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Curtin University

13<sup>th</sup> International Conference on TESOL  
Breakthroughs in English Language Teaching  
in the Post-Pandemic

SEAMEO RETRAC, November 17-18, 2022

# STUDENTS' AUTONOMY AND ATTITUDE TOWARDS LEARNING PANDEMIC AFTERMATH PERIOD: A CASE STUDY AT HUB, VIETNAM

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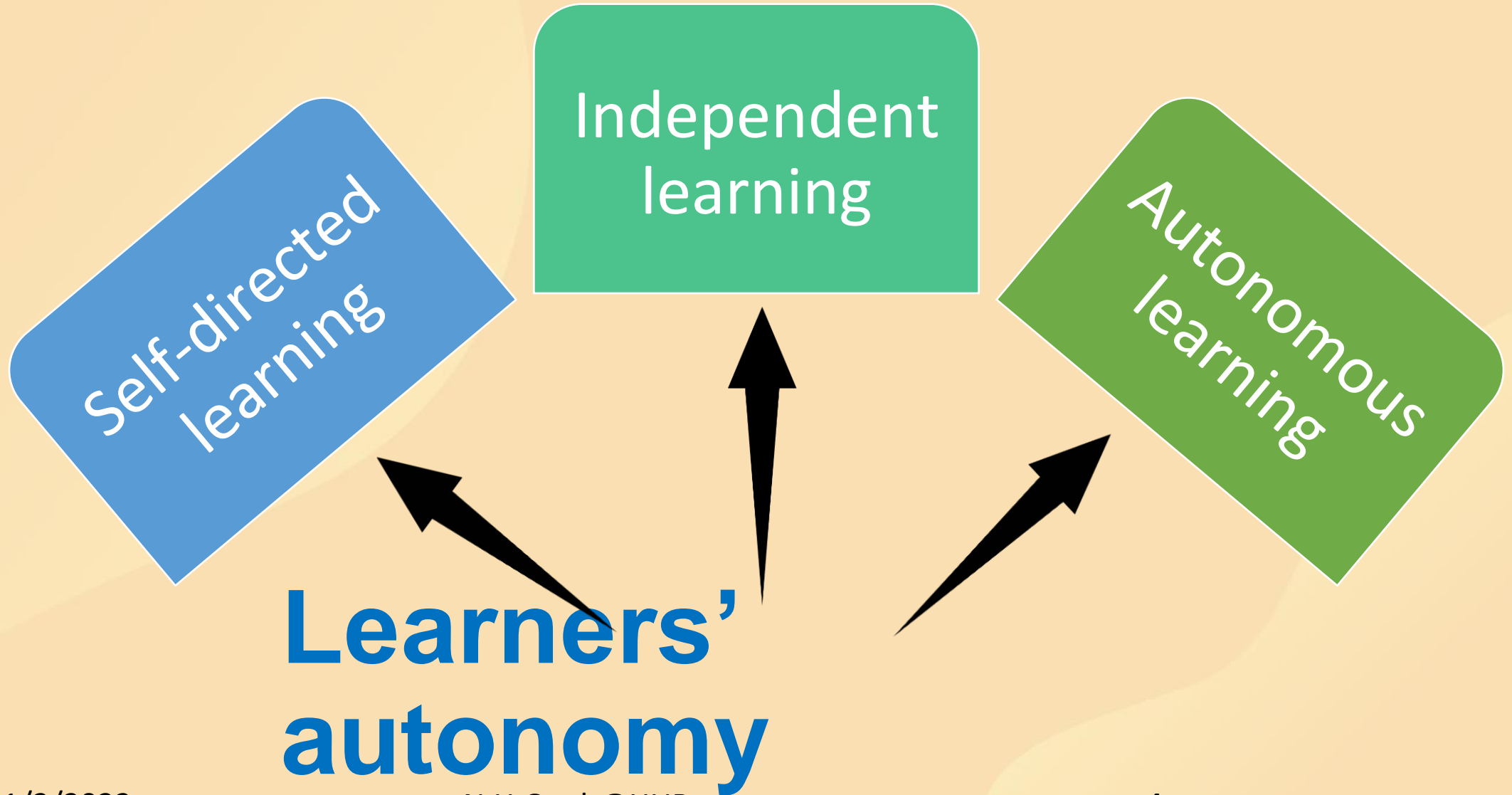
- Literature review
- Research question
- Findings and recommendations
- Limitations and further research
- References



