
RESEARCH

How Vietnamese Students Adapt to A New Educational Environment when Studying in Australian Institutes? A Case Study at La Trobe University

Nguyễn Cao Thành *

La Trobe University, Australia, 17 Burton St, Lalor VIC 3075 Australia

Received 26 May 2014

Revised 26 July 2014; Accepted 29 September 2014

Abstract: The paper looks closely at experiences of Vietnamese students during their studies in Australian universities. The main aim of the study is to examine whether or not Vietnamese students are able to adapt to a new educational environment. The paper adopts the qualitative methodology through the interviews. There were four Vietnamese students studying in the Australian universities are invited to join the three-round interview. The results show that even coming from a traditional educational background, Vietnamese students have adapted quickly to a new educational environment in Australia. Especially, they have showed their abilities of adapting to an independent learning method - a method the European students are very good at. The conclusion of the paper leaves open if these students could promote the abilities they have studied when they come back to Vietnam or not. They could do it if they have adequate support and attention.

Keywords: Overseas Vietnamese students; learning method; autonomous learning.

1. Introduction

In recent time, the numbers of Vietnamese students going overseas to undertake their studies have considerably increased. Almost all of these students choose English speaking countries as their destinations and Australia is one of the most preferred choices.

It is widely documented that, Western students including the Australian engage in critical thinking, and they learn autonomously. The differences between Western and Asian pedagogical contexts are also evident in

learning styles and approaches to learning. In Asian contexts, learning is teacher-centred, and students tend to rely on teachers to transmit (tell or provide) information, whereas Western students engage in critical thinking, and learning is student-centred. This means that students do more than reproduce knowledge; they question and challenge the ideas of others and forward their own opinions and ideas.

Additionally, in Western educational environments, the role of the student is to understand, think deeply about and make sense of information, and being a successful student means being able to think critically about others' ideas and be creative and original in

* Tel.: +61 401248847
Email: thanhthu7580@yahoo.com

constructing new ways of thinking. In contrast, Asian learners tend to reproduce the information and knowledge that has been passed on to them by their teachers, and the role of students is to accumulate knowledge. Likewise, Asian students prefer teachers telling them the “correct answer” while Western teachers will not tell students the “correct answer”. Many different “answers” might be provided by the teacher and students are expected to reach their own conclusions (Anderson, 2006; Australian Universities Quality Agency, 2007a; Australian Universities Quality Agency, 2007b).

Hence, taking accounts from the above arguments, the aim of this paper is to examine whether or not Vietnamese students can effectively adapt to a new educational environment when they come to Australia to study.

2. Literature review

The University of Tasmania (UTAS) published a booklet which included the research of scholars such as Biggs (2007), Littlewood (1999), Ballard & Clancy (1997), Bochner (1986), and Hofstede (1986). Parts of their research relate to Western education and parts relate to Asian learning preferences. Many of these studies examine the characteristics and the differences between education in Western and Asian cultures. In Western cultures, teachers and students relate to each other informally, and teachers are not automatically respected. In Asian cultures, the relations between students and teachers are formal and the students show great respect for their teachers (Ballard & Clancy, 1997). In Western contexts students can question and challenge teachers and their classmates and students can initiate conversations. However in Asian educational

environments, students do not question or challenge their teachers or their classmates, nor do they refer to their teachers by their first name. Additionally, in Western cultures, teachers expect students to be independent at the least and autonomous learners at best. This means that students are expected to take control of their own learning. Students are not dependent upon their teachers for their success, while in Asian cultures, teachers are dominant in the teaching and learning process. These characteristics have a bearing on my learning experiences when I was at the university in Vietnam. As already stated in the introduction, at that time I always followed teachers’ ideas and considered them as the most trusted source of knowledge. Others, myself included, were of the opinion that asking teachers in front of the class was disrespectful.

