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A CONVERGENT PARALLEL DESIGN ON LANGUAGE EXPOSURE AND LANGUAGE ATTITUDE AMONG NON-ENGLISH EDUCATION STUDENTS IN HYBRID

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ABSTRACT

The study aimed to explore and described the lived experiences, coping mechanisms and insights of the non-English education students with regards to their language and language attitude in hybrid learning. This study engaged mixed methods design, utilizing parallel convergent approach. A total of 239 participants from the five programs (Bachelor of Public Administration, Bachelor of Science in Business Administration with majors in Financial Management, Human Resource Management, and Marketing Management, and Bachelor of Science in Office Administration), from the non-board programs who were randomly selected for quantitative data and 10 for the qualitative: which were purposively selected. In the quantitative phase, the results revealed that the non-English education students with regards to their language exposure and language attitude in hybrid learning were high. Also, both variables have positive moderate correlation, 1(647) = 57, p< .001. In qualitative phase, it was revealed that their lived experiences and coping mechanisms were impacted by the different factors; Experiencing Challenges in Language Usage towards Language Learning, Struggling with the Internal and External Barriers in Language Usage, Having the Advantages and Disadvantages of Using Technology to its Users, and Employing Approaches for Effective Language Learning. Additionally, the non-English education students' insight with regards to their language exposure and language attitude in hybrid learning were the Role of Internal and External Motivation for Language Development, the Importance of Self-Directed Learning, the Necessity of Adjusting Methods and Pedagogies for Effective Language Learning, and the Importance of Self-Monitoring. In addition, the quantitative data mostly corroborated with the qualitative data.

KEYWORDS: *language exposure, language attitude, non-English education students, Mixed methods, Philippines*

INTRODUCTION

Language attitudes are the perceptions and evaluations people have about different languages. These attitudes influence language use, choice, and policies within communities. They can determine a language's prestige or social value. Negative attitudes may lead to discrimination, while positive ones can promote language maintenance. Ultimately, they affect whether a language thrives or declines in a speech community (Kirilenko, 2024).

In Indonesia, Indonesian students show negative attitudes toward their language, with key issues in three areas. There are 12 instances reflecting weak language loyalty and 14 indicating a lack of language pride. Additionally, 9 cases highlight low awareness of language norms. These factors reveal significant challenges in how the Indonesian language is perceived. Such attitudes could impact the language's use and status over time (Rosita & Herwandi, 2021).

In the Philippines, non-dominant languages are often seen as inferior, causing language shift and loss. Promoting positive attitudes toward mother-tongue-based multilingual education (MTBMLE) can support local language use. However, its success depends on well-designed pedagogical models. Effective implementation can help preserve linguistic diversity. Changing perceptions is key to sustaining these languages (Cruz & Mahboob, 2018).

Lamentably, this study is socially relevant as it examines the connection between language exposure and attitudes among non-English education students in hybrid learning, which is crucial for improving language skills and fostering effective communication. As hybrid learning becomes more common, addressing negative attitudes and limited exposure is urgent to prevent learning gaps and poor language development. By promoting positive attitudes and increased exposure, educators can enhance learning outcomes, cultural appreciation, and inclusivity, ensuring students adapt and thrive in evolving educational environments.

Furthermore, there is a noticeable gap in existing research concerning the relationship between language exposure and language attitudes among non-English education students in hybrid learning environments. While studies like (Hidayat & Wulan, 2020), entitled, "The Influence of Language Exposure on Students' Language Competence: A Case Study in Hybrid

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Learning," and (Santos & Rivera, 2024), entitled, "Students' Attitudes Towards Multilingual Learning in Virtual and Hybrid Classrooms," and Ahmed et al., 2022, entitled, "Impact of Language Attitudes on Language Learning in Blended Educational Settings," provide valuable insights into language learning and attitudes, none of these studies specifically examine the convergence of language exposure and attitudes among non-English education students in a hybrid learning setup. This research addresses this gap by exploring both variables simultaneously, offering a deeper understanding of their interplay in the evolving educational landscape.

The research seeks to address this gap by examining the relationship between language exposure and language attitudes among non-English education students in hybrid learning environments. This study stands out from other research as it focuses on both the extent of language exposure and the attitudes students develop, providing insights into how these factors influence learning experiences. By employing a convergent parallel design, which is rarely used in similar studies, this research aims to offer a comprehensive understanding of the interplay between exposure and attitudes, contributing valuable perspectives to the fields of language education and hybrid learning dynamics.

