findings show that the students were partially cognizant of the learning opportunities implicated in supplementary activities and demonstrated relatively active engagement and performance. The teachers also acknowledged that these activities contributed positively to students' holistic language development as a complement to the GEP. The study has significant implications for educational stakeholders in curriculum design and deployment of supplementary learning activities that facilitate learner engagement in language practice outside classrooms.

Keywords: Supplementary activities, out-of-class learning, learner engagement, higher education, general language program.

1. Introduction

Recent transformations in global and local language teaching and learning landscapes as a response to the growing status of English as a lingua franca have demanded shifts in teachers

and learners' conceptualization of language learning environments and learners' role [1-3]. Particularly, with the mediation of technology, language learning is no longer restricted to the walls of traditional classrooms but rather occurs in multiple settings [4-7]. To optimize learning outcomes, learners are expected to be more actively involved in the learning process in which they play a central role in meaning-making and knowledge construction [8, 9].

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Teachers' scaffolding and support enable learners to be more aware of the language affordances and learning opportunities surrounding them. These resources are not only present in language classrooms but are abundant in other settings, requiring learners to develop cognitive and metacognitive strategies for effectively and efficiently utilizing them for language practice and rounded development [10, 11]. Uparaa and Chusanachoti [7, pp. 573] propound that "Learning opportunities outside the classroom offer a huge range of affordances, representing potential uses and possibilities that could support language learning and complement formal instruction". Their argument emphasizes the mediating role of language resources outside classrooms in giving learners diverse opportunities for language practice that could alleviate the issue of time limitation and the challenges of catering to learners' individual needs and preferences in conventional classrooms. As such, contemporary research has gradually shifted its focus from formal language education at school to language learning beyond classrooms [12-15]. However, Lai [16] points out that learning inside and outside classrooms performs different functions with each complementing the other, and learners' perceptions and use of their respective resources depend on the support they receive, their needs and capacity. They also differ in their attitudes and levels of engagement in such learning activities for various personal and contextual reasons [17].

It is evident that language practice activities outside conventional classrooms are essential for effective language learning and are a useful addition to official language programs. However, most recent research tends to focus on out-of-class learning in social environments or media such as English clubs, YouTube, social networking sites and other resources on the internet [1, 2, 9]. Not many educational institutions have systematically organized supplementary activities that support their language program to foster learners' on-going engagement in language practice after school. This study aims to examine teachers' perspectives on the value of supplementary activities in augmenting the General English Program at a university in Vietnam and students' degrees of engagement in these activities. In this study, supplementary activities refer to learning activities that teachers or universities deploy outside class sessions to provide students with further opportunities for language exposure and practice. The findings will serve as the basis for proposing areas of improvement in designing supplementary activities that promote students' dynamic engagement and foster a more autonomous learning approach. The research questions guiding this study are as follows:

RQ1: To what extent are Vietnamese students engaged in the supplementary activities for language practice outside classrooms deployed at their university?

RQ2: What are teachers' perspectives on the value of these supplementary activities in augmenting the General English program?

2. Literature Review

2.1. *The Value of Supplementary Activities in Augmenting Formal Language Education*

As a general belief, language learning occurs primarily in formal classrooms at school where learners receive and process language input from textbooks through the mediation of teachers and peers. However, Richards [2] argues that one of the main goals of language education at school is to prepare learners for out-of-class use as well as empower them with skills and strategies for learning beyond classrooms. In the same vein, Kashiwa and Benson [18, pp. 3] postulate that "Students learned the basics of the L2 in the classroom, whereas out-of-class experiences brought them closer to the L2 culture and supported positive L2 identities, learning efficacy, and motivation to learn". Language learning in the classroom provides the foundational knowledge and paves the way for learners' further inquiry. The diverse resources and learning opportunities outside classrooms expose learners to various

learning options that best suit their preferences, interest and levels of proficiency. These features of out-of-class learning help learners align their appraisal of personal strengths and weaknesses with their individualized choices of strategies and learning tools or environments, thus boosting their motivation and resilience. In this regard, contemporary research has proven that supplementary learning activities outside classrooms not only contribute substantially to learners' cognitive and linguistic development [1, 18], but they also correlate positively with their self-efficacy, willingness to communicate and many other affective elements [15, 19, 20].

