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 Thùy Linh

HẢI PHÒNG – 2023

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

STUDENTS' PERCEPTIONS ON THEIR AUTONOMY IN ENGLISH LANGUAGE LEARNING: A STUDY AT HAI PHONG PRIVATE UNIVERSITY (HPU)

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: Students' perceptions on their autonomy in English language learning: A study at Hai Phong Private University (HPU)

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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2.   Các tài liệu, số liệu cần thiết

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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: Phan Thị Mai Hương

Học hàm, học vị   : Thạc sỹ

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

Nội dung hướng dẫn: Nhận thức của sinh viên về tính tự chủ trong việc học tiếng Anh: Nghiên cứu tại Trường Đại học dân lập

Đề tài tốt nghiệp được giao ngày 07 tháng 11 năm 2022

Yêu cầu phải hoàn thành xong trước ngày 18 tháng 02 năm 2023

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Nguyễn Thị Thùy Linh

ThS. Phan Thị Mai Hương

Hải Phòng, ngày 24 tháng 02 năm 2023

XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: Phan Thị Mai Hương

Đơn vị công tác: Trường Đại học Quản lý và Công nghệ Hải Phòng

Sinh viên: Nguyễn Thị Thùy Linh

Chuyên ngành: Ngôn ngữ Anh- Nhật

Nội dung hướng dẫn: Students' perceptions on their autonomy in English language learning: A study at Hai Phong Private University (HPU)

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

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2.   Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên hướng dẫn

QC20-B18

4

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Nguyễn Thị Thùy Linh

Chuyên ngành: Tiếng Anh thương mại

Đề tài tốt nghiệp: Students' perceptions on their autonomy in English language learning: A study at Hai Phong Private University (HPU)

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ ☐   Không được bảo vệ ☐   Điểm hướng dẫn ☐

Hải Phòng, ngày ... tháng ... năm 2023
Giảng viên chấm phản biện

QC20-B19

ABSTRACT

This research mainly aims at investigating non - English majored students ' awareness of autonomous English learning . To obtain the data for this research , one hundred and thirty five English majorsfrom Hai Phong Management and technology University were surveyed .The objectives were to explore the students ' perceptions of their responsibility in learning English as well as the main factors affecting students ' autonomy . The results showed that most students recognized the important role of self - study in certain areas and more motivated in a number of activities . However , students remained uncertain about the effectiveness of self - assessment activities , although they believed that self - control and peer collaboration could help them identify their strengths and weaknesses . This study concludes by suggesting various methods to promote non - English majors ' autonomy in their English language learning process .

ACKNOWLEDGEMENT

To successfully complete the course, I would like to thank the Phạm Thi Mai Hương lecturer of the Foreign Language Department of Hai Phong Private Univirsity for sharing knowledge, special guidance, and feedback throughout the course, so that I can complete the paper in the best way.

After studying the topic and completing the course, I learned from the teacher and accumulated knowledge and experience to improve and develop myself. In addition, this is also an opportunity for me to realize what I need to improve and prepare for the long journey in the future.

Due to their limited knowledge and lack of practical experience, the research content is difficult to avoid defects. I look forward to getting more guidance from all teachers.

Thank you very much!

Hai Phong, February,2023
Linh
Nguyễn Thị Thùy Linh

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PART I: INTRODUCTION

1.Rationales

Learning autonomy is an important skill to help learners learn more effectively. Students' self-study plays a very important role, which is a direct factor to improve the quality of university training. In addition, self-study helps to improve students' intellectual activities in acquiring and understanding new knowledge and cultivate students' independent thinking and solving difficult problems in the learning process.

In the form of credit-based training, the number of classroom teaching hours of the lecturers is reduced, the number of students' self-study hours is doubled. But the reality shows that most students still do not know how to self-study, still carry heavy passive learning: students do not ask questions. When the teacher asked a question, very few students raised their hands to speak, students just tried to copy what the teacher said in their notebooks.

According to Henry (1981), "self-study is a kind of self-learning ability." Self-study is a process in which learners actively explore and analyze books and reference materials with appropriate methods based on teacher guidance (Dimitrios Thanasoulas, 2000).

A student with a good sense of self-study must know how to arrange study time both in class and at home. A person with a good sense of self-study is one who focuses on listening to lectures, enthusiastically giving constructive speeches, and asking questions to teachers when going to class.

However, in fact, in practice of self-studying foreign languages, especially English at HP Private University, many students are aware of the importance of self-study, but the vast majority have not changed their motivation. become active and do not have an effective self-study method. On the student forum, many students said that they have not found a reasonable self-study method, as a result, students' self-study foreign languages have not really had high results.

From the above fact, this article focuses on clarifying the situation of self-studying English of first-year students.

2. Aims of the study

The purpose of this study is to find ways to help first-year students of Hai Phong Private University promote their autonomy in learning English.More specifically my research focuses on methods of self-studying English. Hopefully these will be the methods to help first-year students be more confident in self-study

3. Scope of the study

This study was conducted at the Faculty of Foreign Languages - Hai Phong Private University. The faculty's current student population includes 135 students: 35 students majoring in English Japanese, 50 students majoring in English, 50 students majoring in English- Chinese.

4. Methods of the study

- The research is based on the pedagogical approach and the practical approach to find out the status of students' English self-study in the form of training under the credit system.

- Investigate by questionnaire using semi-structured questionnaires for first-year students of Hai Phong Private University in order to find out the reality of students' foreign language self-study in credit-based training, find out the causes of students' self-study foreign languages.

- Data processing using Excel software to analyze quantitative data according to descriptive statistics.

5. Design of study

The study consits of three main point: Introduction, Development and conlusion

Part I, Introduction, covers the rationale of the study. It also includes the objectives of the study, research topic and scope of work. Then the design of the study is presented.