Research Questions

1. What is the level of language exposure and language attitude among Non-English education students?
2. Is there a significant relationship between language exposure and language attitude among Non-English education students?
3. What are the lived experiences and coping mechanisms of the non-English education students with regards to their language exposure and language attitude?
4. What are the insights they can share to the students who are struggling in their language exposure and language attitude in hybrid learning?
5. To what extent do quantitative data corroborate with qualitative data?

RESEARCH METHODOLOGY

Research Design

This research utilized a mixed methods approach, combining both quantitative and qualitative methods as outlined by Johnson et al. (2017). The study followed a convergent parallel design, incorporating mediation analysis and phenomenology. This comprehensive approach seeks to explore the social world by embracing various methods and traditions to better understand the subject matter and enhance our knowledge of human phenomena.

Participants

The respondents of this study were first-year non-English education students from non-board programs at Kapalong College of Agriculture, Sciences, and Technology during the second semester of S.Y. 2023-2024. Stratified random sampling was used to select participants, ensuring a comprehensive representation from different strata to improve the accuracy of the analysis (Nguyen et al., 2020). For the qualitative aspect, purposive sampling was employed to select participants who could best inform the research questions (Kuper et al., 2008). The study included 10 participants: five for the focus group discussion and five for in-depth interviews, following Creswell's (2018) recommendation of 10 to 50 participants for qualitative research. The respondents were registered students from Non-Board Programs, enrolled in the 2022-2023 first semester, open to any gender, and willing to participate.

Research Instrument

The researcher utilized a questionnaire adapted from Magno, et al. (2009) work on language exposure and Tang and Chaw (2013) study on language attitude, adjusting it to align with the study's specific focus and context. After these adjustments, the questionnaire items underwent validation and review by external experts to improve its reliability based on their feedback. Additionally, the questionnaire was crafted in Basic English to ensure clarity for respondents. In addition, an interview guide with core, probing, and supporting questions was utilized in the in-depth interviews and group discussion. It was also validated by external validators which checked the construct of the questions whether it measures what it intends to measure, or, whether it has the propensity to obtain the data needed in the study.

Data Analysis

The quantitative data was analyzed using descriptive and inferential statistics. Here are the discussions to each of the statistical tool: (1) Mean was a descriptive statistical tool used to determine the level writing proficiency of the students, to answer research questions or problems numbers 1, 2, and 3; (2) Standard Deviation was an inferential statistical tool used to measure how spread out the responses of the respondents are; and (3) Pearson-r was an inferential statistical tool used to determine the level of the writing proficiency of non-board program students;

In the qualitative phase, data analysis involves distilling large amounts of collected data into coherent themes or patterns. This process includes coding and categorizing information to highlight key findings. The results are then presented in a narrative form, emphasizing the most significant insights to convey the core message of the study (Harding, 2013).

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RESULTS AND DISCUSSION

Summary on the Level of Language Exposure

Table 1.
Level of Language Exposure

Indicators	Mean	Description
Home	4.06	Oftentimes Manifested
Friends	4.14	Oftentimes Manifested
School	4.27	Always Manifested
Media	4.22	Oftentimes Manifested
OVERALL	**4.17**	**Oftentimes Manifested**

As shown in the table above, the level of language exposure considering its four (4)indicators, school obtain the highest mean of 4.27 interpreted as very high which it is always manifested by the non-English education students. On the other hand, home obtained the lowest overall mean of 4.06 interpreted as high which it is oftentimes manifested by the non-English education students. Then, second highest overall mean of 4.22 was obtained by the indicator media. It has a descriptive equivalent as high which is oftentimes manifested by the non-English education students. Lastly, it was followed by friends with an overall mean of 4.14 interpreted as high which oftentimes manifested by the non-English education students. This result is indicative that language exposure is regarded by the respondents as oftentimes manifested. Congruently, in the study by Al Zoubi (2018), it was highlighted that exposure to linguistic input, which refers to any language data encountered by learners in their target language, plays a vital role in language acquisition. This is in congruence with the notion of Montalbo et al. (2024), highlights that language exposure plays a critical role in mediating the relationship between student interaction and sociolinguistic competence. It is showed in the study that high levels of exposure enable students to engage more effectively in meaningful interactions, which, in turn, enhance their ability to navigate and adapt to various social and cultural contexts. It was added by Zhang and Meriales (2024), supporting this result as they revealed that while language exposure is broadly advantageous, its impact differs significantly across gender and socio-economic backgrounds.

