

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : TIẾNG ANH THƯƠNG MẠI

Sinh viên : Nguyễn Thị Hải Yến

HẢI PHÒNG – 2023

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**A STUDY ON THE IMPACTS OF THE PART-TIME
JOBS ON ENGLISH-MAJORED STUDENT'S
LANGUAGE LEARNING AT HAI PHONG
MANAGEMENT AND TECHNOLOGY**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: TIẾNG ANH THƯƠNG MẠI

Sinh viên : Nguyễn Thị Hải Yến

Giảng viên hướng dẫn: ThS. Nguyễn Thị Thu Hương

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Tên đề tài: A study on the impacts of the part-time jobs on English-majored student's language learning at Hai Phong Management and Technology

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Nguyễn Thị Thu Hương

Học hàm, học vị : Thạc Sĩ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: : A study on the impacts of the part-time jobs on English-majored student's language learning at Hai Phong Management and Technology

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Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

NGUYỄN THỊ THU HƯƠNG

Hải Phòng, ngày tháng năm 2021

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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Được bảo vệ Không được bảo vệ Điểm hướng dẫn

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Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

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Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chấm phản biện

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3. Ý kiến của giảng viên chấm phản biện

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Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ tên)

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Secondly, I would like to thank HPU English majored students for participating in my research.

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Hai Phong, June 2023

Nguyễn Thị Hải Yến

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PART I: INTRODUCTION

1.1. Rationale of the study

In an increasingly civilized and modern society, with more and more developed technology, the higher the integration with the world, the higher human life is accordingly. Therefore, students, intellectuals and young people today also face many challenges. In order to have a good future for the country, students must be fostered with knowledge along with skills and experience. Especially foreign language students have to be more flexible in communication skills, behavior, keeping up with the time, etc.

In term of knowledge, schools provide most of the necessary knowledge for students with the career fields which are good preparation for their future jobs. As for other skills and experience, some of them get quite a lot thanks to learning from other things like joining extracurricular activities, doing part-time jobs, etc. To help HPU have better views of part-time jobs as one kind of gaining knowledge and experience, I decided to choose the title “*A study on the impacts of part-time jobs on English-majored student’s language learning at Hai Phong Management and Technology*” for my research paper. With the study, the writer hope that it will help HPU English majors make an informed decisions about whether to study or work part-time and what job they should do during school time.

1.2: Aims of the study

With this scientific research topic, the researcher aims at the following goals:

- Find out benefits and drawbacks of students working part-time during college.
- Exploring the reality of the effects of part-time jobs on the English learning process of HPU English majored students
- Suggest some recommendations for English majored students to help them decide to work part-time.

1.3. Research questions

The study aims to provide insight into the impact of part-time employment on academic performance of English language students by examining the following questions:

1. What are the impacts of part-time jobs on HPU English majors' language learning?
2. What are suggestions for these students to choose suitable part-time jobs if they would like to work during their studying time at HPU.

1.4. Scope of the study

With limited time, my research just focuses on the effects of part-time jobs on HPU English majors when they learn English.

1.5. Methods of the study

To conduct the research, the quantitative method has used. It includes a survey questionnaire and interviews to make data more reliable.

1.6. Significance of the study

The study depicts both the positive and negative aspects of having a part-time job when people are studying at university. From that, a learner can carefully consider whether he or she should have a part-time job or not.

This study is also to assist students in making the most use of time while learning English and then have work-study balance. It is hoped to be one of the way that a student needs to gain more knowledge and experience in life.

1.7. Design of the study

My graduation is divided into five chapters:

Chapter I: Introduction is the introduction of my study including rationale, aims of the study, research question, scope of the study, methods of the study, significance of the study and design of the study.

Chapter II: Literature review consists of two main parts: theoretical background of second language learning and theoretical background of part-time jobs.

Chapter III: This chapter describes subjects, instruments to carry out the research, the way to collect and analyze data.

Chapter IV: Data analysis, findings and suggested solutions shows detailed results of the survey and comprehensive analysis on data collected. It also refers to findings and offers some recommendations.

Chapter V: Conclusion presents the review of the study, suggestions for further research and limitations of the study.

PART II: DEVELOPMENT

CHAPTER I: LITERATURE REVIEW

2.1.1. Theoretical background of second language learning

2.1.1.1: The definition of second language learning

According to Richard Nordquist (2020), “ A second language is any language that is spoken by a person other than his or her native language”. The second language is learned later and is used frequently. It is used in social or professional communication other than the mother tongue and the language of communication in the family.

According to Marlene de Wilde (2015), "A second language is a language learned other than one's mother tongue or first language. English is a second language learned by most people worldwide. These languages can be continued gain by absorbing, because it is said at home, or actively pursued by taking courses”. 2nd language has a great influence, directly related to the user's life. If you do not have a foreign language, you will be at a disadvantage, even difficult to work, exchange, exchange knowledge in life.

From Wikipedia, “Second language refers to any language learned in addition to a person's first language”. A second language is the result of a process of learning a language other than the mother tongue.

H. H. Stern (1983) second language is used to refer to the level of language command in comparison with a primary or dominant language. With a second language, communication skills (listening-speaking) are the most important, deciding the success or failure of learners. 2nd language learners are usually learned from an early age and are either very eager to receive or obligated to receive it because the language is vital and vital in everyday life. The environment where the second language is used is Commonly used, which is considered the second official language after the mother tongue (in legal documents, in social life, used to teach subjects in education...)

2.1.1.2. The importance of second language learning

We live in a multilingual world, where connections are now more important than ever. The world is becoming increasingly globalized and knowing a second language can always give you a lot of advantages. In fact, there are clear benefits to being bilingual. It can help you connecting with people from around the world, open up job opportunities, gives you the opportunity to easily travel and study abroad and helps you to improve yourself. A second language can also drastically change your career. Living in an interconnected world means that more and more jobs are advertising positions where knowing more than one language is essential. As more companies trade internationally and create relationships with other countries, employees are often asked to travel for work, enhance these relationships, or be relocated abroad.