Part II, Development is divided into 4 chapters :

Chapter 1: Literature overview, presents an overview of related documents, gives a definition of English self-study, problems in self-study, self-study methods to improve listening, speaking, reading ability - write.

Chapter 2: Research on teaching speaking, improving English self-study skills, focusing on English self-study of first-year students at HPU and surveying objectives, topics, and survey process. Chapter 2 presents the research findings and data analysis, the research findings and discusses the results, as well as recommendations for improving students' self-study.

Chapter 3: Results and discussion of results

Part III, Conclusions about self-speaking English along with some limitations and proposes future research directions. The final section is the bibliography, which is the appendix containing all the articles of the study.

Part II: DEVELOPMENT

CHAPTER 1: THEORETICAL BACKGROUND

According to the Dictionary of Education, "Self-study is the process of self-accepting scientific knowledge and practicing practical skills without the guidance of teachers and the direct management of educational and training institutions." [6; page 296].

1.1 Skills in the autonomy of self-studying English

English consists of 4 basic skills: Listening, Speaking, Reading, and Writing

1.1.1 Autonomy in listening to English.

- Active listening instead of passive listening:

There are two forms of listening, active and passive. Active listening is listening attentively, trying to make sense of what is being heard. Passive listening is simply hearing what is being said without actually trying to understand every

word. For example, when you are listening to English music or podcasts and don't really focus on them, you are listening passively.

Some people believe that passive listening can improve English listening, but according to my personal experience, I think it is not conducive to memorizing words or improving the ability to understand words. If I don't take the time to understand the language I hear, I won't remember anything new. Therefore, always listen actively, even ordinary listening like listening to music or TV programs will be better.

- We can improve listening skills through active listening and learning through some of the following ways:

+) Watch English TV and movies with bilingual subtitles: Start watching English TV and movies with subtitles in both English and your mother tongue. This can be useful because it allows you to quickly figure out the meaning of an unfamiliar word. Displaying English subtitles is also very useful, helping you to improve your ability to combine spoken English with written English.

+) Play ESL (English as a Second Language) listening games online: English listening games provide a fun, interactive experience for learners who are struggling to improve their listening skills. Some great ESL listening game sites include ESL Kids Lab (contains many simple listening exercises for beginners, helping to remember basic vocabulary about school, everyday objects, work, etc.) ...), Teach This (games designed for English classes but if you have a group of friends to practice English with you can try), Randall's ESL Cyber Listening Lab (includes tests and quizzes) English listening sorted by level, for everyone from beginner to advanced). Listening games also give you an incentive to "win". You will always be motivated and want to keep practicing listening to English.

+) Interact with a variety of English speakers: When we say "types of English speakers", we are talking about Southerners, city people, country people, Scots, English, South Africans... To improve your English listening ability, you should

not only practice with one type of English but try to interact with many different accents and speech patterns. In this way, you will improve your ability to hear English words that can be pronounced in many ways. In fact, this is probably the best way to become a fluent English listener. If you don't live in a place where there are many different English speakers, try searching YouTube to find videos in English from people around the world. You can use keywords like "Australia vlog", "Chicago vlog" to experience different accents.

+) Don't be afraid to listen to people's conversations: It seems a bit rude. However, if you live and work with English-speaking people, this is a useful tip, because it will make you actively listen and improve your English comprehension. By listening to the conversations of people nearby, you can pick out words you've learned or are trying to learn. Focus on the meaning of the conversation to see how much you can understand, write a summary of the conversation? Pay attention to how people pronounce when they have different emotions. Angry words and quick words happen to sound very different.

1.1.2 Autonomy of speaking English

- Learning English should not only be passive or theoretical but also need to be more active. We can improve our English speaking in some of the following active ways :

+) Expand your vocabulary: Picking up new words day in and day out is a great way to expand your vocabulary. You should set a goal and commit to it, say three words or 10 words a day. Even if you only have time to learn one new word a day, it's still worth a try. By learning one word per day, after a year you will learn 365 new English words. You should also write down the words you have learned to remind yourself regularly. If you have a companion, share with them to check your progress. Some good sources to learn new words are newspapers, songs, TV shows, depending on your daily routine. If you enjoy listening to music, pay attention to the lyrics and make notes of words you don't know. Songs often contain a lot of useful vocabulary, phrases, and expressions,

so they are great for learning English. You should also learn words in clusters or groups. For example, when it comes to drinks.

+) Practice, practice and practice: As you spend more and more time practicing speaking English, you will feel more and more confident and through that, your English speaking skills will also improve significantly. Take the initiative to find many opportunities to practice speaking every day. If you don't live at an English-speaking school, join English clubs, join online English-speaking communities, or make friends via Tinder, Facebook, WhatsApp, etc. to practice speaking with English. native speakers every day.

+) Speak for yourself: Speaking out loud to yourself in English is also a way to practice speaking. Can you say anything to yourself, for example when giving the suggestion "Shall we go get a glass of water"? (Let's get a glass of water) or the "I need to do a load of laundry today" reminder. Alternatively, you can pick up a book and read a few pages aloud. This exercise may slow your reading, but it will improve your speaking skills.

+) Use the app: Another option is to use the app to talk online with native speakers in the comfort of your own home. Some popular apps are Hello Talk and Tandem. Basically, you just need to sign up for an account, introduce yourself, your native language, and interests. The application will filter and give several matches who are English speakers and want to practice the language. What you need to do is press a few buttons and start talking.

