

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



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH – ANH

Sinh viên : Đỗ Thị Ninh

HẢI PHÒNG – 2024

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**A STUDY ON THE FIRST YEAR ENGLISH MAJORS'
SELF- STUDYING AT HAI PHONG UNIVERSITY OF
MANAGEMENT AND TECHNOLOGY AND SOME
SUGGESTED SOLUTIONS**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH - ANH**

Sinh viên : Đỗ Thị Ninh

Giảng viên hướng dẫn : ThS. Phạm Thị Thúy

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Đỗ Thị Ninh

Mã SV: 2012751007

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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 : Phạm Thị Thúy

Học hàm, học vị : Thạc Sĩ

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

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Sinh viên

Đỗ Thị Ninh

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Phạm Thị Thúy

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Họ và tên giảng viên:

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

Họ và tên sinh viên: Đỗ Thị Ninh

Chuyên ngành: Ngôn ngữ Anh – Anh

Đề tài tốt nghiệp: A study on the first year english majors' self- studying at Hai Phong university of management and technology and some suggested solutions

1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chăm phản biện

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

(Ký và ghi rõ tên)

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ABSTRACT

Self-study is a very important thing for students, especially for difficult subjects like English, which have even higher requirements for self-study. However, in reality, many students' self-study is not effective.

This research using qualitative questionnaires with 8-questions for 26 first-years students majoring in English at Hai Phong University of Management and Technology to find out the difficulties when self-studying and give some solutions.

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PART I. INTRODUCTION.

1. Rationale of study.

In the era of information technology explosion information and extremely rapid economic growth, foreign languages play an important role in the needs of socio-economic development, integration and cooperation between our country and the world, learning foreign languages truly becomes invaluable. In the future, people who have good skills in English will also get a lot of great opportunities to develop themselves

In Vietnam, English is considered as a second language and it is taught at all levels: elementary school, high school and even university. English is a subject that needs a lot of new words and grammar, which requires a high level of instruction. Therefore, if students need to learn not only at school, listening to teachers lecture, but also need to have a sense of self-study at home. Especially for university students, students need to study all specialized subjects and the time in class is too little, teachers will mainly guide and help students understand the subject and do research. So, self-study plays a huge role in improving learning outcomes.

At Hai Phong University of Management and Technology, there are still some problems with students' self-study, especially for first-year students, when they are not familiar with the living environment and teaching style. At university - an environment with a completely different teaching method than in high school, adapting and getting used to it is still difficult. Some students still cannot be aware of, determine their direction, and do not have a reasonable method, while the requirement for initiative in learning is very high. To be able to grasp all knowledge, students must make a lot of effort in learning activities, especially self-study and research, and need a correct and effective learning method, and this research aims to help students achieve effectiveness in self-study. The study benefits a wide range of subjects, especially for the first-year English majors at Hai Phong Management and Technology University.

Therefore, the study aimed to find out the difficulties in self-study of first-year students at Hai Phong University of Management and Technology, and also give a few suggestions to help their self-study better. Research The research was conducted at Hai Phong University of Management and Technology.

2. Aims of the study.

This study aims to find out student's difficulties in self-studying of first-year students majoring in English at Hai Phong University of Management Technology. Because from high school to university, the learning environment is completely different from before. University has very high requirements for self-study of each student, so having the right self-study skills from the beginning make the process of learning English at university becomes easier and more effective.

3. Research question.

The following research question was posed: What are the difficulties of first-year students majoring in English at Hai Phong University of Management and Technology when self- study?

4. Scope of the study.

The subjects of this study are limited to the first-year English majors at Hai Phong Management and Technology University. A self-administered questionnaire served as the survey instrument. Participants complete the questionnaire on their own. The questionnaire contains both closed-ended and open-ended questions.

5. Methods of the study

The quantitative method is used to gather data for the study. A survey questionnaire for first-year English majors was used to collect data. In addition, an informal interview is conducted as a supplement to the survey questionnaire.

All conclusions and recommendations are made based on the results of the data analysis of the study.

6. Design of the study

The study is divided into five main parts:

Part I is an Introduction, this chapter provides an overview of the research such as rationale, aims, research questions, scope, methods and design of the study.

Part II is Development - the core of this chapter is divided into 3 chapters:

Chapter 1: Theoretical backgrounds of self – study

This section provides some detailed information about self-study, such as definitions of self-study, theories of self-study (the role, classification, skills,...), and factors affecting self-study.

Chapter 2: The impact of university environment on student’s self – study.

Chapter 3: Methodology

This chapter provides a detailed introduction to: the researcher; participants; resources and materials; instruments for collecting data; data collection procedures; and finally, a conclusion.

Part III is Data Analysis.

This part consist of 2 parts:

The first is the design of the survey questionnaires, which presents the questions to be included in the survey.

The second is data analysis. The second section analyzes in detail the data collected after the survey.

Part IV is the Results and discussion, then there are a few suggested solutions for students after the survey process.

Part V is the Conclusion, which summarizes what was given in previous chapters, the limitations of the study, and makes recommendations for further study.

PAR II. DEVELOPMENT

Chapter 1: Theoretical backgrounds of self- study.

1. Definition related to self-study.

Self-study is an important step in the learning process. Self-study skills help people learn and grasp knowledge effectively. But do we really understand about self-study?

Educators and authors have expressed a variety of perspectives on the definition of self – study.

One of the pioneers who officially introduced the concept of autonomous learning to foreign language teaching was Henri Holec. Holec published *Autonomy and foreign language* (Oxford Pergamon Press, 1981) presented the concept of autonomy in foreign language learning. He defines self study as the ability that the learner is responsible for his own learning. In his view, the learner should be responsible for the experimental responsibility for all decisions concerning all aspects of learning, including objective identification, content and process determination, selection of learning methods, monitoring and evaluation of learning processes. Later authors have supplemented and explained this concept in a variety of ways. Little (1991) considers it to be an independent skill: autonomy is "a capacity for independence, critical thinking, decision making, and independent action" (Little, 1991). Dickinson (1993) viewed academic self - control as a situation in which the student was responsible entirely for all decisions concerning his studies and the implementation of those decisions (Dickinson, 1993). viii) Self-study is seen as a process in which learners, with or without the help of others, identify their learning needs, develop learning goals, and recognize ways to conveniently support learning, select and effectively implement learning strategies, as well as evaluate learning results. (Knowles, 1976: 18)

According to author Rubakin (1973): Self-study is the process of acquiring knowledge and historical social experience in personal activities by

establishing relationships that improve initial experience and change direction with others. The model reflects the real situation, translating human knowledge into the owner's own knowledge, experience, skills, and skills.

Authors Benson and Voller (1997) summarize four different meanings of this concept, specifically autonomy in learning is:

Situations in which learners study entirely on their own.

Skills that can be learned and applied for self-directed learning.

The implementation of learners' responsibility for their own learning.

The right of learners to make decisions about their education.

Not only abroad, Vietnamese authors also have many different views and definitions about self-study. Self-study is brainstorm, think, use intellectual abilities and sometimes also the learner's physical abilities and other qualities, emotional motivation, multi-dimensional worldview and a certain knowledge of humanity, that sea of knowledge becomes their own possession (Nguyen Canh Toan (1995) , Học và dạy cách học).

According to Nguyen Ky Self-study is to put yourself in a learning situation, in the position of someone who self-researches, handles situations, solves problems to pose: recognize problems to process information, reproduce knowledge, develop solutions to solve problems.

According to Tran Thi Minh Hang (2011): Self-study is the process of individuals being self-aware, self-reliant, and actively comprehending problems posed in life through their own actions to achieve certain goals.

According to author Luu Xuan Moi (2000: 276), "Self-study is a form of individual cognitive activity to master the system of knowledge and skills conducted by students themselves in class and outside of class." following or not following the prescribed curriculum and textbooks. Self-study is a form of teaching organization.

2. The role of self-study.

2.1. Self-study is a great learning method for those who want to improve their knowledge and practice their own skills.

Continuously update knowledge and develop skills society is increasingly developing, leading to transformation and innovation in life. So sometimes the existing knowledge that learners have learned before is not always correct when faced with new problems. At that time, what needs to be done is to acquire new knowledge through the process of self-exploration. Self-exploration, self-research, and self-study will help students constantly absorb new knowledge, including previous knowledge, see the problem more broadly, more comprehensively, more recently and thereby contribute to opening up many opportunities for career development and future directions. Besides, through the process of self-study, a number of other skills are also formed and trained as:

Planning skills

Analytical and thinking skills

Time management skills

2.2. Improve and enhance work and study performance

Through self-study, students will easily find the right path and learning method for themselves. Once you have acquired a certain amount of knowledge, information, and improved problem-solving skills, it is obvious that your work performance will be significantly improved. When faced with unexpected problems, Students can react quickly and think logically to handle matters promptly. From there, students will have an overview and overview of the problem, find its core and come up with the most optimal solutions.

Self-study can maximize personal capacity. Besides, because self-study is independent, without too much outside influence or guidance, learners can completely form new thoughts. or unique ways of looking at problems. Maybe in the past, in a certain field, students only understood the average, traditional way, but through the process of self-study, through time of deeper research,

students have can look at the problem from a different angle, a deeper and more comprehensive view. Therefore, proactively learning more outside knowledge will help students improve their level of knowledge. It will bring students to new levels of knowledge, new aspects and discover their own limitations and abilities that students do not know.

In short, by forming a learning method and lifelong learning ability through the self-study process, students can determine the most appropriate learning method; Forms of viewing and thinking about knowledge that are appropriate to one's own characteristics. Take control of your learning and practice your abilities, build a lifelong learning strategy without having to depend or rely on anyone. Maintaining that way of learning, students will always be in a state of receiving knowledge and perfecting themselves every day, improving their knowledge.

3. Self-study classification

3.1. Aural

This is one of the common modes of learning. Nowadays, everybody is so busy that they prefer to do easy things, like listening while doing their work or travelling to their place. This method of learning is very common among youngsters. Music, podcasts, and radio are strong suits for these types of learners. These learners are good listeners who normally learn best through verbal presentations.

3.2. Visual

Watching videos with an educational sense keeps people actively engaged in a concept. Currently, there are many tutorial videos out there on youtube that are intended for teaching new skills. Whether you are a home learner trying to learn dance or figuring out how to choose the right course, Visual learning can greatly benefit you. Visual learners are good at observing things.

3.3. Verbal

Verbal learners are very fond of communicating. Having communication will encourage people to seek to learn more to keep teaching you what they know. The practice of teaching is one of the top ways to work towards learning. These learners prefer both speech and writing.

3.4. Social

Learning in groups and working with others is favoured by social learners. They know how to communicate effectively and enjoy collaborating with others. They are generally good at listening and understanding. This kind of learners views the material in a new way.

3.5. Solitary

Learners who prefer to study and work alone are solitary learners. These learners are independent and are very self-aware, and they want to be alone with their thoughts and feelings. You can find these types of learners in the library as they learn best in a quiet place to focus on their study material

4. Form of self-study.

Completely self-study: Is the highest level of learning, learners do not need to go to school, do not need direct guidance from teachers, learners decide for themselves the choice of learning goals, learning content, learning styles, learning activities and forms and assessment methods, thereby organizing, building, checking and controlling the individual's learning process with a high sense of responsibility.

Self-study through information and communication media: Learners do not have direct contact with teachers but mainly listen to teachers explain and study materials through media.