Besides having more chances of landing a good job or advancing in your career, learning a second language can also give you an insight into other cultures. You will be more prepared and confident to travel the world and explore other people's ways of living. Learning a second language opens up the opportunity for being part of a community with a different culture, and learning more about the world around us.

2.1.1.3: The process of second language learning

Researchers define language learning into two categories: first language learning and second language learning. Learning a first language is a common process regardless of the native language. Babies listen to the sounds around them, begin to imitate them, and eventually begin to make words. While second language learning assumes knowledge in the first language and includes the process an individual goes through as they learn elements of a new language, such as vocabulary, phonetic composition, structure grammar and writing system.

The process to learn a second language has 6 stages:

State 1: Pre-production

This is also called “the silent period”, when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.

State 2: Early production

The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.

State 3: Speech emergent

Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.

Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.

State 5: Intermediate fluency

Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.

State 6: Advanced fluency

The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions

incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

2.1.1.4: Difficulties in learning English as a second language

Firstly, the lack of an environment to communicate and practice is also an obstacle that makes it difficult for many Vietnamese students to learn English. In particular, with learning a language, the ability to communicate must be cultivated regularly and continuously to help form a natural reflex. The passive learning method, studying too much theory has made the ability to listen and speak become "obsessed" with many students.

The second is that learners do not have suitable learning methods. Ambiguity in learning methods, uneven time allocation is becoming a challenge when learning English that many people cannot overcome.

Thirdly, learners have too many materials so that it is difficult for them choose what is the most suitable to choose to learn.

Fourthly, English vocabulary and grammar are quite complicated with some people. Hence, they often have difficulty in distinguish words, remembering them and using grammar to make right sentences in communications.

Lastly, because of different pronunciations in various languages. Mispronunciation is the most difficult problem that many people face in speaking. This is the difficulty that makes foreigners misunderstand what a native wants to say and vice versa. Besides, mistakes in pronunciation make listening comprehension ineffective and that is the reason why someone becomes gradually less confident in communicating.

2.1.2. Theoretical background of part-time jobs

2.1.2.1. The definition of a part-time job

Part-time work is a form of work that does not need to be eight hours a day and does not have to follow the standard office hours. The number of working days in a week may be less or more depending on the agreement between the employee and

the employer. Part-time jobs usually lasting from 3 to 6 hours per day or less, depending on the nature of each job. A part-time job is a job that describes or expresses an informal, irregular, unstable, or unstable job beside a formal job. Part-time jobs that have a good or bad effect on students is not a new topic, but it has never been “hot” or stopped being interesting to young people and parents.

2.1.2.2. Advantages and disadvantages of having part-time jobs

2.1.2.2.1. The benefits of doing part-time jobs

Having a part time job brings a lot of benefits for students.

First, students have the ability to earn and manage money. Facing this problem early will help students become more mature day by day and no longer feel surprised after graduation. When there is a part-time job, students will earn a certain amount of money and can spend it on some necessary things without having to ask for money from the family. Or you can also save a large amount of money to be able to pay for your own tuition, pay extra tuition at an English center outside the school, take care of daily expenses,.... Working part-time is a way to help students. The fastest way to make money with your own efforts, from which you can develop a more rational way of appreciating and managing money.

Secondly, students will gain or maintain future work-related experience. Nowadays, before launching a recruitment plan, companies often prioritize students with relevant work experience over students with only hypothetical classes. Students with a lot of experience related to the profession will easily complete the assigned work. Therefore, when students are introduced to the working environment early, they have more chances of being employed.

Thirdly, go to work part-time students will be equipped with necessary soft skills. According to many researchers, learning by doing has become the new way to acquire essential soft skills. Working in the learning process helps students to have self-control and form social competencies associated with learning: communication skills, problem-solving skills, confidence and working well under pressure, etc. For

example, part-time jobs such as content writing, writing will help students improve their language and thinking skills. From there, you will have a clearer view of your passions, interests, and forte to set good directions for your career in the future. In addition, other part-time jobs such as tutors or waiters, sales consultants, etc. will also train students with many skills, patience, ability to withstand high pressure, and train themselves. Self-discipline to learn, hard work, under pressure. At the same time improve the ability to communicate and convey thoughts.

Fourthly, effective time management skills will be practiced when you work part-time. When deciding to find a part-time job, it is clear that the time students spend entirely on studies or outside social relationships will be less. Therefore, students must have a plan and timetable for each specific job so that they can both work part-time and still complete their studies at school. Students will know how to plan, organize their time reasonably and effectively. Having a job as a student will help them prioritize their lives much more effectively. This is an important and necessary skill for every student to make a stepping stone after graduation, students will not feel surprised and overwhelmed because there are too many things to deal with at once.

Finally, relationships are widened. Part-time jobs will more or less help students come into contact with many different people and subjects. Expand your relationship with your boss or older sibling in part-time jobs during college. This really helps students when stepping out of the university lecture hall and in later life. Good relationships provide students with support and help when needed. Or at least friends who share the pressures and difficulties of work and study together.

2.1.2.2.2. Drawbacks of doing part-time jobs

One of bad effects of working part-time is burnout, which significantly affects the health of students. In particular, freshmen are often uncomfortable with the pace and new way of learning in college classes, so returning to part-time jobs will leave

them bewildered and prone to burnout and stress. The effects of work-study stress have been identified as the cause of the decline in students' mental health.

The second one is that there are students who spend too much time working part-time, so they do not pay attention and focus during class, affecting their study results. Students may be sleepy and spend less time studying. They do not have much time left to go to school and study, instead skipping school just to get a part-time job. If a learner wants to be good at both at the same time, he or she has to work twice as hard as the other person. This can lead to stress or fatigue even affecting health, lack of sleep is easy to encounter. Students are mentally tired and be more under pressure with assignments, projects, and dissertations.

