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Parents' Contributions to Vietnamese English as a Foreign Language Students' Perceptions of Learner Autonomy

Nhu Bich Ho 

Kien Giang University, Chau Thanh, Kien Giang, Vietnam

Tin Tan Dang 

HCMC University of Technology and Education
Thu Duc, Ho Chi Minh City, Vietnam

Cang Trung Nguyen* 

Kien Giang University, Chau Thanh, Kien Giang, Vietnam

Abstract. Learner autonomy has been consistently identified to foster independent learning over the last three decades, and its promoting practices have primarily been targeted by empirical investigations. However, only little attention has been paid to students' perceptions and the specific social factors that can sustain the development of this capacity, particular in the case of young learners. To bridge this gap, the current study investigates if high school English foreign language (EFL) students' perceptions of learner autonomy is mediated by their perceived parental supports. Employing a quantitative approach, this research distributed a Likert item questionnaire to 515 high school students who learn English as a foreign language to find out their perceptions of learner autonomy and its relation to the level of parental support that they perceive. The data analysis shows a positive correlation between the two. The more care that the students think they can receive from their parents, the greater appreciation of learner autonomy they express. This indicates the significant role of parents in fostering the development of learner autonomy and calls for further research on this complex relationship.

Keywords: learner autonomy; parental support to learners' autonomy; parents' contributions to learners' autonomy

1. Introduction

Learner autonomy has become a remarkable area of interest in both theory and practice in teaching and learning over the last three decades. Many recent studies have focused on fostering students' learner autonomy in various language

* Corresponding author: Cang Trung Nguyen, ntcang@vnkgu.edu.vn

learning contexts or to examine factors which affect learner autonomy development (Humphreys & Wyatt, 2013; Kaur, 2010; Le, 2013; Nguyen, 2014; Shen et al., 2020; Tseng et al., 2020). These investigations focus on promoting learner autonomy through the teaching practices employed both inside and outside the classroom but with little attention to the students' variations of appreciating this capacity. Learner autonomy is argued to be socio-culturally constructed (Dang, 2012) and what learners think about it is as important as how they perform it. Therefore, understanding students' perceptions and associated factors significantly contributes to the promotion of this capacity.

In the context of Vietnam, English is becoming more and more important but getting students to change their learning behaviors is still very challenging due to the tradition of Confucian learning culture (Dang, 2010; 2020). Vietnamese high school students are incapable of using English in daily communication after seven years learning English. They are believed not to be confident enough to speak English in front of many people and they seldom start conversations with foreigners (Lien, 2015).

In order to improve the situation, English foreign language (EFL) administrators in each local province have tried to organize many professional development training programs for teachers to improve their teaching methods. However, no matter what teaching methods have been employed to foster EFL learning among students, the results gained from them are not significant. This could be because students are deeply rooted in rote learning and hesitate to take active control of their learning. Teachers alone do not seem to foster changes effectively in students' learning cognition.

This is consistent with the conceptualization of learner autonomy as this capacity is developed from the socio-cultural theory (Lantolf & Thorne, 2006; Vygotsky, 1986) and community of practice (Wenger, 1999; Wenger et al., 2002). Simply, nurturing the cognitive process also requires the involvement of several other social attributes, one of which is family, as it has a close connection with the learners, particularly in the context of Vietnam.

It is claimed that "more often than not, autonomous students are likely to study languages better than those with a low level of autonomy" (Tuan, 2021, p. 308). However, learner autonomy seems to be lacking in many Vietnamese students, even tertiary level students. Parental autonomy support seems to be a crucial indicator in encouraging students' problem-solving, selection and decision-making, which may help improve learner autonomy. Parental autonomy support can be shown through "honoring students' opinions, encouraging self-determination, providing opportunities to make independent choices, avoiding the use of controlling language, and offering an autonomous family environment" (Feng et al., 2019, p. 2). Various research studies have been investigating teachers' and learners' perceptions and practices pertaining to learner autonomy, but few studies have been conducted that relate to the factors that can contribute to the improvement of learner autonomy.

Extensive research studies have presented that parents' support for autonomy brings many benefits to students' learning engagement (Roth et al., 2009), academic ability and achievement (Soenens & Vansteenkiste, 2005; Wang et al., 2007; Liew et al., 2014; Pomerantz et al., 2014; Vasquez et al., 2016). Froiland's, qualitative study in 2015, involving 15 parents, concluded that parental support for autonomy was in close relation to students' homework enjoyment. Froiland (2011) applied intervention to improve parental autonomy support for seven weeks, which resulted in the improvement of elementary school students' positive emotions about homework and their academic intrinsic motivation. Another study of elementary and junior high school students indicated that parents' support for autonomy in homework was useful for students' mastery goals and achievement (Gonida & Cortina, 2014).