Self-study through guide documents: Learners work directly with instructional documents. The document presents the objectives, content, methods of building knowledge, and instructions on how to search to find and supplement knowledge.

Self-study in a stage or stage of the learning process: During the classroom teaching process, teachers assign homework tasks to students, study and do homework according to learning tasks. regularly by any student.

5. Self- study conditions.

Dimitrios Thanasoulas believes that self-study can only be achieved when the following conditions are present: the learner's cognitive strategy; attitude; engine; and perseverance.

According to O'Malley and Chamot (1990):

cognitive strategies directly impact incoming information, while manipulating information in ways that support learning. Some of the cognitive strategies in language learning mentioned are: repeating, translating, taking notes, inferring, and asking questions to understand rhymes.

Two important attitudes in self-study because attitudes directly affect the ability to self-study. If learners believe that learning is only successful in the traditional way and that the teacher is the one who holds the leading role, and believe that they belong to a group of people who are not capable of learning a foreign language, the learner will tend not to change. sometimes follow a student-centered learning style while this new learning style helps towards self-study, and thus success in self-study is unfounded.

Motivation is one of the important factors that influence the speed and success of learning.

Learners' attitudes and motivation are closely related to each other. A positive attitude will lead to increased motivation and learning.

6. Basic skills of self- studying activities.

6.1. Orientation skills.

First, for the self-study process to be successful, learners need to establish a basis for action orientation. It is a system of direction and guidance that the subject can use to perform a certain action. It has the function of perceiving

objects, planning, checking and adjusting actions according to plans. To have a basis for orientation, learners must answer the questions:

What is the purpose of learning? Study because you love the subject, because of responsibility to family and society, or to be praised and appreciated...

What is your learning attitude? Study with spirit, serious attitude or superficiality..

How to learn? Learners should choose which method is suitable for themselves.

6.2. Study planning skills.

Everything will be easier if learners determine their goals, content and learning methods. To do so, learners must build a learning plan. Based on that established framework, learners can access and master knowledge easily. During the planning process, learners must pay attention to the following points:

First, learners must determine the goal-oriented nature of the plan. It can be a short-term plan, a long-term plan, or even a plan for each subject or section. The plan must be created clearly and consistently for each specific time and period to suit your conditions and circumstances.

Second, when planning, learners must choose the right focus, need to determine what is important to prioritize direct impact and spend time and effort on it.

6.3. Plan implementation skills.

To successfully implement the plan they have created, learners need to have some of the following skills:

Access to information: select and proactively receive information from many different sources and from identified activities such as reading books, listening to lectures, watching television, looking up from the Internet, doing experiments... In This activity requires alertness to select information intelligently and flexibly.

Information processing: information processing in the self-study process never happens unconsciously but requires processing and processing to be able to use it. This process can be conducted through the skills of recording, analyzing, evaluating, summarizing, synthesizing, comparing...

Applying knowledge and information: demonstrated through the application of scientific knowledge information to solve related problems such as practicing exercises, discussing, handling situations, writing articles...

Exchanging and disseminating information: exchanging experiences, sharing intellectual information through forms: discussion, presentation, debate... is the final work of the knowledge reception process.

6.4. Skills to self-examine, evaluate, and learn from experience

When learners can self-assess their learning results, they will be able to self-assess their own learning abilities, understand what they can do and what they have not been able to do, and then have direction to develop them. or fix. To have self-examination and assessment skills, students need to:

Self-answer questions in the textbook by determining the requirements of the question, predicting the answer, reproducing related knowledge, practicing presenting answers to the group or class to find mistakes then fix it.

Ask yourself questions to solve them yourself or discuss with friends.

Do the exercises assigned by the teacher, or exercises you find yourself, then check the answers yourself to learn from experience.

7. Effective self-study methods.

7.1. Spaced – repetition.

Spaced – repetition learning method is a learning method based on repeating information according to a scientific and effective plan. The main idea lies in repeating information at fixed intervals (spaced repetition), which helps consolidate knowledge and stimulate long-term memory. Space Repetition also

helps avoid information overload, allowing children to access vocabulary gently and flexibly. Therefore, this method is extremely useful and highly appreciated by many educational experts when applied to learning English vocabulary.

Some key benefits of Space Repetition: Interrupts the “forgetting curve”; Save time; Improve learning performance; Contribute to natural language development; Easily integrate technology.

Space Repetition not only deeply consolidates knowledge but also creates a positive and interesting learning environment, encouraging learner's curiosity and interest in the language learning process through applications such as: Create flashcards with vocabulary and images; Integrated into interactive educational games; Use educational applications; Break up content and test it regularly.

7.2. Shadowing.

The Shadowing method is a speaking learning technique done by repeating the sentence or word just heard for the shortest time, about 150 milliseconds. In real life, when we communicate with foreigners, many times they don't understand what we say because we pronounce things wrong when speaking English. This communication error often comes from skipping pronunciation while learning a foreign language, especially when you are studying on your own. For those who self-study foreign languages, pronunciation and spelling rules are extremely big obstacles. So shadowing method is the choice for improve your speaking skill.

There are 10 steps in the application of the shadowing technique.

Step 1: Listening and understanding the given audio

Step 2: Viewing the script of the audio at a low volume while listening

Step 3: Trying to shadow the audio at a low volume while listening

Step 4: Viewing the script of the audio and learning parts that are not understood yet

Step 5: Searching for the meanings of difficult words or phrases in dictionaries

Step 6: Trying to shadow the audio using all aspects of pronunciation as similarly as possible to the audio without bringing students' accents

Step 7: Shadowing smoothly and understanding the contents of the audio well

Step 8: Recording the process of shadowing

Step 9: Listening to the recording and checking the error parts

Step 10: Reviewing the error parts and making improvements

7.3. Taking notes.

The method for Take note/Note taking is the process by which we quickly and briefly record the information we receive after an audio, lecture or passage, etc. Through these keywords you will easily Understand the entire content without spending too much time.

The Take note method has many benefits such as:

Helps you focus on the content you are listening or reading, avoiding distractions.

Helps you remember information better than just listening or reading.

Helps you review information more easily later.

Currently, there are many Take note methods that you can apply such as:

Cornell Method: You will divide the page into three sections: notes, keywords, and summary. Then write down the main ideas in the notes section, write important keywords or phrases in the keywords section, and finally write a summary of the main content in the summary section after the lecture ends.

Mind Mapping: Build a mind map with the main content in the center and additional ideas as sub-branches. You can use images and colors to make the diagram more attractive, facilitating the note-taking process.

Outline method: Turn the information you learn into a specific outline. Accordingly, proceed to deploy important content into bullet points.

7.4. Podcasts.

Podcast is a digital audio program on the Internet that users can download and listen to. Podcasts are created by an individual or group of people whose sole role is to lead conversations, share stories, or inform news to the audience.

Learning through Podcasts is a method chosen by many people to improve their foreign language skills. Because it has a lot of benefits:

Develop Listening skills: When listening to many conversations of native speakers, you will become familiar with how they use language, how they connect sentences, or how they connect sounds and raise and lower their voice tones to act. Express your feelings and meanings.

Expand your English grammar and vocabulary: Through exposure to the language in specific contexts, you will expand your vocabulary and understand how to use them, thereby gradually building a vocabulary foundation. and grammar in the process of learning English.

Improve English speaking and pronunciation: While listening to podcasts, you can apply the Shadowing method that combines reading the transcript, recording and comparing with the podcast. Practice regularly and you will notice a clear improvement in your speaking and pronunciation ability.

Improve reading comprehension: The good vocabulary and structures you collect while learning English through Podcasts will help you improve reading comprehension, and listening to Podcasts also helps you expand your knowledge in many areas. many different topics and fields.

Writing skills improve significantly: If you practice listening, transcribing what you hear from the podcast and comparing it with the sample transcript, you will become familiar with many new vocabulary and grammatical structures. Thanks to that, your writing ability will improve significantly.

There are 4 steps to learn English through Podcasts

Step 1: Start with easy-to-listen.

Step 2: Apply active listening.

Step 3: Be persistent and practice listening regularly.

Step 4: Prepare a speech related to the Podcast topic you just listened too.

7.5. Watch movie.

Watching movies with English subtitles helps you hear the pronunciation of English words and phrases in natural contexts and through a variety of voices. Like learning through podcast, it also has many benefits:

Improve English listening comprehension and pronunciation: watching movies with English subtitles helps you hear the pronunciation of English words and phrases in natural contexts and through a variety of voices.

Increase vocabulary and grammar: **movies with English subtitles will** give you access to many new words in many fields and genres. Not only that, grammatical structures in everyday communication also appear a lot in movies. You can learn a lot of vocabulary and grammar through impressions of scenes in that movie.

Increase interest in learningThe good segments and dialogues of the characters in the movie will leave a strong impression on English learners. Learning English while having fun will help you avoid stress and be much more interested in learning English.

8. Factors affecting self-study.

8.1. Subjective factors.

8.1.1. Self-awareness

Students' self-awareness depends on their understanding of the purpose, meaning and role of self-study, the content and methods of self-study and factors affecting self-study. From there, students know how to self-organize, self-check and evaluate their self-study results.

8.1.2. Self-study attitude

Students' self-study attitude is expressed in the need for self-study, self-study motivation, interest, positivity, self-reliance in learning, passion with high determination and enthusiasm. overcome difficulties to accomplish learning

tasks. Observable behavioral gestures are also manifestations of self-study attitude (diligence, diligence...). The internal components of self-study attitude include: Self-study need, self-study motivation, self-study interest, will to overcome difficulties in self-study...

8.1.3.Ability to self-study

Along with the above system of factors, students must have the ability to self-study through implementing self-study plans, how to organize self-study, especially based on learning results to determine. striving. Thus, students must actively self-study and collect documents themselves.

8.1.4.Learning method

A method to achieve learning goals and tasks in a certain way. Students must have a reasonable study plan, distribute time and apply appropriate self-study methods. Learning methods are decisive to students' learning outcomes.

Besides the above factors, the ability to think, generalize, synthesize, and analyze problems is an internal factor that directly determines the effectiveness of self-study activities.

8.2. Objective factors

8.2.1. The first is teacher group, teachers also have an influence on the students' self-study process

Lecturers will play the role of orienting the subject content as well as orienting the content of each lesson for students. Based on the lecturer's orientation, students' self-study focuses on solving the basic content of the subject as well as achieving the objectives of the subject and each lesson. The instructor's orientation is related to group learning content, discussion, lesson preparation and exchange between learners. Lecturers orient how to exploit the content, orient the knowledge of the lesson as well as orient thinking for each problem. Orientation is a factor that promotes self-study ability.

Lecturers play the role of suggesting knowledge in students' self-study process. Instructors' suggestions are the driving force that promotes students'

positivity and passion for exploration during the self-study process. Researching new content, new problems, new lessons, and the teacher's suggestions act as a catalyst to promote learners' proactive research. The lecturer's suggestion is like finding a way out for students to go on their own path of finding knowledge. Prompting puts an end to students' laziness, inertia, and stagnation in the face of new knowledge. The teacher's suggestions during the student's self-study process help students learn knowledge according to the teacher's direction.

