

LEARNER AUTONOMY IN LMS READING ASSIGNMENTS: A STUDY ON STUDENT PARTICIPATION AND THEIR PERSPECTIVES AT A UNIVERSITY IN HO CHI MINH CITY

TRAN KIEU MY AN^{1*}, LE MAI THY², LE THI THUY¹

¹ *Faculty of Foreign Languages, Industrial University of Ho Chi Minh City,*

² *Ho Chi Minh City University of Social Sciences & Humanities,*

**Corresponding author: trankieumyan@iu.edu.vn*

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Abstract. This study examines the role of the learning management system in promoting learner autonomy and reading comprehension among English students at a Vietnamese university. With the rise of technology in higher education, it is paramount to understand the effectiveness of Learning Management System (LMS) in promoting independent learning. Using a mixed methods research design, the study assesses students' engagement in LMS reading tasks, collects students' and instructors' perspectives, and evaluates the overall contribution of LMSs to learner autonomy. Quantitative data from outcome analysis of 160 students and qualitative insights from questionnaires show that while LMS platforms ensure accessible and structured learning experiences, their success in promoting autonomy depends on differentiated pedagogical integration and digital literacy. The results highlight the importance of strategic LMS implementation and the need to focus on learner-centered approaches to maximize educational outcomes. The study offers practical recommendations for optimizing the use of LMS in language teaching and appreciates the interaction of technology and pedagogy in facilitating autonomous learning. Although the study is limited due to its sample size and reliance on digital tools, it suggests avenues for future research, including cross-institutional studies and exploration of new LMS technologies.

Keywords: *learning management system, learner autonomy, reading comprehension, educational technology*

1 INTRODUCTION

1.1 Background to the study

Reading is essential for English language learners, improving vocabulary, language skills, and comprehension. However, poor reading comprehension remains a challenge. Students struggle without knowing most words in a text and effective reading strategies like skimming and scanning (Duarte, 2005). To overcome these challenges, learner autonomy is crucial. Autonomy, as defined by Holec (1981), involves managing and controlling one's own learning. This is especially important in the Credit-Based Training System (CBTS), where limited class time and increasing knowledge demands necessitate independent learning (Little, 2004). Autonomous learning extends beyond classroom teaching, requiring students to seek additional knowledge from other sources (Huang & Benson, 2013).

Web 2.0 technologies enhance learner autonomy by providing flexible learning opportunities and reducing teacher intervention. These technologies offer diverse resources, encourage self-learning, and facilitate discussion and information sharing (Villanueva et al., 2010). Additionally, they allow flexible study across different times and locations (Wang & Heffernan, 2009).

A key technological tool is the Learning Management System (LMS), which significantly impacts university teaching and learning (Coates et al., 2005). In English reading courses, teachers use LMS to post assignments, promoting autonomy through time management and strategic reading.

This study highlights the need to integrate pedagogical innovation and technology to improve English reading comprehension courses and foster learner autonomy, using tools like LMS to support independent learning.

1.2 Aims of the study

In the era of rapid technological advancement, the landscape of higher education (HE) has evolved significantly with the advent of LMS. These platforms are crucial for educational processes such as assignment distribution and assessment, yet their role in enhancing language acquisition (LA) in the 4.0

era, particularly in English reading comprehension courses, warrants closer examination. Despite LMS's potential for improving accessibility, flexibility, and resource availability, its effectiveness in fostering LA, a key component in HE, remains underexplored. Moreover, there's a noticeable research gap in understanding the perspectives of both students and educators towards LMS's utilization in Reading courses, especially in the context of Vietnam. This includes insights into students' engagement and educators' assessments of LMS in supporting autonomous learning strategies. Addressing this gap, the study aims to investigate student participation in LMS-based reading assignments, analyze the perspectives of students, and examine LMS's overall contribution to developing LA in HE

1.3 Research Questions

The research questions that guide the paper are:

RQ1: To what extent do students engage with LMS reading assignments?

RQ2: What are students' perspectives after doing the reading assignments on LMS?

1.4 Significance of the study

This research delves into the impact LMS in HE on promoting LA within English reading comprehension courses. Its significance is underscored by the need to align technological advancements with pedagogical innovation. Firstly, the study quantifies student engagement with LMS-based reading assignments (RQ1), offering a foundational analysis of student interaction and preferences, which is crucial for assessing LMS's educational utility. Secondly, through structured questionnaires, the research quantitatively explores students' experiences post-reading assignments on LMS (RQ2), aiming to systematically evaluate satisfaction levels, challenges faced, and overall LMS perceptions. This methodical approach provides empirical insights into student engagement, crucial for determining LMS's role in enhancing learning.

1.5 Scope of the study

While the potential of LMS to promote LA in English reading comprehension courses is widely recognized, there is a need for empirical research to explore the dynamics of this integration. The scope for conducting this study lies in several key considerations.