This research was conducted to explore the relationship between parental support and students' perceptions of learner autonomy in EFL learning. The present study investigated Vietnamese high school EFL students' perceptions of learner autonomy and its causal effects of parental support.

The three research questions proposed for the investigation were:

1. What is Vietnamese high school EFL students' perception of learner autonomy?
2. To what extent do students value their parental support for their learner autonomy?
3. To what extent is the relationship between parental support and students' perception of learner autonomy in EFL learning?

2. Literature Review

2.1 Learner Autonomy

In recent years, learner autonomy has received much attention and become an important focus of educational practices and research. It has been perceived and translated into practice in different views, depending on particular political, social and contemporary situations (Dang, 2010). One of the most influential concepts of learner autonomy, first defined by Holec (1981, p. 3), was "the ability to take charge of one's learning". In another definition, Lengkanawati (2017) regarded learner autonomy as learners' capacity to control their own learning. He further explained that autonomous learners are able to make their own decisions in learning objectives, contents and progression; they can choose learning methods and techniques; monitor their acquisition procedures and evaluate their learning results. More specifically, Boud (1990) considered learner autonomy as the ability to give responses beyond usual instructions. In short, although learner autonomy has been discussed from different perspectives by theoreticians, the core construct is the capacity to understand, manage learning processes and evaluate learning results responsibly and effectively.

2.2 Socio-Cultural Perspective of Learner Autonomy

The socio-cultural perspective, the most widely employed conceptualization in recent research, claims learner autonomy to be a complex construct which is shaped and influenced by the wider socio-cultural context (Le, 2013). Individual students can only be autonomous in relation to some social factors (Murray, 2014). From this sense, context can be described at different levels, such as a class, a peer

group, a family, a workplace, a community, or a society in which learning is taken place, and becomes part of an on-going interaction with it. Additionally, Wenger (1999) argued that students' navigation of their learning activities and acquisition of learner autonomy is conducted in their zone of proximal development (ZPD). Within their ZPD, teachers, friends and families are important agents in assisting students' development. Parents are then recognized to be influential contributors (Palfreyman, 2011; 2014), provided with their great exposure to students, in comparison to others in the context of Vietnam.

2.3 Students' Perceptions of Learner Autonomy

Research on learner autonomy in EFL education has identified the dimensions of this capacity in different social contexts, such as that in Japan, Malaysia, and Vietnam (Dang, 2012; Humphreys & Wyatt, 2013; Kaur, 2010; Nguyen, 2009; Trinh, 2005; Yang, 2007). This generally includes planning and goal-setting, monitoring, reflecting, evaluating, and working in technology supported learning spaces. It is interesting to understand that students essentially differentiate learning in a traditional situation from that in a technological space. In other words, the capacity to become independent learners in different learning environments is acknowledged. The set of skills for successful learning in one space does not guarantee its full effectiveness when the support from space changes. A summary of these dimensions is presented in Table 1.

Table 1. Summary of Learner Autonomy Dimensions

Dimensions of Learner Autonomy	Trinh (2005)	Yang (2007)	Nguyen (2009)	Kaur (2010)	Dang (2012)	Humphreys & Wyatt (2013)
	Planning	Self-initiative Making plans	Self-initiation	Planning	Goal-setting Initiating	Goal setting
	Monitoring	Flexibility Taking actions Concentration	Self- regulation	Organizing Monitoring	Monitoring	
	Regulating	Self-control		Evaluating	Evaluating	Self-reflection
				Online interactions	Using ICTs	

It can be seen from Table 1 that the dimensions of learner autonomy from students' perspective reflect the capacity to control the learning activities in different phases of the learning process. This capacity includes the ability of setting goals and making plans before the learning, the ability of carrying out learning activities and adjusting them during the learning, and the ability of reflecting and assessing what has been learned after the learning. Together with the acknowledgement of the ability to learn in a space with the support of technology, learner autonomy can be operationalized in four dimensions, namely *initiating*, *monitoring*, *evaluating*, and *using technology*.

This four-dimension model is, therefore, employed in the current study to understand students' perception of learner autonomy. The *initiating* refers to the ability to identify learning goals, set objectives, prepare study plans, and look for resources. The *monitoring* refers to the ability to select appropriate strategies, modify learning paths, interact with the others, and make good use of resources. The third dimension, *evaluating*, refers to the ability to reflect on the learning

process, correct one's own mistakes, and evaluate what has been achieved. The last dimension, *using technology*, refers to the ability to manage learning in a technology supported space.