Summary on the Level of Language Attitude

Table 2. ***Level of Language Attitude***

Indicators	Mean	Description
Study Management	4.11	Oftentimes Manifested
Classroom Learning	4.16	Oftentimes Manifested
Learning Flexibility	4.10	Oftentimes Manifested
Technology	4.12	Oftentimes Manifested
Online Interaction	4.05	Oftentimes Manifested
Online Environment	4.12	Oftentimes Manifested
Online Learning	3.94	Oftentimes Manifested
OVERALL	**4.09**	**Oftentimes Manifested**

As shown in the table above, the level of language attitude considering its seven (7) indicators, classroom learning obtained the highest mean 4.16 described as high which is oftentimes manifested by the non-English education students. Contrary to that, learning obtained the lowest overall mean of 3.94 interpreted as oftentimes manifested means it is sometimes manifested by the non-English education students. Then, second highest overall mean of 4.12 were obtained by the indicators technology and online environment. It has a descriptive equivalent as high which is oftentimes manifested by the non-English education students. Followed by, study management, with an overall mean of 4.11 interpreted as high which oftentimes manifested by the non-English education students. Then, followed by the indicator, learning flexibility with an overall mean average of 4.10 interpreted as high which is oftentimes manifested by the non-English education students. Lastly, the indicator online interaction obtained an overall average of 4.05 and interpreted as high which is oftentimes manifested by the non-English education students. This result is indicative that language attitude is sometimes manifested by the non-English education students. The current result is supported by the study conducted by Kirilenko (2024), highlights that language attitudes are fundamental in shaping both individual linguistic practices and broader community dynamics. They play a crucial role in influencing language choice, as individuals often select the language they perceive to be more prestigious, useful, or culturally significant. In educational settings, positive attitudes toward a language can increase motivation and engagement,

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leading to more effective language learning. In addition, Sathisha and Shivaramakrishna (2024), revealed that positive attitudes toward a language can significantly enhance its prestige, making it more widely valued and respected within society.

Table 3. The Lived Experiences and Coping Mechanisms of the non-English Education Students with regards to their Language Exposure and Language Attitude in Hybrid Learning

ISSUES PROBED	CORE IDEAS	CODE / CATEGORIES	ESSENTIAL THEMES	THEORETICAL SUPPORT
Problem in the Use of English Language which hinders Effective Language Learning	• Learning the language is somehow difficult knowing that it is not our native language • Limited exposure in learning the language results to language usage difficulties • Limiting the use of English language when outside the school	Limited Exposure in the Use of English Language	Experiencing Challenges in Language Usage towards Language Learning	Interactionist Theory
	▪ Limited English conversation practices when at home due also to their difficulties in speaking the language ▪ Students are not encouraged to speak English language due to awkwardness and self-belongingness ▪ Students may struggle if their surroundings (school or home) predominantly uses a local language or native language, offering minimal opportunities to practice English outside school	Lack of Support from the External Factors		
Language Usage	▪ Highfalutin words lead the students to confusion ▪ Constructing ideas and notions in English language ▪ Limited usage in English language as impediment to actively engage Difficulties in comprehending some questions or statements from the teacher	Struggles in Understanding the Complexity of English Grammar	Struggling with the Internal and External Barriers in Language Usage	Schema Theory
	▪ Afraid to make errors			

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Difficulties	and hesitant when speaking due to negative criticisms from the people ▪ Students are bound to pressure ▪ Afraid of committing ungrammatically constructed sentences ▪ Lack of confidence in using the English language	Lack of Self-Assurance in the Use of English Language		
Cautions of Using Technology in Language Learning	▪ Needing to be wary about depending too much with technology/internet ▪ Focusing too much in the use of media/internet though it affects language learning ▪ Relying on technology in using the language	Overdependence in Technology	Having the Advantages and Disadvantages of Using Technology to its Users	Theory of Planned Behavior
	• Being distracted by social media when learning ▪ Being a potential distraction that hinder effective learning ▪ learning in environments with frequent interruptions, such as noisy households or shared spaces, makes it harder for students to concentrate	Distractions in Online Learning		
	▪ Watching movies/videos helps to become exposed in English language ▪ Social apps or platforms that develop your language learning ▪ Exposure to media, students experience how English is used in real-life contexts	Exposure to Media helps to Learn the Language		
	▪ Promoting active engagement that helps you to become exposed in the language ▪ Having collaboration with friends and sharing notions with the usage of English	Utilizing Various Strategies towards Language Learning		

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	language ▪ Teachers are encouraging the students to use English language through discussions and interactive activities		Employing Approaches for Effective Language Learning	Socio-Cultural Theory of Language Learning
Ways and Means to Resolve Struggles in Language Usage	• Seeking guidance from individuals who are proficient enough and capable in addressing difficulties in learning the language ▪ Collaborative learning in hybrid learning become a factor in addressing language usage difficulties ▪ Online resources and digital learning tools such as educational websites and YouTube channels	Seeking Assistance in Addressing Language Learning Difficulties		

Experiencing Challenges in Language Usage towards Language Learning. The findings revealed that most participants face significant challenges in language usage, affecting their language learning. These challenges include limited exposure to the target language, difficulty understanding complex linguistic structures, and a lack of confidence in speaking or writing. This supports Dango and Osman's (2024) research, which found that 77.8% of students often use their mother tongue during English lessons, hindering language acquisition, especially in writing and pronunciation. It was added as well by Escandallo and Baradillo (2024) that English major students are struggling to use English language inside the classroom context. With this, their English speaking skills and classroom engagement are affected.