Lecturers play a supporting role for students in the self-study process. In this role, instructors will support students. The lecturer's support in the student's self-study process is the lecturer's timely help to the students. The content of the subject and lesson will be clearer and more attractive if during the learning process the lecturer supports students in researching, finding documents, and conquering knowledge. Timely support from instructors is the optimal and most effective solution whenever students fail or cannot find answers in lessons, specific exercises, or specific situations. If the teacher's orientation and suggestions for the student's self-study process are still general, the teacher's support for the self-study process is very specific. Lecturers support students in reading documents, assist in finding documents, assist in coming up with optimal solutions, and support a sense of responsibility so that students are passionate about researching lessons on their own.

Lecturers play the role of evaluating and checking students' self-study results subject objectives and lesson objectives through assessment and testing by instructors. In this role, lecturers promptly detect students who do not have the ability to self-study, or do not have the ability to self-study properly, or self-study is forced. Also from the role of testing and evaluating, lecturers can identify the thinking of each student in the process of actively exploiting the subject and lesson at a certain level of positivity.

8.2.2. The second group of factors is document sources.

Self-study in Vietnam is still not really popular among students, partly due to the lack of quality resources. Accessing scientific documents, especially foreign documents, is still very difficult. The general trend of students in the technological age is to often search for online resources instead of printed books, but those documents have not been censored so their reliability is not high. Difficulty in finding documents can also easily lead to boredom.

8.2.3. The last group of factors belongs to family factors.

Not all individual students are aware of their own learning responsibilities, so when they do not receive the attention and direction of their families, they easily neglect their studies. In order for students' self-study activities to be carried out effectively, family orientation is required to be based on the students' actual abilities.

9. Difficulties in self-study

9.1.1. Lack of motivation

Practicing self-study skills requires patience and perseverance. Many people can become discouraged and give up when they encounter difficulties or slow learning progress.

9.1.2. Difficulty in concentrating.

This is a problem many students encounter during self-study. Lack of concentration or distraction during the learning process can be caused by external factors such as noise, or it can also be due to the student's own lack of interest in learning. In addition, many students do not know how to organize their time properly. During self-study, they spend too much time surfing Facebook, Instagram,...

9.1.3. Difficult to find suitable learning process

English is a difficult subject, which has a huge amount of knowledge. Most of you have difficulty or confusion when making plans to self-study English so when starting to self-study, many people will not know where to start?

Some people will choose to learn vocabulary first, some will choose to learn grammar, etc. They do not have a plan, a clear specific study program. This will make self-study ineffective.

9.1.4. Difficult to find suitable materials.

Currently there are many books to help self-study English, but not all of them are good. This can limit the learning process and cause learners to miss important knowledge and learn too much. Therefore, finding resources plays an important role in self-study.

9.1.5. Lack of evaluation and comment

Lack of assessment and failure to receive feedback from external sources during the learning process can cause learners to not recognize weaknesses, leading to failure to progress. Organize tests or perform exercises to evaluate your knowledge. Furthermore, seek feedback from others, like teachers, friends, or online communities. Get feedback and modify your current learning methods based on what you've learned.

9.1.6. Lack time.

During the process of self-study, many people do not know how to allocate study time appropriately. When they first start researching a certain knowledge or problem, they are often impatient, they arrange a dense self-study time, making self-study ineffective and easily boring. Besides, there are also students who spend too much time making money, working part-time jobs, or there are also students who take too many different courses but do not take the time to self-study and absorb knowledge..

CHAPTER 2.
THE IMPACT OF UNIVERSITY ENVIRONMENT ON STUDENT'S
SELF – STUDY.

1. Training methods

At university, in addition to the class method, students follow the program prescribed by the school for each semester, each school year, and each course based on the timetable. There is also another training method that is the academic credit system, in this method, the specific learning plan depends on the student himself. Students have the responsibility and right to choose subjects, study time, and slow or fast learning progress that suits their conditions. This method gives students the ability to be proactive in planning their studies, determining the time, means, and measures to achieve the learning goals set out in that study plan. At that time, students must consciously build self-study and self-research plans to make the learning process effective.

2. Form of teaching organization

At university, students' self-study activities are a mandatory component of the timetable and an important content to evaluate learning outcomes. Teaching - learning activities are organized in three forms: class, practice and self-study. In these three forms of organizing the course, in the first two forms the lecturer will lecture and give instructions; Students listen to lectures and practice under the guidance of instructors. In the third form, lecturers assign learning content to students for self-study, research, and practice. Therefore, to learn according to the university curriculum, self-study is mandatory for every student.

3. Facilities and surrounding environment.

Facilities for learning, the environment surrounding the facilities for learning such as: lecture halls, textbooks, documents, equipment, libraries, classrooms, stadiums, etc. .. All of these facilities need to be fully and modernly equipped to create the best learning environment for students. A healthy, quiet learning environment will help students study better

4. Study time

In fact, the university curriculum is very large but the time spent in class is less than in high school, so after class, many students will use the remaining time for activities such as Research, collect data,... Besides, there are also many students who work part-time to earn extra income, but when they do not manage their time well, it will have an impact on their study results.

CHAPTER 3: METHODOLOGY.

1. Survey Research.

Steps in conducting a survey research

When performing a survey analysis, the investigator must determine carefully how the research is to be conducted. These include a great deal of steps such as:

Defining the purpose and objective of the study

Selecting and defining research object.

Choosing and selecting techniques for data gathering.

The questionnaire is then followed up.

The data gathered is processed, analyzed, and interpreted, from which the results are concluded and the findings are then generalized.

Following these steps will help researchers understand and build answers from themselves based on the survey data sheet they read.

2. The participants.

The research was conducted with 26 first-year English majors at Hai Phong University of Management and Technology. Their age is about 20. They all have a very long time learning English. However, their English proficiency has a huge difference.

3. Data collection instruments.

In order to collect data for the study, a survey questionnaire was chosen because it is a straightforward and familiar tool instrument for gathering information from students and is less time-consuming than other instruments.

The purpose of the survey is. It is based on the most popular strategies used by students around the world, and the majority of the items in the questionnaire were chosen because they promoted student interest.

The questionnaire has a total of 8 questions with contents: Do you find importance to self-study, What is your purpose of self-study?, How many hours a day do you usually self-study ?,...

4. Data collection and procedures.

The questionnaire was administered to first-year English language students during their break time, and students had 15 minutes to complete it. The students' participation in the survey process was completely voluntary and they were assured that information would be kept confidential during the survey; they were also asked to give their opinion as honestly as possible, which is critical to the success of this investigation.

PART III. DATA ANALYSIS.

1. The design of the survey questionnaires.

The survey was distributed to first-year English majors to learn about the reality of self-studying English at Hai Phong University of Management and Technology. Students are asked to check the answer that best matches their opinion. The questionnaire has the following eight questions

Question 1: aims to survey students' opinions about the importance of self-studying English.

Question 2 concerns students' awareness of self-study, what orientations and goals do they have to be able to study diligently every day?

Question 3 aims to exploit frequency of Students' self- study. The researcher wants to understand more about students' self-study time in English during exam preparation time and outside of exam preparation time. Based on this understanding, the author can know exactly about them.

Question 4 aims to find out the self-study skills that students already have.

Question 5 aim to know about the self-study methods that students have used and the level of implementation of those methods.

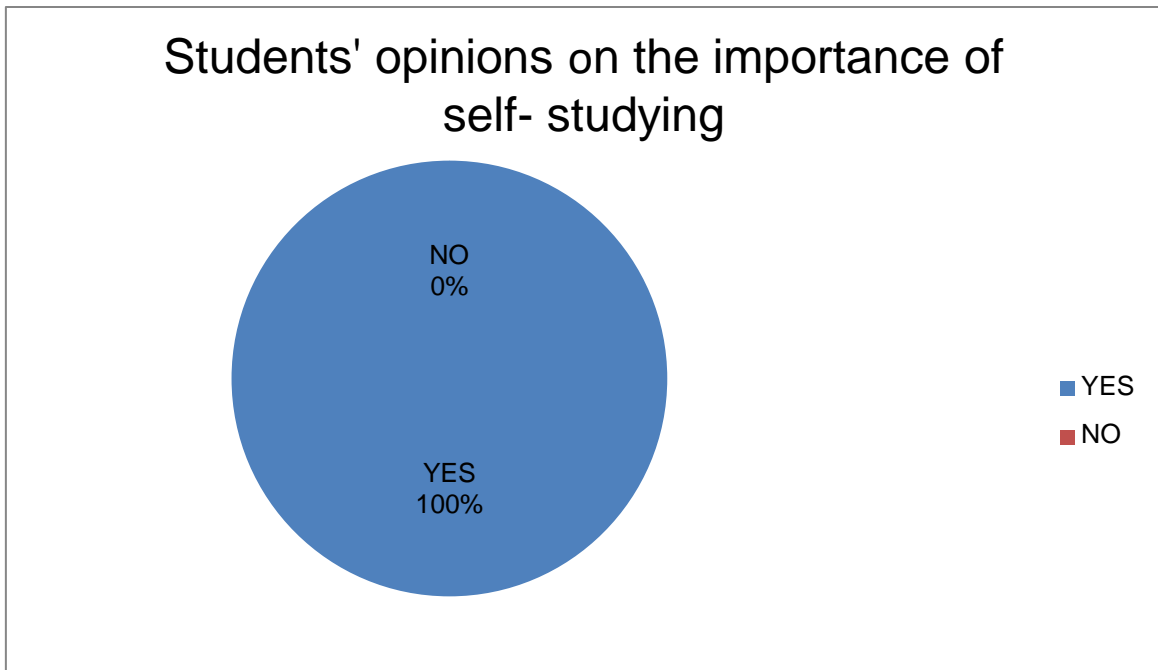
Question 6 aims to research students' difficulties in the self-study process, thereby providing solutions to help that process become more effective.

Question 7 aim to make the factors that affect students' self-study. This is very important for the researcher, through which the researcher can come up with some appropriate solutions.

Question 8 aims to find out about the influence of self-study on student learning outcomes. Because, to judge the level of each student, we often look at their learning results, so the student's assessment of the influence of self-study on learning results will show their level of self-study.

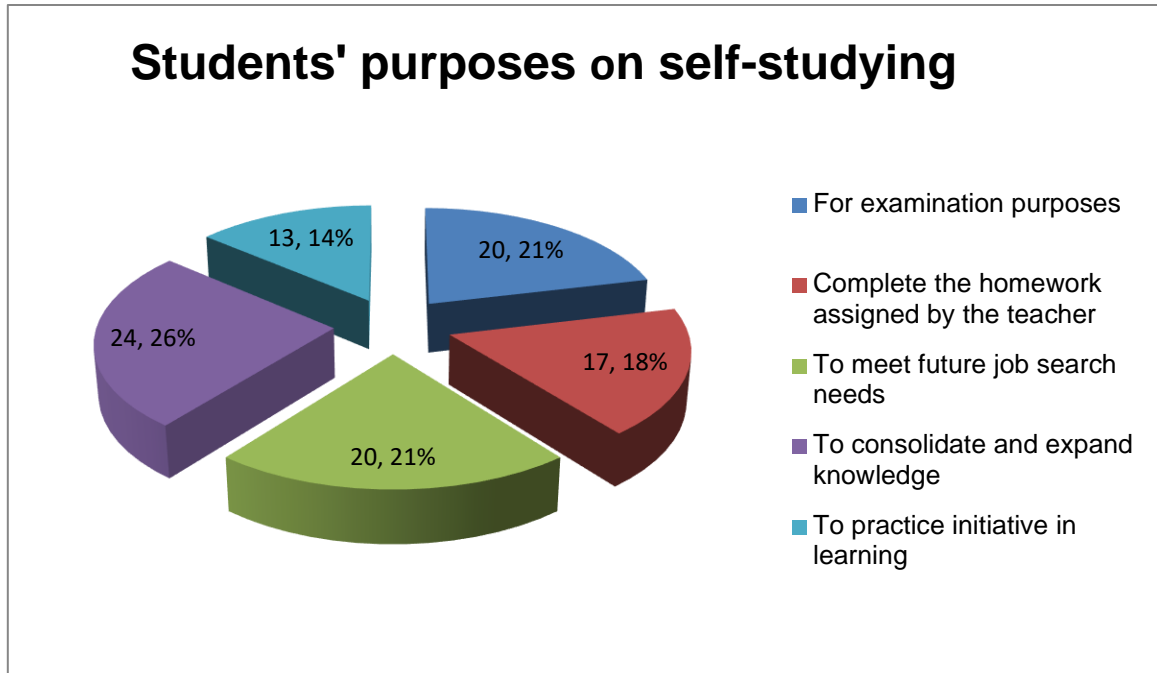
2. Data analysis

Question 1. Do you find it important to self- study?