2.4 Parental Support

Parental support has increasingly received attention from contemporary research. It is often referred to as "parental involvement" (Pomerantz et al., 2005; Ratelle et al., 2005; Xuesong, 2006) or "parental engagement" (Jackson, 2015). These two terms are even used interchangeably and understood as a range of activities undertaken by parents to support their children at school or at home.

Parental autonomy support is also conceptualized as the extent to which parents value and encourage their children's independence in problem solving, choice making, and activity engaging, rather than coercing children to conform to their expectations through punitive disciplinary practices (Soenens & Vansteenkiste, 2005). Mih (2013) assumed that parents can support autonomy while still caring for their children, and this helps their children develop a secure relationship with them, without feeling controlled in their actions.

In the context of this research, parental support is defined as things or actions that parents do to assist their children in their EFL learning process. It is established as a cause for the shaping of students' perception of learner autonomy.

2.5 Parental Support and Students' Perception of Learner Autonomy

Parents are the main socializing agents in children's lives, so they have a significant influence on students' autonomous regulation (Pomerantz et al., 2005). As argued by Yashima (2014), autonomous learning behaviors can be developed under the support from "external prompts used by significant others" or encouragement by "salient reference groups" (Deci & Ryan, 2002, p. 15).

These external prompts can be the support from teachers, peers or parents in their learning process; parents belong to the "salient reference groups" (Yashima, 2014) which play an important role in facilitating their children's learning. Also, the implications from the community of practice approach have confirmed that the process of using an individual's ability to participate, interact and negotiate with situational influences can nurture learner autonomy capacity (Wenger, 1999).

When participating in a community of practice, less capable learners have opportunities to apprentice the knowledge and skills that are constructed by the senior (Wenger, 1999). The senior can be resources, peers, mentors (parents) or experts available in the situation to facilitate the learners' participation process and motivation (Kanno & Norton, 2003). Hence, educators should take into account the complex social network in which teachers, students, parents and other social factors are immersed, which has a great impact on the way people think, make choices and engage with valued enterprises (Sade, 2014).

Research on language learning education also agrees that parents play certain roles in promoting in students' language learning process (Xuesong, 2006; Lee,

2010). First, they affect students initiating learning process by helping students identify a definite goal for their learning (Lee, 2010) or provide a physical space and necessary materials for successful studying to take place (Xuesong, 2006; Lee, 2010). Second, parents' support and their attitudes also shape children's perceptions of their EFL study (Buckwalter & Lo, 2002; Li, 1999). Third, parents play a major role in students' monitoring learning process when they take the role of an advisor and help their children acquire useful strategies in learning and manage their learning procedures (Xuesong, 2006). Fourth, students need their parents' support in gaining effective strategies to evaluate their language proficiency attainment (Xuesong, 2006). Parents can give their children opportunities to think about their progress, realize their strengths, find out their weaknesses and try to develop their skills. Fifth, parents use Information and communications technology (ICT) to foster students' learning process by taking advantages of the wonderful effects of computers to support their children in EFL learning.

One of the strategies parents use to promote their children's English learning is the utilization of multi-media materials to create an authentic learning situation for their children to study English (Lee, 2010). Parents also introduce students to English learning websites, blogs, discussion forums and wiki environments to support their children in their English learning process.

Nevertheless, prior research tends to be more descriptive, and the significance of the parental effects has not been examined. The current study therefore aims to establish a causal correlational relationship to better understand the contributions of parents on students' learner autonomy in EFL learning.

3. Methodology

3.1 Research Questions

The present study aims at investigating Vietnamese high school EFL students' perceptions of learner autonomy and its causal effects of parental support. Specifically, it sought answers to the following questions:

1. What is Vietnamese high school EFL students' perception of learner autonomy?
2. To what extent do students value their parental support for their learner autonomy?
3. To what extent is the relationship between parental support and students' perception of learner autonomy in EFL learning?

3.2 Participants

The target population in this study was high school students in Rach Gia city who were currently studying English from the national textbook of the seven year program designed by Ministry of Education and Training. Due to the large number of students and limited time, the researcher decided to get the sample size using the random-cluster sampling method. Grade 12 students were chosen because they were supposed to have more experiences in EFL learning than the students from grades 10 and 11. The ages of the participants ranged from 17 to 19 years old.

