EFL Vietnamese Students towards Language Learning Autonomy

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Language autonomy is one of aspects in second language acquisition. It becomes vital theme for many scholars and researchers to investigate how language learners take responsibility for their study. The current paper attempts to examine language autonomy strategies were used EFL Vietnamese students to engage the language process as well as EFL teachers' perceptions towards students' language learning autonomy. The study used mixed research method. There were 246 participants consisting of 238 English major students and 8 EFL teachers were surveyed by questionnaire and semi-structured interview to indicate their own perceptions on language learning autonomy. The result showed high percentage of learners are independent in learning and EFL teachers' perceptions on students' language learning.

Keywords: *Learning strategy, language autonomy, EFL students.*

INTRODUCTION

In the past few decades, the concept of autonomy has been a central point of discussion in the field of language teaching and learning. The terms such as autonomy, independence, and self-directed learning have been used in many various situations. Wenden (1991) proposes that language autonomy that means the features of language education may not assist learners become more autonomous and were not agreed by number of language teachers. Furthermore, some misunderstanding of the meaning of language autonomy and its educational implications are still occurred (Benson, 2006).

In Vietnam, English is taught as a foreign language (EFL). Language learning autonomy has not been a new concept in Vietnam. There are studies such as Trinh (2005), Nguyen (2009), Dang (2010), and Le (2013), Phan (2015) investigated the possibility of learning autonomy (LA) among Vietnamese learner.

According to Nga (2014), there are many kinds of type of learning autonomy such as learning on the Internet, learning in the library or learning as a small group, and so on. However, learners also do not know effective ways of learning autonomy and how to do it. Besides, they are controlled

by time, syllabus and exams. Learners have not enough conditions to support the learning and improving their ability as well. They are confused to express their opinion, experience when they are not good at preparing. Teachers and trainees should have exchange knowledge and various ways of learning autonomy adequately as well as helping learners advance their mind to be perfect themselves.

The Problem Statement

Though LA is not a new conception in Vietnam now, the linguistics and education research has been focused since 2000s (Phan, 2015). One of them are Trinh (2005), Nguyen (2009), Dang (2010), and Le (2013) are conducted to investigate the possibility of promoting LA in language education. Wyatt (2013) explores Vietnamese EFL learners' perceptions on LA. Nguyen (2014) explored how teachers believe in LA. Phan (2015) examine how the concept, learning autonomy are explained, as well as the proper language pedagogy to enhance LA. It still needs further studies to explain how LA is going in Vietnam setting.

Objectives of the Study
The primary aims of this study is to investigate the kinds of language autonomy strategies using by Vietnamese EFL students. Furthermore, this study also investigate EFL teachers' perceptions towards Vietnamese EFL students' language learning autonomy.

Research Questions
To fulfill the objectives of the present study, the research questions are addressed as follows:

RQ 1: What are the various activities that EFL Vietnamese students engaged in inside and outside the language classroom?

RQ 2: What are EFL teachers' perceptions about students' autonomous learning?

Literature Review

Learning autonomy was originated by Henri Holec in the early 1970s. He proposed that it is a need for learners to manage and take their responsibility for their learning process. According to him, LA is a double development that comprising of learning a new language and learning how to learn it. Language learners utilize their knowledge to communicate in and out of classroom setting. This means that LA reach beyond the formal educational context. Another way to say LA is a lifelong process for all learners. This social interaction allows learners to practise independently and cooperate with other learners (Dam et al. 1990).

Besides learning a new language as Holec (1970) memtioned, , Benson (2011) proposes that LA have four factors in LA. They are the learning psychology, educational transformation, adult education and the learners' philosophy.