Struggling with the Internal and External Barriers in Language Usage. The study revealed that students' struggling with internal and external barriers in language usage poses significant challenges for learners. Internal barriers, such as low self-confidence, fear of making mistakes, and anxiety, often hinder participation in both online and face-to-face interactions. External barriers include limited exposure to English, lack of immersion opportunities, and the complexities of hybrid learning environments, which can disrupt engagement. Likewise, the present finding further supports the notions put forth by, Muhajir et al. (2024), the study identifies internal barriers, such as limited vocabulary and speaking anxiety, as well as external factors like the learning environment and the lecturer's personality, all of which significantly impact language usage.

Having the Advantages and Disadvantages of Using Technology to its Users. The study revealed that technology in language learning has both advantages and disadvantages. On the positive side, it provides convenient access to resources like online courses and interactive apps, enhancing engagement and enabling personalized learning. However, it also brings challenges, such as decreased concentration and excessive time consumption, which may affect learning efficiency. These findings align with Sarnoto et al.'s (2023) argument, emphasizing the benefits of technology in education, including improved access to information, enriched content, and personalized experiences. The study shows that when used effectively, technology can lead to better learning outcomes, but its impact depends on how it is integrated into the learning process.

Employing Approaches for Effective Language Learning. The findings revealed that English major students believe effective language learning requires strategies that cater to diverse learner needs, such as communicative language teaching for real-life interaction and task-based learning for practical application. Integrating technology, like language apps and multimedia, offers additional learning opportunities. The study also supports Ryan et al.'s (2024) argument, highlighting the importance of instructors in creating a collaborative learning environment. When instructors promote collaboration, it fosters a supportive and dynamic atmosphere that benefits all students, regardless of their individual needs and abilities. It was further added by Escandallo and Escandallo (2024) that English major students during blended learning employed various learning strategies like group study, peer tutoring, and online tutorial to better learn their major subjects.

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Table 4. The Insights of Non-English Students in regards with their Language Exposure and Language Attitude in Hybrid Learning

ISSUES PROBED	CORE IDEAS	CODE / CATEGORIES	ESSENTIAL THEMES	THEORETICAL SUPPORT
Factors Affecting Language Learning of the Students	▪ Fostering a supportive learning environment where students feel encouraged ▪ The influence of motivation on students' learning experiences through the provision of constructive feedback ▪ The necessity for the teacher to serve as a facilitator, guiding and supporting students throughout the learning process	Implementing Safer Environment and Giving of Regular Feedbacks	The Role of Internal and External Motivation for Language Development	Language Acquisition Theory
	• Maximizing students' potential through engaging with interactive activities where English language is the medium of communication ▪ Encouraging the students to deliver their notions in the English language ▪ Positive feedback encourages them to take on new challenges and set higher academic and personal goals which further reveal their talents and potential	Unveiling the Students Growth and Potentials through English Language Engagement		
Learners' Ways in Learning the Language Effectively	▪ Independently find ways to practice your exposure to English language and in learning the English ▪ Make use of technology and other available resources for language development ▪ Set learning targets like creating specific goals daily or weekly	Independent Learning	The Importance of Self-Directed Learning	Self Determination Theory
	▪ Make use of the time advantage to learn the language in online ▪ Make use of technology/media as a communication for language learning ▪ Initiating self-directed in learning the language	Resourcefulness in Online Learning		