# Learners' autonomy

- Autonomy (Dickinson, ???)
  - An attitude towards learning rather than a methodology
  - Independence of teachers
  - Ability to pursue learning projects autonomously

□ **Autonomy = capacity to self-learning**





Learners' autonomy is **NOT**

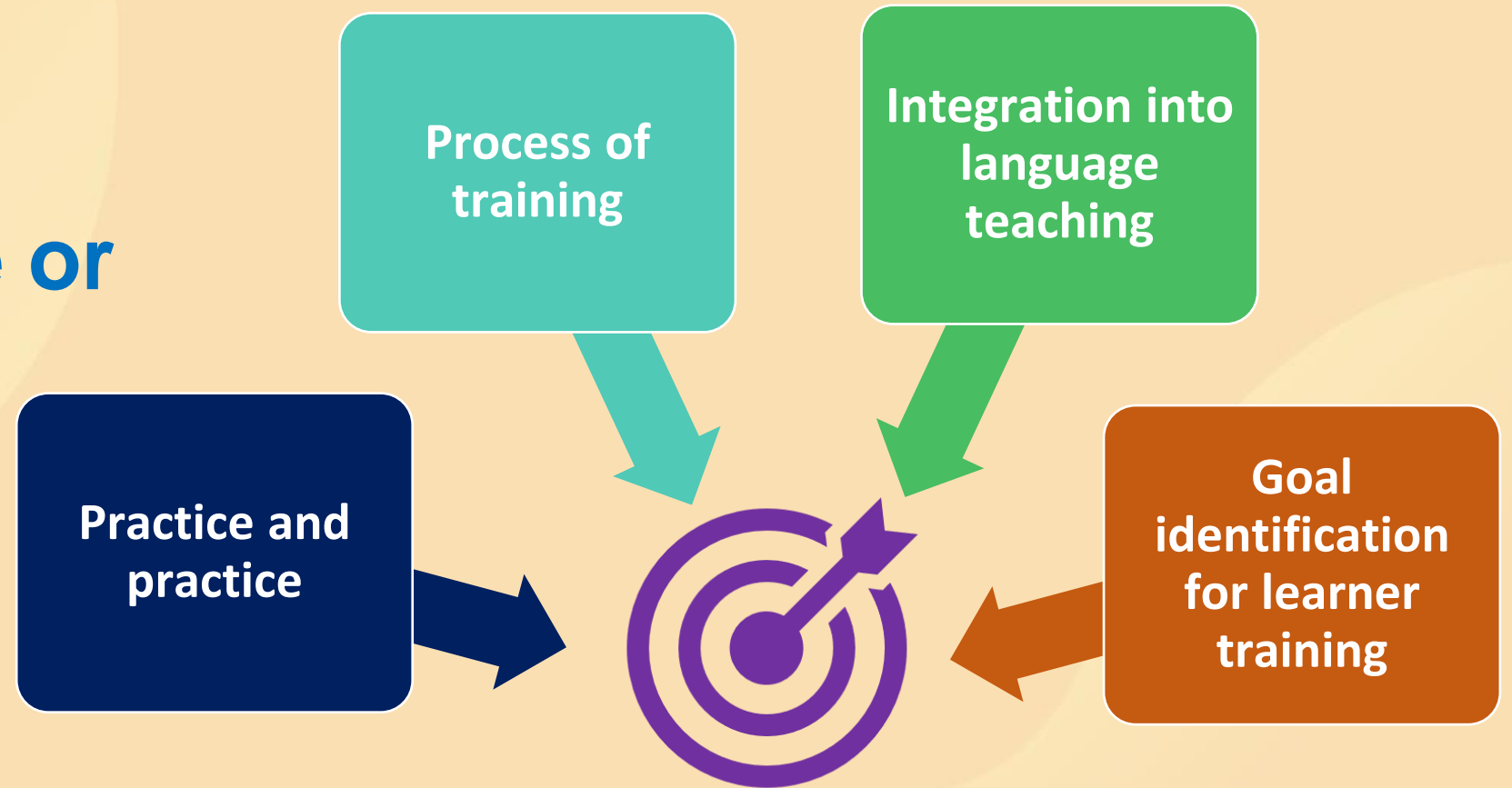
A license to behave without constraint

Primarily a matter of physical setting of learning

A threat to the teacher's job



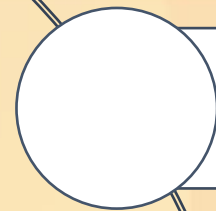
**Learning autonomy**  
**is a goal of**  
**education**  
**NOT a procedure or**  
**method.**