Last but not least, doing some kinds of jobs that are not related to majors may cause undergraduates not to improve their professions or even make the learning process worse.

2.1.2.3. Effects of part-time jobs on English learning

Part-time jobs also affect many aspects of students' lives, including learning English. There are many different jobs that students can do, but on the basis of their impact on learning English, they can be divided into two groups of jobs: Jobs that do not have or have little connection with English and the others that need to use English at work. In fact, no matter what type of work, it has both positive and negative effects on learning English.

On the one hand, there are some positive impacts of part-time jobs on learning English. The first impact is that a part-time job can create an income, this money in addition to serving essential needs, students can also use to register for additional English classes, programs. In addition, part-time jobs also help students know how to manage their time and adhere to their hours so that they can both study English and work effectively. For jobs that must use English, this is a good opportunity for students to have an environment to improve their English, practicing English regularly will surely make students' English level constantly be improved. Besides,

part-time jobs also help students increase their communication skills. For Vietnamese students, speaking English is still a shortcoming for most students, but when they are not afraid to communicate, it is much easier to boost themselves. For the last thing, part-time jobs increase students' vocabulary, grammar in most of types of communications like emails, contracts, etc.

On the other hand, negative impacts are found in doing part-time jobs. Firstly, it can be mentioned that working too much time will make students not have enough time to spend on studying. In addition, a part-time job can cause stress if the job is not suitable, overload or has high pressure. More importantly, some of part-time employees tend to lose their motivation in learning as their attitudes on learning at university are changed. In fact, some people argue that learning at campus does not bring any advantages except a qualification. As a result, class attendents find difficult to focus on lessons in class and gradually, they get bad learning outcomes.

Some of part-time jobs are listed below:

With the job of an English tutor as a flexible time, it does not take up much of the student's studying time, so students can easily manage time suitably but the amount of money earned is quite low.

Working as a teaching assistant, students can have more chance to communicate with English speakers so they can practice their English more frequently. However, they suffer from lack of time to learn a lot.

When it comes to translator, it seems that only excellent people can do it because it needs much knowledge about English and life, skill. However, if someone can do it, it is very good for them because they may improve most of things related to the language they learn.

As a staff in a restaurant such as waiter, waitress, bartender or chef, it takes a lot of time to do so the time for learning is limited so much. Sometimes, people can communicate with foreigners but not much. During working time, they have to serve

various kind of customers so they may get a high intensity of work. If a person does not have good health, he or she cannot meet the requirements of the job.

Tour guide requires students to have good communication and presentation skills. Standard English pronunciation so that foreigners can understand what you say. This job also needs to accumulate more knowledge about culture and history. But there is a pretty good thing about this job is that a person will be able to make many foreign friends, create close relationships, we will make many friends from many different countries. From there, in the process of working, native speakers will help you correct pronunciation errors as well as English listening and speaking skills. It is a really convenient thing to interact with native speakers a lot more than the university environment. This can be considered the most stressful job in terms of time and health because this work takes up most of a day and students have to go a lot of places.

As a hotel receptionist when a job is to answer the phone, do check-in and check-out procedures, solve problems arising during guests' stay at the hotel. Therefore, students are trained in listening and speaking skills and confidence when standing in front of strangers to solve all problems. They can also learn how to skillfully choose words to communicate with customers, thereby expanding vocabulary, increasing English listening, speaking and communication skills. The job has the nature of rotating shifts. Some days, people will work the day shift, some days they will have to work the night shift. Therefore, when doing this job, people are very likely to suffer from lack of sleep, their body will be tired, health will be declined, so you will not have much time for learning and get devotion in doing such a learning process.

In short, having part-time job has both positive and negative influences on each student's English learning, so each student needs to base on individual needs, goals and health status to decide whether they should have a part-time job as they are

students or not and which jobs are suitable for them, especially for their future jobs in a later life.

CHAPTER II: METHODOLOGY

2.2.1. Samples and sampling

The respondents involved in this survey were students at Hai Phong University of Management and Technology. Samples specifically selected for the survey were English majors. All of participants had ever had part-time jobs or at the time the research was conducting, they were working part-time. They were from different places around the north of Vietnam and they are at various level of English.

All the participants were randomly chosen to answer the questions in the survey questionnaire and some interviews.

2.2.2. Instruments

The instrument used was survey questionnaire with a lot of questions in order to find out the impacts of part-time jobs in learning English. The survey questionnaire consists of two sections:

Section 1: The demographic information includes student's gender, age, and experience in learning English.

Section 2: Your opinion on the impacts of part-time jobs on learning English

The interviews are created to make the data collected more reliable.

2.2.3. Data collection

On some days in May, 2023, the researcher went to English classes to give the survey questionnaires to students. Before filling out their questionnaires, students were told that their participations were voluntary and their responses would remain confidential; they were also asked to give their opinions as honestly as possible, which was crucial to the success of this investigation. After questions were answered, all the papers were collected for the analysis later.

Some interviews were given to some students outside their classrooms in different days after giving question list in order to get more data.

2.2.4. Data analysis

Depending on the data collected, the researcher calculated, compared and contrasted to analyze them fully. In the research paper, there are two parts of data analysis including demographic information and student's opinions on the impacts of part-time jobs on learning English in order to find answers for the proposed research questions.