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	▪ They do not solely depend on what teachers offer to teach, ▪ Students remind themselves that learning English is an advantageous/relevant asset ▪ Students are also motivated as their teachers are equipped and mastered in using English language	Creating Positive Mindset		
Teaching Pedagogies and Methods for Students' Language Learning	▪ Encouraging lifelong learning among students by fostering a teacher-student relationship • When teachers foster a welcoming environment, students feel more inclined to share their ideas • Teachers who take the time to understand their students on a personal level and offer tailored support can significantly impact students' learning experiences	The Impact of Teachers in the Students' Learning	The Necessity of Adjusting Methods and Pedagogies for Effective Language Learning	Social Cognitive Theory
	▪ Learning is more effective when teachers motivate the students through providing regular feedbacks ▪ Intimidating approach of the teachers impedes the language learning of the students ▪ Learning becomes effective when teachers have knowledge the needs and styles of the diverse students	Approaches Used in Teaching Language Learning		
Setting Regulations when Learning the Language	• Never let the laziness outperformed students' longing to learn the language • Avoiding opportunities like participation and engagement in the class • Reducing negative attitudes toward tasks that may seem mundane or unimportant	Averting Negative Attitude	The Importance of Self-Monitoring	ABC Attitude Model of Ostrom

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	• Challenging oneself and pushing to learn and use language • Be patient with oneself and always have a positive composure in learning the language • When students understand that errors offer opportunities to improve and view mistakes as part of the learning process rather than failures	Positive Attitude towards Language Learning		

The Role of Internal and External Motivation for Language Development. The students highlighted the significant role of both internal and external motivation in language development. Internal motivation, fueled by personal interest or enjoyment, encourages active learning, while external motivation, like exams or career goals, promotes persistence. The findings align with Chen's (2024) research, demonstrating that both motivations impact language learning outcomes, especially for non-Chinese students learning Chinese. Over 70% of participants emphasized internal motivation, while 65% pointed to external motivation as vital for sustaining effort. These findings underline the complexity of language learning and the need to address both motivational and contextual factors for better proficiency.

The Importance of Self-Directed Learning. The findings highlighted that non-English education students recognized the value of self-directed learning (SDL) in fostering independent, lifelong learners. SDL encourages goal-setting, resource identification, and progress tracking, leading to greater autonomy and responsibility. This approach enhances critical thinking and problem-solving skills. Supporting Fadli et al.'s (2024) research, 85% of students engaging in SDL showed improved critical thinking, with a 30% increase in problem-solving and analytical skills. Students found SDL more engaging, as it allowed them to apply concepts to real-world situations, deepening their understanding of social studies and improving overall learning outcomes.

The Necessity of Adjusting Methods and Pedagogies for Effective Language Learning. The findings emphasized the importance of clarity and specificity in adapting teaching methods for effective language learning, as students have diverse needs and learning styles. Educators should combine traditional and modern techniques, like communicative language teaching, task-based learning, and technology. The study supports Van Der Ploeg et al.'s (2023) findings, which show that explicit grammar instruction improves cognitive flexibility more than implicit methods, highlighting the value of tailored pedagogical strategies for enhancing learning outcomes, especially for learners with unique cognitive and learning needs.

The Importance of Self-Monitoring. The findings emphasized that non-English education students view self-monitoring as a key tool in language learning. It helps learners track progress, identify areas for improvement, and adjust strategies, promoting independence and motivation. This aligns with Runnqvist's (2023) study, which highlights the importance of self-monitoring in language production, particularly for improving communication skills. Self-monitoring aids in error detection and correction, enabling learners to actively evaluate their language use. Empirical evidence shows that both cognitive and metacognitive processes collaborate to identify and correct errors in real-time.

Salient Quantitative and Qualitative Finding

ASPECT OR FOCAL POINT	QUANTITATIVE FINDINGS	QUALITATIVE FINDINGS	NARTURE OF DATA INTEGRATION	AXIOLOGICAL IMPLICATIONS
Language Exposure	From Table 2.1 and on home with an overall mean of 4.06 specifically item 5 which is about using another language/s for	On the table 3.2 under the essential themes of experiencing challenges in language usage towards language learning specifically in the category of limited exposure in the use of	Divergent-Converging	The high rating for proficiency in using languages for specific purposes contrasts with the challenges arising from limited exposure to English outside of school, indicating a need to