Firstly, the study will quantitatively assess student participation by examining data from three Practice Tests conducted via the LMS during the Reading 3 course (RQ 1). This analysis includes measuring participation frequencies and percentages, alongside a descriptive evaluation of the test scores. The objective is to provide a concise statistical overview of student engagement within an LMS context, contributing to our understanding of digital learning interactions.

Secondly, the study will utilize a questionnaire to delve into students' insights regarding their engagement with reading assignments on LMS for RQ 2. This approach aims to collect data on their satisfaction, encountered challenges, and overall learning experiences, effectively capturing the subjective impact of LMS on students.

2 LITERATURE REVIEW

2.1 Definition of key terms

2.1.1 Learner autonomy

Learner autonomy is becoming increasingly significant in modern education since it assists students in becoming self-directed learners with autonomous learning skills. Little (1991) described learner autonomy as a learning skill obtained via autonomous learning and the ability to direct one's own learning. Similarly, Benson (2011) defines learner autonomy as students' ability to self-manage their learning, which includes defining learning goals and adjusting the learning process to meet those goals. Benson also underlines that learner autonomy is a long-term process that is formed by learning experiences and may be developed through self-directed learning activities.

Furthermore, Holec (1981) characterized learner autonomy as the capacity of learners to independently manage their learning process. According to Holec, learner autonomy comprises evaluation, goal-setting, self-adjustment of the learning process, and access to numerous learning materials. However, Knowles

(1975) emphasizes the importance of teacher leadership in fostering learner autonomy, arguing that educators should play a supporting rather than an instructional role. In summary, particularly in TESOL, learner autonomy is not merely a pedagogical approach but a crucial goal that empowers learners to take an active role in their language learning, facilitating their development as autonomous, competent language users.

2.1.2 Learning managing system

According to Reigeluth and Carr-Chellman (2009), a learning management system (LMS) is an online system that facilitates teaching and learning, particularly in remote education or online learning contexts. It gives teachers a place to provide course information, interact with students, and follow student progress. Moreover, as Gainey and Kopp (2015) point out, an LMS allows for a highly personalized learning experience, which potentially results in improved outcomes and increased engagement among students. As a result, students may access course materials, examinations, and feedback through the LMS.

2.2 Results of previous studies

The integration of Moodle, a widely used learning management system (LMS), into educational environments has been the subject of extensive research. This literature review summarizes results from several studies examining the impact of Moodle on learner autonomy and English as a foreign language (EFL) learning.

Enhancing Learner Autonomy through Moodle

Neupane (2019) investigated Moodle's role in fostering student autonomy in EFL courses among 24 graduate students from Tribhuvan University in Nepal. The study, which utilized a phenomenological research approach, found that Moodle significantly increased students' autonomy in learning mathematics and EFL. The use of Moodle allowed students to access course materials, submit assignments, and interact with peers and instructors, thereby promoting a self-directed learning environment. Enhanced learner autonomy was reflected in improved exam results and heightened student enthusiasm for learning. Similarly, Swatevacharkul and Boonma (2020) examined English teacher education students' perspectives on learner autonomy. Their qualitative study, conducted at an international institution in Bangkok, revealed that students recognized the importance of learner autonomy for independent and productive learning. The research highlighted that both teachers and students play crucial roles in fostering this autonomy, suggesting a collaborative approach to utilizing Moodle effectively in educational settings. Le and Dang (2021) further explored the efficiency of LMS in promoting learner autonomy during the COVID-19 pandemic. Their survey of 211 students and 9 professors from Vietnamese universities indicated that Moodle was effective in providing educational content and supporting student autonomy. The study emphasized the LMS's utility in emergency remote teaching, underscoring the platform's potential to maintain educational continuity during disruptions.

Moodle's Impact on EFL Learning

Ismail, Rahmat, and Emzir (2020) focused on Moodle's influence on EFL students' reading comprehension skills. Conducted with 27 English education students at Muhammadiyah University in Mataram, this study employed pretest and posttest measurements to evaluate reading comprehension. The findings demonstrated that Moodle significantly improved students' reading comprehension and attention, advocating for its use in teaching reading skills at the university level.

Apoko (2022) assessed Moodle's effectiveness in English language learning at a private institution in Jakarta, Indonesia. The survey, involving 94 education and teacher training students, revealed that Moodle was highly valued for its content and learning activities. Students reported that Moodle not only enhanced their language skills but also encouraged critical thinking. The study recommended interactive discussions and feedback mechanisms to further improve Moodle's educational offerings.

While existing literature provides a comprehensive overview of LMS, asynchronous online learning, and LA within HE, particularly in the context of English language education, notable gaps persist that align with the focus of this study. Firstly, detailed analyses of student engagement with LMS-based reading assignments in Vietnamese HE settings are sparse. This gap signifies a need for empirical data on how students interact with and benefit from LMS in their reading comprehension courses (RQ1). Secondly,

while the role of LMS in promoting LA is acknowledged, student perspectives on the effectiveness of reading assignments delivered through LMS remain underexplored (RQ2). Gaining insight into students' subjective experiences and satisfaction levels might help determine how well LMS works to improve reading abilities and inspire students.