Attitudes to knowledge and learning are other features that vary between Western and Asian students. In Western students’ thinking, ideas can be owned, and this is called intellectual property. In addition, the ideas of others need to be acknowledged. This means giving information about who “owns” the idea, and if the source of ideas is not acknowledged, it is considered a form of academic dishonesty or plagiarism. Unlike Western students, Asian learners think that no-one can ‘own’ knowledge, and knowledge is owned collectively. Students are free to reproduce, in their assignments, the ideas of their teachers and the ideas found in sacred writings without acknowledgement or specifying where the ideas came from.

The dissimilarities between Western and Asian cultures are briefly categorized based on key features as below:

	Western cultures (<i>generally</i>)	Asian cultures (<i>generally</i>)
<i>Relationships in the learning environment</i>	<ul style="list-style-type: none"> • informal • question and challenge teacher • independent 	<ul style="list-style-type: none"> • formal • do not question or challenge teacher • teacher takes control
<i>Learning styles and approaches to learning</i>	<ul style="list-style-type: none"> • student-centred • deep learning • critical thinking • learn responsibly 	<ul style="list-style-type: none"> • teacher-centred • surface learning • memorising • learn less responsibly
<i>Attitudes to knowledge and learning</i>	<ul style="list-style-type: none"> • ideas can be owned • acknowledge other's ideas 	<ul style="list-style-type: none"> • no-one can 'own' knowledge • no acknowledgement of other's ideas

The learning attitudes of Asian and Vietnamese students have been changing over the past few decades. Because of strong traditions embedded in various Asian cultures, the educational systems and learning styles in Asia cannot be expected to change overnight.

The above generalisations are helpful in realizing the characteristics of students coming from Vietnam.

3. Methodology

3.1. Rationale

In this paper I adopted qualitative methodology, case study approach and semi-structured interview was chosen as a means to collect data. Semi-structured method would allow me to gather "in-depth" information by face to face communication which other methods are unlikely to offer.

Theoretically, according to researchers, case study tends to employ multiple methods such as interview, observation, document analysis or questionnaire (Burns, 1994; Denzin & Lincoln, 2005; Punch, 2009; Savin-Baden & Major, 2010). However, based on my research purpose, I adopted a semi-structured interview method only. This can be explained with several reasons: Firstly, in Vietnam, the documents or educational materials mentioning autonomous learning are not available.

Secondly, as I clarified previously, autonomous learning is a long process for the development of a learner, so it is hard to observe and expect students to exhibit their autonomous characteristics inside or outside a classroom in a limited period of time. The last but not least is that using the interview method would enable me to gather rich and deep information, which I believe is less likely to obtain when using other methods.

3.2. Research population

Based on convenience sampling I selected eight Vietnamese students who were studying at La Trobe University, Australia. All of the participants in my study come from different areas and cities in Vietnam with different educational and socio-economic backgrounds.

As elaborated earlier, autonomous learning is a process in which students are encouraged to learn autonomously, and this process is less likely to be carried out in a short time. We cannot train and expect students to be responsible for their learning overnight. According to my research the process of becoming autonomous learners is a process of development from dependent learners to independent learners. Hence, the shifting of Vietnamese students from universities in Vietnam to one Western university can be seen as a learning process, in which the progress or regress of each student would be obviously

exposed. As a result, those students were expected to be good informants with their own experiences and perceptions.

Another strong point of the participants in my research is that before coming to Australia, all of them had experienced tertiary education in Vietnam. Thus, they have experienced both Vietnamese and Australian higher education in terms of learning and teaching approaches. These students would find it easier to give me their comparison of their experience as they have been having different models of teaching and learning, which were unfamiliar to most of them. The above aspects are crucial reasons for choosing those students to be participants in my study.

3.3. Data collection

As already elaborated, an interview is not an informal conversation, but requires participants to have a basic knowledge and understanding of the areas mentioned in the interview. To deeply and profoundly describe experiences and understandings of the process of becoming an autonomous learner, it would have been challenging to the participants if I interviewed them in English. Thus, to productively obtain data for my study, using Vietnamese when interviewing the respondents was more likely to provide useful information for my research.