CHAPTER III: DATA ANALYSIS, FINDINGS AND SUGGESTED SOLUTIONS

2.3.1. Data analysis and findings

2.3.1.1. Demographic information

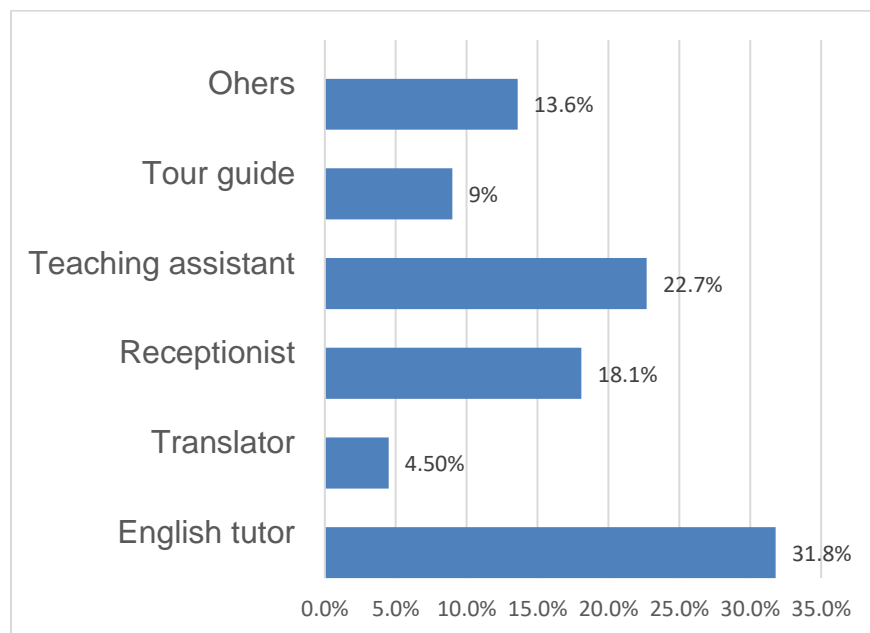
The subjects of the study were students both male and female who have majored in English at HPU. They come from different regions in Vietnam and at different levels of English. They all were from 18 to 24 years old. Only 5 % of the population had learnt English for four years and the remaining spent more than nine years at school.

Among the students having part-time jobs, third-year students had the highest figure, accounting for 35%, followed by freshman, at 28%. The remaining groups made up around one fifth.

2.3.1.2. Your opinion on the impacts of part-time jobs on learning English

The second important part of the data collected is analyzed according to each question as follows:

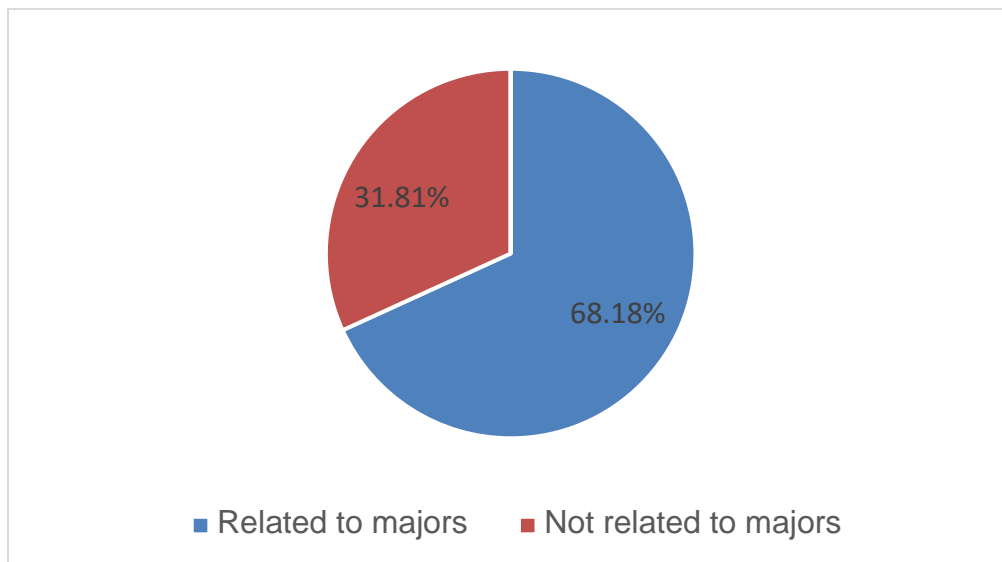
Question 5:



Bar chart 1: Students' part-time jobs

The bar chart compares the percentages of the types of part-time jobs that English major students do. The most popular job was English tutor, accounting for 31.8%. The job with the second highest rate was teaching assistant, occupying 22.7% , followed by receptionist at 18.1% . Tour guide, translator and other jobs made up 9%, 4.5% and approximately 14%, respectively. It is obvious that jobs with less experience and knowledge were the most favored ones while the opposite trend was seen in high professional jobs.

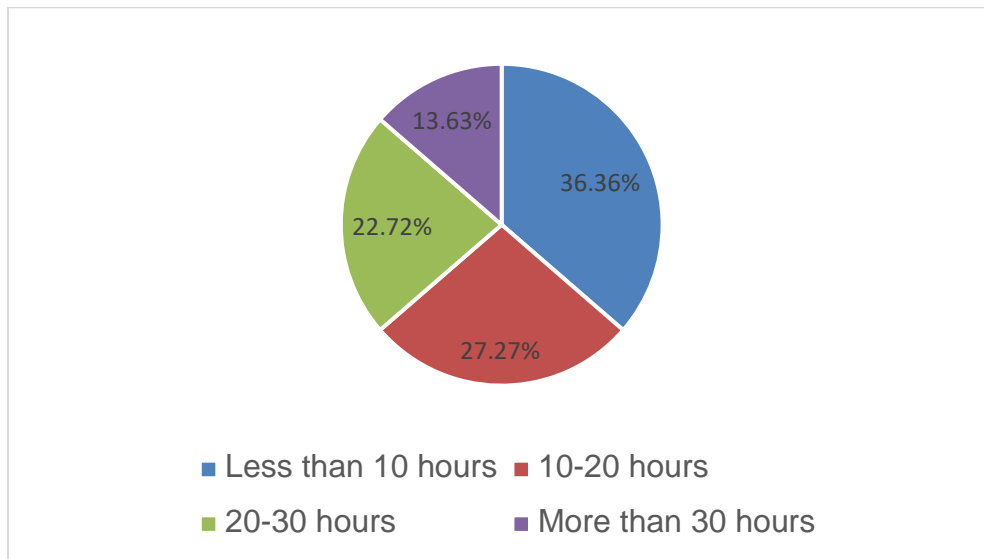
Question 6:



Pie chart 1: Types of part-time jobs

It can be seen that the percentage of students who chose part-time jobs related to English majors was twice as high as students opting for a major – related job. It is undeniable that this is one of advantage for language students because once students use English at work, they can learn, practice it and make it better than before.