In line with Benson'definitions, Litte (1996) proposes that autonomy encompasses two aspects that are learning ability and learners'willingness (Figure 1). In each aspect, it is divided into two halves. Learning ability comprises language knowledge and skill from learners. And students'willingness consists of confidence and motivation. It is obvious that skill as well as

knowledge need to be trained. Confidence and motivation make learners be ready absorb a new language.
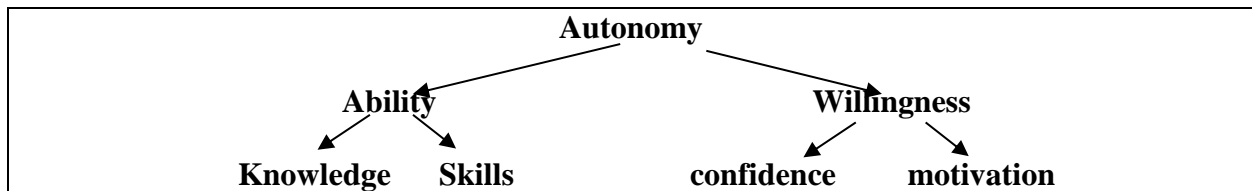
Autonomy

Ability   **Willingness**

Knowledge   **Skills**   **confidence**   **motivation**

Figure 1. Little's model

Previous studies

CemBalcikanli (2010) described the concept of learner autonomy in language learning has been explained in different aspects. This paper aims to investigate student teachers' beliefs about learner autonomy in the Turkish educational context. In a study in the ELT Department, Gazi University, a questionnaire developed by Camilleri (1997) was administered to 112 student teachers. Twenty volunteer student teachers were interviewed in groups to identify their further general attitudes towards learner autonomy. The study used a questionnaire survey, which was designed to gather the student teachers' perspectives in such areas as the involvement of students in classroom management, homework tasks, selecting materials and so on. The overall study findings indicate that student teachers are positive towards the adoption of learner autonomy principles. Most student teachers, however, do not want their future students to take part in the decision making process concerning the time and place of the course and the textbooks to be followed. In light of the findings, teacher educators are recommended to encourage their student teachers to engage in out-of-class tasks; to involve them in decision-making on the learning and teaching processes and to employ portfolios and teacher logs for the development of practical knowledge and thinking operations.

Sabitha (2012) studied the language learning autonomy among Malaysian ESL tertiary learners. He revealed that teachers are reluctance in giving the students opportunities to give their opinion in the language classroom; the students are lack of awareness regarding learner autonomy as well as being too teacher-dependent were some of the main challenges faced by ESL tertiary learners in becoming autonomous learners. His research found that Malaysian ESL tertiary level students are still not ready in becoming autonomous language learners due to the challenges they faced such as lack of awareness of learner autonomy, their disability to plan, organize, monitor evaluate their language learning as on teachers.

LenkaHrochova (2012) explained the concepts of learner autonomy and language proficiency, along with their principles and related terms. All students participating in this research were attending to GymnáziumLuďkaPika secondary school in Plzeň, Opavská 21. The most suitable method was selected a questionnaire. She showed the younger students are, the more they start learning English at an earlier age of 35. The students considered that learning English is really important to them and it is a priority. Autonomous learners (who had more frequent classroom activities, enhanced motivation and longer hours) achieved better scores and consider language skills more easily. The gained knowledge suggests that the methods to foster autonomy in their

students and the careful selection of learning materials for the learners of this age group are considered by the teachers. Consequently, it could be expected that students' language skills will further develop and improve.

Johanna (2013) explored the awareness of autonomous language learning English language teachers in Finland. In addition, participants' attitudes were examined and skills for autonomous language learning. The collection of the data was done through online surveys. The voice mail team consisted of three groups: English language teachers, English language teacher trainees and upper secondary school and high school English language students. A total of 201 respondents were surveyed. The results showed that autonomy in language learning was not widely known among the participants.

