

**NAM CAN THO UNIVERSITY
FACULTY OF FOREIGN LANGUAGES**



NGUYEN THI DIEM TRINH

**ENGLISH-MAJORED STUDENTS'
PERCEPTIONS OF FACTORS AFFECTING
LEARNER AUTONOMY
IN ENGLISH LANGUAGE LEARNING**

**BACHELOR'S THESIS
Program: English Studies
Code: 7220201**

Can Tho, July 2024

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**SUPERVISOR
DUONG MINH TUAN**

Can Tho, July 2024

TÓM LƯỢC

Khái niệm quyền tự chủ của người học đã thu hút rất nhiều sự chú ý và được chứng minh là nhân tố quan trọng góp phần vào sự thành công của việc học tiếng Anh. Để tìm hiểu các yếu tố chính ảnh hưởng đến tính tự chủ của sinh viên chuyên ngành Tiếng Anh tại Trường Đại Học Nam Cần Thơ, nghiên cứu này sử dụng cả phương pháp nghiên cứu định lượng và định tính. Dữ liệu định lượng được thu thập thông qua bảng câu hỏi gồm 48 mục và dữ liệu định tính được thu thập thông qua phỏng vấn bán cấu trúc. Hai trăm sinh viên chuyên ngành tiếng Anh năm thứ ba và năm thứ tư đã được mời tham gia vào nghiên cứu này. Kết quả cho thấy tính tự chủ của người học bị ảnh hưởng bởi năm yếu tố bên trong (chiến lược học tập, khía cạnh tâm lý, khả năng nhận thức, khả năng siêu nhận thức và tư duy phản biện) và ba yếu tố bên ngoài (vai trò của giáo viên, nhiệm vụ và môi trường) ở mức độ cao.

Từ khóa: Tính tự chủ của người học, học tiếng Anh, yếu tố, sinh viên chuyên Anh

ABSTRACT

The concept of learner autonomy has attracted a lot of attention and is proven to be an important contributor to the success of English language learning. To examine the main factors affecting the autonomy of English major students at Nam Can Tho University, this study used both quantitative and qualitative research methods. Quantitative data were collected through a 48-item questionnaire, and qualitative data was collected through a semi-structured interview. Two hundred third- and fourth-year English majors were invited to participate in this study. The results showed that learner autonomy was influenced by five intrinsic factors (learning strategies, psychological aspects, cognitive ability, metacognitive ability, and critical thinking), and three external factors (teacher's role, task, and environment) at a high level.

Keywords: Learner autonomy, English language learning, factors, English-majored students

DECLARATION

The thesis entitled “ English-majored students’ perceptions of factors affecting learner autonomy in English language learning ” is conducted under the supervision of Mr. Duong Minh Tuan (M.A), a lecturer at Nam Can Tho University.

I hereby declare that the information reported in this study is the result of my own work, except where reference is made. The thesis has not been accepted for any degree and is not concurrently submitted to any candidature for any degree or diploma.

Can Tho, 2024

Nguyen Thi Diem Trinh

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