The chart pie shows that, out of a total of 26 first-year students majoring in English from Hai Phong University of Management and Technology participating in the survey. All students agree that self-studying English is very important. They also gave many different reasons to explain why self-studying English is important.

Question 2. What are your purposes of your self- study?



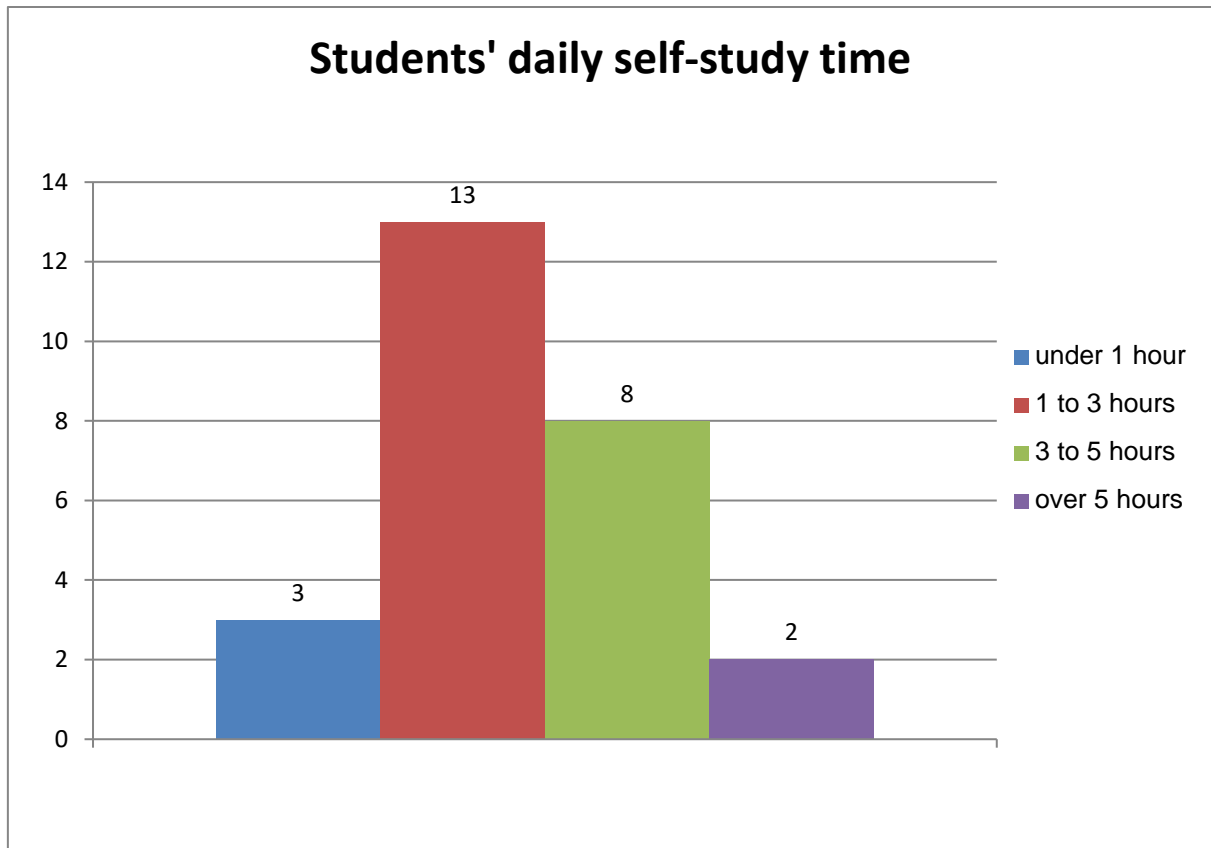
The pie chart represents students' self-study goals.

In general, each student has different self-study goals (most have more than one goal).

In one hand, most students identified that their learning goal is to consolidate and expand their knowledge, accounting for 24.26%, this number is nearly double the proportion of students studying on their own for the purpose of being more proactive in learning (13.14%).

In other hand, the proportion of students self-studying because of future job requirements and because of completing tests is equal, both accounting for 20.21%. And finally, the number of students who self-study for the purpose of completing homework accounts for 17.18%.

Question 3. How many hours do you spend on self- studying everyday?

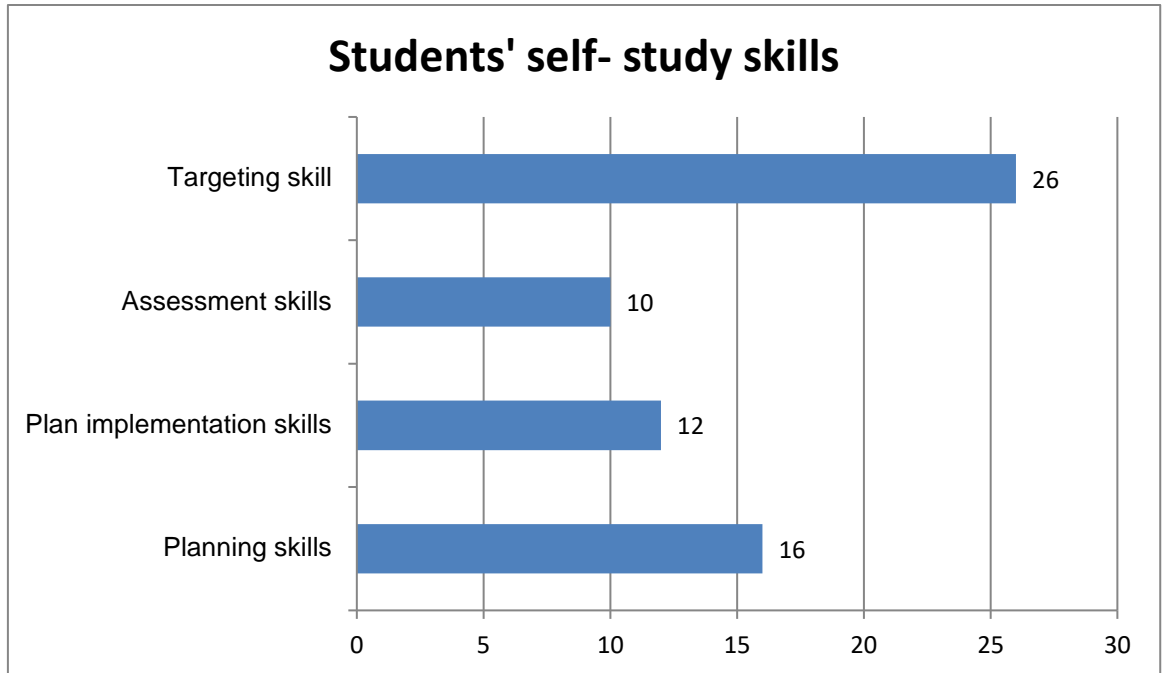


The column chart shows students' daily self-study time.

Thereby, we see that students' self-study time is from 1 to 3 hours the most (13 students), accounting for 50% of the total. Ranked second is the number of students with self-study time from 3 to 5 hours (8 students). Next is the number of students with more than 5 hours of self-study time, accounting for the smallest percentage (2 students). However, there are still some students who have self-study time of less than one hour a day (3 students), but this number is not significant, it only accounts for 11.5% of the total.

In summary, based on the above data, we can conclude that the majority of students have a sense of self-study.

Question 4. What self-study skills do you feel you have?



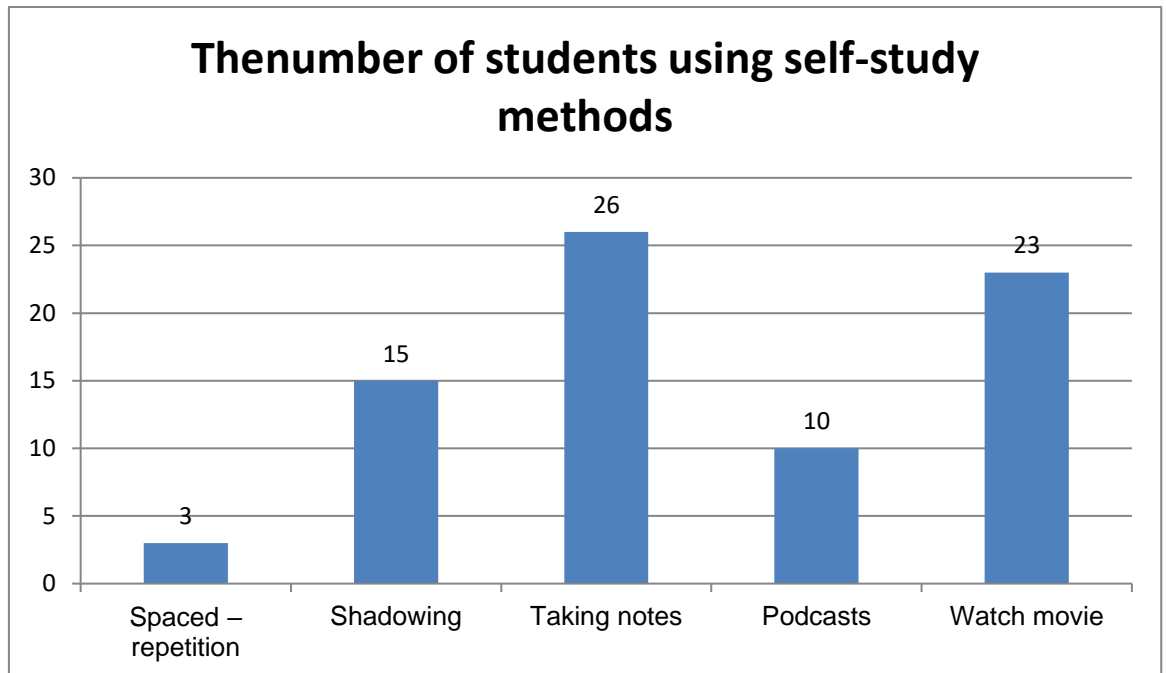
The column chart shows the rate of students' self-study skills.

Through the chart, we see that the skill of achieving goals accounts for the largest proportion, 26 students out of 26 students have set their own learning goals. There are 16 students with planning skills, accounting for 61% of the total number of students participating in the survey.

However, the number of students with two skills of planning implementation and evaluation skill is only 12 students and 10 students respectively, not reaching 50% of the total number of students.