KrisztinaSzőcs (2017) studied about language teachers' and learners' beliefs and classroom practices concerning learner autonomy in a Hungarian secondary school. Mixed methods were used: attitude-questionnaires and interviews revealed what language teachers understood by learner autonomy and in what ways they claimed that they incorporated it in their practice. The study also looked into language learners' beliefs and reported autonomous behaviors. A questionnaire explored to what extent students felt responsible for their autonomy in language learning. Studies show the correspondence and incompatibility between teacher and student self-reliance. Indeed, Teachers find that learning experience is more appropriate than age to develop autonomy. Studies show conflicts between what the teacher declares or wants to do and what they actually did. Although the learner's autonomy is listed among the educational objectives outlined in the curriculum and the teacher's attitude towards autonomy is positive, their beliefs do not translate into action.

METHODOLOGY

The instruments used consists of questionnaire set and a semi- structured interview to get participants 'responses. Its content was based on Zhang and Li (2004), Lamb and Reinders (2008), and Khem (2011).

The current paper used mixed method including a qualitative and quantitative was used in a research paper. The first part is the quantitative method. It is appropriate method to collect information when the population is pretty large. In this case, there is no need to visit the participants personally or continue the study over a long period.

 Another section are the semi-structured interview were conducted to collect EFL teachers' perceptions. It is a qualitative approach. By using open-ended questions to get EFL teachers' responses, teachers can freely raise the ideas naturally rather than forcing them to choose from fixed options. As a result, it is convenient for researchers to go into details among teachers' feedbacks.

There are 238 EFL students and eight Vietnamese EFL lecturers participated in this study. Vietnamese EFL learners are English major students came from Faculty of Foreign languages at Nguyen Tat Thanh university(NTTU) in Vietnam. They are selected conveniently since they were the researcher's former students. So, the study area and the population were selected Meanwhile,

eight Vietnamese EFL teachers came from various universities in Ho Chi Minh city and they are colleague of researcher .

Data Collection Method(s) and Analysis

Data Collection.
The data for the present study was collected by twice. The first stage was conducted among 238 English major students. The data was collected after getting permission from the faculty of foreign languages and in-class teachers. The students were introduced the topic and instructed to fill up questionnaire sets. The researchers did observed observe participants to accomplish task honestly. It took about 30 minutes to be done this stage.

The second one was conducted among 8 lecturers. It took about 20 minutes for each lectures to answer the semi-structed interviews. The researcher used the direct semi-structed interview to elicit the greater detail of data of the autonomous, in detail that is teacher perspectives towards students' language learning autonomy (8 items). After collecting data, to keep information confidentially, the researchers coded each participant as a number from number 1.

Data Analysis
In RQ 1, data was classified into 7 sub-headings, including (1) learners' self-consciousness;(2) learners' self-efforts; (3) broader autonomous activities; (4) self-esteem;(5) use of reference materials;(6) motivation; (7) the use of technology in learning. SPSS version 20 was used to analyze and describe statistics such as frequency counts and percentages were calculated for research question 1. Inferential statistics were also used to examine the relationships between variables and differences among them. The semi-structured interview data were summarized and grouped to answer RQ2 . The results of data analysis were showed in the following section.

FINDINGS AND DISCUSSION

Findings

Demographic Information Analysis

Participants' gender
Figure 1: Participants' genders
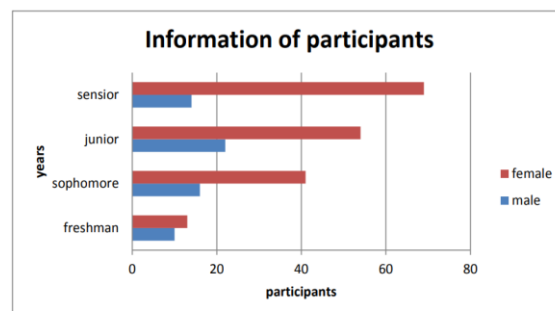
Figure 1 shows the gender percentage of participants is respectively 74% and 26%.

Research Question 1
RQ1: What are the various activities that Vietnamese EFL students engaged in inside and outside the language classroom?

