

## *Learner Autonomy and EFL Proficiency: A Vietnamese Perspective*

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*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.*

### **Introduction**

Learner autonomy, or learners taking the initiative to make reflective, rational, conscious, and worthwhile decisions in their own learning process, has long been defended as an educational goal (Boud, 1981; Dearden, 1972; Morgan, 1996; Norman, 1994; Winch, 2002). Benson (2001) believes that autonomous learners have an ability to keep up with the socio-economic changes as well as the changes within the educational system and will become full members of a modern society.

Following this perspective of seeing learner autonomy as the ideal end product of education, the overwhelming majority of research studies