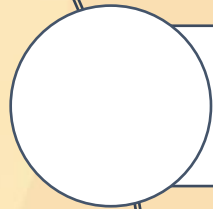


# Qualities of an autonomous learner:

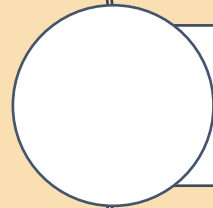
Active and  
independent



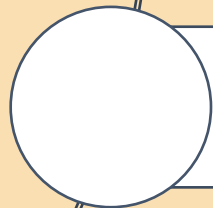
Identify what is being taught



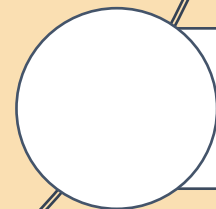
State and follow-up their own purposes in addition to the teacher's



Select and implement appropriate learning strategies



Monitor and evaluate their own use of learning strategies



Monitor their learning



# Teacher's role in promoting learning autonomy

Approve and encourage learners to be more independent

Enable learners to believe in themselves and in their personal ability to independently study

Offer learners opportunities to exercise their self-directed learning

Help learners to develop their learning techniques to exercise their self-directed learning





# Covid-19 pandemic

- an infectious disease caused by the SARS-CoV-2 virus
- started in 2019 in Wuhan, China then spread throughout the world
- seriously affected the world:
  - ✓ Social distancing and lockdown
  - ✓ Virtual learning or even learning discontinuation



# Covid-19 pandemic

HUB, FFL, since February 2020

- locked down
- transferring online

NGÂN HÀNG NHÀ NƯỚC VIỆT NAM  
TRƯỜNG ĐẠI HỌC NGÂN HÀNG  
THÀNH PHỐ HỒ CHÍ MINH

Số: 107 /TB-ĐHNH

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM  
Độc lập – Tự do – Hạnh phúc

TP. Hồ Chí Minh, ngày 02 tháng 02 năm 2020

## THÔNG BÁO

### Về việc triển khai phương pháp giảng dạy kết hợp trên lớp và trực tuyến

Thực hiện Kết luận tại cuộc họp Ban Giám hiệu ngày 13/02/2020, Trường Đại học Ngân hàng TP. Hồ Chí Minh thông báo về việc triển khai phương pháp giảng dạy kết hợp trên lớp và trực tuyến trong học kỳ 2 năm học 2019 – 2020, cụ thể như sau:

1. Nhà Trường triển khai việc giảng dạy trực tuyến và không tổ chức học tập trung đối với học viên, sinh viên tại Trường đến hết **ngày 01/3/2020** để phòng chống dịch bệnh viêm đường hô hấp cấp do chủng mới của vi rút Corona (COVID-19) gây ra.



# Covid-19 pandemic

Impacts on teaching and learning activities



**Negative**

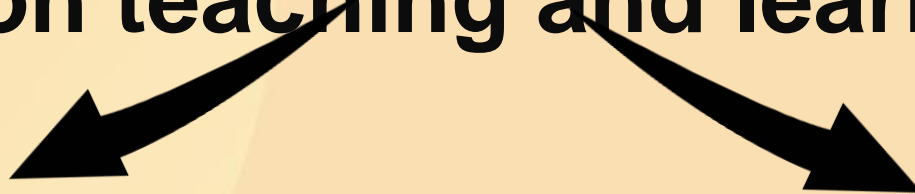
**Positive**

**Covid-19 pandemic has restructured our each single settled routine.**



# Covid-19 pandemic

## Impacts on teaching and learning activities



**Negative**



**Positive**

- Safer



# Research on learner autonomy at FFL, HUB after Covid-19 pandemic

- 2nd-4th year 100 students randomly chosen
- Questionnaire for 100 students and 10 in-depth interviews
- Conducted after about 2 years of distant learning