In summary, In general, every student has at least one self-study skill.

Question 5. Which self-study methods have you done ?

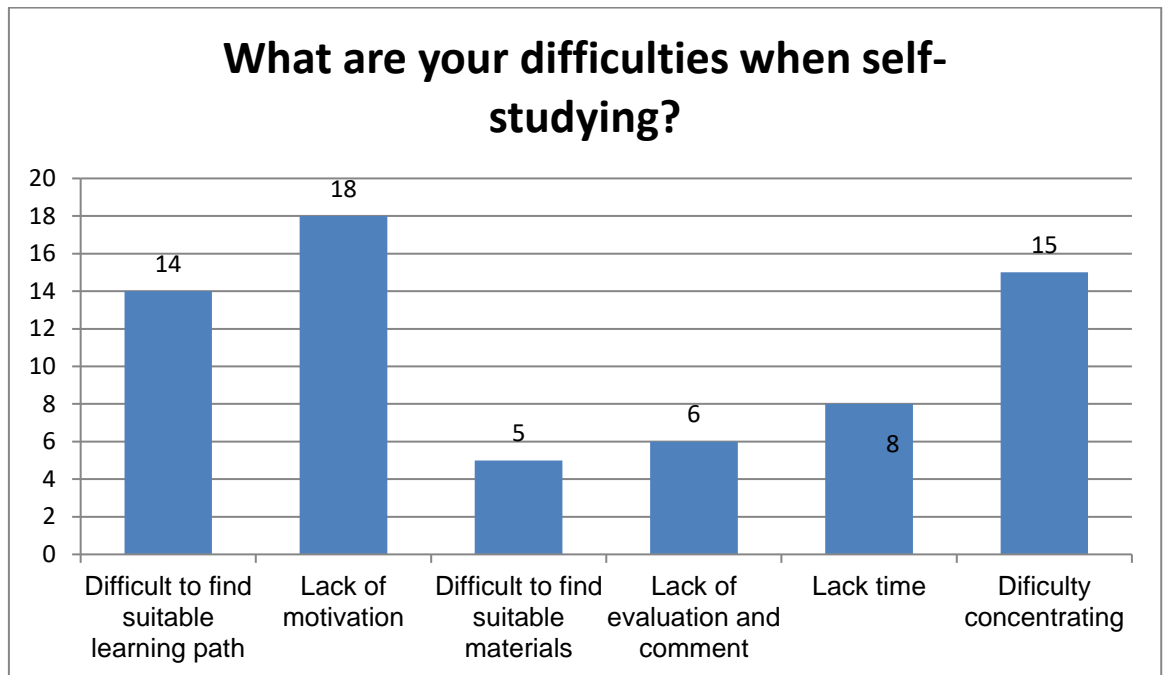


The chart shows the number of students who has followed different learning methods, some students have followed two or more methods.

On the one hand, there are three self-study methods most used by students, each method reaching more than 50% of the total number of students participating in the survey. Of which, the note-taking method reached 100% (26) students. The number of students self-studying by watching movies reached 88%. Next is the shadowing method, which 15 students know and use.

On the other hand, the number of students who self-studies through the podcast is only ten students. And low is the spaced – repetition method, only 3 students used it. This number is nearly 9 times lower than the number of students using the note-taking method.

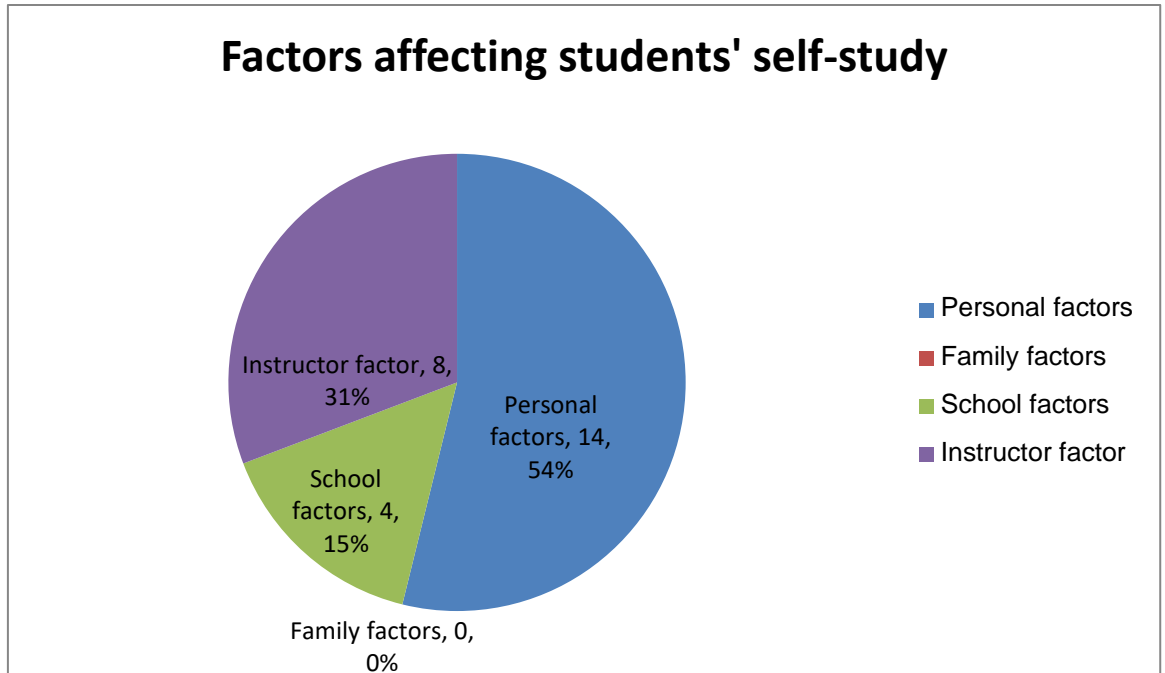
Question 6. What are your difficulties when self- studying?



The column chart 6 shows some challenges that many students encounter when self-studying. More specifically, the biggest challenge that they have to face is “lack of motivation” with 18 students. There are 15 students, who find concentrating difficult to self-study. 14 students felt that it's so hard to determine suitable learning routine. Next, there are 8 students who “lack time” for self-study. The number of students lacking comment and evaluation when studying on their own is one-third the number of students lacking motivation. Finally, the least difficulty students face is “lack of motivation” with 5 students.

In short, every student faces at least one difficulty When self- studying.

Question 7. What factors have the most impact on your self-study?

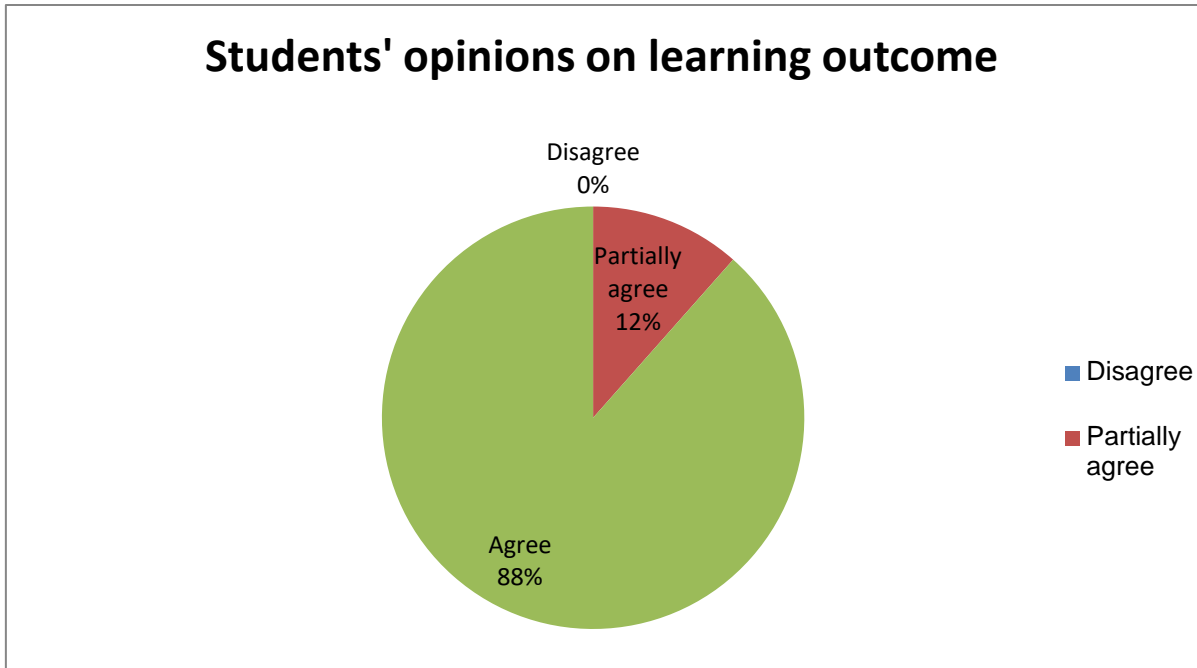


The pie chart shows factors affecting students' self-study. In general, there is a huge difference in the ratio between factors.

In one hand, personal factors account for the largest proportion (54%). Many students have shared that when studying by themselves, it is difficult to concentrate and do not want to study.

On the other hand, the total ratio of the remaining three factors is still not equal to the ratio of the factor itself. The lecturer factor accounts for 31%, the school factor ratio is half that of the lecturer factor, accounting for 15%. In their opinion, family factors do not have any influence on their self-study.

Question 8. Do you agree that your self- studying help to make your learning outcome better?



The chart shows students' views on the impact of self-study on learning outcomes. The results show a clear difference between "agree" and "disagree" opinions about how self-study will affect study results.

Most of students, 26 students, accounting for 88% agrees that self-study has an impact on academic results, the remaining 3 (12%) students partially agree with that. Thus, the number of students agreeing with that opinion is more than 7 times the number of students disagreeing. Finally, no student disagreed that self-study had a positive impact on self-study. Some students partly agreed, most also shared that they only partly agreed because they often spend most of their time studying knowledge that is not in books.

In short, all of them had positive reviews about self-study.

PART IV: FINDING AND DISCUSSION

1. Finding and discussion.

The original survey results were based on 26 students' NA26 first-year English majors from Hai Phong Management and Technology University, who responded. First, 100% of students participating in the study were aware of the importance of self-studying English, and each student also had at least one self-study goal. However, the number of students who spent time on their own. Studying more than 5 hours a day is quite small (7.6%), from 3 to 5 hours 30.7%, the number of students studying from 1 to 3 hours accounts for the most (50%), the rest are some. Few students study less than 1 hour a day. In addition, the survey also showed that among the proposed skills and learning methods, each person had and used at least one skill and self-study method.

On other hand, students also encountered some difficulties when self-studying, including lack of perseverance (18 students), 15 students have difficulty concentratin. When self- study, difficult to find suitable learning process (14 students) .There are 8 students who “lack time” for self- study lack of comments (6 students), and difficult to find suitable material (5 students). Students also shared that when they started self-studying, they did not know where to start learning, in addition, they often only used one way of studying, which was using pen and paper, which made them feel bored discouraged and unable to persevere for long. Besides, some of you find it difficult to choose suitable documents for yourself. There are too many documents to choose from, but many are higher than your level, many are lower than your level.

Finally, 88% of students agree that self-study helps improve learning outcomes and only 12% of students partially agree with that.