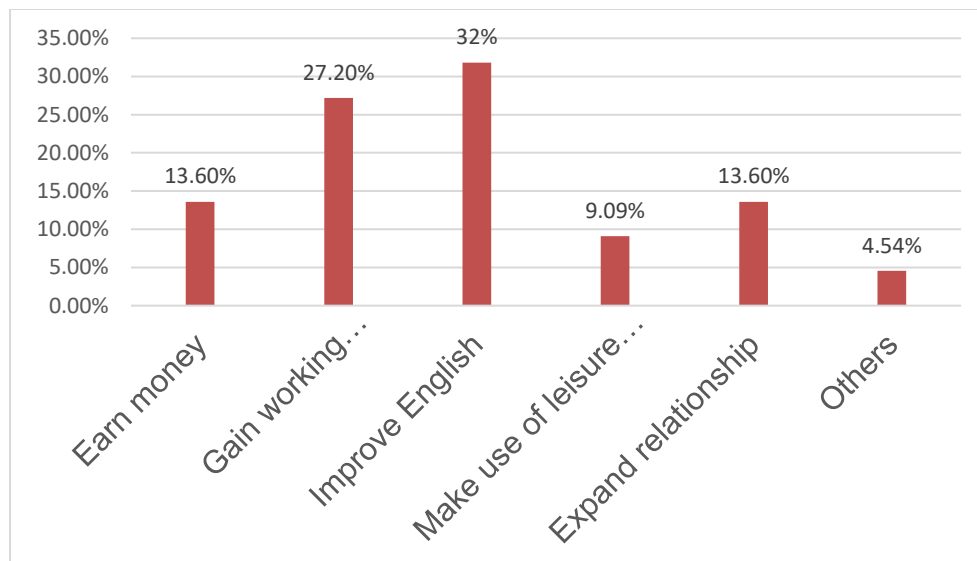
Question 7:



Pie chart 2: Students’ time spent to work part-time in

The pie chart indicates data on the percentage of time spent on part-time jobs. Overall, the most common working hours of students is less than 10 hours a week, at 36.36%. The second figure seen in the option “10-20 hours” was 27.27%. The rest had the proportions ranging from 13% to nearly 23%. With time allocated, it can be seen that HPU students did not spend much time to work outside school time.

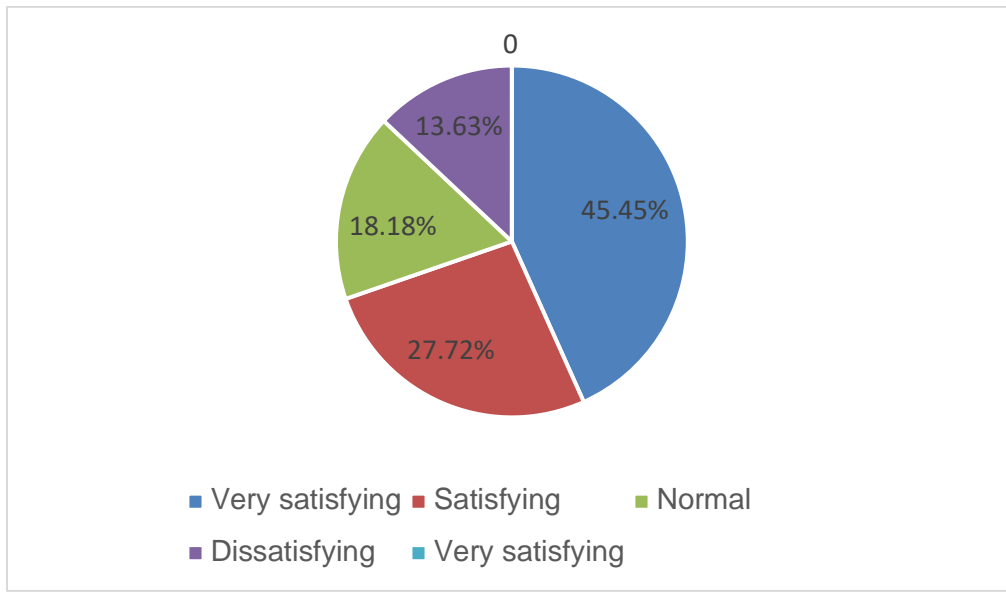
Question 8:



Bar chart 2: Purposes of part-time jobs

The bar chart describes the purposes of English language students when working part-time. *It is clear from the chart that the highest rating was to improve English with a selection rate of 32%. Most students chose jobs close to their majors to practice and gain their knowledge to practice the necessary skills. The next goal of gaining more work experience also had a roughly equal selection rate of 27.2%, followed by students working part-time to expand social relationships, at 13.6%. With the same percentage was seen in the purpose of making money. The lowest proportion was around 9% and nearly 5% in making use of leisure time and others.*