3 METHODOLOGY

3.1 Research context

The study is conducted at the Industrial University of Ho Chi Minh City (IUH), specifically within the Faculty of Foreign Languages (FFL). Upon completion of their studies, FFL students possess the necessary knowledge, skills, and attitudes to secure suitable employment as translators, interpreters, teachers, office workers, and more. The EFL instructors are always eager to assist and support students with any inquiries. Additionally, instructors foster a dynamic and effective English learning environment through the implementation of innovative and modern teaching techniques. Recently, foreign language professors have implemented a Learning Management System (LMS) to enhance student autonomy in the learning process.

3.2. Research Design

This study employs a mixed-methods research design, integrating quantitative and qualitative techniques as recommended by Creswell (2009). The goal is to explore student engagement with LMS reading assignments, the perspectives of students and instructors, and the role of these assignments in fostering learner autonomy.

For the quantitative component (RQ1), we will analyze score data from three Practice Tests taken on the LMS by 160 students. This includes descriptive statistics, participation rates, and engagement frequency. This analysis will provide a robust empirical foundation to evaluate student participation and performance trends in LMS-based reading assignments.

To address RQ2, the same cohort will complete questionnaires designed to capture their subjective experiences and perspectives on their engagement with LMS reading assignments. This qualitative data will offer insights into the impact of these assignments on their learning process.

By combining these methods, the study will provide a comprehensive understanding of student experiences and participation. The triangulation of data from multiple sources enhances the validity and reliability of the findings, offering a well-rounded view of LMS integration in English reading comprehension courses and its educational implications.

3.3. Participants

The student cohort comprises 160 English majors (N=160), actively enrolled in Reading Level 3 classes at IUH. These students, ranging in age from eighteen to twenty-two, possess language skills benchmarked at the B1 - B2 Level of the Common European Framework of Reference for Languages (CEFR). As Vietnamese natives with no international study or living experience, their engagement with the Reading 3 course, encompassing thirty sessions over fifteen weeks from December 26, 2022, to April 28, 2023, forms the basis of this study's empirical investigation.

3.4. Research Instruments

Quantitative Data Collection

Score data from three 15-minute practice tests in the Reading 3 Course were collected from the LMS to assess the reading comprehension of 160 English-major students. Permission was obtained post-course to analyze these scores, providing objective, quantifiable evidence of LMS impact, as supported by Ifenthaler and Yau (2020). These scores not only complement the qualitative insights garnered from questionnaires and interviews but also provide quantifiable evidence of the LMS's influence on learning achievements, affirming the significance of integrating score data from LMS in academic inquiries

Questionnaire Design

To explore student engagement and perceptions of LMS reading assignments on learner autonomy, a concise, bilingual (English and Vietnamese) questionnaire was used. Adapted from established instruments (Pasaribu, 2020; Ghufon & Nurdianingsih, 2019; Abu-Snoubar, 2021; Apau & Koranteng, 2020; Al Afi & Rao Naidu, 2020), the questionnaire was structured into six sections:

1. Background Information
2. Students' Participation
3. Students' Perceptions
4. Challenges Faced
5. Suggested Improvements
6. Overall Satisfaction

This approach ensured comprehensive data collection within a 10-minute completion time, fitting class constraints and capturing a broad range of student experiences.

3.5. Data Collection Procedure

The data collection for this study is systematically organized, starting with the preparation of research methods and instruments tailored to the study's goals and questions. Convenience sampling is then utilized for participant selection, streamlining the collection process. A pivotal aspect of the methodology is the pilot study, aimed at refining the research instruments. For the student questionnaire, a pilot study was conducted one week before the main survey to gather feedback on the clarity of questions, ensuring they accurately assessed LA via LMS utilization. Additionally, objective data were collected from three LMS practice tests at the course's conclusion, providing a quantitative measure of the LMS's impact on student performance.

3.6. Data analysis

This study employs a multifaceted approach to data analysis to effectively address the research questions.

- To explore the student engagement with LMS Reading Assignments, the scores from the three practice tests taken by 160 students on the LMS were collected and imported to the SPSS version 20 for analysis. Then descriptive statistics will be utilized to analyze test scores and engagement frequency. This analysis will provide an empirical foundation for evaluating student participation and performance trends in LMS-based reading assignments.
- To investigate the students' perspective on LMS Reading Assignments (RQ2), responses from the questionnaires will be collected and then imported into Excel software for sorting. All the data then will be converted to SPSS 20. Based on the given data, Cronbach's Alpha was also computed to test the reliability of the questionnaire to ensure the consistency. The researcher then would summarize student responses in order to understand their attitudes and opinions with regards to LMS reading assignments.