2. Suggested solutions.

2.1. Create motivation.

2.1.1. Set a short-term career goals

Prepare yourself a notebook. Every day, write down a detailed list of your class schedule and homework to do. Defining clear learning goals will help us be aware of what we have to learn and complete it faster. However, on time At first we should write goals that are easy to complete first so we don't feel discouraged.

2.1.2. Find a friend to study together.

Finding a friend to study together is a great way to keep yourself accountable for getting your work done on time. You and your friend will have a schedule arranged together and that will require you to comply with the set study schedule if you do not want to miss an appointment and affect your friend. Studying with a friend can be a great motivator to study in the first place, especially if you tend to get bored studying alone.

2.1.3. Break each study part into smaller parts.

If you learn too much at once, it will make you easily discouraged and give up. Because in the process of self-studying at home, we don't have anyone to urge us around, if the goal is out of reach, you don't know where to start and of course you can't concentrate at that time. Therefore, Let's break down each part of knowledge and solve each thing one by one.

2.2. Create focus on learning.

2.2.1. Minimize distractions that cause you to procrastinate studying.

When you start self-studying, you should turn off all social networks like facebook, zalo,.. Then your brain will not be distracted by many different things and only focus on learning, so your ability to absorb will be much better.

2.2.2. Use Pomodoro.

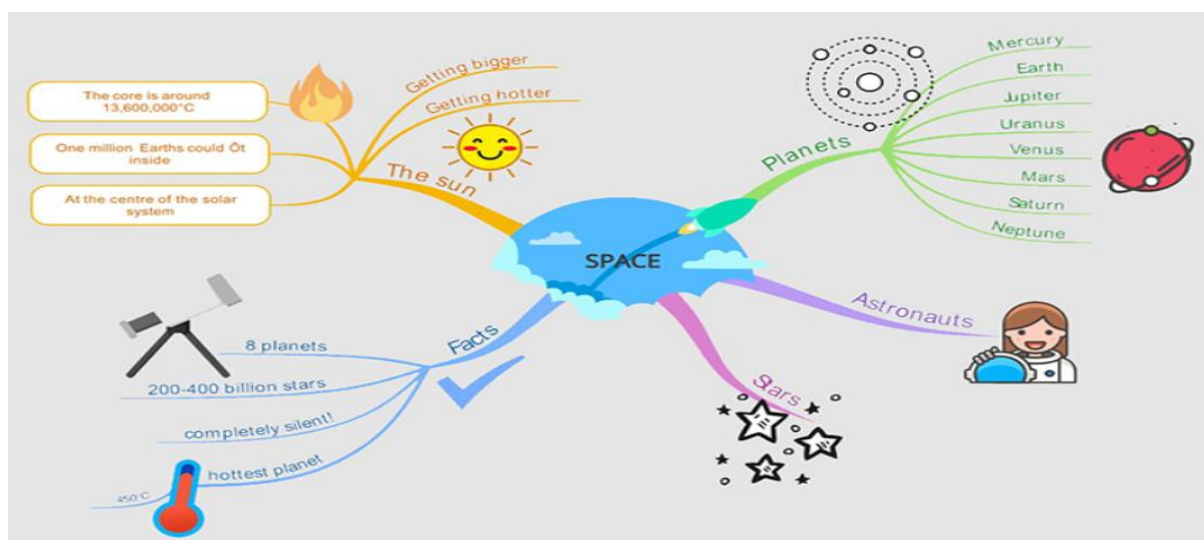
This is a learning method that helps balance time. Study for 25 minutes straight without resting, without checking your phone, etc. Tell yourself "I will spend 25 minutes on this exercise and will not let it interrupt." Then, relax for 5

minutes to finish a Pomodoro session. Each time you study, try to complete 4 Pomodoros then you can take a long break (20 minutes).

2.2.3. Use mind maps.

With a large amount of knowledge, try applying a mind map to rearrange the order for better memory.

You start with bullet points of large items, then rearrange smaller ideas like the growth of a tree. When you finish drawing a mind map, not only have you absorbed the knowledge once, but you also have a visual and vivid overall picture.



2.3. Some materials for self- study.

2.3.1. Recommending book for listening skill

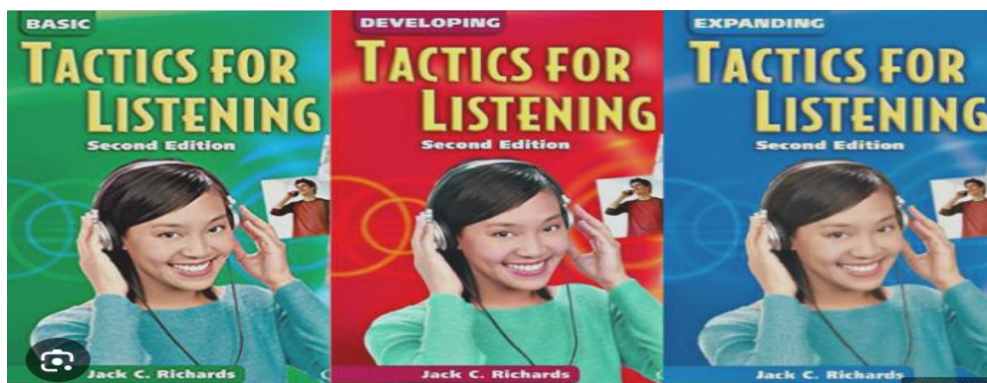
Tactics For Listening is a series of English - American listening practice books that are quite familiar to learners in Vietnam. This is considered the most effective English listening practice material for college students.

The book set includes 3 volumes:

Basic Tactics For Listening

Developing Tactics For Listening

Expanding Tactics For Listening



The book's content includes 24 common topics in life, 6 tests (. The difficulty of skills and exercises will gradually increase with each unit.

Oxford Open Forum book series includes 3 levels to practice listening and speaking skills . This set of books is academically oriented, suitable for learners who want to develop discussion skills. Each lesson will provide presentations and practice listening skills on topics such as technology, social sciences, history, communications, business, and more. Open Forum includes 15 audios, each audio has a duration of 20 minutes.



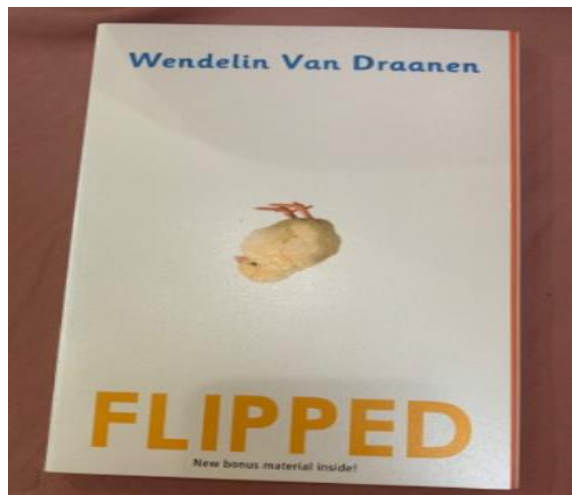
2.3.2. Recommending book for communication skill.

Practice super memory of English vocabulary - Nguyen Anh Duc: One of the most classic books for learning English communication. The book is suitable for beginner level English learners who need to communicate in everyday situations.

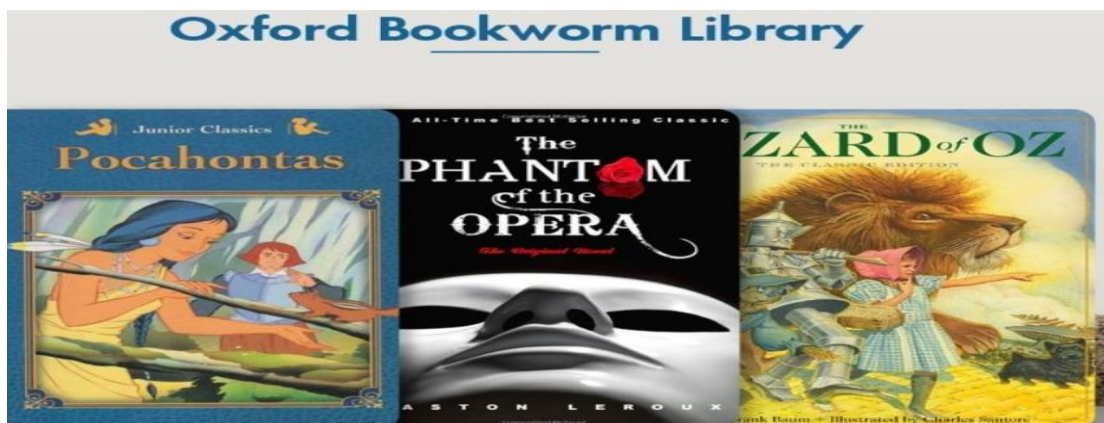
Hacking Your English Speaking - Hoang Ngoc Quynh: Top of the best English learning books built using the mind map learning method. This is an advanced and smart way of learning that helps learners remember quickly and long-term the knowledge learned through eye-catching images and self-summarizing the content of the lesson.

2.3.3. Recommending book for reading skill

Flipped : the book contains life lessons gently integrated into each story to educate teenagers about life. The clear use of words and writing is like the clarity of mind of teenagers. When reading the book, you will learn a lot about how to use words and expressions that are close to your age.



Oxford Bookworm Library - storybooks suitable for all English learners because they are built and divided into 6 levels from easy to difficult, published by Oxford University. The Oxford Bookworm Library also has a variety of genres from detective stories, science fiction, jokes...

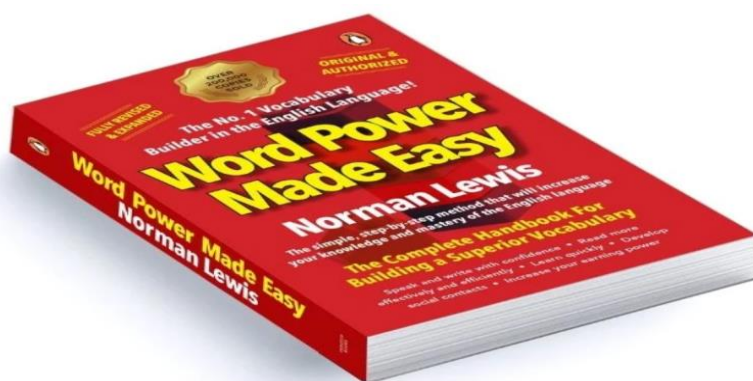


2.3.4. Recommending book for writing skill

Basic English Grammar for Dummies – Geraldine Woods: A basic English grammar book for beginners or beginners that is very suitable and effective.

English Grammar in use – Raymond Murphy: This is a book specializing in vocabulary and additional grammar recommended for beginners learning English.

Word Power Made Easy - Norman Lewis : a book that helps improve vocabulary and has remained very "hot" in recent years. The reason it is so popular is because the book not only provides diverse vocabulary sources but also creates interesting games and activities to help readers practice and remember vocabulary as naturally as possible



Longman English Grammar Practice - LG Alexander: The book is not a dry grammar theory but rather practice exercises to help you remember grammar knowledge and know how to apply it in practice

2.4. Make a schedule.

Self-study will become much easier if you know how to plan and manage your self-study time.

Before you start self-studying, determine what you need to learn. You need to avoid letting scattered knowledge affect what you really need.

Next, think about:

How will you learn?

What time the frame do you study?

How many hours a day and how many days a week should I study?