1.1.3 Autonomy in reading English

Reading comprehension is the ability to read, understand and process the meaning of language in written text. Reading comprehension includes many skills that are: grasping and summarizing text content, stringing events, answering questions, analyzing, drawing conclusions, etc. The importance of reading comprehension skills is shown. By developing communication skills such as using email, text messages, letters and other text messages, misunderstandings and miscommunication can be avoided. Reading

comprehension is also one of the four skills tested in the IELTS test. In addition, reading comprehension can also include a number of other aspects that work together to develop overall literacy skills, including comprehension, fluency in the application of vocabulary, and vocabulary development. the ability to express it in writing or speaking.

Read a lot: This is the simplest but most effective way to help you improve your English reading comprehension. Start with simple articles on topics you like, like fashion, history, culture, etc. or even storybooks. Because they're all topics you're interested in, they'll grab your attention more than boring, dry reading comprehension exercises. Every day, you only need to spend about 15 minutes to half an hour for one or two English articles.

Set a reading goal: Setting reading goals for yourself will help you develop a broader vocabulary, deepen your understanding of different texts, and improve your ability to connect the articles you read with your own views and ideas. For example, your goal is to learn various vocabulary related to tourism topics. When you read articles related to this topic, you can write down the meaning of new words. Through the accumulated words every day, you can read the text of the same topic with higher difficulty.

Determine the purpose of reading: You need to know what you're reading for. For example, when taking an English test, you will rely on the questions to find the content to answer. Identifying reading intent will save you time when all you need is to find the main content and keywords, instead of having to read a text from beginning to end.

Apply reading comprehension strategies: When reading text, you can apply some key strategies to help improve your reading comprehension ability. For example, when you preview the text, you can determine what type of text it is (articles, stories, tutorials, etc.). You can also define key elements of different texts, such as topics, problems and solutions, or comparative ideas presented in

the text. Application strategies, such as identifying the features, purposes and key words of the text, can help you improve your reading skills.

Don't be afraid of new words! When reading and seeing a word you don't know, try to guess the meaning of the word based on the context and the words surrounding it in the passage before looking in the dictionary. For example, you read the following sentence and want to know what "pessimist" means: My sister is always happy and optimistic, the total opposite of my brother, the pessimist. From the above sentence, you can guess from the context and words you know that "pessimist" means the opposite of happy, life-loving, optimistic: maybe unhappy, or worried, or sad. , angry.

Take notes of what you learn. When reading, not only unfamiliar words but also sentence patterns, you can take notes as an effective way to develop reading comprehension skills. You can use a pen to underline the word or sentence you want to learn or use a highlighter or any other way you can think of to help you remember the knowledge.

Summarize what you have read: While reading, stop and write a few sentences in your notes to summarize what you have read. Using your own words and writing them down is also a way to check that you understand what you are reading. Then, read those passages again to master the content.

1.1.4 Autonomy in writing Enghlish

- In addition to listening - speaking - reading, writing English is also extremely important. We need to be proactive in learning how to write to improve our job skills. Some suggestions to improve your self-study Writing plan:

+) Practice writing in everyday English. It is extremely important to start creating the habit of writing English every day. Writing English everyday will make your writing more natural. You won't see any sign of improvement in your writing skills if you don't have the dedication to be a good writer. You can't create great stories if you don't try.

+) Write more than one piece of scratch paper. Drafting means that you write only a preliminary paragraph. Sometimes your writing gets better when you take a break and then write the next two or three. When you re-read or re-write, you often realize the messages more clearly. You will create things that you never thought of when writing your first draft, which you can add to later drafts.

+) Use online resources to write grammatically correct. You don't need to know all the grammar. Use online resources such as Grammarly, Grammarcheck, Grammarbook.com to help you answer grammar questions as they arise.

+) Find someone to edit your post. Having a friend who understands English to correct your writing is essential. A few friends reading the article will help you generate many different ideas. You can ask them to edit the entire article or a small part that you feel is not good. It's easy for outsiders to spot mistakes - mistakes you might not see.

1.2 The concept of learner autonomy (LA)

The term learner autonomy was first coined in 1981 by Henri Holec, the father of the concept. Holec defined LA as "the ability to take charge of one's own learning" (p.3). Holec also noted "this ability is not inherited but must be acquired either by natural means or formal learning". LA is an approach that leads students to take control and accountability for their learning, both in terms of what they learn and how they learn it (Oxford University Press ELT, 2013). According to Littlewood (1999, p.71), LA entails "learners should be fully in charge of their learning because all learning can in any case only be carried out by the students themselves and also because they need to develop the ability to continue learning after the end of formal education". Taking responsibility involves students taking ownership of many processes which have traditionally belonged to the teacher, such as deciding on learning goals, choosing learning methods, and evaluating processes (Littlewood, 1999, p.71). LA is the shift of responsibility and force from educators to students by changing the traditional positions of both (Banerjee, 2011). Supporting Banerjee's view, Hedge (2000, p.

410) claims "LA is the capacity of the learner to take responsibility for their learning and plan, organize, and monitor the learning process independently of the educator". LA considers teaching as a redeployment of power among educators and learners, and learning is adopted as an individualistic approach instead of a social process (Paudel, 2019). Thanasoulas writes "autonomy is a departure from education as a social process, as well as in terms of redistribution of power attending the construction of knowledge and the roles of the participants in the learning process" (2000, p.223). LA gives force and freedom to learners, allows them to build knowledge, and makes learners independent and critical in their learning (Paudel, 2019). Little (1991) asserts that "LA is a matter of the learner's mental relation to the process and content of learning - a capacity for detachment, critical reflection, decision-making, and independent activity" (p.4).