There are various ways of classifying supplementary learning activities outside classrooms such as implicit vs. explicit learning [13], informal learning [21], and self-instruction, naturalistic language learning, and self-directed naturalistic language learning [22]. Such categorizations suggest that out-of-class learning departs from learners as initiators of learning with little support or scaffolding from social others, particularly teachers. In other words, they solely hold the accountability for the learning process and are intrinsically motivated to learn after school. However, the effectiveness and efficiency of such activities in fostering learners' language development depend largely on their adoption of skills and strategies for successful language practice outside classrooms [2, 19, 22] In fact, the typical learning activities outside classrooms identified in the majority of contemporary research mostly take place at home, drawing on resources in the home settings such as TV, radio, the internet, games, movies, songs and newspapers in English [14, 22, 24]. While these activities are undeniably useful as additional learning endeavors, they are not always compatible with the formal language program at school or align with the stated learning outcomes due to "the rigidity of the established curriculum" [19, pp. 248]. It is thus necessary to examine the supporting role of supplementary learning activities alongside with formal language education in elevating learners' language proficiency.

2.2. Learner Engagement in Out-of-Class Language Practice

Learners' attitudes, commitment to learning and the amount of effort they expend are indispensable for successful language learning. These aspects require a high level of engagement on the part of learners in fulfilling their goals through their personal endeavor. Engagement is viewed as "the active manifestation of the learner's motivation in their more overt and tangible efforts - i.e. their pursuits and practices - while learning" [25, pp. 280]. This definition shows an inextricable relationship between motivation and engagement in which the former is the driving force behind the learning process whereas the latter focuses on concrete learning behaviors that are conducive to learning. In the same vein, Hiver et al., [26, pp. 2] argue that action is a pivotal component of learner engagement and "without engagement meaningful learning is unlikely" as both of them are always situated in a specific context. However, engagement does not merely center around what learners do in response to a given task but it is also contingent on various conditions. Sang and Hiver [27] point out four dimensions of engagement including behavioral, cognitive, emotional and social engagement. While the first element is related the learners' active participation in classroom tasks or activities, the second component corresponds with their mental effort or the attention they exhibit to complete a task or achieve a learning goal. As the last constituents, emotional engagement and social engagement deal with learners' affective reactions in the learning process and their interaction with social others respectively.

Whereas learners' involvement in classroom tasks and activities are crucial for their language development, their engagement in out-of-class practice is equally significant. Guo [19, pp. 247] finds that "engagement in outside classroom learning enhanced their language development, demonstrating the need to incorporate activities outside the classroom for greater learning success." The interplay between learners' dynamic involvement in

learning and the shift in their cognition is apparent. It is also a parameter for distinguishing learners in which good or successful learners demonstrate higher capacity for engaging in learning through their use of methodical learning approaches and exposure to various language resources [28]. Learner engagement in language learning outside classrooms is also attributable to their development of autonomy [24, 29]. It is evident that such engagement in supplementary learning activities contributes positively to learners' classroom performance, language achievements, and attitudes toward learning [15, 16].

2.3. Prior Studies

Regarding the value of supplementary learning activities outside formal language classrooms in mediating learners' language development, Peters [14] works with 79 Flemish EFL students aged 16-19 to examine the relationship between their exposure to language input outside classrooms and vocabulary knowledge. The participants relied on TV, movies, songs, computer games, books, magazines, and the Internet as the primary resources for language practice after school. Although the study confirms a positive correlation between the exposure to these sources and vocabulary enhancement, the students did not indicate whether they resorted to these activities solely for language learning purposes. In an attempt to make out-of-class language learning part of learners' conscious routine, Takahashi and Umino [12] invited a group of ten international students learning Japanese as a second language to conduct out-of-class extensive reading and then introduce the books they read to each other during book talk sessions. This study aimed to gain insights into the students' perceptions of out-of-class extensive reading in relation to their development of autonomous learning and see if they continued this practice after they left the language program. The results revealed that most of the participants highlighted a connection between their engagement in extensive reading outside classrooms and autonomous learning, and some of them

retained this routine long after they completed this program.

In their study with four EFL undergraduate students at a university in Vietnam, Nguyen and Stracke [24] explore the ways in which students were engaged in English learning within and beyond language classrooms in a blended learning environment. It was found that the four participants autonomously adopted different strategies for creating opportunities for language practice inside and outside classrooms. For their out-of-class learning engagement, they actively participated in the English club at school, chatted with foreigners, exchanged emails with native speakers, wrote blogs and a diary in English, and discussed in online literature forums. Similar findings were noted in Sulis's [9] study with 26 students at a British university who learned different foreign languages. Eleven students reported engaging in language practice outside classrooms through taking part in recreational activities such as listening to the radio in French or Spanish. Such personal efforts show that the students actively sought learning resources and platforms for themselves; however, these studies also reiterate the dearth of learning spaces and activities at school for language practice beyond class sessions and the absence of teachers' scaffolding and guided support for out-of-class practice.