In addition, you need to consider for yourself which is really important: making money or improving your knowledge. New knowledge is luggage that stays with you for the rest of your life. With knowledge, you will have many better job opportunities, while part-time jobs only bring a small amount of temporary income. Besides, if you work part-time to gain experience, you can use your summer vacation for it.

2.4. Take some courses apply AI to self- study.

The impact of AI in language learning is profound and radical. It creates personalized learning experiences, unlike the generic experiences we've been accustomed to. The technology adjusts to the individual learning styles, speed, strengths, and weaknesses of its users, making learning more accessible than ever before.

When it comes to learning English with AI, there's a four-step process:

Assessment: AI learning tools first identify the learner's proficiency level and learning style by presenting an assessment test.

Personalization: Based on the analysis, the AI system curates a personalized learning pathway incorporating curated resources and activities.

Progress and Adaptation: As the learner proceeds, the AI system tracks their progress and adapts the learning materials accordingly in real-time.

Review and Feedback: AI provides continuous, instant feedback, and facilitates repeated practice and review to reinforce the learning.

Currently, there are many applications that apply AL technology to help learners self-study English:

2.4.1. Duolingo.



Duolingo is a free language learning app that uses artificial intelligence (AI) to help users learn in an effective and fun way.

Courses are divided into levels, from basic to advanced. Each level includes multiple lessons, each focusing on a specific topic. Duolingo's lessons are designed like a game, with a variety of activities to help users learn vocabulary, grammar, pronunciation, and communication. These activities include: Jigsaw games, word filling games, listening and repeating games, talking games,...

The application will track users' learning progress and recommend lessons appropriate to their level and needs

2.4.2. Zaplingo

Zaplingo is an AI language tutor available for both iPhone and Android, Zaplingo covers a wide array of languages beside English, including Spanish, French, Italian, and Brazilian Portuguese. What makes it stand out is its customization – it tailors exercises to the learner's level and interests using AI, making the learning process engaging and personalized.

2.4.3. ELSA speak



The application is highly appreciated for its exclusive voice recognition technology, helping users improve their English pronunciation effectively. The application has more than 7,100 lessons to practice Speaking skills from basic to advanced. These lessons cover a variety of topics, from vocabulary, grammar, to pronunciation.

The user's voice is recorded and pronunciation is analyzed, thereby providing instant feedback. In addition, ELSA Speak also provides detailed error correction instructions including how to pronounce each syllable, tone, and intonation. Thanks to that, learners can quickly recognize and correct their pronunciation errors.

2.4.4. The coach.



The coach integrates artificial intelligence (AI) to check pronunciation and GPT chat to create an environment to practice English communication at

home, thereby improving English communication skills, high learning efficiency, saving time and costs.

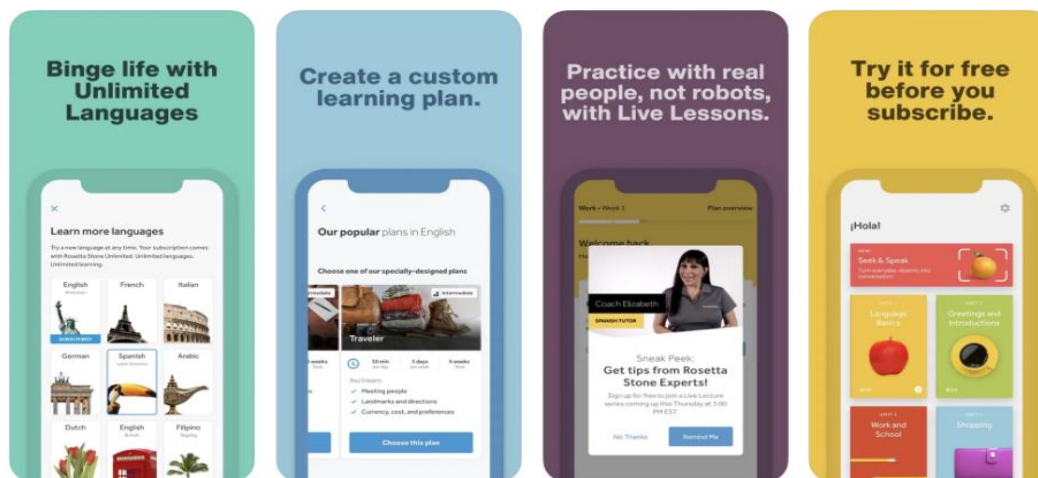
Instead of having to spend hours finding someone to communicate with, learners can practice speaking at home for hours with AI in many common situations. Practicing repeatedly is the best way to master communication skills.

In the AI environment, learners can experience it like a face-to-face conversation. If they don't know what to say, the AI will suggest an answer. If the learner answers incorrectly, AI will detect and guide the correct way to say the structure.

2.4.5. AI Chatbots

Learn English through conversation with AI-powered chatbots available on various platforms. They react and respond to your text inputs, helping you develop conversational fluency in English over time.

2.4.6. Rosetta Stone.



Rosetta Stone is known for its immersive approach to language learning. The app uses AI algorithms to create personalized lesson plans that simulate real-life conversations and situations. Users will learn the language in context, making memorizing vocabulary and grammatical concepts more effective.

2.5. Some learning method.

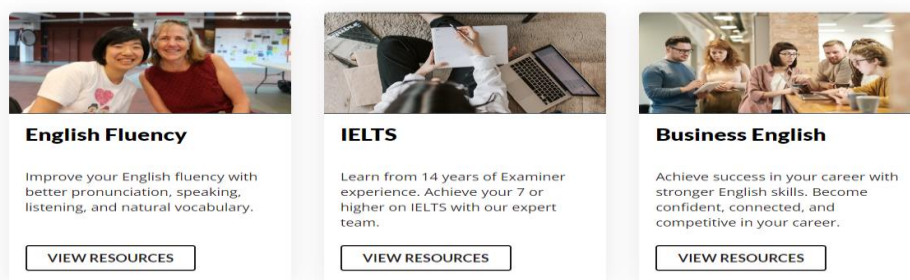
2.5.1. Self-study through Podcast.

2.5.1.1. All Ears English

Link podcast: <https://www.allearsenglish.com/episodes/>

All Ears English is an English learning podcast channel founded by two ESL English teachers, Lindsay from Boston and Michelle from Chicago with a language learning method and the motto "Connection is better than perfection".

The podcast's topics revolve around real communication situations, from talking with colleagues to job interviews,... through short lessons lasting 10 - 15 minutes.



2.5.1.2. Splendid Speaking

Linkpodcast: <https://www.podomatic.com/podcasts/splendidsspeaking>

Splendid Speaking is an English learning podcast channel founded by two Americans, Jason and Sarah, with the aim of helping advanced learners improve their speaking skills.

The channel provides high quality lessons, from pronunciation, grammar, vocabulary to communication skills such as presentations, conversations,... through diverse topics such as culture, history, science, technology, business,...

Each lesson of Splendid Speaking will include discussions or interviews or presentations, performing short tasks by many different participants.



2.5.1.3. Minute English from BBC

Link podcast: <https://www.youtube.com/playlist>.

Minute English is a free English learning podcast for beginners broadcast by BBC Learning English.

This podcast channel is broadcast daily with each episode lasting about 6 minutes, the content often revolves around familiar topics such as current affairs, culture, society,...

Through an interesting learning method, 6 Minute English offers engaging lessons through Nick and Alice's conversations, accompanied by recordings and vocabulary lists to help you study more effectively.

In addition, 6 Minute English's podcasts are recorded by BBC broadcasters with standard British accents. This helps learners practice English pronunciation correctly.

2.5.1.4. Espresso English.

Link podcast: <https://www.podbean.com/podcast-detail>.

The Espresso English Podcast, developed by Shayna. With 300 podcast episodes, each episode is 5 - 10 minutes long, Espresso English focuses on giving you useful knowledge about vocabulary, grammar and standard pronunciation in English.



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Espresso English Podcast

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| | | | |
|---|---|--|--|
| 1 | BATTLE vs. BOTTLE pronunciation 🕒 2024-04-26 |  Play |  Download |
| 2 | Phrasal Verbs: Transitive, Intransitive, Separable, Inseparable 🕒 2024-04-24 |  Play |  Download |
| 3 | 50+ Contractions in English! 🕒 2024-04-22 |  Play |  Download |
| 4 | MAYBE vs. MAY BE (with examples) 🕒 2024-04-19 |  Play |  Download |

The attraction of this podcast channel is the lessons, topics related to daily life, common problems and solutions to learning English for difficulties.

In addition, the podcasts also include free lessons and quizzes, which you can easily download to further practice the knowledge you have heard.

2.5.1.5. Culips ESL Podcast

Link podcast: <https://esl.culips.com/>

Culips ESL Podcast is considered a unique English learning podcast with the goal of helping users become familiar with English conversations at normal speaking speed.

Culips ESL has released more than 600 podcast episodes and 7 outstanding series with a variety of topics at many different levels.

The channel also provides students with free English materials that can be easily downloaded and practiced.

800+ EPISODES AND 7 GREAT SERIES

Are you ready to get better at English? We're here for you. Check out our episode library and start improving right away.



Chatterbox
English conversations at a normal speed. We interview someone who has an interesting story to tell.



Catch Word
English Idioms, phrases, common slang and interesting vocabulary make you sound like a native speaker



Simplified Speech
Our hosts have natural conversations in everyday English, while speaking slowly and clearly.



Real Talk
Practical English expressions for everyday situations that you encounter in an English speaking country.



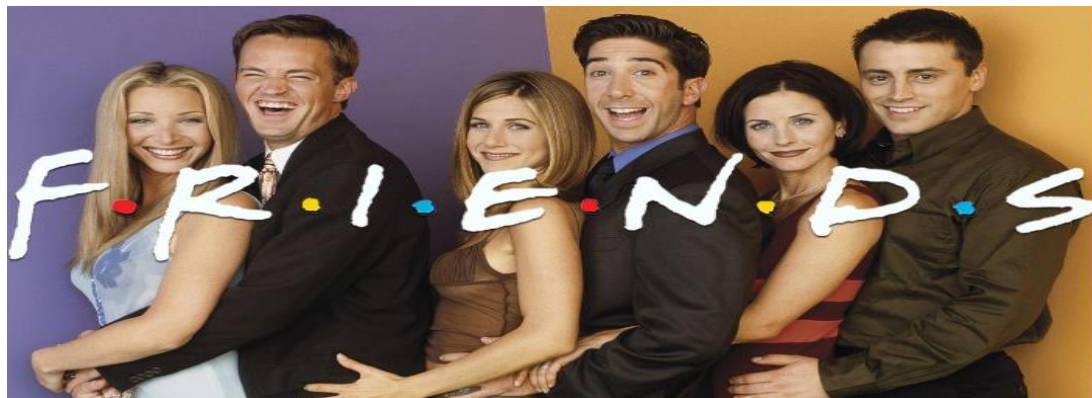
Speak Easy
Suzanne teaches you how to perfect your accent and speak in clear and comprehensible English in our Speak Easy pronunciation series.



English tips from the Culips hosts
Discover English study tips, learn useful vocabulary, and listen to interesting interviews

2.5.2. Self- study through Watch movie.

2.5.2.1. Friends.



Friend is a comedy, so it both helps you supplement your English knowledge and brings you moments of entertainment. The film revolves around the daily lives of a group of 6 friends who are adults but still quite carefree, including Rachel, Monica, Phoebe, Ross, Joey, and Chandler, reflecting the reality of American society.