From the analysis, questionnaire data were divided into 7 groups with 7 sub-headings: learners' self-consciousness; learners' self-efforts; broader autonomous activities; self-regard; use of reference materials; motivation; and the use of technology in language learning.

Learners' awareness in language learning

NO	ITEMS	RESPONSES										MEAN
		RARELY			OFFEN							
		NEVER (1)		RARELY (2)		TOTAL	SOMETIMES (3)		OFTEN (4)		ALWAYS (5)		TOTAL	
		N	%	N	%	%	N	%	N	%	N	%	%	
1.	I think I have the ability to learn English well.	5	2.1	30	12.6	14.7	111	46.6	81	34.0	11	40.6	85.3	3.26
2.	I make decisions and set goals of my learning.	3	1.3	29	12.2	10.5	109	45.8	77	32.4	20	8.4	89.5	3.34
3.	I make good use of my free time in studying English.	4	1.7	31	13.0	14.7	99	41.6	86	36.1	18	7.6	85.3	3.35
Grand Mean		3.32											

Figure 2: Learners' awareness in language learning

As the figure 2, , 14.7% of participants rarely thought that they had the ability to learn English well; This means the rest part who feel confident of their capacity in learning English, took a large percentage, 85.3%. From the responses to the item 2, 89.5% of the learners made decisions and set their goals in learning frequently. Besides, the item 3 show that 85.3% of them made good use of their free time in studying English. In average, the figure indicates that 3 means for 3 items (3.26, 3.34, and 3.35) and the grand mean 3.32 shows that the learners were highly self-consciousness in their learning English.

Activities express Self-efforts

NO	ITEMS	RESPONSES										MEAN
		RARELY			OFFEN							
		NEVER (1)		RARELY (2)		TOTAL	SOMETIMES (3)		OFTEN (4)		ALWAYS (5)		TOTAL	
		N	%	N	%	%	N	%	N	%	N	%	%	
4.	I preview before the class (i.e. see summary, lessons etc.).	4	1.7	49	20.6	22.3	84	35.3	81	34.0	20	8.4	77.7	3.27
5.	In the class, I try to use every op opportunity to take part in the active ties where and when I can speak in English	7	2.9	42	17.6	20.5	83	34.9	81	34.0	25	10.5	79.5	3.32
6.	I speak confidently in front of the people.	9	3.8	46	19.3	23.1	97	40.8	64	26.9	22	9.2	76.9	3.18
7.	I make notes and summaries of my lessons.	1	0.4	42	17.6	18.0	96	40.3	76	31.9	23	9.7	82.0	3.33
8.	I talk to the teachers and friends outside the class in English	8	3.4	57	23.9	27.3	97	40.8	55	23.1	21	8.8	72.7	3.10
Grand Mean		3.24											

Learners' self-efforts learning English.

NO	ITEMS	RESPONSES											MEAN
		RARELY				OFTEN							
		NEVER (1)		RARELY (2)		TOTAL	SOMETIMES (3)		OFTEN (4)		ALWAYS (5)		TOTAL	
		N	%	N	%	%	N	%	N	%	N	%	%	
4.	I preview before the class (i.e. see summary, lessons etc.).	4	1.7	49	20.6	22.3	84	35.3	81	34.0	20	8.4	77.7	3.27
5.	In the class, I try to use every op opportunity to take part in the active ties where and when I can speak in English	7	2.9	42	17.6	20.5	83	34.9	81	34.0	25	10.5	79.5	3.32
6.	I speak confidently in front of the people.	9	3.8	46	19.3	23.1	97	40.8	64	26.9	22	9.2	76.9	3.18
7.	I make notes and summaries of my lessons.	1	0.4	42	17.6	18.0	96	40.3	76	31.9	23	9.7	82.0	3.33
8.	I talk to the teachers and friends outside the class in English	8	3.4	57	23.9	27.3	97	40.8	55	23.1	21	8.8	72.7	3.10
Grand Mean		3.24												