These studies illustrate the rewarding effects of supplementary learning activities outside classrooms on learners' language achievement. They show that a growing number of learners have developed strategies for maximizing their learning opportunities through out-of-class language practice. However, there is a lack of coherence in the ways in which they deployed such learning activities and limited research on the contributions of these additional learning efforts to the formal language program at school.

3. Methodology

3.1. Research Settings

The setting for this study is a private university in Ho Chi Minh City that offers an intensive General English Program (GEP)

aiming to boost students' language proficiency for effective international communication and higher employability. There are totally seven mandatory levels of General English (GE1 - GE7) with the first four courses focusing on developing students' communication in daily situations and workplaces, and the three remaining courses integrating IELTS (International English Language Testing System) practice.This program prepares students for their follow-up studies in their areas of expertise delivered in English as a medium of instruction. The language benchmark for graduation is IELTS overall band 5.5 or equivalents in international standardized tests of English proficiency. In addition to the formal language program, the Faculty of English (FoE) at this university organized a multiplicity of supplementary activities for language practice outside class sessions as in the following.

Speaking Forum: This is a weekly activity in which students can practice speaking skills with the support from peer assistants and FoE teachers. Each student coming to the events is provided with a handout stating the topic, guided questions and useful language for discussion. Participants can work in pairs or groups in sessions that last two hours and may alternate their partners upon completion of the content in the handout. The topics cover a wide range of areas such as food, travel, student life, time management, culture, workplace, and daily communicative situations. Students taking part in the Speaking Forum will be awared with one bonus mark added to the progress score of their current GE course.

English Seminars: During each GE course, FoE hosts three English seminars aiming to empower students with skills and strategies for effective language learning. The presenters include FoE lecturers or industry guest speakers who share their hands-on experiences in learning English and recommend available resources for further language practice. Students also have the opportunity to pose personalized questions to get expert support with their own problems. One bonus mark is added to the progress score of their current GE course for joining this activity.

Reading Portfolios: This supplementary activity is an integral part of GE1 - GE4 in which students have to keep a reading portfolio for the whole course duration. For GE1 and GE 2, students summarize and reflect on 2 stories in a list of graded readers that FOE compiled. For GE3 and GE4, they take three pieces of local news, analyze the new vocabulary and write a summary of the key content of the news. The main aim of this activity is to help students develop extensive reading and regular reading practice outside classrooms. Students fulfilling the reading portfolio requirements will earn 5% of the total score of their current GE course.

Speaking Portfolios: This activity is also a compulsory component of the English courses that takes place outside classroom contact hours. For GE1 and GE 2, students record three conversations with a partner (or different partners) based on a multiplicity of provided scripts. For GE3 and GE4 they choose a piece of TED talk and practice shadowing the speaker for at least five minutes. Students meeting the speaking portfolio requirements will earn 5% of the total score of their current GE course.

Online IELTS Practice: This activity comprises IELTS-based practice tests applicable to GE5 - GE7. Each student has to fulfill five reading and five listening tests posted on the university's learning management systems. This is done weekly outside class sessions to enhance students' familiarity with the IELTS test format so that they can formulate their own test-taking strategies. Completion of all the ten tests results in 10% of the total score of their current GE course.

3.2. Data Gathering and Analysis

There are two types of data informing the findings of this study. The first research question relies on the statistical data from check-in records of students' participation in Speaking Forum and English Seminars per the total enrolments in all current GE courses, and the percentages of students' completion of reading and speaking portfolios and online IELTS practice. These findings are supported by the semi-structured interview data with ten GE teachers (aged 28-45) to explore their

perspectives on student engagement in these supplementary activities. Interview data with the teachers were also used to illuminate the value of the supplementary activities in augmenting the General English program.

Data showcasing students' participation and completion of the supplementary activities were quantified into percentages while the interview data with teachers were based on inductive thematic analysis. This thematic approach consisted in developing themes emerging from the data rather than those informed by existing literature [31]. Following the six analytical steps proposed by Clarke and Braun [32], the researchers identified four major themes concerning the teachers' evaluation of the supplementary activities in i) Creating more learning spaces outside classrooms; ii) Elevating students' language proficiency; iii) Empowering them with language

learning strategies; and iv) Responding to their needs and learning difficulties.