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	specific purposes (e.g., work, studies (M=4.15), which are all rated as high.	English language, core idea 3 which is about limiting the use of English language when outside the school.		integrate specialized language skills with broader immersion for more comprehensive language learning.
	From table 2.1 on friends with an overall mean of 4.14 specifically item 5 which is about learning the lesson easily in collaborative activities in which English is the medium of communication (M=4.28), which are all rated as very high.	On table 3.2 under the essential theme of employing approaches for effective language learning specifically in the category of utilizing various strategies towards language learning, core idea 2 which is about having collaboration with friends and sharing notions with the usage of English language.	Merging-Converging	High ratings for learning in collaborative activities using English in Table 2.1 converge with the qualitative finding emphasizing the effectiveness of collaborating with friends and sharing ideas in English, indicating a unified approach to language learning.
	From table 2.1 on school with an overall mean of 4.27 specifically item 2 which is about encouraging the students to speak in English when presenting at the class (M=4.10) which are all rated as very high.	On table 4.1 under the essential theme of the role of external and internal motivation for language development specifically in the category of unveiling the students' growth and potentials through English language engagement, core idea 3 which is about encouraging the students to deliver their notions in the English language.	Merging-Convergent	The correlation between promoting English-speaking in presentations and encouraging language expression underscores the crucial role of language engagement in student development.
	From table 2.1 on media with an overall mean of 4.22 specifically item 5 which is about watching TV shows and movies having English language (M=4.6), which are all rated as very high.	On table 3.2 under the essential theme of having advantageous and disadvantageous of using technology to its users specifically in the category of exposure to medial helps to learn the language, core idea 1 which is about Watching movies/videos helps to become exposed in English language.	Merging-Converging	The high rating for watching English TV shows and movies (quantitative) aligns with qualitative insights emphasizing the advantages of media exposure for language learning, highlighting the importance of diverse media in language acquisition.
Language Attitude	From table 2.2 on study management with an overall mean of 4.11	On table 4.1 under the essential theme of the necessity of adjusting methods and pedagogies for effective	Merging-Converging	The high rating for face-to-face learning as a motivator for students to prepare well for their studies aligns with the

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	specifically item 4 which is about perceiving face to face learning motivates me to prepare well for my studies (M=4.23), which are all rated as high.	language learning specifically in the category of approaches used in teaching language learning, core idea 1 which is about learning is more effective when teachers motivate the students through providing regular feedbacks Intimidating approach.		qualitative finding that effective language learning is enhanced when teachers motivate students through regular feedback and a supportive approach.
	From table 2.2 on classroom learning with an overall mean of 4.16 specifically item 3 which is about liking the fast feedback when I meet my teacher in person in a face-to-face setting (M=4.16), which are all rated as high.	On the table 4.1 under the essential theme of the role of internal and external motivation for language development specifically in the category of implementing safer environment and giving of regular feedbacks, core idea 2 which is about the influence of motivation on students' learning experiences through the provision of constructive feedback.	Merging-Converging	The high rating for the preference of fast feedback in face-to-face classroom settings aligns with the qualitative finding that motivation, particularly through constructive feedback, plays a key role in shaping students' learning experiences.
	From the table 2.2 on learning flexibility with an overall mean of 4.10 specifically item 4 which is about preferring to study with my friends/classmates in face-to-face as I believe it is more effective (M=4.28), which are all rated as high.	On the table 3.2 under the essential theme of employing approaches for effective language learning specifically in the category of utilizing various strategies towards language learning, core idea 2 which is about the having collaboration with friends and sharing notions with the usage of English language.	Merging-Converging	The high rating for preferring to study with friends/classmates in face-to-face settings, believing it to be more effective, corresponds with the qualitative finding that collaboration and sharing ideas with peers are valuable strategies in language learning.
	From the table 2.2 on technology with an overall mean of 4.12 specifically item 2 which is about perceiving that the technologies used for hybrid	On the table 3.2 under the essential theme of having the advantages and disadvantages of using technology to its users specifically in the category of exposure to media helps to learn the language, core idea which is about social	Merging-Converging	The high rating for the usefulness of technologies in hybrid learning aligns with the qualitative finding that exposure to social apps and platforms contributes positively to language learning.

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	learning is useful (M=4.08), which are all rated as high.	apps or platforms that develop your language learning.		
	From table 2.2 under the online environment with an overall mean of 4.12, item 3 which is about having more available time in an online learning environment (M=3.97), which are all rated as high.	On table 4.1 under the essential theme the importance of self-directed learning specifically, in the category of resourcefulness in online learning, core idea 1 which is about Make use of the time advantage to learn the language in online.	Merging-Converging	The high rating for having more available time in an online learning environment aligns with the qualitative finding that the time advantage in online learning can be effectively used for language development.
The Lived Experiences, Coping Mechanisms and Insights of the Non-English Education Students with regards to their Language Exposure and Language Attitude	From table 2.2 under online interaction with an overall mean of 4.05, item 4 which is about finding it easy to communicate with others online (M=3.98), which are all rated as high.	On table 4.1 under the essential theme the importance of self-directed learning specifically, in the category of resourcefulness in online learning, core idea 2 which is about make use of technology/media as a communication for language learning.	Merging-Converging	The high rating for finding it easy to communicate with others online aligns with the qualitative finding that using technology and media as communication tools plays a crucial role in language learning.
	From table 2.1 on media with an overall mean of 4.22 specifically item 4 which is about browsing online webpages like blog or magazines on the internet that are in English language (M=4.28, which are all rated as very high.	On table 3.2 under the essential theme of having advantageous and disadvantageous of using technology to its users specifically in the category of exposure to medial helps to learn the language, core idea 2 which is about social apps or platforms that develop your language learning.	Merging-Converging	The very high rating for browsing online webpages, such as blogs and magazines in English, aligns with the qualitative finding that social apps and platforms contribute to language development.
	From table 2.1 on school with an overall mean of 4.27 specifically item 1 which is about verbally using English language when	On table 4.1 under the essential theme of the necessity of adjusting methods and pedagogies for effective language learning specifically in the category of approaches used in teaching language	Merging-Converging	The very high rating for verbally using the English language during lesson discussions aligns with the qualitative finding that effective learning occurs when teachers understand and address the diverse