4 FINDINGS AND DISCUSSION

4.1. Analysis of Engagement in LMS Practice Tests (RQ1)

Frequency of LMS Usage

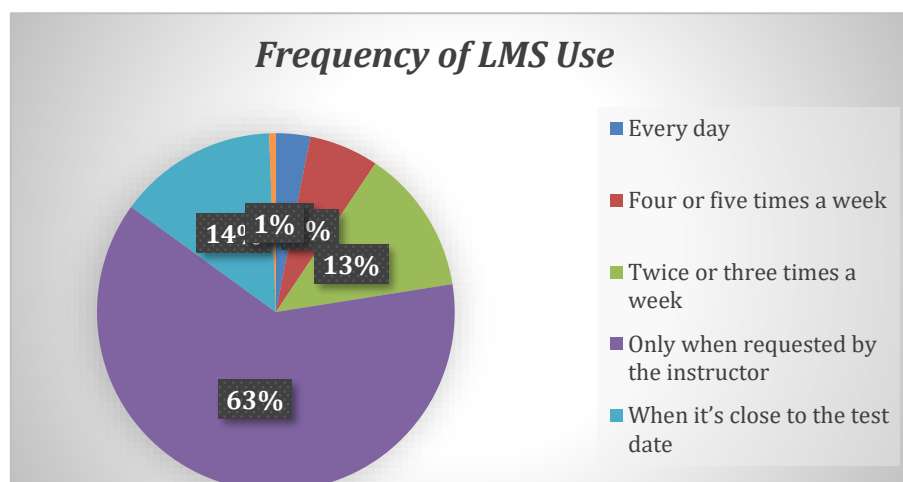


Figure 4.1. Frequency of LMS Use

When asked about the frequency of logging into LMS for reading assignments, 62.5% (N=100) of the students reported logging in only when requested by the instructor, while 14.4% (N=23) did so when it was close to the test date. Regular usage (every day) was reported by a minor segment of 3.1% (N=5).

Time Spent on Reading Assignments

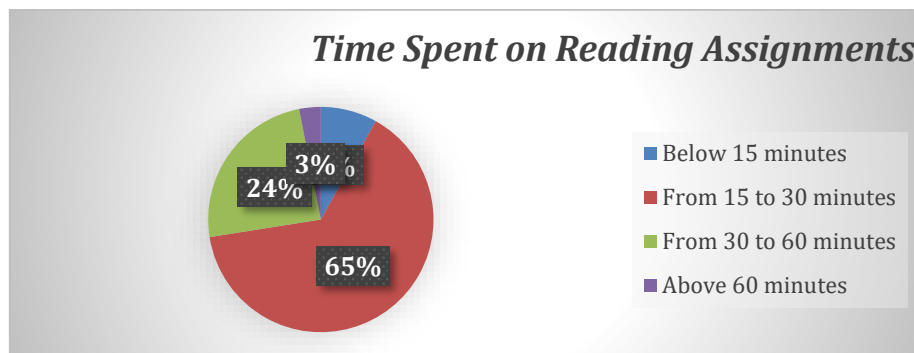


Figure 4.2. Time Spent on Reading Assignments

A significant proportion of students (64.4%, N=103) spent 15 to 30 minutes on reading assignments in LMS, while 24.4% (N=39) engaged for 30 to 60 minutes.

Preparation for Reading Assignments

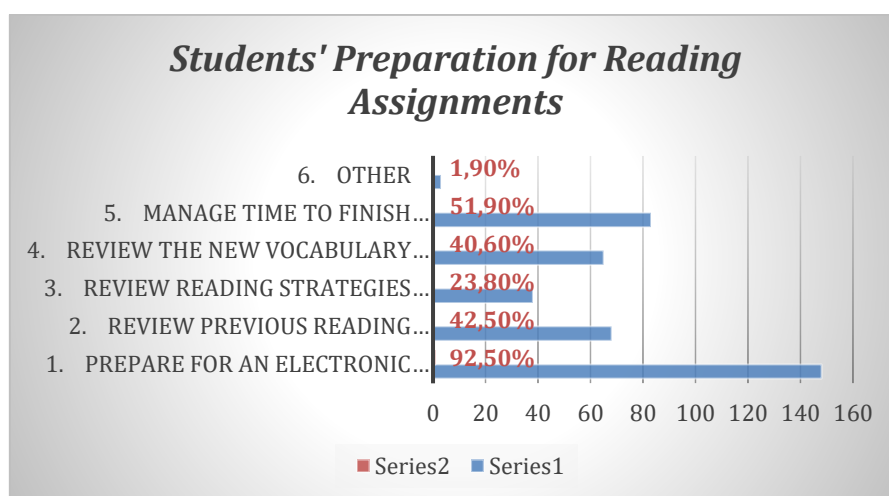


Figure 4.3. Preparation for Reading Assignments

Figure 4.3 presents students' responses on preparation strategies for LMS-based reading assignments. The majority (92.5%) prioritized technology access, illustrating technology's critical role in online learning. Time management was crucial for 51.9% of respondents, emphasizing its significance in promoting learner autonomy. Reflective learning and vocabulary reinforcement were adopted by 42.5% and 40.6% respectively, showing a strong focus on language skills development. Meanwhile, 23.8% utilized class-provided reading strategies, demonstrating a proactive stance toward improving comprehension. Only a small segment (1.9%) explored alternative methods, indicating varied student approaches to preparation.