The film's actors are all native speakers, and vocabulary and grammar are used in the film series

Friends often deals with topics in everyday life. Therefore, watching this movie will help you hone in on more English vocabulary and sentence patterns commonly used in daily communication.

In addition, the dialogue in the film uses a lot of slang words, abbreviations and slang usage

2.5.2.2. Finding nemo.

Finding Nemo is an American animated film about the clownfish Marlin's journey to find his lost little son Nemo. Accompanying Marlin is the fish Dory.

The movie is useful for you to learn English because of its simple vocabulary and clear, slow dialogue.

The film's content contains many valuable lessons about family love and friendship such as "Everyone is different, and we need to learn to respect that in others.

2.5.2.3. Extra English.

When it comes to English listening practice movies, we can't help but mention Extra English. Is a series of foreign language educational films , consisting of 30 episodes.

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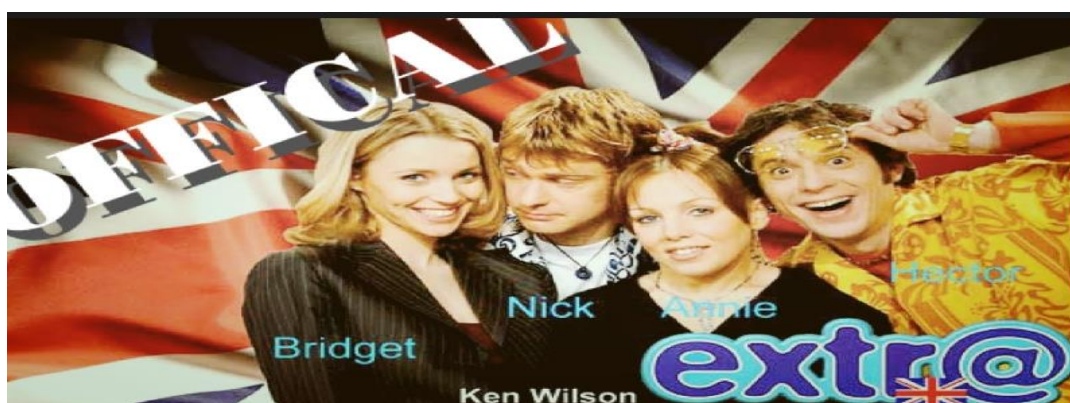
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The movie's content with many funny and amusing details always makes viewers excited. Through each episode, viewers will learn to improve their English pronunciation skills and simple, easy-to-remember communication sentences. This is really an extremely useful movie for beginners learning English through movies.

The movie is highly entertaining. Especially, It's good for "beginners" because the characters speak slowly, accurately, and are easy to follow.

2.5.3. Listen to English music.



To learn English from your favorite music, you must stick to English songs and learn from them as follows

Practice with your favorite songs or with popular songs. The second option is better because you hear them playing no matter where you go.

Go to YouTube and search for a music video or audio file you like. Listen to it over and over again until you know the song very well. After that, search for a lyric version of the song

Try to sing the song. Once you have memorized the lyrics and have a good feel for the music, you can try to do an *a cappella* (no music) version of the song or a karaoke version (music only) of the song.

Some basic level English songs:

Hello by Adele.

Link: <https://youtu.be/ru0K8uYEZWw?>

Can't Stop the Feeling! by Justin Timberlake

Link: <https://youtu.be/ulOb9gIGGd0?>

My love by Westlife

<https://youtu.be/YQHsXMglC9A?si=PyWiE7ughHPn4ucc>

A Thousand Years by Christina Perri

Link: <https://youtu.be/rtOvBOTyX00?>

2.5.4. Read e-books, articles and online magazines

2.5.4.1. VOA Learning English:

Link website: <https://learningenglish.voanews.com/>

VOA is a very famous site in the Vietnamese English learning community. This site is an English newspaper that uses simple vocabulary and expressions, very suitable for beginners or intermediate level users.

2.5.4.2. Newsweek:

Link website: <https://www.newsweek.com/>

This website has many articles about world news, US politics, business, science and technology. The language it uses is more difficult than the VOA site, but still at a basic level, easy to understand - quite suitable for those with average learning ability.

2.5.5. Spaced repetition.

Use “spaced repetition” with paper flashcards.

Use “spaced repetition” with the help of software

Popular “spaced repetition” software.

2.5.5.1. Anki

Link: <https://apps.ankiweb.net/>

Anki also has many flashcard sets available to choose from and allows you to easily share flashcard sets online. Anki also has many flashcard sets available to choose from and allows you to easily share flashcard sets online.



2.5.5.2. FluentU.

Link: <https://www.fluentu.com/en/>

FluentU lets you watch tons of fun videos and use interactive subtitles to click on any word. When you click on any word, you will receive the translation and turn it into a memory card. Each card displays images, definitions, grammar information, example sentences, and even clips showing how words are used in different videos.

2.5.5.3. Quizlet.

Link: <https://quizlet.com/>

This is one of the most widely used learning software globally. Quizlet compiles many sets of flashcards on almost every topic.



2.5.5.4. Memrise.

This is an application specially designed for foreign language learners. Memrise has a number of pre-designed courses with many topics divided into appropriate parts for you to learn using the "spaced repetition" method.



PART V . CONCLUSION.

1. Overview of the study.

The purpose of this study is to help first-year English students at Hai Phong University of Technology and Management improve their self-study ability. This study includes 5 parts.

Part I is an introduction to the study. It introduces readers to basic information about the reason for doing this thesis, how to do it and the purpose of doing it.

Part II is the study's development section, which consists of two chapters. The first chapter provides a theoretical overview as well as detailed information on self-study. Chapter 2 presents some factors of the university environment that impact students' self-study. Chapter 3 is a case study that includes definitions and procedures. This research's techniques, such as data collection and analysis can be found information in here.

Part III is a detailed examination of the collected data. Two 8-question survey questionnaires (English and Vietnamese versions) for students were created the results explored and presented in this section by data analysis. It provides some assessments of first-year students about self-study, thereby finding out their problems when studying on their own. According to research results on 26 students majoring in English, among the difficulties listed were lack of perseverance (18 students), 15 students have difficulty concentratin When self- study, difficult to find suitable learning process (14 students) .There are 8 students who “lack time” for self- study lack of comments (6 students), and difficult to find suitable material (5 students).

Based on the data analysis in part III to find out the difficulties of students when studying on their own. In part IV, the researcher will offer methods to solve those difficulties. The researcher has proposed how to help students focus when self-studying. The study also introduced a number of books to help students improve their skills, in addition to some methods to help students

practice. In particular, the researcher also pointed out how to create motivation in the self-study process, many students face the most.

Part V is a synopsis of the preceding sections and chapters. This is also the section where you will draw conclusions.

In short, the difficulty that many students face the most is "lack of motivation". There are many reasons for this. One of them is not finding interest in the subject because it is very difficult or because you are not strict enough with yourself. Whatever the reason, it comes from the subjectivity of the learners because they have not clearly defined their goals and are not really serious and determined to complete those goals. In fact, there are many reasons for this, many people feel that this subject is very difficult, students often get bored easily discouraged when self-studying. Only a few students faced difficulty finding materials with 5 students out of a total of 26 students

2. Limit of the study.

Although the study has some strengths, such as the data collection methods and the student survey questionnaire, it is clear that the study has some shortcomings due to time constraints that made it impossible to carry out the study other research methods are available, in addition, the researcher's abilities are still limited and inexperienced.

Despite there are still many limitations, I hope that this exploratory research will help the self-study of first-year students majoring in English at Hai Phong University of Management and Technology become more effective.

3. Suggestions for further studies.

This study will point out the difficulties students will encounter during the self-study process, thereby providing solutions to help their self-study process be more effective.

First, due to its many limitations, the author only used survey questionnaires in this study. As a result, future researchers can use more other methods to increase authenticity, such as qualitative, informer interviews,. Next,

for comparison purposes, researchers can also extend the survey object; for example, compare two classes.

In general, the research has limitations, but it was completed with the assistance of the supervisor and own efforts. I hope that this research will help students' self-study process become highly effective.

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APPENDIX : STUDENTS' SURVEY QUESTIONNAIRE

APPENDIX A:

QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

Question 1. Do you find it important to self- study?

A. YES B. NO

Question 2. What are your purposes of your self- study?

For examination purposes

Complete the homework assigned by the teacher

To meet future job's needs

To consolidate and expand knowledge

To practice initiative in learning

Question 3. How many hours do you spend on self- studying every day?

Under 1 hour

From 1 to 3 hours

From 3 to 5 hours

Over 5 hours

Question 4. What self-study skills do you feel you have?

Targeting skill

Planning skills

Plan implementation skills

Assessment skills

Different option.....

Question 5. Which self-study methods have you done ?

Spaced – repetition

Shadowing

Taking notes

Podcasts

Watch movie

Question 6. What are your difficulties when self- study?

Difficult to find suitable learning process

Difficult to find suitable materials

Lack of movation

Lack of evaluation and comment

Lack of practice environment

Question 7. What factors have the most impact on your self-study?

Personal factor

Family factor

School factors (facilities, learning environment,...)

Instructor factor

Question8. Do you agree that your self- studying help to make your learning outcome better?

A. Disagree

B. Agree

C. Partially Agree

APPENDIX B:

QUESTIONNAIRE FOR STUDENTS (VIETNAMESE VERSION)

Câu 1. Bạn cảm thấy việc tự học tiếng Anh có quan trọng không?

A. CÓ

B. KHÔNG

Câu 2. Mục đích học tiếng anh của bạn là gì?

Để phục vụ thi hoặc kiểm tra

Để hoàn thành bài tập về nhà thầy cô giáo giao

Củng cố và mở rộng nâng cao kiến thức

Rèn luyện tính chủ động trong học tập

Câu 3. Bạn thường học bao nhiêu tiếng một ngày ?

(chỉ chọn một đáp án)

Dưới 1 tiếng

Từ 1 đến 3 tiếng

Từ 3 đến 5 tiếng

Trên 5 tiếng

Câu 4. Bạn thấy bản thân mình đã có những kĩ năng tự học nào?

Kĩ năng xây dựng mục tiêu

Kĩ năng lập kế hoạch

Kĩ năng thực hiện kế hoạch

Kĩ năng kiểm tra đánh giá

Khác.....

Câu 5. Bạn đã thực hiện những phương pháp tự học nào dưới đây?

Phương pháp lặp lại, ngắt quãng

Kĩ thuật bắt chước âm thanh

Kĩ năng ghi chép

Học qua video

Học qua xem phim tiếng Anh

Câu 6. Khó khăn khi tự học tiếng Anh của bạn là gì?

Không có phương pháp học tập phù hợp

Không có động lực

Khó tập trung

Không tìm được nguồn tài liệu phù hợp

Thiếu sự đánh giá và phản hồi

Thiếu thời gian tự học

Câu 7. Yếu tố nào tác động nhiều nhất đến việc tự học của bạn?

Yếu tố bản thân

Yếu tố gia đình

Yếu tố nhà trường (cơ sở vật chất, môi trường học tập,...)

Yếu tố giảng viên

Câu 8. Bạn có đồng ý rằng việc tự học có ảnh hưởng tích cực đến kết quả học tập của bạn không?

A.Không đồng ý

B.Đồng ý

C. Đồng ý một phần