In order to select the participants for the study, the researcher made contact with school administrators of seven high schools in Rach Gia and five of them agreed to participate in the study. The questionnaire was distributed to 515 students in their 12 classes by the researchers and their coordinators. It took the respondents around 15 to 20 minutes to finish the questionnaire. The responses were then collected and returned to the researchers. The respondents were all assured that their participation in the research was strictly confidential and it did not affect their study results in any way.

The data gathered from the 515 responses were screened and there were 41 cases of outliers identified. As a result, 474 valid responses were included in the data analysis. The sample consisted of 44.4% males and 55.7% females.

3.3 Data Collection Instruments

The instruments employed to collect data of the study was a questionnaire, which was adapted from the original version of Dang (2012). The questionnaire was designed to investigate the perceptions of high school students on learner autonomy in EFL learning and how they valued their parental support for this cognitive process. It was adjusted so as to match the aims of the present study and its participants. First, there was an examination on 25-items in the questionnaire. Next, the items were selected and adapted based on four dimensions of learner autonomy, namely *initiating*, *monitoring*, *evaluating*, and *using technology* in the learning process. Further modifications were carefully made to suit the participants, as well as the specific purpose of the study.

In Dimension 1, seven items in this study were adapted from Dang (2012) and reworded to make it more appropriate for the study purpose or clearer for the participants to understand. For example, item 1 from Dang's study "are aware of their studies" was reworded to "be aware of the importance of English" in the recent study; "make schedule so they'll have enough time to study English" was modified into "make a timetable for learning English at home".

The other three dimensions were modified by the same process with the purpose to make the items more suitable for high school students, to be more understandable for the participants. Finally, the modification process resulted in 27 main items which were used to identify four dimensions of learner autonomy from high school students. These 27 items were also used to investigate students' evaluations on their parental support (the modification process can be seen in Appendix B).

The final questionnaire consisted of three sections. Section 1 was to collect background information. The other two sections were designed to investigate EFL high school students' perceptions of learner autonomy and the extent to which they valued their parental support (questionnaire is seen in Appendix A).

3.3 Reliability and Validity

The questionnaire was validated before it was distributed to the participants to improve its reliability and validity. To obtain the semantic validity of the item content, careful consideration for each one was done by the researcher.

Piloting was conducted with the involvement of 10 high school students in I-school Rach Gia. The changes were made after validating and reliability test of the collected data of the piloted instrument.

A scale test was run to check the reliability of the four dimensions regarding students' perceptions. The research instrument Cronbach's alpha values were .67, .70, .69, and .79 respectively; and the four dimensions belonged to PS with .79, .77, .80, and .85. Further examination with the item deleted method did not result in any higher values.

3.4 Data Analysis

To analyze the quantitative data obtained from the questionnaire, SPSS software version 22.0 was employed. First, descriptive statistic tests were run to examine the students' perception of the four dimensions of learner autonomy and their evaluations on the four dimensions of parental support. Next, Pearson correlation was used to test the relationship between students' perceptions of learner autonomy and their parental support.

4. Results and Discussion

4.1 High School Students' Perception of Learner Autonomy in EFL Learning

The results generated from the data analysis showed that high school students perceived learner autonomy at different levels with the mean values ranging from a moderately high to a high level ($3.6 \leq M \leq 4.1$, M average= 3).

Table 2. Students' Perception of 4 Dimensions of Learner Autonomy

	Min	Max	Mean	SD
Initiating	2.43	5.00	4.10	.41
Monitoring	2.29	5.00	3.82	.49
Evaluating	2.00	5.00	3.87	.45
Using technology	1.75	5.00	3.60	.62

As shown in Table 2, of the four dimensions relating to learner autonomy perceptions, high school students rated *initiating learning process* at the highest level of agreement ($M = 4.1$, $SD = .41$). It may be inferred that high school students perceived initiating process to be the most important stage in their EFL learning. They were aware of the importance of English, tried to identify a clear goal in advance and prepared a good learning environment for themselves.

The second rated dimension belongs to *evaluating learning process* ($M = 3.87$, $SD = .45$). The results indicate that students appreciated evaluating process to be the next important thing in their learning process. This may stem from the effect of the exam-oriented system at high school level in Vietnam, where students' learning outcomes were totally based on examination scores (Le & Barnard, 2009a).

Monitoring is in the third position ($M = 3.82, SD=.49$). It suggests that students agreed that they should monitor their learning process to keep track with their learning and get more progress.

Fourth, the dimension related to the use of technology for learning purposes is perceived at the least undertaken level ($M = 3.60, SD=.62$). The finding shows that students believe that *using technology* in their EFL learning is also helpful in their development of autonomous learning behaviors.