Frequency and Percentage of Engagement

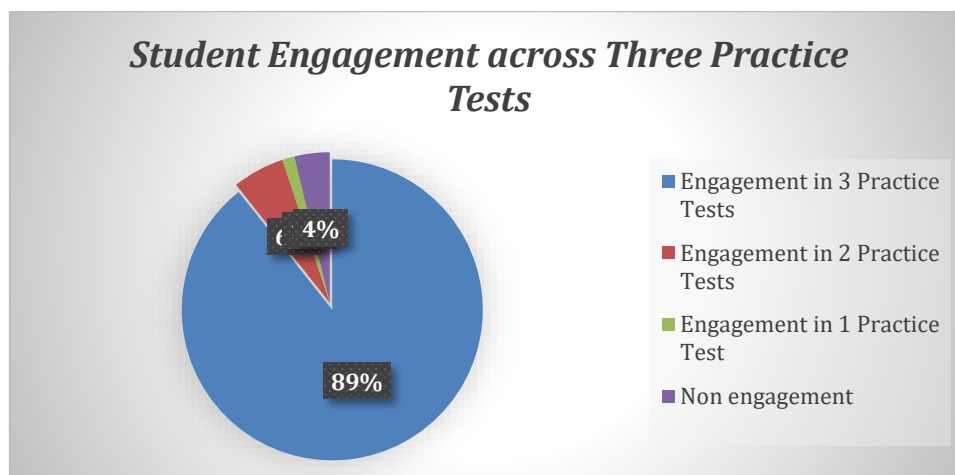


Figure 4.4. Distribution of Student Engagement across Three Practice Tests

The data demonstrated a preference of IUH students for utilizing the LMS practice with a significant 89.4% of students participating in all three assessments. This strong level of engagement indicates a significant degree of interaction with the LMS platform. There was a slight decline in engagement for the following assessments, with 5.6% of students completing two tests and 1.3% participating in only one. It is important to note that a very low interaction rate of 3.8% was recorded for students who did not take part in any practice tests. In summary, this data highlights a generally favorable trend of high engagement with the LMS for practice tests. Nevertheless, the observed variations suggest potential disparities in how students utilize the LMS, which may require further examination.

In short, analyzing student engagement with LMS reading assignments through participation and performance in three practice tests shows us a detailed pattern emerges. All 160 students participated fully in each test, demonstrating the LMS's capability to engage students consistently. Descriptive statistics show variations in performance, with mean scores suggesting different levels of understanding across tests. The majority's engagement in all tests (89.4%) reflects a strong commitment to the LMS-facilitated learning process, though variations in participation levels indicate diverse engagement factors worth investigating. This high uniform participation underscores the LMS's effectiveness, while the variability in scores and engagement levels suggests areas for further exploration to enhance learning outcomes and student interaction with the platform.

This study reflects the strategic integration of LMS as advocated by Dobre (2015) and Yang (2016) and confirms the need to seamlessly embed LMS into the curriculum and provide students with the guidance they need to navigate effectively need these digital platforms. The results reinforce the value of adopting a metacognitive approach to e-learning that improves students' abilities to effectively engage with reading tasks on LMS, as suggested by Vovides et al. advocated. (2007). Furthermore, the benefits of asynchronous learning in promoting LA, highlighted by the studies by Gnes and Alagzl (2021) and Kaur and Sidhu (2010), suggest that combining flexible learning platforms with structured support increases student engagement in the reading assignment on LMS.

In the Vietnamese educational context, the application of LMS highlighted by Webster and Andre (2021) points towards the importance of consistent and supportive engagement practices. To augment student engagement with LMS reading assignments, educators should integrate LMS strategically into the curriculum and provide structured support, fostering the development of metacognitive and self-regulated learning strategies. Emphasizing the flexibility of asynchronous online learning to offer personalized learning experiences, alongside adopting evidence-based strategies for LMS optimization, can significantly contribute to fostering autonomous learning behaviors and enhancing reading comprehension skills in HE.

