

Learner Autonomy and EFL Proficiency: A Vietnamese Perspective

Thi Cam Le NGUYEN

Victoria University of Wellington, New Zealand

This paper reports on the results of a larger, ongoing study about learner autonomy of Vietnamese English majors at the tertiary level. Learner autonomy is first conceptualised and operationalised as learner self-initiation and self-regulation. One hundred and seventy seven English majors from a university in Vietnam answered two Likert-scale questionnaires eliciting the two learner autonomy constructs. Their EFL proficiency measures were also obtained. Findings suggested that these Vietnamese learners were in general motivated to learn, and that they were able to regulate their own learning to a considerable extent. However, they did not exert enough efforts in learning, and there was substantial room for improvement in their self-regulation behaviours as well. Correlation analyses revealed that an intrinsic interest in English, efforts in using English out of class, and ability to plan, monitor, and evaluate their own learning were significantly correlated with EFL proficiency measures.