Figure 3: Learners' self-efforts learning English

Figure 3 reveals that 77.7% of them who previewed their lessons before the class with the average value is 3.27. It also shows that 79.5% of them made a deal of efforts by using every opportunities of participation in the activities and there were 20.5% of the students who rarely sought such opportunities. There are 76.9% of the learners thought that they spoke confidently in front of the people. The results of the item 7's responses display that a great number of students agreed that they always adopted the strategy of making notes and summaries, 82.0%. In contrast, 18.0 % of them rarely used the strategy. The final is positively agreed by 72.7% students that they talked to their teachers and friends outside the class in English, while 27.3% of them rarely did it. On average, it has been found that a good number of students responded positively to all items. The grand mean 3.24 marks that a good number of the learners have made their self-efforts to practice English outside the class as well.

Broader independent activities

NO	ITEMS	RESPONSES											MEAN
		RARELY			OFTEN								
		NEVER (1)		RARELY (2)		TOTAL	SOMETIMES (3)		OFTEN (4)		ALWAYS (5)		TOTAL	
		N	%	N	%	%	N	%	N	%	N	%	%	
9.	I practice English outside the class also such as: record my own voice; speak to other people in English.	4	1.7	53	22.3	24.0	107	45.0	63	26.5	11	4.6	76.0	3.10
10.	I use library to improve my English.	9	3.8	54	22.7	26.5	107	45.0	48	20.2	20	8.4	73.5	3.07
11.	I use audio-visual materials to develop my speech such as: listen to BBC, watch English movies, read English newspapers etc.	2	0.8	35	14.7	15.5	83	34.9	92	38.7	26	10.9	84.5	3.44
12.	I attend different seminars, training courses, conferences (e.g. NELTA) to improve my English.	15	6.3	57	23.9	30.2	101	42.4	55	23.1	10	4.2	69.8	2.95
13.	I take risk in learning the English language.	6	2.5	48	20.2	22.7	106	44.5	60	25.2	18	7.6	77.3	3.15
Grand Mean		3.142												

Figure 4: Learners' Broader Independent Activities beyond the Class

Those items in the table above were to measure the autonomous activities in inside and outside of the English classroom. The table shows that 76% of the population always practiced English outside the class also through recording their own voices, speaking to other people in English or other such activities. In contrast, there are 34% did not agree to item 9; while 45% did it sometimes. The average value 3.10 illustrates that the activity was practiced by an average number of the students. In regards to item 10 - the use of library to learn English, 73.50% always used it as their basis of autonomous learning activities. However, 26.5% of them used only rarely and 45.0% used library sometimes. The average is 3.07 which show that the students used materials in the library effectively. We can also observe that item 11 was always practiced by a great number which is 87.5%. There were a few of learners who always used the audio- visual materials to develop speech (i.e. 10.9%) and the average value is 3.44%. It was prepared to assess how often the students take part in different seminars, training courses and conferences to improve their English skills towards item 12. The results show that a majority (i.e. 69.8%) of them always practiced the activity. The minority or 23.9% did it rarely; while 42.4% of them attend it sometimes. The mean value is 2.95%. The student took risk in learning English or not was investigated by item 13. The analysis is that 77.3 % took risk in learning 7.6% did always; and 22.7% of the subjects could do so only rarely. The mean of the responses 3.15 mentions that the students also practice the activity on a high rate. The average of all the means is 3.142.

4.2.3: Activities express self-regard

NO	ITEMS	RESPONSES										MEAN
		RARELY			OFTEN							
		NEVER (1)		RARELY (2)		TOTAL	SOMETIMES (3)		OFTEN (4)		ALWAYS (5)		TOTAL	
		N	%	N	%	%	N	%	N	%	N	%	%	
14.	I note my strengths and weaknesses in learning English and improve them.	4	1.7	46	19.3	21	100	42.0	72	30.3	16	6.7	79.0	3.21
Grand Mean							3.21							

Figure 5: Learners' self-regard

The item was formed to find out their abilities such as strengths and weaknesses towards learning English autonomy. It based on the responses that 79% of them were found positive. The rarely level has 21% while 72% agreed "sometimes". The average mean is 3.21 for the item shows that learners checked themselves through observing their skills and improved them in learning English.