4. Findings

4.1. Students' Engagement in Supplementary Activities

This section presents both quantitative and qualitative findings on students' levels of engagement in the supplementary activities hosted at their university. Table 1 details the percentages of students' participation and performance in these activities and how such figures were calculated. It offers an overall yet incomplete picture of student engagement as it does not account for the quality of their participation and performance. The qualitative data from semi-structured interviews provide further insights into teachers' perspectives on their students' actual involvement, performance and attitudes toward these activities and the ensuing issues.

Table 1. Statistics of student engagement in supplementary activities

Activity types	Implementation	Calculation methods	Percentages of attendance/task completion
Speaking Forum	Optional, applicable to all GE courses, 20 meetings per semester	Check-in records per total students enrolling in GE courses, (n = 3033)	18.73%*
English Seminars	Optional, applicable to all GE courses, 6 seminars per semester	Check-in records per total students enrolling in GE courses, (n = 3033)	38.24%*
Reading Portfolios	Compulsory, applicable to GE1 - GE4, 2 reading tasks per course	Teachers' records of students' performance in 10 selected classes, (n = 340)	9.41% (0% completion)
			9.12% (50% completion)
			81.47% (100% completion)
Speaking Portfolios	Compulsory, applicable to GE1 - GE4, 3 speaking tasks per course	Teachers' records of students' performance in 10 selected classes, (n = 340)	10.88% (0% completion)
			4.41% (33% completion)
			8.24% (66% completion)
			76.47% (100% completion)
Online IELTS practice	Compulsory, applicable to GE5 - GE7, 5 listening & 5 reading tasks per course	Teachers' records of students' performance in 10 selected classes, (n =341)	18.48% (0-25% completion)
			06.16% (26-50% completion)
			11.14% (51-75% completion)
			64.22% (75-100% completion)

* The figures do not exclude the students who attended multiple events.

The statistical data show significant differentiation in student engagement in the supplementary activities. As the Speaking Forum and English Seminars were optional activities, the percentages of participation were well below average, accounting for 18.73% and

38.24% respectively. This indicates that these two platforms might have not effectively attracted the involvement of the students. This reality also reflects students' low levels of intrinsic motivation and autonomy in taking advantage of further learning opportunities for

their language practice outside classrooms. The rest of the supplementary activities were of a mandatory nature, so the level of completion was much higher with 81.47% for Reading Portfolios, 76.47% for Speaking Portfolios and 64.22% for Online IELTS practice. These figures show a strong association between the nature of deployment (optional or obligatory) and students' engagement.

The interview data provide further elaboration on student engagement in the supplementary activities from teachers' perspectives. All the ten teachers concurred that Reading Portfolios, Speaking Portfolios and Online IELTS practice appealed to higher proportions of students than Speaking Forum English Seminars because they were mandatory components of GE courses. Although their weights were minor, i.e. 5% for the reading and speaking portfolios and 10% for the online IELTS practice, they provoked more involvement as they contributed directly to the students' overall course outcome. The teachers classified the students into two distinct groups: keen participants and participants for marks. As one of the speakers for English Seminars, Teacher 9 noticed:

Some students, especially those in the front rows, were enthusiastic about our talks. They were involved in the activities we conducted and willing to cooperate with us. However, those students attending the seminar and choosing the seats at the back were the ones coming for marks rather than interested in learning English (T9).

Teacher 6 had a similar observation of students' participation in the English Forum:

For avid students, they come along on a weekly basis or at least two meetings per semester. They have very positive attitudes and share their stories enthusiastically. For students aiming to get bonus marks, they may join our activities but may switch to Vietnamese if the facilitator is not present. The good thing is that they actually come, and this may afford them a little practice. There is a body of students who do not care about this supplementary activity. Although I introduced to them in class and encouraged them to join, they completely ignored it (T6).

The motivation behind students' involvement in activities, whether out of their awareness of the value of the supplementary activities or for scores, substantially influenced their performance. Teacher 2 pointed out:

Most of the students were not really interested in our seminars. Only a few were attentive to our talk while the majority came for bonus marks. They did many personal things such as chatting or using cell phones or laptop. They came with a coping strategy, for the sake of marks indeed (T2).