I conducted individual interviews with the eight participants on three separate occasions. All of the interviews involved face-to-face contact with the individuals and were carried out at a time and location that suited them. This was necessary due to the participants being enrolled in different courses, and living in different locations. It required that the interviews be carried out either during breaks between classes, in my office or in the participant's home. The places and time slots

were organised depending on the availability of the participants. All of the interviews were recorded on micro cassette recorders using two recorders in case one of them broke down. The length of time for each interview lasted approximately 30 minutes, but it sometimes took longer depending on the quality of the interview.

The questions directed participants through a simple to more complex process. The first thing that I asked of participants was to list differences and similarities between universities in Vietnam and the university in Australia regarding teaching and learning approaches. In particular, respondents were asked to express their understandings of the responsibility of the learners during their learning, and the role of teachers in class. I then asked them to describe what had been changing in their minds, their thoughts and awareness of being a student at universities in Vietnam and in Australia. Additionally, the questions focus on participants' experiences in coping with new teaching and learning at one Australian institution. The questions of the final round of interviews were the same as the second round. All of the data collected from three rounds of interviews were translated from Vietnamese into English, coded, analyzed and discussed.

4. Results

In this section I will present the results from three rounds of interviews with the eight participants.

Participant 1

In the first round she was a passive learner. She merely waited for guidance from teachers instead of actively finding ways to learn.

If I studied for exams from the beginning of semester, I would forget most of the important information. More importantly, a week before

exams took place, we would often ask the teachers to limit the content which was used in exams or tests. As a result, with such narrowed information, it was much easier and quicker for us to learn and to remember.

In the second round although she still expected teachers' help she was more aware of what she planned to do.

I thought that, with teacher's help, I could adjust my learning approaches based on the requirements of different subjects.

Unlike the previous phase, in the third round she showed her ability in finding and using different learning resources instead of receiving information from teachers only.

In a management subject, I was required to write an 1800 word essay, and the topic related to a specific company in Australia. During the three weeks, I found and read more than 20 academic articles from different journals. After that, I felt that I had considerably gained not only information from those articles, but also became much better with skills like skimming, scanning and taking notes.

Participant 2

In the first round, he mostly expected the teacher's help and was motivated by the idea of passing exams rather than actively preparing for and attending class.

We only paid attention to final lectures before each exam. We were often absent from other lectures but always turned up in the last lectures of each semester. In these classes, we tried to ask teachers to limit the number of questions to as few as possible. We thought the fewer the questions the easier and quicker it was to learn.

In the second round, he seemed not to be confident when he faced obstacles in

learning, and he found it difficult in finding out possible solutions.

I was struggling with the writing style here, because it's very different from Vietnam. When I wrote essays here, I did not know how to avoid plagiarism.

In the final round, although he was still puzzled in some situations he was more confident and capable in classes and tutorials.

I found that group discussions were very useful. Through this activity, we learnt a lot from other peers. However I did not want tutors to present in the discussion as their presence drove me not very confident.

Participant 3

In the first round, she said she got stuck when facing problems in learning, and was unable to find a solution to handle these problems. She was, however, questioning the role of the lecturer and the students' need to be able to talk and ask questions.

I felt not happy with the lecturer, because I found that his lecture was very hard to understand. Moreover, he was talkative for a whole lecture, and students ourselves had no chance to speak.

Through the second round, she had started to find alternative information for her study instead of merely expecting it to come from teachers as in the previous stage.

Now, I used information for my essays not only from textbooks but also from other sources such as the internet or journal articles.

She showed considerable development in handling difficulties in learning by the final round. She was demonstrating a considerable degree of self-confidence in problem solving.