In brief, the findings show that high school students held positive perception across four dimensions of learner autonomy. The results were aligned with a prior study by Dang (2012), which reported high agreement in four dimensions of learner autonomy, namely monitoring, initiating, goal-setting and evaluating and using ICTs. It might be suggested that not only high school students but also their university counterparts in Vietnam perceive the importance of learner autonomy. The results partly overlap with Kaur study (2010), in which he examined the learner autonomy of Malaysian first year students through asynchronous online interactions. The study indicated that Malaysian students showed some confidence in planning but they needed help in organizing, monitoring and evaluating their learning.

4.2 The Extent High School Students Value Their Parental Support (PS) for Their Learner Autonomy (LA)

The descriptive statistics from Table 3 present that high school students' evaluation on their parental support is at different levels with the mean values ranged from 3.49 to 3.8. The highest agreement belonged to *parental support in initiating* ($M = 3.8, SD = .59$). It suggests that students acknowledge the support from their parents in initiating learning process.

The second level of consent was *parental support in monitoring* ($M = 3.7, SD = .59$) and *parental support in evaluating* ($M = 3.7, SD = .59$). This showed that students evaluate the perceived support given from parents in monitoring and evaluating process at the same level.

Finally, the dimension which received the lowest agreement from students was *parents use technology to support for learning process* ($M = 3.49, SD = .72$). This could be inferred that parents often use non-technological learning tools more than ICTs to help their children in EFL study. In short, the findings suggest that students appreciate the support from their parents and benefits from it in their EFL study. This finding is partially supported by Palfreyman (2011), when he found that the support in material resources, motivation, language competence evaluation, social agendas among family members as a learning community seem to support individual autonomy in EFL learning. This is also in agreement with the results of Wadho et al. (2016), who asserted that parents not only monitor their children language but they are also actively involved to boost up their children to learn English by offering them rewards when their children get good marks in English. Generally, parents think English is important and feel proud when their children speak English.

Table 3. Students' Evaluations on 4 Dimensions of PS (N= 474)

	Min	Max	Mean	SD
PS in initiating	2.00	5.00	3.80	.59
PS in monitoring	2.00	5.00	3.70	.59
PSS in evaluating	2.00	5.00	3.70	.59
Parents technology to support for learning process	1.00	5.00	3.49	.72

4.3 Relationship Between High School Students' Perception of Learner Autonomy and Parental Support

In order to examine the extent to which high school students' perceptions of learner autonomy is shaped by the level of support gained from parents, a correlation test was conducted. The analysis presented in Table 4 yielded significant correlations, suggesting positive relationship between students' perceptions of learner autonomy and the support parents gave their children. The strongest correlation belongs to the pair *parents use ICTs to support for learning process* and *using technology in learning process* ($r=.53, p<.01$, respectively). With the strength of .53, the correlation between the two variables was considered large (Cohen et al., 2007). This striking finding suggests that ICT support from parents was really a crucial factor for students in their study.

Next, the correlation between *parental support in monitoring* and *monitoring* ($r=.47$) was also considered strong. This might infer that with their parental support, students tended to think that they should monitor their study at home as it was necessary for their learning process.

The third level was the pair *parental support in initiating learning* and *initiating* ($r=.42$), which reveals that the support from parents also has a definite impact on the beginning stage of students' learning. The correlation between *parental support in evaluating* and *evaluating* was at the lowest level comparing to the other 3 scales ($r=.38$). Though there was a declining level of correlation in this pair, the current data also implies a positive trend that parental support is still necessary for students in their cognitive learning process.

The findings, generated from Pearson-product moment correlation, highlighted that students' perceptions of learner autonomy were significantly correlated to their parental support. Positive correlation among students' perception variables and parental support variables confirmed the crucial effects of parents on students' perceptions of learner autonomy.

The findings are supported by Xuesong (2006), when he described parents' significant role in their children's language learning and positive influence of parents on this process. This result is also aligned with Palfreyman (2011), in which he described the interrelationships in one family, in which the father, the mother, two daughters and a son, had mutual support in English learning of all family members. Especially, the parents facilitated their children's access to English, challenged to display language competence, and provided support and motivation for studying.

In terms of parents' influence in English learning, this study supports Bayne (2016), that any type of parental involvement in the home will assist students in their academic journey. Even parents who do not speak English can contribute to student educational success by ensuring they are showing interest in the student's outcome.

From what has been discussed, it may be inferred that the support students receive from their parents may stimulate their learner autonomy and improve their English learning. In addition to parents, teachers would even help "create a more equitable learning context, where both poor and rich parents have their own means to assist their children's development as effective learners" (Xuesong, 2006, p. 296). This may help teachers open up to possibilities for themselves in facilitating their profession, as well get helpful support for their students' activities (Baker-Doyle, 2011).