Use of reference materials

NO	ITEMS	RESPONSES										MEAN
		RARELY			OFTEN							
		NEVER (1)		RARELY (2)		TOTAL	SOMETIMES (3)		OFTENS (4)		RARELY (5)		TOTAL	
		N	%	N	%	%	N	%	N	%	N	%	%	
15.	I revise lessons and seek the reference books.	14	5.9	37	15.5	21.4	111	46.6	57	23.9	19	8.0	69.6	3.13
16.	Besides the contents pre scribed in the course, I read extra materials in advance.	12	5.0	47	9.7	14.7	110	46.2	46	19.3	23	9.7	85.3	3.09
Grand Mean							3.11							

Figure 6: Learners' use of references materials

Figure above indicates that more than one-third of them modified the lessons and found references. In addition, 15.5% of respondents rarely attempt to do this activity and the highest is 46.6% who agree that sometimes they do. The average value of the answers in 15 items 3.13 describes that most students are positive with the practice of the activity. In addition, in section 16; 9.7% agreed that they always read more material than those specified in their course. In contrast, 9.7% answered rarely, while 46.2% decide sometimes. The grand mean value of 3.11 indicates that students use higher references than those who do not use.

Learners' Self-Enthusiasm in Leaning Enthusiasm

NO	ITEMS	RESPONSES										MEAN
		RARELY			OFTEN							
		NEVER (1)		RARELY (2)		TOTAL	SOMETIMES (3)		OFTEN (4)		ALWAYS (5)		TOTAL	
		N	%	N	%	%	N	%	N	%	N	%	%	
17.	When I make progress in learning, I reward myself such as: buy new things, celebrate parties etc.	25	10.5	39	16.4	26.9	90	37.8	68	28.6	16	6.7	73.1	3.05
Grand Mean		3.05												

Figure 7: Learners' Self-Enthusiasm in Leaning

Item 17 in Figure 7 above was used to explore student self-motivation. There are over a third of the students said they would occasionally perform these activities. There are only 28.6% of them often and 6.7% of them always tend to reward themselves as they progress by buying new things or celebrating parties or other people. On the other hand, 10.5% disagree with the statement. The mean value of 3.05 indicates that most students only practice this activity.

Use of technology in English learning

NO	ITEMS	RESPONSES										MEAN
		RARELY			OFTEN							
		NEVER (1)		RARELY (2)		TOTAL	SOMETIMES (3)		OFTEN (4)		ALWAYS (5)		TOTAL	
		N	%	N	%	%	N	%	N	%	N	%	%	
18.	I use internet and computers to study and improve English.	2	0.8	17	7.1	7.9	62	26.1	87	36.6	70	29.4	92.1	3.87
Grand Mean		3.87												

Figure 8: Learners' use of technology in learning English

The use of technology in learning is shown in figure 8 above, with the result that 26.1% use occasional learning technologies, 29.4% said that they always use and at 36.6% useless and never use the lowest result of 7.1% and 0.8% respectively. Overall, the level of application of technology in self-learning is high. The average level is 3.87.

Overall, the findings of RQ1 showed that students' autonomy in English learning is quite positive that more than 85% learners are found to be confident in their learning English capacity and more

than 89% of them are aware of the goals and the purpose of learning English. Most learners spent a lot of self-efforts, evenly in their free time, to improve and enhance their English skills. They feel a bit self-conscious not only in their classroom activities, but also in many autonomous activities outside the class such as use of libraries, listening and watch audio-visual materials. Majority of the learners (about 84%) made use of reference materials, such as the modern technologies, computers and internet for learning English.