LA invokes the learners to take on duties driving them to decide learning objectives, choose learning processes and strategies, and identify their own learning needs (Paudel, 2019). For Pennycook (1997), LA is "the struggle to turn into the author of one's world, to be able to create meaning, to pursue cultural alternatives in the midst of the cultural politics of daily life" (p.39). Similarly, Young (1986) asserts "the fundamental idea in LA is that of authoring one's own world without being dependent upon the others" (p.19). Both Pennycook and Young have argued for the freedom of learners in adopting preferential styles, techniques, and activities in their learning. LA is a kind of autonomous learning where students get an opportunity to learn in individualized, self-chosen styles without relying upon the educator. In addition, Macdougall (2008) states "it is a type of learning which is described by personalization, self-directedness, and less reliance on the teacher for affirmation, and which as a result develops rather than hinders the capacity for constructive and collaborative participation in the workplace" (p.224). From the above definitions and references, it can be concluded that LA is related to learners' freedom, and it is directed to make students autonomous in their study.

Moreover, it drives the learners to be free in their learning by transferring duties, giving ideas, and showing approaches to learn autonomously.

1.3 Learner autonomy in language learning

Language learning is a lifelong process that does not begin and end in a language classroom. Since language learning takes a long time, students must study both within and outside of the classroom to improve their language skills (Najeeb, 2013). Therefore, independent learning outside of the classroom is important for language learners. Learning a new language is different from learning other subjects such as math's and science. In other subjects, a student's academic abilities are never fully separated from the content of their studies. Meanwhile, being exposed to a language rather than learning patterns in various tenses is a much better way to learn a language. Therefore, language learners must be able to explore the language for themselves to comprehend it fully. Autonomous language learning emphasizes student choice, focusing on the needs of individual learners rather than the wishes of a teacher or an organization, and allowing students to make their own decisions (Najeeb, 2012). Autonomous learning is also learner-centered, in the sense that it views students as individuals with needs and rights who can cultivate and exercise learning responsibility. Autonomous learners are supposed to foster the ability to communicate with, connect with, and benefit from learning experiences that are not mediated by an instructor directly. Therefore, independent language learning may refer to an environment or setting for language learning (Benson & Voller, 1997; Wright, 2005) in which students often, but not always, acquire skills in the target language on their own.

1.4 Students' perceptions of responsibilities in autonomous

English learning Healey (1999, p. 391) claims that student self-direction and independent learning are Western concepts that are well-suited to American culture. Therefore, learner autonomy is often defined as a Western term that does not work in an Asian context. Littlewood (1999) argues, however, that with

proper learner instruction, Asian students can achieve the same level of autonomy as their Western counterparts. According to Holden and Usuki (1999), Japanese students do not have enough opportunities to develop their autonomy since they usually attend teacher-centered classes. The results of Holden and Usuki's study also revealed that students prefer teachers who take on non-traditional positions rather than lecturing or transmitting their expertise. Chan's (2001) analysis of Hong Kong University students' readiness, ability, and capacity to learn autonomously demonstrates how educational and behavioral norms stifle learners' autonomy growth. Therefore, it is educational and behavioral norms in Asian countries that actively discourage students' independence. Chan also suggests that teachers should help students become autonomous learners by raising their knowledge and changing the learning approaches that have prevented them from learning independently. Dam (1995) outlines, to increase learner autonomy in the classroom, a gradual shift from teacher-centered teaching to learner centered teaching is needed. Learners have beliefs about teachers and their roles, as well as beliefs about themselves and their roles, and these beliefs influence learners' receptivity to ideas and activities in language classes, particularly when the students have never encountered the approach before (Cotterall, 1995). Sakai, Takagi, and Chu (n.d.) claim that students are unable to achieve learner autonomy and struggle to practice their ownership of learning processes if their teachers continue to assume full responsibility in a teacher-centered manner. Sakai et al. continue that students may find it difficult to adapt to their new position as autonomous learners in a learner-centered class. Therefore, to gradually increase their autonomy, educators must first fully consider both students' current desires for learner autonomy and teachers' implementation practices to match their needs (Sakai et al., n.d.).

1.5 Major factors affecting students' autonomy in English learning.

Autonomy is a process, not a product. It is accomplished by fulfilling criteria such as cognitive and metacognitive learning strategies, self-esteem, motivation, and attitudes (Begum & Chowdhury, 2016).

1.5.1 Learning strategies

Students engage in LA by using a variety of learning techniques that they can implement in a variety of situations. The measures taken by the learner to make language learning more effective, self–directed, and enjoyable are referred to as learning strategies (Oxford, 1990 cited in Cook, 2008). Based on the concept of learner autonomy, this research discusses two main learning strategies, which are cognitive and metacognitive learning techniques. a) Cognitive strategies the term "cognitive strategies" applies to the use of one's mind (cognition) in language learning, i.e., using all of one's mental processes (Cook, 2008, p.116). Cognitive techniques, according to O'Malley and Chamot (1990, cited in Cook, 2008), are deliberate forms of approaching learning, such as note-taking, resourcing (using dictionaries and other resources), and elaboration (relating new information to old). O'Malley and Chamot go on to say that strategies aid learners' learning by running and manipulating incoming data directly. Therefore, cognitive techniques improve a learner's ability to learn a task quickly. According to Cook (1993, cited in Thanasoulas, 2000), learners may use the following cognitive strategies:

- Use of repetition to imitate speech.

- Practice resourcing such as dictionaries for knowledge.

- Using one's native language for translation to be able to understand and create a second language (L2).

- Taking notes on lectures given in L2.

 - Deduction, or the ability to apply L2 rules.

- Using contextualization for inserting a word or expression into a coherent sequence.

- Transfer or remembering facts and sequences in L2 using knowledge learned in the mother tongue.

–Use of inference to match an unfamiliar word with a familiar word.

