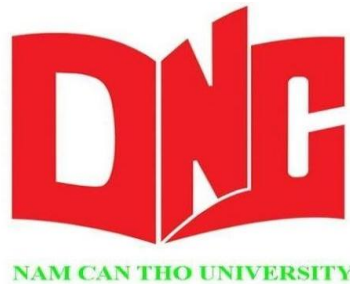


NAM CAN THO UNIVERSITY
FACULTY OF FOREIGN LANGUAGES



NGUYEN BICH SON

**EXAMINING INTERACTION IN
ASYNCHRONOUS ONLINE EFL CLASSES:
THE PERCEPTIONS OF ENGLISH-MAJORED
STUDENTS AT NAM CAN THO UNIVERSITY**

BACHELOR'S THESIS

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SUPERVISOR

LE THI DIEM LAN

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DECLARATION

The thesis entitled “Examine Interaction in Asynchronous Online EFL Classes: The Perceptions of English-majored Students at Nam Can Tho University” is conducted under the supervision of Ms. Le Thi Diem Lan (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, 2025

Nguyen Bich Son

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TÓM LƯỢC

Tương tác là yếu tố quan trọng góp phần tạo nên thành công cho một khóa học trực tuyến và mức độ tương tác của sinh viên có ảnh hưởng lớn đến quá trình học tập của họ. Để điều tra về mức độ tương tác của sinh viên trong các lớp học trực tuyến không đồng bộ, nghiên cứu mô tả này được tiến hành dựa trên phân tích dữ liệu định tính và định lượng. Bảng câu hỏi và phỏng vấn bán cấu trúc đã được sử dụng để thu thập dữ liệu. Khách thể nghiên cứu gồm 150 sinh viên từ năm nhất đến năm tư chuyên ngành Tiếng Anh đang theo học tại trường đại học Nam Cần Thơ. Kết quả nghiên cứu chỉ ra rằng sự tương tác trong các lớp học trực tuyến không đồng bộ ở mức độ cao. Tuy nhiên sự tương tác diễn ra nhiều nhất là giữa người học với giao diện, trong khi sự tương tác giữa người học với người học xảy ra ít thường xuyên nhất.

Từ khóa: sự tương tác, học tập trực tuyến không đồng bộ, sinh viên chuyên ngành Tiếng Anh, nhận thức.

ABSTRACT

Interaction is a significant factor that contributes to building a successful online learning course, and the degree of students' interaction has a great impact on their learning process. To examine learners' interaction in asynchronous online classes, this descriptive study was conducted based on the analysis of quantitative and qualitative data. A questionnaire and semi-structured interviews were used for data collection. The participants included 150 participants from first-year to fourth-year students majoring in English Studies at Nam Can Tho University. The research findings indicated that students had a high level of interaction in asynchronous online learning. Nevertheless, the highest interaction occurred between learners and the interface, whereas the learner-learner interaction transpired less frequently.

Keywords: interaction, asynchronous online learning, English-majored students, perceptions.

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