4.2 Student Perspectives on LMS Reading Assignments (RQ2)

4.2.1 Analysis of Intrinsic and Extrinsic Motivation

Intrinsic Motivation

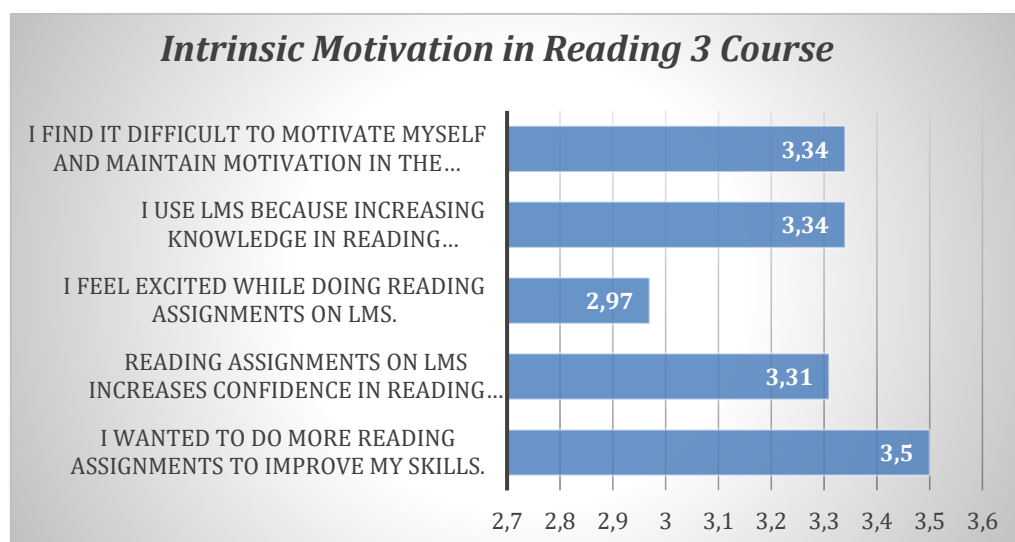


Figure 4.5. Summary of Responses to Intrinsic Motivation in Reading 3 Course

The analysis of intrinsic motivation among IUH students for LMS-based reading assignments, based on feedback from 160 participants, displays a range of engagement levels. Students demonstrated a moderate to high inclination (mean score: 3.50) towards using assignments for enhancing reading skills, showcasing a proactive stance towards skill improvement. In contrast, enthusiasm for LMS assignments was comparatively lower (mean score: 2.97), indicating mixed feelings among students. Confidence in handling English reading materials via LMS was relatively positive (mean score: 3.31), suggesting the assignments' role in boosting confidence. Similarly, the recognition of expanding reading comprehension through LMS (mean score: 3.34) and self-motivation challenges (mean score: 3.34) reflect students' complex views on LMS learning. The consistency of responses, with Cronbach's Alpha of 0.784, underscores the measure's reliability in evaluating intrinsic motivation and signals the need for diverse strategies to foster engagement and autonomy.

Extrinsic Motivation

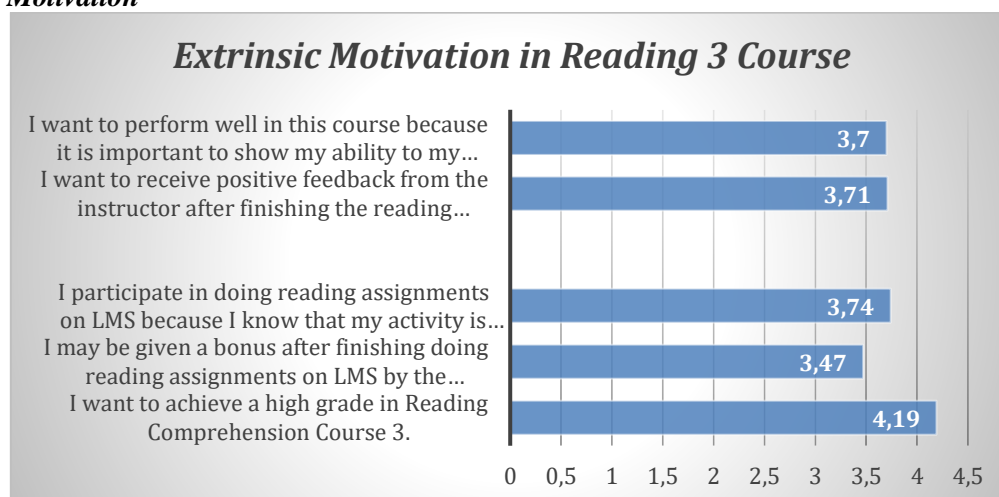


Figure 4.6. Summary of Responses to Extrinsic Motivation in Reading 3 Course

The examination of extrinsic motivation among 160 participants in the Reading 3 Course reveals distinct patterns in students' external factors. The highest motivation, indicated by a mean score of 4.19, is linked to the aspiration for high grades, highlighting strong extrinsic motivation towards academic success. Conversely, the least motivating factor, with a mean score of 3.47, involves receiving a bonus for LMS reading assignments, suggesting lower motivation from potential rewards.