Research question 2: What are EFL teachers' perceptions about students' autonomous learning?

The findings of direct semi-structured interview revealed that 100% (n=8) English language teachers agree that the students who are more autonomous in learning have higher proficiency than non-autonomous ones. Also, they think that learning autonomy has some connection with exam results in the department. According to teachers perceptions, there are about 75% (n=6) of them thought that there are some outside factors which impact on independent learning of students such as deadline, incentive points, instruments, and so on. There are 25% (n=2) in this survey think that inside factors will influence the way students learning as their passion, objectives, and intrinsic motivation. Most teachers think that they treat to their students as an instructor. There is just one of lecturers think that they will become a friend when they instruct students. Besides, most of the teachers claim that basing on the inner and outer factors to demonstrate the variation between the autonomous and non-autonomous learners as higher score, knowledge, long-term memory, academic achievement, and behaviors.

5.1. Discussion

The finding shows that the student's response to student autonomy is positive. For example, most students agree that they set a suitable target for speaking English. Student responses to teachers are generally positive; they viewed teachers as facilitators to help students develop their English speaking skills.

This study is consistent with some previous studies that found out the similar positive results. KrisztinaSzőcs (2017) found that the majority of respondents of the teachers' questionnaire agreed on the positive effects of learner autonomy on language learning and referred to the personalized pace of learning, deeper understanding and sense of achievement. CemBalcikanli (2010) indicates that student teachers are positive towards the adoption of learner autonomy principles. Moreover, CemBalcikanli (2010) found that teacher agrees with the idea that students should engage in the decision-making process in relation to course objectives, classroom management, assignments and select language materials. The results show that a strong passion will form a more autonomous learning process. LenkaHrochova (2012) showed that autonomous learners who had more frequent classroom activities, enhanced motivation and had longer practice hours achieved better scores and consider language skills more easily.

However, the results was also not supported by some studies that were negative and opposed to the current study. Johanna (2013) showed that autonomy in language learning was not widely known among the participants in Finland. Sabitha (2012) founded that Malaysian ESL tertiary students are still not ready in becoming autonomous language learners since the challenges they faced such as lack of awareness of learner autonomy, their disability to plan, organize, monitor evaluate their language learning.

Implications and conclusion

This study consolidates that it is necessary to integrate learner autonomy into the language curriculum. Creating a free time so that students can preview, practice inside and outside language classroom may be proper options. Furthermore, library, learning materials and technology devices such as computers are also a source for students to enhance their language autonomy. Another crucial factors that a language learners need to own are motivation and self-esteem. Teachers can train students how to create intrinsic motivations for their own. The more they have that kind of motivations, the more they are confident themselves. One of the other aspects that can be neglected in the modern world is the existence of technology. Thus, computer- assisted teaching and learning method is also focused in language teaching and learning because the usefulness of technology is inevitable.

This paper did demonstrate that autonomy comes from self-directed learners. The teacher seems to put forward the same view that students should be placed at the center of the learning practice. In other words, students centeredness is language teaching approach should be implemented in Vietnamese EFL classroom.

Conclusion

The findings of research question 1 showed that autonomy in English learning among Vietnamese EFL learners is positive. This means that students need more independence or learning autonomy plays an important role among Vietnamese learners. Also, to get an insight into EFL teachers' perception, a semi-structured interview was carried out to.

There is a limitation found in this study due to the limited number of population. As a result, further studies can be conducted to broaden the scope of students, universities, and venues so that they are comprehensive and achieve measurable results. Future studies can be conducted to find the relationship between language autonomy and language performance instead of get subjective feedbacks from EFL teachers.