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	discussing the lessons particularly my teachers (M=4.34) which are all rated as very high	learning, core idea 3 which is about learning becomes effective when teachers have knowledge the needs and styles of the diverse students.		needs and learning styles of students.
	From table 2.1 on friends with an overall mean of 4.14 specifically item 2 which is about communicating with others in English language (M=4.03), which are all rated as very high.	On table 3.2 under the essential theme of employing approaches for effective language learning specifically in the category of utilizing various strategies towards language learning, core idea 2 which is about having collaboration with friends and sharing notions with the usage of English language.	Merging-Converging	The very high rating for communicating with others in English aligns with the qualitative finding that collaboration with friends and sharing ideas in English contribute to effective language learning.
	From table 2.1 on school with an overall mean of 4.27 specifically item 2, which is about conducting activities preferably (e.g. presentation, games, etc.) in a form of English language to practice our English language skills. (M=4.28) which are all rated as very high.	On table 3.2 under the essential theme of employing approaches for effective language learning specifically in the category of utilizing various strategies towards language learning, core idea 1 which is about promoting active engagement that helps you to become exposed in the language.	Merging-Converging	The very high rating for conducting activities such as presentations and games in English to practice language skills aligns with the qualitative finding that active engagement promotes exposure to the language.
	From the table 2.2 on technology with an overall mean of 4.12 specifically item 5 which is about thinking to use of technologies in learning usually (M=4.18), which are all rated as high.	On table 3.2 under the essential theme of having advantageous and disadvantageous of using technology to its users specifically in the category of exposure to medial helps to learn the language, core idea 2 which is about social apps or platforms that develop your language learning.	Merging-Converging	The high rating for regularly using technology in learning aligns with the qualitative finding that social apps and platforms contribute to language development.
	From table 2.2 under online	On the table 4.1 under the essential theme of	Merging-Converging	The high rating for preferring online

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	interaction with an overall mean of 4.05, item 3 which is about preferring to interact with my teachers in online when having some queries (M=4.99), which are all rated as high.	the role of internal and external motivation for language development specifically in the category of implementing safer environment and giving of regular feedbacks, core idea 3 which is about the necessity for the teacher to serve as a facilitator, guiding and supporting students throughout the learning process.		interaction with teachers for queries aligns with the qualitative finding that teachers play a crucial role as facilitators who guide and support students in their learning journey.
	From table 2.2 under online interaction with an overall mean of 4.05, item 3 which is about preferring to interact with my teachers in online when having some queries (M=4.99), which are all rated as high.	On table 3.2 under the essential theme of employing approaches for effective language learning specifically in the category of seeking assistance in addressing language learning difficulties, core idea 1 which is about seeking guidance from individuals who are proficient enough and capable in addressing difficulties in learning the language.	Merging-Converging	The high preference for interacting with teachers online to address queries aligns with the qualitative finding that students seek guidance from individuals proficient in addressing language-learning difficulties.
	From Table 2.1 and on home with an overall mean of 4.06 specifically item 1 which is about speaking in English usually when having conversations using another (M=3.98), which are all rated as high.	On the table 3.2 under the essential themes of experiencing challenges in language usage towards language learning specifically in the category of limited exposure in the use of English language, core idea 2 which is about limited exposure in learning the language results to language usage difficulties.	Divergent-Converging	The high rating for speaking in English during conversations, as reflected in the mean of 3.98, indicates a positive inclination towards using English in daily interactions. However, the challenge of limited exposure to the language, as identified in the core idea of limited exposure leading to difficulties in language usage, highlights a disconnect between intended language use and real-world practice.