1.5.2 Social and psychological factors:

Self-esteem, motivation, and attitudes If language is a means of communication, then effective independent English learning is dependent on several social and psychological factors (Begum & Chowdhury, 2016). Social and psychological factors, according to Shumann (1978, cited in Thanasoulas, 2000) and Larsen – Freeman and Long (1991, cited in Thanasoulas), explain how students respond to learning processes. Social and psychological factors include learners' self-esteem, motivation, and attitudes. Learners have a good understanding of the intent of learning the language, their areas of difficulty, and how to develop their language skills. Learners are also capable of evaluating their own strengths and weaknesses. Selfesteem, according to Coppersmith (1967), is a personal judgment of worthiness expressed in attitudes that the individual holds toward himself. Coppersmith believes that students who have positive feelings towards themselves are more likely to succeed. Motivation is the primary stimulating factor in second language learning, according to Dornyei (1998, cited in Thanasoulas, 2000). Motivation is essential because it increases a student's desire to learn in a language classroom. Moreover, a learner's motivation boosts his or her trust in their ability to succeed in English learning. Wenden (1998, p.52) describes attitude as learned motives, valued beliefs, evaluations, what one thinks is appropriate, or responses directed toward approaching or avoiding. According to Wenden, learners' attitudes, and beliefs about themselves in the learning process, as well as their capacity to learn, are important. According to Begum and Chowdhury (2016), in English classrooms, students' self-perceptions influence their success. For example, if students believe they lack the necessary aptitude for language learning, they are unlikely to make any effort to learn the language. In other words, beliefs can disrupt the development

of learner autonomy. Teachers are responsible to determine whether a student's beliefs are detrimental to their learning.

CHAPER 2: RESEARCH METHODOLOGY

This research targeted the population of non-English majors at HPU.The reason for choosing non-English majors was that this study desired to focus on students' perceptions of learner autonomy in learning English skills rather than courses specialized for English majors. Both quantitative and qualitative approaches were utilized in this research. In the quantitative process, this study conducted a survey to answer the first two research questions, which are "How do non-English majors perceive their responsibilities towards autonomous English learning?" and "What are the major factors affecting non-English majors' autonomy in English learning?". In the qualitative method, this research conducted a face-to-face interview to answer the third research question, which is "What are the important roles of autonomous English learning?". The questionnaire items and the research questions were validated by an expert before being given to the participants. At the start of the survey, participants were asked for personal information involving their school year and major. The survey involves three questions. The first question, which includes four attributes, was designed to reveal participants perceptions of their responsibilities towards autonomous learning in English classes. The second question, consisting of five attributes, aimed to show how the participants perceive their duties on out-of-class English learning. The final multiple-choice question aimed at discovering the major factors influencing participants' learner autonomy in English learning. The questionnaire (Appendix 1) was distributed to one hundred non-English majors chosen from the population using snowball sampling techniques. Since the respondents were students studying English as a second language, the questionnaire items were written in their native tongue to

avoid confusion. The data collected from the survey was then analyzed quantitatively using Microsoft Excel software. Besides, to analyze the data of participants' perceptions of their responsibilities in autonomous learning inside and outside the classroom, each attribute was scored based on the Likert scale (score 1 for never, score 2 for seldom, score 3 for sometimes, score 4 for often, and score 5 for usually). Five students were chosen randomly from among the one hundred students who took part in the survey for the face-to-face interview. They were all asked to respond to three questions. The objective of the first two questions was to find out how the participants viewed the role of learner autonomy in English learning. The final question was intended to elicit suggestions from participants for promoting learner autonomy in English language learning. These are open ended questions that do not ask for personal information. The participants' names were encoded anonymously by abbreviating (student 1: BT, student 2: VK, student 3: AT, student 4: TL, student 5: TN). The interviewees' conversations were recorded and then Tran scripted to ensure the most reliable outcomes. The data collected during the interview was analyzed qualitatively.

2.1 Research background

This study was conducted at the Faculty of Foreign Languages - Hai Phong Private University. The faculty's current student population includes 135 students: 35 students majoring in English Japanese, 50 students majoring in English, 50 students majoring in English- Chinese.

Regulations on education at Hai Phong Management and technology University, the credit score device has been conducted on account that May 17, 2008 (direction 12:2008-2009). The quantity of credit other guides that the pupil in the start of every semester is know as the registered quantity of look at Hai Phong Management and technology University. Average prescribed credit score= 22, five concept lessons (one lesson forty-five minute). In wich: forty five hours of practice, experiment, discussion; forty five or ninety hours of

internship on the facility; 60 hours of essays, predominant assignments projects, commencement theses...According to the guidelines of the University, college students want to build up a most of 30 credit and must attain a cumulative GPA of 2.00 higher. Based at the above category of credit score hours, college students want to set up their time and feature an inexpensive self-look at method.

2.2 Respondents

The survey subjects of this study include all first-year students majoring in English at Hai Phong Private University. We recorded 130 / 135 valid votes. Therefore, the survey subjects include eighty women (59.2%) and fifty men (37%). Regarding the period, they have studied English, there are twenty-five students who have studied English for 7-10 years (accounting for 18.5%), 10 students who have studied English for less than 7 years (accounting for 7,4%) and 25 students who have studied English for more than 10 years (accounting for 18.5%). For their favorite form of self-study 5 students choose to study alone (accounting for 3.7 %), 5 students choose to study in groups (accounting for 3.7 %) and 10 students choose to study by pair (accounting for 7.4 %).

2.3 Methods of data collection and analysis

To find out the status of self-study activities of students at Hai Phong private university, we have conducted a survey of 135 first-year foreign language by various research methods such as: multiple choice, experts, in-depth interviews, observations, mathematical statistics to process data.