Extensive research will be useful for developing an effective learner-training program to promote learner autonomy in higher education in Vietnam. Moreover, it can be made on overseas or many different areas; the learner also has not ways to approach the reality too much In addition to broadening the scope of research, future studies may also aim to investigate the effectiveness of a learner's program in linguistics and motivation in language learning over a longer period of time. This can be done by using quantitative or survey tools to measure the changes that the program brings in the student's language ability and motivation in the research design later (Phan, 2015). One of them are Trinh (2005), Nguyen (2009), Dang (2010), and Le (2013) are conducted to investigate the possibility of promoting LA in language education. Wyatt (2013) explores Vietnamese EFL learners' perceptions on LA. Nguyen (2014) explored how teachers believe in LA. Phan (2015) examine how the concept, learning autonomy are explained, as well as the proper language pedagogy to enhance LA. It still needs further studies to explain how LA is going in Vietnam setting.

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APPENDIX I
LEARNER AUTONOMY SURVEY QUESTIONNAIRE

(For the students)

Dear Participants,

We are bachelor students at NTT U who are doing the graduation project paper. We need your contributions to complete this questionnaire set kindly take time to answer the following questions as honestly as possible. All information will be kept confidential. Your responses are very important. Your corporation is highly appreciated. Thank you!

You're sincerely.

Part I: Personal Profile

Name: Phone number:

Email: .

School/Workplace:

Year: Freshmen ☐   Sophomore☐   Year Three ☐   Final year ☐

Major: English major ☐

Non-English major ☐: Please indicate your major: ……………………….

The place of birth: (Please mention the city or the province of your birth): ………………………

Gender: Male ☐   Female ☐

APPENDIX II
Part II: Autonomous Learning Activity Scale.

This scale is meant to know about your own independent learning activities and plans that you adopt for learning English language. Please tick (√) to the answers according to your true cases.

No.	Autonomous Learning Activities and Plans	Never	Rarely	Sometimes	Often	Always
1	I think I have the ability to learn English well.					
2	I make decision and set goals of my learning.					
3	I make good use of my free time in studying English.					
4	I preview before the class (i.e. see summary, lessons etc.).					
5	In the class, I try to use every opportunity to take part in the activities where and when I can speak in English.					
6	I speak confidently in front of the people.					
7	I make notes and summaries of my lessons.					
8	I talk to the teachers and friends outside the class in English.					
9	I practice English outside the class also such as: record my own voice; speak to other people in English.					
10	I use library to improve my English.					
11	I use audio-visual materials to develop my speech such as: listen to BBC, watch English movies, read English newspaper etc.					
12	I attend different seminars, training courses, conferences (e.g. NELTA) to improve my English.					
13	I take risk in learning English.					
14	I note my strengths and weaknesses in learning English and improve them.					
15	I revise lessons and seek the reference books.					
16	Besides the contents prescribed in the course, I read extra materials in advance.					
17	When I make progress in learning, I reward myself such as: buy new things, celebrate parties etc.					
18	I use internet and computers to study and improve English.					

APPENDIX III

(Only for the Teachers)

QUESTIONNAIRE ON TEACHERS PERSPECTIVES TOWARDS STUDENTS' LANGUAGE LEARNING AUTONOMY

Dear Sir/ Madam,

We are bachelor students at NTT U who are doing the graduation project paper. We need your contributions to complete this questionnaire set kindly take time to answer the following questions as honestly as possible. All information will be kept confidential. Your responses are very important. Your corporation is highly appreciated. Thank you!

Your sincerely.

1. How do you take autonomous learning in learning English?

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2. Do you think that the students who are more autonomous in learning have higher proficiency?

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3. What do you think are the factors/ things that direct such independent learning or self-study?

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4. What differences do you find between the autonomous and non- autonomous learners regarding their academic performance?

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5. Do you think that this sort of activities has any connection with exam results in the department?

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6. What do you think that a teacher's role in such learning should be?

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7. How do you assess whether the learners are autonomous or not?

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8. What would you like to suggest those learners of English who much depend upon the teachers and the classroom lectures or notes? And what's about the autonomous learners?

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