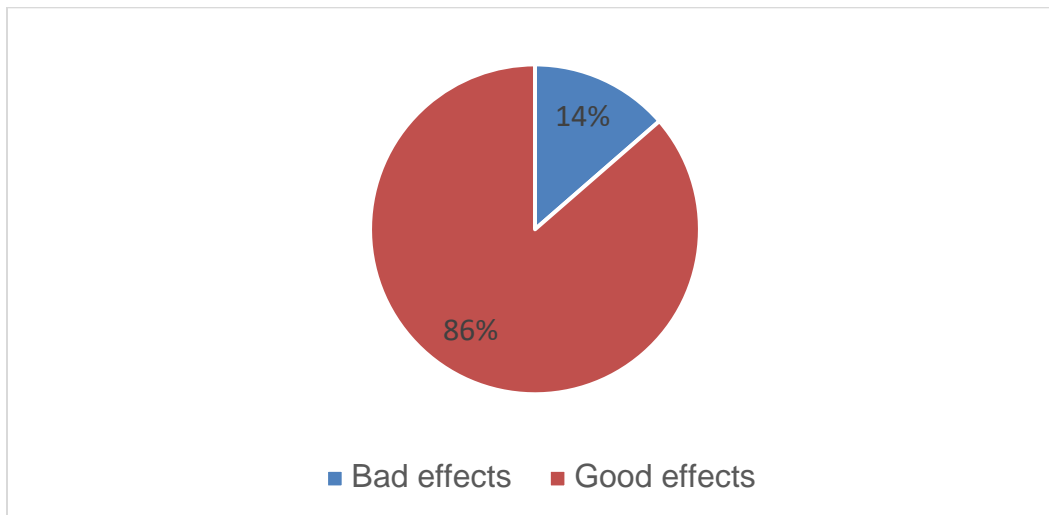
Question 9:



Pie chart 3: Satisfaction levels of students with part-time jobs

The pie chart shows students' satisfaction with the selected part-time job. The rate of students being satisfied and very satisfied with part-time jobs was also quite high (68.17%). On the other hand, the rate of dissatisfaction was 14%. This shows that students liked their jobs very much. With the positive feeling at work, it is hoped that it will affect their learning in a good way.

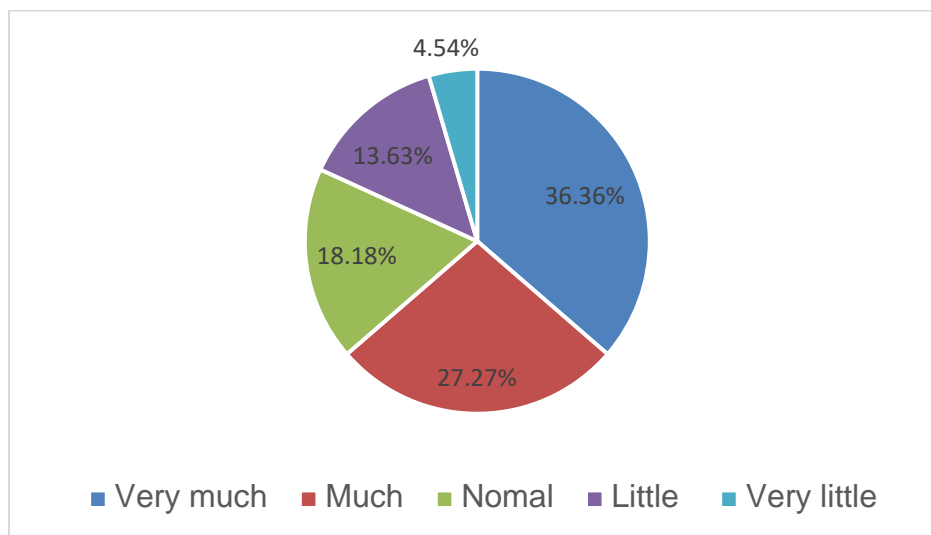
Question 10:



Pie chart 4: The effects of part-time work on academic performance

Pie chart 4 clearly shows the opinions of students majoring in English about the impacts on learning results. The number of students who thought that part-time work did not adversely affect their academic performance accounted for 86%. And only more than 10% of students said that part-time jobs exerted a harmful effect on learning outcomes.

Question 11:

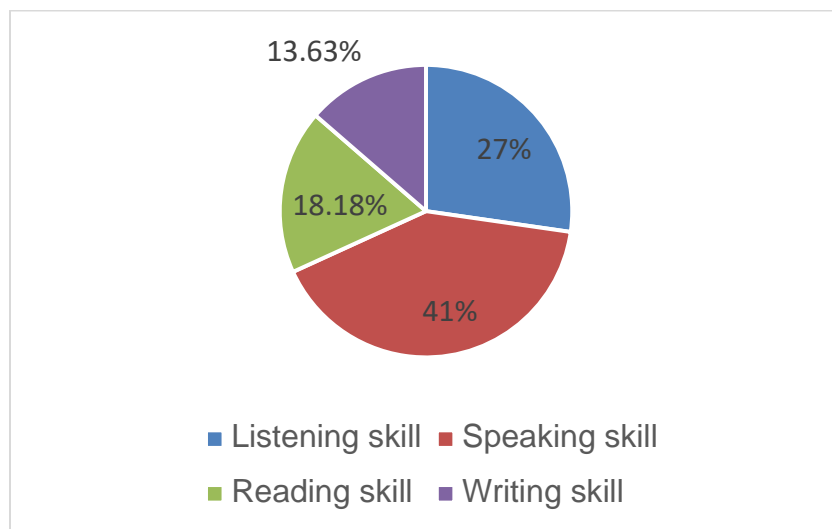


Pie chart 5: The degree of influence of part-time work on academic performance

The pie chart shows the ratio of the influence of part-time work on the results of classroom learning. The number of students who think that part-time work affects their learning results in class was quite high 36.3%. The group of students who saw

a high degree of influence was similarly high with a selection rate of 27.2%. Besides, the impacts “little” and “very little” had small percentages of 13.63% to 4.45%, respectively. It can be seen that the difference in degrees was quite large. This is understandable since most students choose jobs related to language majors. Therefore, part-time jobs have a great influence on students' academic results in class.