Factors such as awareness of activity recording on LMS, the desire for positive instructor feedback, and performing well for the esteem of instructors, peers, and family show similar mean scores (3.74, 3.71, and 3.70, respectively), indicating a moderate level of motivation driven by acknowledgment and responsibility. The reliability of these findings is affirmed by Cronbach's Alpha of 0.845, demonstrating consistent

measurement of extrinsic motivation. This points to a collective inclination toward academic distinction and acknowledgment of material gains.

4.2.2 Perceived Effectiveness of LMS in Enhancing Reading Skills and Vocabulary Acquisition

The analysis of 160 participants' perspectives on LMS's role in enhancing reading skills and vocabulary acquisition indicates a positive perception, with notable distinctions. The LMS is valued for improving reading comprehension (mean score: 3.34) and facilitating vocabulary learning (mean score: 3.53), particularly highlighted by its ability to provide extensive reading opportunities (highest mean score: 3.59). However, a moderate challenge is observed in applying new reading strategies (mean score: 3.32), and the lowest mean score (3.11) suggests a need for a clearer understanding of reading strategies taught by instructors. Despite these variances, the overall reliability of responses, evidenced by Cronbach's Alpha of 0.886, confirms the LMS's effectiveness in skill development, albeit with room for pedagogical enhancement. This study reveals that students perceive LMS reading assignments as moderately to highly effective in enhancing reading skills and vocabulary, appreciating the variety of materials and vocabulary expansion opportunities. These findings are consistent with research by Amalia et al. (2024) and Firdaus and Mayasari (2022), highlighting the significant role of LMS tools in improving reading comprehension. Similarly, Ismail et al. (2020) noted Moodle's efficacy in fostering comprehension skills, supporting autonomous learning and content accessibility. Despite these advantages, concerns about achieving deep comprehension and critical thinking underscore the necessity for careful LMS assignment design (Barak, 2010).

4.3. Student's Perspectives on Autonomy and Self-Evaluation via LMS

The study illuminates students' perspectives on the LMS reading assignments' contribution to their learning autonomy, highlighting a complex interplay between technological facilitation and learner independence. According to student feedback, LMS platforms offer structured pathways that, while providing necessary guidance, also afford opportunities for self-directed learning, echoing the conceptualization of LA as the capacity for self-regulation and collaboration within language education (Benson, 2013; Holec, 1979). Scores for self-monitoring and learning evaluation via LMS were positively perceived, with mean scores of 3.46 and 3.56, indicating a favorable view of these LMS functionalities. Additionally, the flexibility LMS offers for assignment completion timing and location was appreciated, as denoted by a mean score of 3.39. The internal consistency of the survey items, with a Cronbach's Alpha of 0.877, underscores the reliability of these findings, highlighting students' perceived autonomy and evaluative capabilities facilitated by LMS.

However, the findings also resonate with critiques within the literature regarding the potential of LMS to overly prescribe learning paths, thereby constraining genuine autonomy (Harindranathan & Folkestad, 2019). Students appreciate the personalized feedback and learning analytics offered by LMS, which align with the emphasis on self-awareness and regulation as critical components of autonomy (Ifenthaler & Yau, 2020).

4.3.1 Challenges and Limitations in Using LMS

The current study identifies several challenges students face while engaging with reading assignments on LMS, including technical difficulties, limited access to reliable internet, and the need for improved digital literacy. Wi-Fi connectivity emerged as the primary concern for 88.8% of students, underlining the importance of reliable internet access for LMS efficacy. Technical issues were also significant, with 55% experiencing difficulties in assignment submission and 34.4% encountering system stability problems across devices. This points to the need for system improvements and more user-friendly interfaces. These challenges mirror those discussed in the literature, highlighting a common barrier to effective LMS utilization and the promotion of autonomy (Simanullang & Rajagukguk, 2020; Tafazoli et al., 2020). Additionally, the rigidity of LMS design and implementation was pinpointed as a limitation, restricting learner control and engagement (Boukhors & Boumaza, 2021). Students suggested enhancements such as more user-friendly interfaces, better device compatibility, and visually appealing content to mitigate these challenges. These suggestions align with strategies for enhancing LA through LMS utilization, emphasizing the importance of e-learning systems in supporting self-regulated learning (Bradley, 2021; Vovides et al., 2007). Furthermore, the positive impact of strategic LMS integration on student outcomes, as seen in the

Vietnamese educational context (Webster & Andre, 2021), underscores the potential benefits of addressing these challenges through targeted improvements.