Language Exposure. Language exposure emerged as a key factor in the study, with quantitative and qualitative findings highlighting its significance. Proficiency in using languages for specific purposes (mean: 4.15) contrasted with limited English exposure outside school, pointing to a need for broader real-world immersion. Collaborative activities using English (mean: 4.28) and school-based practices like class presentations in English (mean: 4.10) were rated as high, emphasizing the importance of peer collaboration and active engagement in language development. Media exposure, such as watching English shows and movies, received the highest rating (mean: 4.6), showcasing its role in building

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vocabulary, comprehension, and cultural awareness. These findings underscore the need for integrated strategies combining structured learning, peer collaboration, and media use to enhance language proficiency.

Language Attitude. In the quantitative phase, face-to-face learning as a motivator for students to prepare well was rated as high (mean: 4.23), which aligns with qualitative insights emphasizing the importance of teacher motivation through feedback. Similarly, the preference for fast feedback in face-to-face settings (mean: 4.16) reflects the value of timely, constructive feedback in enhancing student engagement and learning experiences. Collaborative learning in face-to-face settings (mean: 4.28) also received a rating as high, confirming that peer interaction fosters deeper understanding and communication skills. In hybrid learning, the usefulness of technology (mean: 4.08) aligns with qualitative findings highlighting the positive impact of digital platforms on language acquisition. The availability of time in online learning (mean: 3.97) supports self-directed learning, allowing students to maximize language development. Overall, both quantitative and qualitative findings underscore the role of teacher support, peer interaction, and technology in shaping positive language attitudes and improving language learning outcomes.

The Lived Experiences, Coping Mechanisms and Insights of the Non-English Education Students with regards to their Language Exposure and Language Attitude. In the quantitative phase, students were rated as high in various aspects of language exposure and interaction. They found online communication easy (mean = 3.98), which aligns with qualitative findings emphasizing the importance of technology in facilitating language learning. Browsing English-language websites (mean = 4.28) and engaging in teacher-led English discussions (mean = 4.34) also received rating as high, supporting the role of media and tailored teaching approaches in enhancing language acquisition. Additionally, students highly valued peer communication in English (mean = 4.03) and activities like presentations and games (mean = 4.28), which highlight the importance of social interaction and interactive learning for improving language skills.

Furthermore, students rated as high in their regular use of technology in learning (mean = 4.18) and preferred online interactions with teachers for addressing queries (mean = 4.99). These findings reinforce the role of technology and teachers as facilitators in language development. While students expressed a positive attitude toward speaking English (mean = 3.98), qualitative insights revealed that limited real-world exposure to English remains a challenge, suggesting the need for more immersive language practice. Overall, the quantitative results align with the qualitative findings, showing how exposure, interaction, and feedback contribute to improving language proficiency and coping with learning difficulties.

CONCLUDING REMARKS

Based on the findings of the study, the following conclusions were drawn:

First, the level of language exposure was found to be high across various contexts, including home, friends, school, and media. Similarly, the level of language attitude was also high, particularly in areas such as study management, classroom environment, learning flexibility, technology, online interaction, online environment, and online learning. This suggested that the non-English education students under the non-board programs consistently demonstrated strong indicators of language exposure and language attitude in a hybrid learning setting.

Second, the findings revealed the significant relationship of language exposure and language attitude of the non-English education students using mean, standard deviation and pearson r. It was revealed that there is significant relationship between language exposure and language attitude.

Third, the thematic analysis of the qualitative data was conducted based on the responses gathered through in-depth interviews (IDI) and focus group discussions (FGD). The results provided insights into the experiences and coping mechanisms of non-English language students in hybrid learning under non-board programs, particularly in relation to their exposure to learning the English language and their attitudes toward it. Qualitative findings revealed that these students encountered various situations and dilemmas that influenced the factors affecting their language exposure and attitude.The following themes were emerged: Experiencing Challenges in Language Usage towards Language Learning, Struggling with the Internal and External Barriers in Language Usage, Having the Advantages and Disadvantages of Using Technology to its Users, and Employing Approaches for Effective Language Learning.

Fifth, based on the participants' responses, additional themes were identified that highlighted the insights shared by non-English education students under non-board programs regarding language exposure and language attitude. The following are the themes: The Role of Internal and External Motivation for Language Development, The Importance of Self-Directed Learning, The Necessity of Adjusting Methods and Pedagogies for Effective Language Learning, and The Importance of Self-Monitoring.

Lastly, to better understand the relationship between language exposure and language attitude, the responses were analyzed thematically to confirm the quantitative results of the study. The findings from both phases were integrated according to the planned framework. The status of language exposure and language attitude of non-English education

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students, as revealed by the quantitative results, aligned with the data obtained during the qualitative phase. Both the quantitative and qualitative results confirmed a significant relationship between language exposure and language attitude.

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