Question 12:



Pie chart 6: English skill improved by taking a part-time job

The pie chart in pie chart 6 compared how English skills improved when English majored students took part-time jobs. Through this survey, the most improved English skill when working part-time was speaking skill with 41%. When students went to work part-time, it was imperative that they communicated and talked more. Most of the work was done in an environment of contact with many foreigners. Therefore, students might have chance to work and talk with many foreigners a lot. That was the reason why listening skill experienced the second rank, accounting for 27%. On the other hand, reading skill and writing skill were proved to be improved at one fifth and approximately one eighth.

Question 13:

Good Habit	Number of students	Percentage
Discipline	3	13.6%
Punctuality	5	22.7%
Group work	2	9%
Self learning	1	4.5%
Confidence	7	31.8%
Others	4	18.1%

Table 1: Good habits established when working part-time

According to the table, a lot of good habits were formed when students worked part-time. Among them, confidence was increased much with the most prominent rate of 31.8%, followed by punctuality at 22.7%. The habit of working in groups was selected by 13.6% of students and the least influential one fell in self-studying with about 5% of the population. Other good habits such as knowing how to set goals, better time management skills made up the rest. *Obviously, part-time jobs bring good habits for students, it is suggested that undergraduates ought to do these to be improve themselves.*

Question 14:

When asked about what part-time job was the most positively affecting, students gave their answers such as English tutor, teaching assistant, and translator. With the job of an English tutor, the majority of the learners claimed that this kind of job had a flexible time, so students both did and learned at the same time. For them, was also a way to retain knowledge for a longer time. Some students interviewed thought that when working as teaching assistants at an English center, students could participate in classes in conversational English with foreigners. Thus, it helped students improve their English communication skills, review and boost vocabulary and grammar. In terms of translator, students also expressed their

expectations in improving their English although many of the participants said that profession required a lot of knowledge, experience and skills to be able to translate one document and only excellent learners could do this.

Question 15

When it comes to maximizing good effects of part-time job on learning English, students believed that it was necessary to make use of English to communicating more because the working environment would have a lot of foreigners for them to practice English. Therefore, it was a very good opportunity for students to apply the knowledge learned to talk and communicate with English-speaking people. Besides, students said that going to work helped to learn the knowledge from colleagues, increase teamwork skills, reading comprehension skills, etc. very fast.

Question 16:

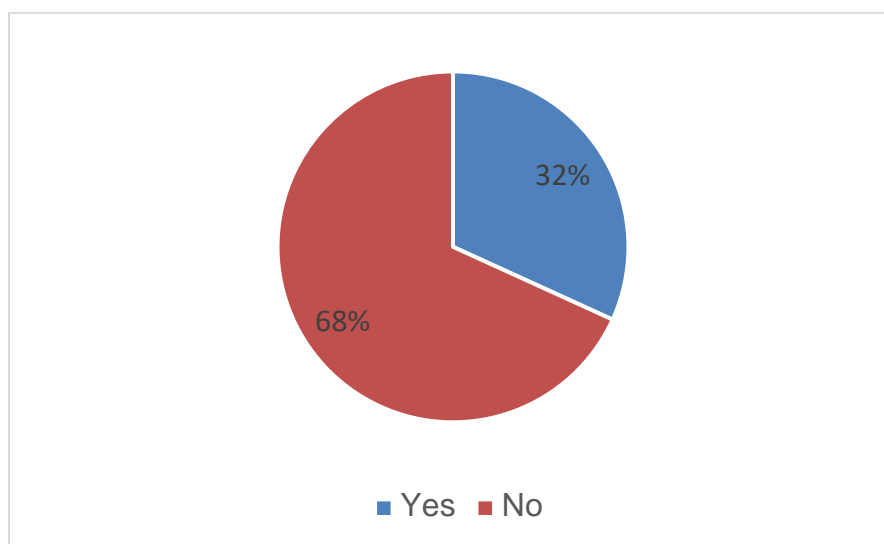
The desire of students	Number of students	Percentage
Guide lessons carefully and often have lesson handout	7	31.8%
Be stricter	6	27.27%
Be more understanding	5	22.72%
Introduce some good jobs	3	13.63%
Others	1	4.54%

Table 2: Students' expectations from teachers

Table 2 shows the expectations of students from their teachers while they have to do a part-time job and learning at the same time. It is clearly seen that students really expected English teachers to guide lessons carefully and regularly have materials to hand out in order to help them understand the lessons more. The figure for it was 31.8%. It is easy to understand that when a undergraduate has a

part-time job, the amount of free time will be very little. Therefore, the students will have less time to study materials. Therefore, he or she wants to be carefully guided by the teacher and regularly have materials to shorten the time to understand the lesson in class and the time to study at home. Besides, 27.27% was believed in stricter teachers, followed by mutual understanding between learners and teachers, at nearly one fourth. The reason for these could come from little time spent on learning in comparison with others, so they always hope teachers will sympathize and create pleasant atmosphere to learn better. The remaining percentage of 18.17% were in jobs recommended by teachers and others. In fact, there are many students who want to find themselves a job with a reasonable time to work, to minimize the impact on class time but students need the help from their teacher who have a lot of relationship to find good jobs for them and also have enough experience to know what job is suitable for them.

Question 17



Pie chart 8: Students' wish to change current part-time job

Looking at the pie chart it is shown that the percentage of students who did not want to change their current part-time jobs occupied the highest percentage of 68%. The remaining 32% of students had a desire to change jobs. The reasons known after interviews were much time, not related to major, had high pressure or too competitive

working environment. Surprisingly, the result shows that most of the students who are working in service jobs have a desire to change jobs.