# Research on learner autonomy at FFL, HUB after Covid-19 pandemic

- Questionnaire
  - 3 sections with 10 questions/section
    - *Section 1: How students were prepared for the pandemic*
    - *Section 2: How students reacted to the pandemic*
    - *Section 3: How students prepare themselves for the post-pandemic period*
  - Collected online via Google Form and anonymously

# Research on learner autonomy at FFL, HUB after Covid-19 pandemic

- In-depth Interview
  - 3 questions about the level of support students received from schools and teachers during and after the pandemic
  - 3 questions about the level of support students received from family during and after the pandemic





# Findings

- Questionnaire:
  - **Section 1: 100% students are NOT prepared for the pandemic**
    - *psychological issues in life and in study*
    - *learning autonomy in question*
  - **Section 2: varied responses depending on students' characteristics**
  - **Section 3: varied responses depending on students' characteristics**





# Findings

- In-depth interview
  - **School support: ✓✓✓✓✓**
  - **Family support: varied**

(Detailed data to be published in the full paper)



# Limitations

- **Scale:** 100 students in FFL, HUB → not generalised → need enlarged
- **Time:** shortly after the pandemic → lingering pandemic obsession may affect the responses



# Pedagogical Implication

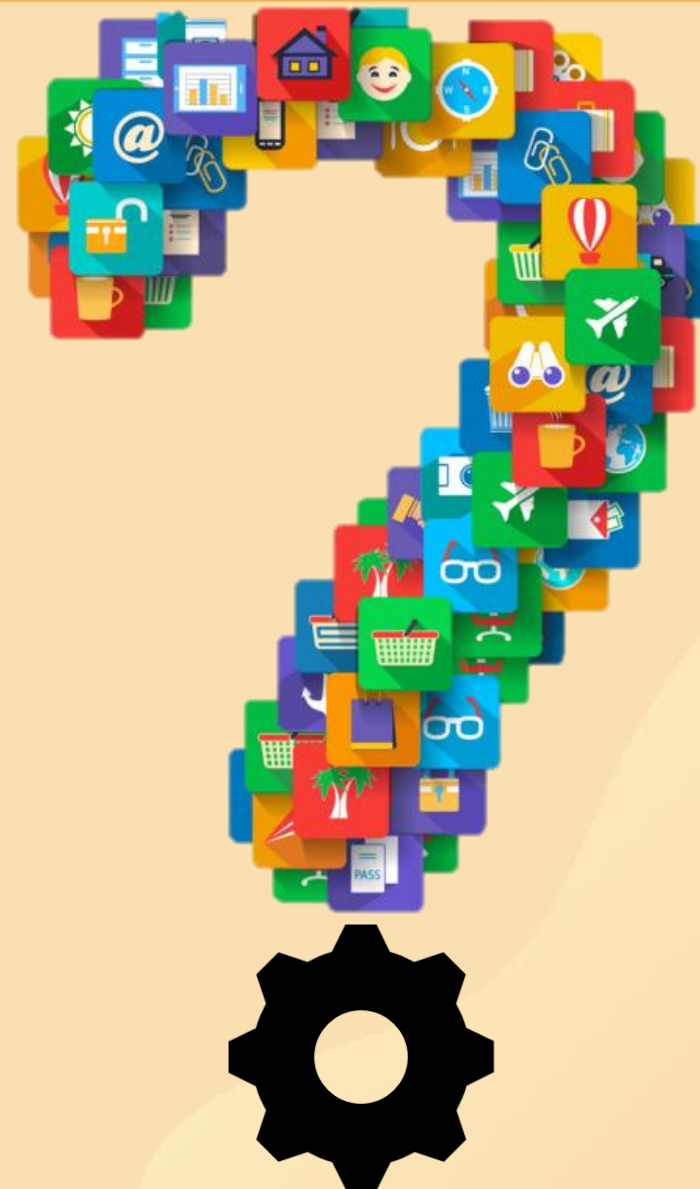
- **Preparation for pandemics**
  - *For the school: infrastructures and database*
  - *For the lecturers: technological expertise and health - mental and physical*
  - *For the students: soft skills and health - mental and physical*



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**I am waiting  
for your  
questions  
and  
feedback.**





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Thank you for your attention and contribution