For the reading and speaking portfolios and online IELTS practice tests, although there were fixed dates for submission throughout the course, most students tended to wait until the final week to complete the assigned tasks as Teacher 1 complained *"They did not expend much effort and did the task superficially. They waited until the end of the course to fulfill them as swiftly as they could."* Even worse, many teachers detected a large number of cases of cheating such as *"they worked on the tasks together and copied the answers from the groupmates"* (T7) or *"they relied on AI for doing the tasks"* (T2). Some students refused to join the activities, especially the English Forum, out of their personal weaknesses *"they are shy and afraid of making mistakes"* (T4).

On a positive side, some students realized the learning opportunities from these activities and were deeply engaged. Teacher 4 shared her English Forum experiences with students who *"came every week not for bonus marks. They wanted to have an additional environment for speaking practice"*. In the same vein, Teacher 6 commented that *"some students completed all the supplementary tasks and responded to my additional requirements carefully. For example, I had some follow-up checking by asking them to make sentences based on the vocabulary they listed, and they did them very well"*. Evidently, students engaged in the supplementary activities were driven by different personal and practical factors which impacted on their level of involvement and performance.

4.2. Teachers' Evaluation of the Value of Supplementary Activities

4.2.1. Diversifying Language Learning Spaces

All the teachers viewed the supplementary activities as provision of rich spaces for language practice outside classrooms. In Teacher 2's words, "*students are exposed to a variety of activities that were painstakingly designed by their teachers. These are their special privilege or an additional environment for improving their English right at their university*". Similarly, Teacher 3 added that "*This is a big effort from the university and the Faculty of English in deploying various activities supplementing the General English program. Obliviously these are abundant opportunities for practicing English*". These statements emphasize the important role of teachers in devising the activities and the unique learning opportunities offered by the university. The aim of the supplementary activities was to encourage out-of-class language learning under the scaffolding and facilitation of the teachers, paving the way for students' more autonomous language practice. In this vein, Teacher 4 commented that "*All of these are oriented towards serving students and motivating them to learn English. Learning in class is not enough. Students need to have more independent learning spaces*".

4.2.2. Enhancing Students' Language Competence

The interview data show that engagement in the supplementary activities was partially attributable to students' language achievements. Teacher 9 stated in the following:

These activities have helped students improve their vocabulary, grammar and pronunciation. For example, students can use the vocabulary from the English Forum handouts during speaking activities or in their writing. As for pronunciation, the Speaking Portfolios were really useful. Before they shadowed a talk, they had to listen to it several times. And my feedback can help them correct their pronunciation errors. (T9)

Sharing this belief, Teacher 2 confirmed the contribution of these activities to students' language development; however, she raised her concern:

They definitely have positive effects, but I am not sure about the extent. We need to

monitor the quality of their submissions, especially whether they adhered to academic integrity in performing the tasks. I believe that they can improve their vocabulary. For example, one of the students told me she could learn many words from reading the stories for the Reading Portfolios (T2).

It is clear that specific measures should be taken to ensure the true reflection of students' performance in completing the supplementary activities. In this regard, Teacher 5 noted "*it depends on teachers. If they were serious about these activities, students can benefit from their active engagement. For example, they can invite students to report what they read. Through such further monitoring, students will put in more effort*".

4.2.3. Empowering Students with Useful Learning Strategies

The teachers also pointed out the value of supplementary activities in helping students develop strategies for language learning, as Teacher 2 propounded:

For students joining these activities for learning purposes, they can learn a lot from the hand-on experiences of the speakers and teachers. They can apply the learning strategies in their language practice because most of the seminars focus on how to learn English better (T2).

Supporting this view, Teacher 5 added that "for example, English Seminars touch on very useful topics, highlighting strategies for developing language skills. They are highly beneficial for students". These activities contributed to raising students' awareness of the need to develop learning strategies through the role model of guest speakers and teachers. They helped the students identify which methods would best suit their own learning conditions as Teacher 9 elaborated on her experience in one of the English seminars:

In the seminar hosted by my colleague and me, we discuss "growth mindset". This helps students figure out their own mindsets. If they have a fixed mindset, we can show them how to improve themselves by gradually shifting their perspectives. This is not only good for their language learning but also other things in life (T9).

4.2.4. Responding to Students' Individual Needs and Learning Difficulties

The supplementary activities were reported to respond better to students' specific needs and help them overcome their own challenges in learning English. Teacher 3 maintained that "*these activities catered to different learning styles through which students could demonstrate themselves, including both introverted and extroverted students. Each activity offered them a distinct experience*". The flexibility of these activities offered students with abundant time and opportunities for practicing English in tackling their own shortcomings. Teacher 4 pointed out in the following:

There is limited time in a class session, so the contact time with teachers and classmates is really short. These activities partially meet students' individual needs. For example, if students are weak at speaking, it may be hard for them to improve it within class hours. The Speaking Portfolios can help them practice speaking further. Or the English Forum enables them to learn and use more expressions (T2).