These questionnaires are referenced from the Science Journal of the Open University of Ho Chi Minh City, 15(1), page 69 and the Journal of Education, Issue 443 (Term 1 - December 2018), page 22-25. To analyze Quantitative

Methods data collected from the questionnaire, I used Microsoft Excel to analyze the opinions of 135 students.

CHAPTER 3: RESULTS AND DISCUSSIONS

3.1 Results

This section presents the results of the first-year students' awareness of the English language major on the importance of self-study in the students' learning process. The questionnaire uses Vietnamese so as not to cause language difficulties for the survey subjects. Self-study is considered in five aspects as follows: (1) Orientation- (2) goal setting- (3) planning- (4) implementing of the plan- (5) self-assessment (6) learns from experience.

Table 1: Students' perceptions and orientations about self-study

Number	Students' perceptions and orientations about self-study	Quantity of students (130)	Percentage (%)
1	Solve daily problems in learning by yourself	60	46.1%
2	Find documents through books, newspapers, radio, etc...	70	53.8%
3	Make a detailed study plan for yourself and fully implement that plan.	50	38.7%
4	Complete all requirements, learning tasks according to the requirements and instructions of the lecture.	85	65.4%
5	Set your own goals, content, and learning methods.	85	65.4%

Table 1 shows that basically, students are aware and understand that self-study is solving problems in learning by themselves. However, there are still many students who do not really understand that self-study is that they must know how to make a study plan for themselves and fully implement that plan; Or there are students who still do not know how to set goals, content, and choose self-study methods that are suitable for themselves ... making your learning not really achieve high results. Many Vietnamese students are still too shy or even afraid to speak up during class discussions. The possible reason for this problem is their fear of being ridiculed in front of the class if they did something wrong. Another reason may be a lack of preparation before the course, resulting in students lacking sufficient knowledge to discuss the subject. As a result, they always remain quiet and only speak when the instructor requests it. This one-way contact not only affects the learning atmosphere but also discourages teachers, making it impossible to ensure teaching efficiency.

Table 2: Set goals for self-study

Number	Self-study objectives	Quantity	Percentage (%)
1	Memory training	89	68.47
2	Develop willpower and the ability to concentrate	90	69.2
3	Take the initiative to complete the homework assigned by the teacher	85	65.4
4	Create motivation for yourself.	80	61.5

Table 2 reveals students feel that the purpose of self-study is to train themselves, be initiative-taking in all situations, self-motivate.... All these factors help some students orient themselves exactly what they want, what to do and how to make your own learning results better. It is noticeable that most undergraduates pinpoint various aims of autonomy in learning procedure with the statistics of over 60% for each criterion. According to the results, most Vietnamese students still have a habit of not asking their doubts from their teachers. Various reasons are leading to this situation. The first reason is that they are not paying attention in class (talking with friends or lost in thought), thus they are unaware of their suspicions. Secondly, students are afraid that their peers would think they are dumb or slow learners if they ask questions about their doubts. They believe that other students would make fun of them because no one else has any questions about the concept and they are the only ones who cannot grasp the simple subject. Finally, students are unable to frame their questions and therefore refrain from asking them. Likewise, they may perceive a language barrier, in which case they believe they will fumble while speaking English and be mocked by their classmates. As a result, students who do not ask their doubts to teachers suffer from a lack of clarity on topics and hence, get fewer marks or flunk in exams.

Table 3: Planning

Usage level	Usually	Sometimes	Never
	30%	60%	20%

Data source: assessment based on the survey results of students in HPU.

The results show that students have not really made plans for their own learning. In more detail, under a third of target group conjure up any intended plan for their academic path in compared to 60% of a less intensified level. A fifth confessed the fact that no plan has been made so far. Students believe that there are a variety of factors affecting their learner autonomy in English

learning. Students themselves are the biggest factor, with 30% of students agreeing that they are too lazy to self-study English. The cause of this issue is most likely that many students are studying away from home, with no relatives to motivate them, thereby reducing their desire to self-study. Besides, 20 % of students reported that they have yet to discover successful learning strategies for self-directed English learning.

Table 4. Self-Assessment

Usage level	Usually	Sometimes	Never
	40%	50%	10%

Table 4 uncovers that students also pay more attention to the evaluation of their own achievements, thereby drawing experiences and adjusting in Table 5. This has exerted positive impact on studying process because self-reflection acts as one of the vital contributors to academic performance as well as any other extra-curriculum activities. It is a way of helping students to absorb new knowledge in a meaningful way and have the capacity of linking old and novel knowledge. When students are motivated, they will become more self-sufficient.". "Instead of studying 20 words a day, students who are too tired to study English can spend 5 minutes per day learning 5 words. They must, though, remember and be able to communicate with others using certain words. They will learn 150 words in a month if they keep up this habit" (BT). "The most critical thing is for students to understand the value of independent English study. Then, for each stage of learning English, they must have a logical learning plan" (TN). "Teachers should also assign more activities and provide students with reinforcement in the form of pluses so that they can complete the tasks more actively. In addition, they could provide students with chances to learn about the lesson by assigning them to plan for it before class. Moreover, teachers should

assist students who do not know how to study independently in determining their best learning strategies" (AT).

Table 5. Learning and adjusting process

Number	Learn and adjust.	Quantity of students (130)	Percentage (%)
1	Self-planning and implementation of self-study plan...	80	61.5%
2	Desire to find supplementary materials and study	70	53.84%
3	Persist, overcome difficulties, and learn	85	65.38%
4	Record the summary of the materials learned	90	69.2%
5	Summarize and systematize the knowledge learned.	85	65.38%

The results show that from being initiative-taking in learning, students have realized the necessary things such as taking notes, making statistics, and generalizing the knowledge they have learned. Statistically, 70% recorded the lesson's main ideas during lesson, which ranks top. In contrast, extra-curriculum despite its bottom position accounts for over 50%. In short, students take priority in the activities to adjust their learning scheme, ranging from their daily activities at school to other scheme outside class.