Table 4. Correlation Between Students' Perceptions of Learner Autonomy and Their Parental Support

		PS in initiating	PS in monitoring	PS in evaluating	Parents use ICTs to support for learning process
Initiating	Pearson Correlation	.42**	.31**	.28**	.35**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	474	474	474	474
Monitoring	Pearson Correlation	.41**	.47**	.36**	.39**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	474	474	474	474
Evaluating	Pearson Correlation	.34**	.36**	.38**	.38**
	Sig. (2-tailed)	.00	.00	.00	.00
	N	474	474	474	474
Using technology	Pearson Correlation	.34**	.36**	.29**	.53*
	Sig. (2-tailed)	.00	.00	.00	.00
	N	474	474	474	474

** . Correlation is significant at the 0.01 level (2-tailed).

5. Implications, Limitations, Conclusion and Recommendation

As parents play a significant role in students' self-learning process (Palfreyman, 2011; 2014), the findings of the current study addressed several pedagogical implications for EFL teachers in similar Vietnamese contexts.

First, teachers should consider students' social network in their communities of practice (CoP), such as familial members, peers or acquaintances in their EFL study. Among them, parents are those who have the most potential support. For that reason, teachers should encourage parents to be involved in students' study by regularly organizing parent-teacher meetings so as to inform parents about any updated information relating to their children's learning in class. They can also

encourage parents' involvement by inviting parents to visit their class sometimes, because when parents know what their children are learning and how their children perform in the class, they would know what they should do to support their children.

Working closely with parents offers teachers more experiences in fostering students to become more autonomous in their EFL study. This may not only work well in a Vietnamese context where there is a close-tied cultural relationship between parents and teachers, but it may also be applicable to other EFL contexts with different cultural characteristics. To make it work, educators or school administrators may establish a close attachment with parents and give support to disadvantages parents so as to optimize what is available in their particular settings.

Second, it is necessary for teachers to discuss with parents about the suitable strategies which suit each student in each specific situation. Parents should be provided with some useful strategies and be instructed on how to support their children using those. For example, teachers may help parents acknowledge that they could foster their children learning motivation by their own positive attitudes towards learning English and by preparing a favorable learning environment at home. Teachers could instruct parents what to do to help students monitor their study by making logical time arrangements, keeping track of their progress or using technology in evaluating their learning process.

Sharing hobbies with their children, such as listening to English songs on TV or on the internet, or watching English movies together, might be a good strategy in learning English that parents could apply.

Finally, teachers should identify social resources for themselves by establishing good relationships with their students' parents.

It is, however, necessary, to acknowledge several limitations that should inform further future investigations. First, the study investigated students' perceptions of learner autonomy only. It is recommended that future study should be conducted to examine students' autonomous learning performance so as to achieve a thorough understanding on learner autonomy (Dang, 2012). Additionally, the investigation of this study mainly focused on students' perspective; therefore, in order to have a deeper understanding of the perspective from both sides, future studies should include parents' perspective in this issue. Lastly, as the study did not address many mediating factors which may relate to parental support, such as parenting styles, parental education, socio-economic condition or structure of the family; these factors may have certain impacts on the support from parents for their children. Future studies can also investigate these factors so that comprehensive and far reaching results can be obtained. An extensive study will be useful for the teachers and educators in the field to find out the most effective factors to strengthen learner autonomy in EFL learning for students in their specific contexts.

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Appendix A

SURVEY QUESTIONNAIRE

Dear participants,

I am a student of HCM University of Social Sciences and Humanities. The survey of my research entitled *Shaping EFL high school students' perceptions of learner autonomy: The roles of parental support*". I would like you to help me complete this questionnaire. I'd greatly appreciate your time and confirm that your participation in this research is strictly confidential.

Thank you for your co-operation!

I. Please make a cross (x) in the appropriate boxes to indicate your choice or fill in the blank

1. Your gender:
2. Your class:
3. Your school:
4. Who do you live with?

II. The statements below are designed to explore your perception of *learner autonomy* in learning English. To what extent do you agree with these statements? Please indicate the degree of your agreement by circling the corresponding number for each item, using the scales below.