These out-of-class activities also have a positive impact on students' mentality by helping them overcome their feeling of anxiety and low self-efficacy (Teacher 5), boost their confidence (Teacher 6), or fuel their interest in learning English (Teacher 8) as in the following:

Some students are diffident about their language capacity, so they avoid interacting with others in English. These supplementary activities help them gradually regain their confidence. Instead of making a presentation in front of many people in class, they can record their own talk at home in a personal space. Or they can choose who they feel like talking to in the English Forum. They can form a group with shared interest and work together (T6).

Some students came to see me after a seminar for my contact detail. They wanted to learn from my experience. They were interested in my topic (T8).

5. Discussion and Conclusion

For the first research question, the findings show the students' varying levels of engagement in the supplementary activities implemented at their university. The majority of students participating in these activities because of bonus marks or their compulsory nature whereas only a minor number of them saw the learning opportunities these learning spaces offered. Although limited in number, this minor group of self-motivated students have demonstrated their awareness of the importance of embarking on out-of-class language practice and developing a routine of extensive learning. While most contemporary research has shown students' positive attitudes toward language learning and practice beyond classroom boundaries [6, 7, 15, 17], little has revealed the actual extent of student engagement. The present study responds to this research gap by addressing students' engagement in out-of-class language practice through analysis of their degrees of involvement in different supplementary activities implemented at the research site. Regarding the second research question, the teachers' evaluation of the value of the supplementary activities in augmenting the General English Program at the university was consistently positive. They complimented on rewards of these activities as additional learning spaces that promoted students' language competence, helped them develop learning strategies, and resolved their learning needs and difficulties. These results provide corroborating evidence on the role of implementing out-of-class learning activities in creating further learning conditions and opportunities for university students [14, 24, 32]. However, the teachers reiterated the need to adopt a serious attitude and set clear learning goals to fully benefit from supplementary activities outside classrooms.

A major contribution of the present study is its endeavor to respond to the research gap on the supplementary learning activities carried out by educational institutions outside class sessions to augment the formal language program. The activities deployed at the university are rather unique among universities in Vietnam in terms of their diversity of forms and functions and attention to learners' holistic

language development. In addition to providing students with an affordance-rich environment for language practice after class, these supplementary activities enable students to develop an out-of-class learning routine and strategies for making use of language resources available in different settings. They also boost students' L2 motivation and autonomous studies outside class sessions that will positively impact on their attitudes as well as foster their engagement in life-wide and lifelong learning. However, a number of problems arose from the deployment of supplementary activities in terms of students' attitudes, the motivation behind their participation, teachers' management of these activities, and students' academic integrity in their task performance. With regard to students' attitudes and motivation, Lai et al., [15, pp. 300] reiterate the significance of helping language learners become aware of the value of "diversifying their learning experiences by selecting and using out-of-class learning activities and venues in ways that compensate for what is lacking in their in-class learning". Such experiences are useful in compensating for the limitations in learning opportunities, language resources, and the possibility of catering to learners' various socio-affective needs in conventional classrooms at school [13, 20, 22]. As for teachers, Richards [2] reminds that teachers need to build connections between the learning potentials of out-of-class activities and classroom-based teaching as well as equip themselves with skills required for guiding students to effectively utilize the sources for language learning in multiple settings. In terms of academic integrity, students engaged in such learning activities should be informed of the value derived from out-of-class learning opportunities for their own language development and consequences of cheating that may hinder their learning progress and commitment in the long term. The present study also points out the different strategies for encouraging student engagement in out-of-class practice such as awarding bonus marks, making the supplementary activities the pleasurable and rewarding

experiences, and ultimately empowering them with both cognitive and metacognitive strategies for real-life communication.

One of the limitations of this study is its failure to account for students' perspectives on the value of supplementary activities supporting the General English Program at the university. The input from teachers may usefully inform education stakeholders in terms of reviewing the design and types of activities and the frequency of implementation from a professional perspective. However, it is also necessary to elicit feedback from students who are directly engaged in these activities, especially on the behavioral, cognitive, affective, and social dimensions of engagement. This is a further avenue for future research to enrich understandings of students' performance, attitudes and resilience in their engagement in out-of-class practice through the supplementary activities facilitated by their respective educational institutions and language teachers.

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