3.2 Discussion

Conclusion of survey results on self-study of students at Hai Phong private university shows that self-study plays a key role in students' university study process. Self-take a look at ambitions to sell self-control in mastering and research, assisting college students exercise questioning and creativity. When self-studying, college students can take the initiative of their time without being bound and may look at any time; have strong understanding and may apprehend and do not forget extra deeply the issues, enhance the experience of obligation in teamwork; reveal creativity in questioning and versatility in questioning. What's extra essential is that Students can cross into exercise-to-exercise situational evaluation and decision-making skills, that's an important and enough element in order that after they depart school, college students will now no longer amazed whilst operating in an actual environment.

The data shows that most students do, sometimes, engage in autonomous learning activities both inside and outside the classroom.

This reveals that most of the students have already perceived themselves as autonomous learners who can take charge of their English learning. This seems to agree with Holec (1981, cited in Bashir, 2014, p.172), who states that learners can take charge of their learning. The results also object to Healey's view, who claims that self-direction and independent learning are Western concepts that are only well-suited to American culture (1999, p.391). It also can be inferred from the results that most of the students are willing to take initiatives in the English classroom. This is consistent with the studies conducted by Holden and Usuki (1995), and Littlewood (two thousand), which found that Asian students want to be active and independent in class like European students although they perceive teachers as an authority figure. Besides, the data shows that most of the students are willing to engage in English learning activities out of the classroom. This agrees with Koestner and McClelland (1990), who noted that autonomous learners who are self-directed outside the classroom can decide for themselves

what to learn out of regular classroom hours. Therefore, most students do prefer learner-centered to teacher-centered learning. This seems to agree with Holden and Usuki (1999), who state that students prefer teachers who take on non-traditional roles rather than lecturing or passing on their knowledge. According to the results, students engage in autonomous activities "sometimes" rather than "often" or "usually" due to various reasons. Most students chose laziness as the biggest factor influencing their autonomous English learning, which indicates the reality that laziness in self-studying is a common phenomenon among Vietnamese students. This seems to agree with Do (2015), who said that today's students are much too lazy to study independently. Meanwhile, lack of learning strategies is also one of the main factors chosen by several students. This seems to agree with Nguyen (2018), who pointed out that most students have yet to develop efficient learning techniques, resulting in ineffective autonomous learning. Another common factor is lack of motivation. This strengthens the view of Dornyei (1998, cited in Thanasoulas, 2000), who states that the main stimulating factor in English learning is motivation. The interview reveals that students are aware of the roles of autonomy in English language learning. They all agreed that autonomy is beneficial in various aspects of life. Firstly, autonomy helps students to facilitate the development of English skills. Secondly, LA assists students in their studies at university. This is consistent with Nguyen (2016), who claims that self-study helps students to fully comprehend, expand, consolidate, and remember lessons. Finally, LA also assists students in terms of entertainment. Students also realize that English learning would not be effective if they do not self-study English. This accords with Nguyen (2016), who states that a lack of student autonomy will result in inadequate learning regardless of how good the teachers and materials are. According to the results, the most common way to promote autonomous English learning among students is combining learning English with their hobbies. This agrees with Lewis (n.d), who states that using hobbies to learn English is one of the best ways to make the learning process more interesting. Another effective

method is finding motivation. This supports Dornyei (1998, cited in Thanasoulas, 2000), who states that students need to be motivated to get more interested in self-study. Furthermore, teachers should be responsible for developing students' autonomy by offering more opportunities for students to take responsibilities in the classroom. This agrees with Dam (1995), who claims that a gradual change from teacher-centered to learner centered teaching is needed to increase learner autonomy in the classroom.

PART III: CONCLUSION

This study seeks to identify students' perceptions of autonomy in English language learning. According to the results, most students have already been aware of their Nguyen Thi Thuy Linh responsibilities towards autonomous English learning. They are willing to take initiatives in the English classroom as well as engage in out of-class English learning activities. Therefore, they do prefer autonomous learning to teacher centered learning. The data also reveals that there are numerous factors affecting students' autonomous English learning. Specifically, laziness is the most common factor chosen by students. Besides, a lack of learning techniques and a lack of motivation are other common factors that hinder learners from effective autonomous learning. In addition, though taking up a small percentage, factors including too many credits and insufficient learning materials make some students feel difficult to learn autonomously. Based on the interview, it can be concluded that students do perceive the important roles of autonomous learning in various aspects of life. Moreover, students can also provide suggestions for both students and teachers to encourage their autonomy.

3.1. Limitation

Due to the limitation of time, only students are taken as samples in this study. If this research could include teachers also as samples, then the result could have been more reliable, as larger sample sizes produce more accurate mean values, detect outliers that could bias data in a smaller sample, and have a lower margin of error. However, the significant drawback is the limitation stemming from the research instrument in that only survey was applied to collect data. This might affect the generalization of the research findings.

3.2 Recommendation

This study proposes several methods to promote students' autonomy in English learning based on the data collected from the final interview question.

Students

The most common way for students to gain autonomy is combining learning English with their hobbies. This method helps students to become more interested in learning English, thereby encouraging learner autonomy. Finding motivation is another choice. Students can become more self-sufficient when they are inspired. In addition, students should make it a habit to learn a small number of new words each day. They should also create a logical learning plan for each stage of their education. Above all, students should be fully aware of the importance of independent English study.

Teachers

Teacher should assign more activities and include positive feedback in the form of plus to encourage students to participate more effectively in the assignments. They may also give students opportunities to gain experience about the lesson by assigning them to prepare for it before class. Moreover, teachers can assist students who do not know how to study self-sufficiently in discovering their most effective learning strategies.