- | |
|--|
| <ol style="list-style-type: none">1. strongly disagree2. disagree3. neither agree or disagree4. agree5. strongly agree |
|--|

No	I think students should:	STATEMENTS					DEGREE OF AGREEMENT				
		1	2	3	4	5	1	2	3	4	5
1	be aware of the importance of English	1	2	3	4	5	1	2	3	4	5
2	want to find a job where only English is used in future	1	2	3	4	5	1	2	3	4	5
3	make a timetable for learning English at home	1	2	3	4	5	1	2	3	4	5
4	look for opportunities to use English as much as possible	1	2	3	4	5	1	2	3	4	5
5	try to find as many ways as possible to improve English	1	2	3	4	5	1	2	3	4	5
6	want to study in an E-speaking environment	1	2	3	4	5	1	2	3	4	5
7	study English voluntarily	1	2	3	4	5	1	2	3	4	5
8	communicate with foreigners in English	1	2	3	4	5	1	2	3	4	5
9	make a timetable for learning English at home	1	2	3	4	5	1	2	3	4	5
10	try to maintain their timetable to study English	1	2	3	4	5	1	2	3	4	5
11	know the most suitable method and use it	1	2	3	4	5	1	2	3	4	5
12	study things which were not taught from their class	1	2	3	4	5	1	2	3	4	5
13	make good use of materials and resources when studying English at home	1	2	3	4	5	1	2	3	4	5
14	notice their mistakes and use that information to help them study better	1	2	3	4	5	1	2	3	4	5
15	know their good points and weaknesses	1	2	3	4	5	1	2	3	4	5
16	think about their progress in learning English	1	2	3	4	5	1	2	3	4	5
17	practice speaking English with people outside class	1	2	3	4	5	1	2	3	4	5
18	self-evaluate their progress in learning English	1	2	3	4	5	1	2	3	4	5
19	want to be good English learners	1	2	3	4	5	1	2	3	4	5
20	check to make sure that they understood the lesson	1	2	3	4	5	1	2	3	4	5
21	reflect on what they learn and look for something important	1	2	3	4	5	1	2	3	4	5
22	use computer applications to study English	1	2	3	4	5	1	2	3	4	5
23	go online as a way of learning English.	1	2	3	4	5	1	2	3	4	5
24	do a search on the internet if you have a question in English	1	2	3	4	5	1	2	3	4	5
25	make friends on the internet to practice English	1	2	3	4	5	1	2	3	4	5
26	do a search on the internet if you have a question in English	1	2	3	4	5	1	2	3	4	5
27	check their proficiency by doing English tests online	1	2	3	4	5	1	2	3	4	5

III. The statements below are designed to explore your perception of your parents' support in learning English. To what extent do you agree with these statements? Please indicate the degree of your agreement by circling the corresponding number for each item, using the scales below.

- | |
|--|
| 1. strongly disagree
2. disagree
3. neither agree or disagree
4. agree
5. strongly agree |
|--|

No	STATEMENTS My parents make me think students should:	DEGREE OF AGREEMENT				
		1	2	3	4	5
1	be aware of the importance of English	1	2	3	4	5
2	want to find a job where only E is used in future	1	2	3	4	5
3	make a timetable for learning English at home	1	2	3	4	5
4	look for opportunities to use English as much as possible	1	2	3	4	5
5	try to find as many ways as possible to improve English	1	2	3	4	5
6	want to study in an E-speaking environment	1	2	3	4	5
7	study English voluntarily	1	2	3	4	5
8	communicate with foreigners in English	1	2	3	4	5
9	make a timetable for learning English at home	1	2	3	4	5
10	try to maintain their timetable to study English	1	2	3	4	5
11	know the most suitable method and use it	1	2	3	4	5
12	study things which were not taught from their class	1	2	3	4	5
13	make good use of materials and resources when studying English at home.	1	2	3	4	5
14	notice their mistakes and use that information to help them study better.	1	2	3	4	5
15	know their good points and weaknesses	1	2	3	4	5
16	think about their progress in learning English	1	2	3	4	5
17	practice speaking English with people outside class	1	2	3	4	5
18	self-evaluate their progress in learning English	1	2	3	4	5
19	want to be good English learners	1	2	3	4	5
20	check to make sure that they understood the lesson	1	2	3	4	5
21	reflect on what they learn and look for something important	1	2	3	4	5
22	use computer applications to study English	1	2	3	4	5
23	go online as a way of learning English.	1	2	3	4	5
24	do a search on the internet if you have a question in English	1	2	3	4	5
25	make friends on the internet to practice English	1	2	3	4	5
26	do a search on the internet if you have a question in English	1	2	3	4	5
27	check their proficiency by doing English tests online	1	2	3	4	5

THANK YOU FOR YOUR CO-OPERATION!