4.3.2 Suggestions for LMS Improvement

The student survey at IUH unveiled key recommendations for LMS enhancements, reflecting diverse user needs. Predominantly, 53.8% advocated for improved LMS accessibility across various devices, highlighting the critical need for device compatibility. A user-friendly interface was the second most common request, with 43.1% of students emphasizing the importance of navigational ease. Additionally, 34.4% sought a visually appealing design, and 35.6% desired enhanced interactive features for better communication with peers and instructors. Less frequently mentioned were calls for diversified reading assignment formats and LMS training sessions, cited by 28.7% and 25% of students, respectively.

4.3.3 Overall Student Satisfaction with LMS

The survey assessing student satisfaction with the LMS for reading assignments at IUH yielded varied responses. A significant majority indicated positive satisfaction, with 36.9% rating their satisfaction at 7 and 25% at 8, reflecting a favorable view of the LMS. High satisfaction levels were less common, with 1.9% and 1.3% of students giving ratings of 9 and 10, respectively. Conversely, low satisfaction ratings (1, 3, and 4) were minimal, each at 2.5%, suggesting scant dissatisfaction among the student body. Moderate satisfaction (ratings of 5 and 6) was reported by 27.5% of students, indicating a middle ground in perceptions. The average satisfaction score stood at 6.60, with a standard deviation of 1.571, pointing to moderate variability in satisfaction levels. Overall, the trend leans towards higher satisfaction, with a minority expressing dissatisfaction, illustrating diverse student experiences with the LMS.

5. CONCLUSION AND RECOMMENDATIONS

The comprehensive analysis of the results derived from the two research inquiries presents a detailed understanding of the role of Learning Management Systems (LMS) in language education, highlighting their capacity to promote learner autonomy and improve reading comprehension. The integration of findings indicates that while LMS platforms encourage ongoing student participation, their success is closely linked to the interaction of technological, motivational, and instructional factors. Engagement with LMS illustrates the platform's effectiveness in delivering organized learning experiences. Nonetheless, obstacles such as digital literacy and access issues resonate with existing literature that cautions against the limitations of technology in educational contexts, underscoring the necessity for LMS designs that are both user-friendly and pedagogically sound. Future developments in LMS point towards a transition to more personalized and interactive learning environments, with recommendations for enhancements in interface design, diversity of exercises, and communication functionalities, reflecting a wider educational movement towards the amalgamation of technology with teaching goals. Collectively, these insights reveal the intricate relationships within LMS in language education, advocating for a balanced methodology that considers technological capabilities, instructional strategies, and learner requirements to maximize educational effectiveness.

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KHẢ NĂNG TỰ HỌC CỦA SINH VIÊN TRONG VIỆC THAM GIA BÀI ĐỌC LMS: NGHIÊN CỨU VỀ SỰ THAM GIA CỦA SINH VIÊN VÀ QUAN ĐIỂM CỦA HỌ TẠI MỘT ĐẠI HỌC TẠI THÀNH PHỐ HỒ CHÍ MINH

TRẦN KIỀU MỸ AN^{1*}, LÊ MAI THY², LÊ THỊ THÚY¹

¹ Khoa Ngoại ngữ, Trường Đại học Công nghiệp Thành phố Hồ Chí Minh

² Trường Đại học Khoa học Xã hội và Nhân văn, ĐHQG Hồ Chí Minh

Tác giả liên hệ: trankieumyan@iuh.edu.vn

Tóm tắt. Nghiên cứu này tìm hiểu vai trò của hệ thống quản lý học tập (LMS) trong việc thúc đẩy tính tự chủ và khả năng đọc hiểu của người học ở sinh viên tiếng Anh tại một trường đại học Việt Nam. Sử dụng thiết kế nghiên cứu theo các phương pháp hỗn hợp, nghiên cứu này đánh giá sự tham gia của sinh viên vào các nhiệm vụ làm bài môn đọc trên LMS, thu thập quan điểm của sinh viên, đồng thời đánh giá sự đóng góp của LMS đối với quyền tự chủ của người học. Dữ liệu định lượng từ phân tích kết quả tham gia bài tập trên LMS và bảng câu hỏi 160 sinh viên cho thấy rằng nền tảng LMS đảm bảo trải nghiệm học tập có cấu trúc dễ tiếp cận và cũng thúc đẩy quyền tự chủ phụ thuộc vào khả năng tích hợp sự phạm khác biệt và kiến thức kỹ thuật số. Các kết quả nêu bật tầm quan trọng của việc triển khai LMS chiến lược và nhấn mạnh sự cần thiết phải tập trung vào các phương pháp lấy người học làm trung tâm để tối đa hóa kết quả giáo dục. Mặc dù nghiên cứu này còn hạn chế do quy mô mẫu và sự phụ thuộc vào các công cụ kỹ thuật số, nhưng nó gợi ý những hướng nghiên cứu trong tương lai, bao gồm nghiên cứu liên tổ chức và khám phá các công nghệ LMS mới.

Từ khóa. hệ thống quản lý học tập, quyền tự chủ của người học, khả năng đọc hiểu, công nghệ giáo dục

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