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APPENDIX: QUESTIONNAIRE FOR STUDENTS

(ENGLISH VERSION)

Dear students,

The purpose of this questionnaire is to know about your attitude towards to your current learning .Its ultimate goal is to determine how Students' perceptions on their autonomy in English language learning: A study at Hai Phong Private University (HPU). Please do give your own opinions frankly!

Please, tick the answer that the best described your ideas and add final comments at the bottom of the sheet if you wish. I need your frank opinions about autonomy in English language by shadowing to make them more relevant and interesting , as well as to meet your needs. Thank you for your cooperation!

1. How long you been learning English?

☐ 0-1 year   ☐ 2-5 years   ☐ More than 5 years

2. Have you ever studied English by yourself?

☐ Usually

☐ Often

☐ Sometime

☐ Hardly ever

☐ Never

3. To voluntarily solve exercises when your teacher asks?

□ Usually

□ Often

□ Sometime

□ Hardly ever

□ Never

4. To proactively share your opinion about a topic.

□ Usually

□ Often

□ Sometime

□ Hardly ever

□ Never

5. Have you ever asked your teacher about an issue you didn't understand?

□ Usually

□ Often

□ Sometime

□ Hardly ever

□ Never

6. Self-study makes you more confident in communication.

□ Usually

□ Often

□ Sometime

□ Hardly ever

□ Never

7. Self-study can improve your listening, speaking, reading and writing skills.

□ Usually

□ Often

□ Sometime

□ Hardly ever

8. Do you enjoy doing English learning activities outside of English class?

Strongly Agree

□ Like very much

□ Like

□ Normal

□ Hate

9. Have you ever practiced English with friends or foreigners?

□ Usually

□ Often

□ Sometime

□ Hardly ever

10. Among the following factors, which do you think is the main factor affecting students' autonomy in English learning?

• Lack of effective learning strategies

• Laziness

• Lack of motivation

• Lack of learning materials

• Too many credits

• Lack of teacher assignment

• Other

Do you think self-study is necessary?

Please write your comments here (if any):

....

....

....

....

....

Thank you for your support!

APPENDIX: QUESTIONNAIRE FOR STUDENTS

(VIETNAMESE VERSION)

Các bạn học sinh thân mến.

Mục đích của bảng câu hỏi này là để biết về thái độ của bạn đối với việc học hiện tại của bạn . Mục tiêu cuối cùng của nó là xác định cách nhận thức của sinh viên về quyền tự chủ của họ trong việc học tiếng Anh: Một nghiên cứu tại Trường Đại học Tư thục Hải Phòng (HPU). Hãy thẳng thắn đưa ra ý kiến của riêng bạn! Vui lòng đánh dấu vào câu trả lời mà ý tưởng của bạn được mô tả tốt nhất và thêm nhận xét cuối cùng ở cuối trang tính nếu bạn muốn. Tôi cần ý kiến thẳng thắn của bạn về quyền tự chủ trong ngôn ngữ tiếng Anh bằng cách theo dõi để làm cho chúng phù hợp và thú vị hơn , cũng như để đáp ứng nhu cầu của bạn. Cảm ơn sự hợp tác của bạn!

1. Bạn đã học tiếng Anh được bao lâu ?

☐ 0-1 năm   ☐ 2-5 năm   ☐ Hơn 5 năm

2. Bạn đã bao giờ tự học tiếng Anh chưa?

☐ Thường xuyên

☐ Bình thường

☐ Thi thoảng

☐ Hiếm khi

☐ Không bao giờ

3. Tự giác làm bài tập khi giáo viên yêu cầu.

☐ Thường xuyên

☐ Bình thường

□ Thi thoảng

□ Hiếm khi

□ Không bao giờ

4.Chủ động chia sẻ quan điểm của bạn về một chủ đề nào đó

□ Thường xuyên

□ Bình thường

□ Thi thoảng

□ Hiếm khi

□ Không bao giờ

5. Bạn đã bao giờ hỏi giáo viên của mình về một vấn đề mà bạn không hiểu chưa?

□ Thường xuyên

□ Bình thường

□ Thi thoảng

□ Hiếm khi

□ Không bao giờ

6. Tự học tiếng anh giúp bạn tự tin hơn trong giao tiếp

□ Rất đồng ý

□ Đồng ý

□ Trung lập

□ Không đồng ý

□ Phản đối

7. Tự học giúp bạn phát triển các kỹ năng Nghe- Nói- Đọc- Viết

□ Rất đồng ý

□ Đồng ý

□ Trung lập

□ Không đồng ý

□ Phản đối

8. Bạn có thích tham gia các hoạt động tiếng Anh bên ngoài lớp tiếng Anh không?

□ Rất thích

□ Thích

□ Bình thường

□ Ghét

□ Không thích

9. Bạn đã từng luyện tập tiếng Anh với bạn bè hay với người nước ngoài chưa?

□ Thường xuyên

□ Bình thường

□ Thi thoảng

□ Hiếm khi

□ Không bao giờ

10.Trong số các yếu tố sau đây, bạn nghĩ yếu tố nào là yếu tố chính ảnh hưởng đến quyền tự chủ học tiếng Anh của sinh viên?

• Thiếu các chiến lược học tập hiệu quả

• Lười biếng

• Thiếu động lực

• Thiếu tài liệu học tập

• Quá nhiều credits

• Thiếu phân bổ giáo viên

• Khác

Theo bạn tự học có thực sự cần thiết không?

Xin vui lòng viết ý kiến của bạn vào đây:

....
....
....
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Xin chân thành cảm ơn sự đóng góp của các bạn!