Appendix B

MODIFICATION OF QUESTIONNAIRE

Dimension 1: Initiating

Items in current study (7 items: 1 - 7)	Items in Dang (2012)	Reasons for modifications
1.be aware of the importance of English	are aware of their studies	to make it appropriate for the study purpose
2.want to find a job where only E is used in future	want to find a job where only E is used in future	no
3.make a timetable for learning English at home	make schedule so they'll have enough time to study E	To make it more specific
4.look for opportunities to use English as much as possible	look for opportunities to use English as much as possible	no
5.try to find as many ways as possible to improve English	try to find as many ways as they can to improve English	no
6. want to study in an E-speaking environment	want to study in an English-speaking environment.	no
7. study English voluntarily		New item

Dimension 2: Monitoring

Table 2: Modification of 7 items in *Monitoring*

Items in current study (7 items: 8 - 14)		Modifications and Reasons
8.communicate with foreigners in English	want to communicate with foreigners in English (I use this item for Monitoring dimension)	to make it more suitable to the initial statement.
9.make a timetable for learning English at home	make schedule so they'll have enough time to study E	to facilitate students' understanding
10. try to maintain their timetable to study English	try to study E regularly even with limited time.	to make it more suitable for the context of high school students
11. know the most suitable method and use it	know the method which suits them best and use it	To make it more suitable to the initial statement.
12. study things which were not taught from their class	study things which were not from their class	no
13. make good use of materials and resources when studying English at home.	make good use of materials & res when study English	no
14. notice their mistakes and use that information to help them study better.	notice mistakes & use that info to help them do better	no

Dimension 3: Evaluating
Table 3: Modification of 7 items in Evaluating

Items in current study (7 items: 15 - 21)	Items in Dang (2012)	Modifications and Reasons
15. know their good points and weaknesses	know their good points and weaknesses	This item is used in Initiating
16. think about their progress in learning English	think about their progress in learning English	to make it more suitable for high school context
17. practice speaking English with people outside class	practice English with people outside class	No
18. self-evaluate their progress in learning English		New item
19. want to be good English learners	want to be good English learners	no
20. check to make sure that they understood the lesson	check to make sure that they understood the lesson	no
21. reflect on what they learn and look for something important	reflect on what they learn and look for something important	no

Dimension 4: Using technology
Table 4: Modification of 6 items in using technology.

Items in current study (6 items: 22 - 27)	Items in Dang (2012)	Modifications and Reasons
22. use computer applications to study English	like to study with computers.	to make it more specific
23. go online as a way of learning English.	go online as a way of learning English.	no
24. do a search on the internet if you have a question in English	will do a search on the Internet if they have a question about English.	no
25. make friends on the internet to practice English		New item
26. do a search on the internet if you have a question in English	pay more attention when they see an English website.	to make it more suitable for high school context
27. check their proficiency by doing English tests online		New item

Appendix C

25 QUESTIONNAIRE ITEMS ADAPTED FROM DANG (2012)

No	STATEMENTS	DEGREE OF AGREEMENT				
	Students who succeed best with learning English:	1	2	3	4	5
1	use time effectively	1	2	3	4	5
2	make schedule so they'll have enough time to study English.	1	2	3	4	5
3	study things which were not from their class.	1	2	3	4	5
4	know the method which suits them best and use it.	1	2	3	4	5
5	try to study E regularly even with limited time.	1	2	3	4	5
6	make good use of materials & res when study English.	1	2	3	4	5
7	notice mistakes & use that info to help them do better.	1	2	3	4	5
8	reflect on what they learn and look for something important.	1	2	3	4	5
9	check to make sure that they understood the lesson	1	2	3	4	5
10	think English is important for their future	1	2	3	4	5
11	are aware of their studies.	1	2	3	4	5
12	want to be good English learners.	1	2	3	4	5
13	try to improve their weaknesses.	1	2	3	4	5
14	practice English with people outside class.	1	2	3	4	5
15	think about their progress in learning English.	1	2	3	4	5
16	know their good points and weaknesses	1	2	3	4	5
17	like to study with computers.	1	2	3	4	5
18	go online as a way of learning English.	1	2	3	4	5
19	will do a search on internet if have a question about English	1	2	3	4	5
20	pay more attention when they see an E website	1	2	3	4	5
21	want to communicate with foreigners in English.	1	2	3	4	5
22	try to find as many ways as they can to improve English.	1	2	3	4	5
23	want to study in an E-speaking environment.	1	2	3	4	5
24	look for opportunities to use E as much as possible.	1	2	3	4	5
25	want to find a job where only E is used in future.	1	2	3	4	5
26	study things which were not from their class.	1	2	3	4	5
27	think English is not important for their future.	1	2	3	4	5