2.3.1.4: Data findings

With all data analyzed above, there are some findings as follows:

On the one hand, there are some main bad impacts of part-time jobs on English learning. Firstly, students lack time to study because they have to share time to do both duties at the same time, so it is easy for them to get distractions in learning, which affect learning results negatively a lot. Additionally, English skills like reading and writing have less improvement than the two other skills, so learners may have different levels of different skills, which is not good for one who is a future laborer in the intergrated world. Lastly, bad emotion from work can affect learning outcomes. It can be stress at work which causes demotivation in learning for a short time or change in attitudes when some of students decide not to attend the class on a regular basis or even drop school.

On the other hand, part-time job brings a lot of good influences. Firstly, part-time job helps students can earn more money, which increase their motivation in both working and learning. Also, high satisfaction at work boost learners' motivation much. Secondly, thanks to working part time, undergraduates practice managing time effectively. Once, a person have to do two things at the same time, it is easy to understand that he or she must know to manage time suitably and specifically so that they can both work part-time well and complete their studies at school fully. Thirdly, part-time jobs are one of the best ways to improve English skills especially speaking skill and listening skill. The reason is that in a English-related working environment, many chances are created for communicating with in English speakers. The next advantage found out is about good habits formed. They includes discipline, punctuality, group work, self learning and confidence, in which confidence and punctuality are improved most. This is especially helpful for people who will work in more and more professional and competitive working environment nowadays. In

addition, part-time job creates chances for learners to gain more experience and widen social circles, which enable them to have good preparation for getting better future jobs. Last but not least, it is one of best way to make use of leisure time, which is a tendency of busy people in fast pace of life.

2.3.2. Suggested solutions

Depending on the results, there are some recommendations for students to help them have better learning while working part-time.

- Students should have a study plan to manage time well such as what time to study and what time to work. Working part-time at a location close to home and near the university, making sure the job is convenient for commuting is also a good idea. Besides, in order to have a reasonable use of time, you need to summarize and update the schedule after each week, make a list of things to do, what is more important to do first. Before starting for a new week, write down a to-do list, and then decide what to do now, what to do later, or to ask someone to do it, or to postpone for a long time.
- It is important to try to increase motivation in learning by finding a reason for learning. Besides, dissatisfaction at work ought not to affect learning.
- When a person is still a university student, learning is still the most important thing and it ought to be a top priority.
-
- All part-time employees need to attend class regularly and at least 80% of the periods of the subject so that they can learn from lessons and they can take the final-term test.
- Undergraduates should raise questions whenever they do not understand anything from lessons or ask for help from teachers and friends if necessary.
- It is vital to choose a suitable part-time so that it not only does not negatively impact on studying but also increases students' learning outcomes.

- It is highly recommended to enhance self-study by varying learning styles and materials
- A part-time job should be changed if it is not suitable. A learner should choose jobs that are seasonal, directly related to the English language major. Students should remember that part-time jobs are meant to provide social opportunities, additional income but it must be satisfying ones.

PART III: CONCLUSION

3.1. Major findings

This study aims to examine the impact of part time work on HPU English majors in learning. Based on the data, it was found that there are six good impacts including more motivation, speaking and listening skill improvement, good habits forms, valuable working experience, relationship expansion and effective time spending. In contrast, three bad effects are lack of time, uneven improvement in reading and writing skills and the appearances of bad attitudes towards learning.

3.2. Limitations and suggestions for further studies

Any research has limitations and mine is of no exception. Due to limited time, the researcher just has quantitative method of collecting data. It is hoped that qualitative method or other methods are applied to find more effects of part-time jobs. Anyway, the result of the study may help students make informed decision in working part-time.

When it comes to recommendations for further studies, from my point of view, because the study is just about impacts of part-time jobs on English –majors in learning English at HPU, so it is suggested that other studies on different subjects in other institutional educations should be carried out in the future.

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Survey questionnaire

(for students)

This survey questionnaire is designed for a study on the impacts of part-time jobs on English-majored student's language learning at Hai Phong Management and Technology. Your assistance in completing the following items is highly appreciated. All the information provide by you is of great use and solely for the study purpose.

Thank you very much for your cooperation.

Please put a tick (v) or write the answer where necessary. You can use English and Vietnamese language.

I. Personal information

1. Your gender:

Male

Female

2. Your age:.....

3. How long have you been learning English:.....year(s)

4. What year are you in?

First year

Second year

Third year

Fourth year

II. Your opinion on the impacts of part-time jobs on learning English

5. What is your part-time job?

Teaching assistant

English tutor

Translator

Receptionist

Tour guide

Others:

6. Is your part-time job related to your English major?

Yes

No

7. How much time do you spend on doing your part-time job?

Less than 10 hours

10-20 hours

20-30 hours

More than 30 hours

8. What is your purpose of part-time job?

Earn money

Gain working experience

Improve English

Make use of leisure time

Expand relationship

Others:

9. How do you evaluate your part – time job?

Very satisfying

Satisfying

Normal

Dissatisfying

Very dissatisfying

10. Does your part-time job negatively affect your academic performance?

Yes

No

11. How does your part-time job affect your result? (*You can choose more than one*)

Very much

Much

Normal

Little

Very little

12. Which English skill is improved most when you have a part-time job?

Listening skill

Speaking skill

Reading skill

Writing skill

13. Which does a part-time job help you get into a good habit of?

Discipline

Punctuality

Group work

Self learning

Confidence

Others:

14. In your opinion, what part time job is the most positively affecting job?

.....

15. What should you do to maximize the good effects of your part time job on learning English?

.....

16. What do you expect your teachers to help you learn English better if you have a part-time job?

Guide lessons carefully and often have lesson handouts

Be stricter

Be more understanding

Introduce some good jobs

Others:

17. Would you like to change your current part-time job?

Yes

No