One of the subjects in my course is equity, the lecturer asked us to use FCFE (the technique to analyze the stock market). This

was extremely difficult for me to understand in lectures. Through discussions with tutors and other peers who had experiences in the accounting area, I became more knowledgeable about FCFF.

Participant 4

He showed his confidence through the first round in terms of his capacity in handling difficulties in learning.

I was quite capable in dealing with difficulties in learning. When I met challenges, I often tried to find out the reasons leading to those challenges before seeking help from others.

In the second round he seemed to be distracted by her parents' influence in Vietnam in terms of their guidance and advice to Hang's future career.

I am studying in Australia, but I still received updated information of the market in Vietnam by my parents, and they asked me to change to the course which was currently in high demand in Vietnam.

In the final round, he showed his ability in using learning resources.

I still based my work on information from handouts given by teachers, but I did not get high scores through the first few assignments. Now, I understand that to get higher scores, I should expand my knowledge by finding and gathering more alternative information from the internet and journals.

Participant 5

In the first interview, she showed that she recognized this was a different learning environment and worked to adapt to the new demands.

I made an effort to adapt with learning and teaching approaches which I have not experienced at the university in Vietnam.

By the second round, she said she was capable of seeking different ways to handle

problems in learning and was not as reliant on the teachers alone.

Some learning tasks were very difficult to understand, especially theories in lectures. To overcome these challenges, I sought more information on the internet through a Google scholar search. If it still did not work, I asked my friends who were more competent than me in the areas I was struggling with.

Through the final round, she was confident when she had to cope with challenges that happened during her learning process and had found strategies that helped her move forward.

Sometimes, I got stuck on finding solutions to the exercise. At that time, I did not try to find out at all costs but I left that exercise and went on doing another thing, then I came back to solve that problem.

Participant 6

In the first round, he was a dependent and passive learner. He still relied heavily on teachers to make decisions.

I often asked my teachers to choose subjects for me. And with their recommendations I made decisions to select subjects in each semester.

Reflecting on the second interview, he was familiar with the new learning environment in Australia, but there was still reliance on the teachers.

I often asked questions in class because I would like teachers to give me the answers immediately instead of finding answers by myself. To be honest, the answers to those questions were quite easy, and I would have been able to work them out myself.

In the final interview, he showed a more competent level of solving problems. He actively sought help and consulted with friends when he met challenges in learning.

When getting stuck in my learning I did not try to find out solutions as soon as possible. At that time, I asked my friends that when they faced problems like mine, what did they do? As a result, some of them gave me some useful suggestions.

Participant 7

On reflection after the first interview, he seemed to lack confidence to use learning materials unless they were from textbooks and lectures.

In exams and tests I often quoted and used information from lecture notes, because I thought that information provided by lecturers was most important.

In the second round, he was more capable in seeking various solutions when he faced problems in learning.

I could not do some exercises in an accounting subject. I tried to read a lot but still struggled even with the teacher's explanations during class. Finally I made an appointment to see the teacher after class, and with his further explanations, I found strategies to do the exercises.

In the final interview, he showed a positive change on his belief of learning in Australia. He was more active and confident when attending learning activities.

Both lecturers and tutors said to me that I needed to present my own opinions even if I was still unsure. This way, in tutorial classes, I tried to say aloud what I was thinking. Sometimes, I presented different solutions to the exercises. Then, the tutor explained the reasons why my solutions were not accurate. Based on the tutor's explanation I realized that my argument was not strong enough.

Participant 8

Reflecting on the first round, she quickly adapted to a new teaching and learning environment.

At university in Australia, I thought that, teachers here were better than teachers in Vietnam. Thus, I have expected them to show me how to learn productively.

She kept doing well in the second round. She was flexible and capable when seeking solutions to handle challenges in learning.

I had struggled with expressing critical thinking in writing assignments. I found a few documents that guided me to solve that problem. Then, I decided to make appointments to see staff in department of ESL (English as second language). Through these meetings and with their instructions and advice, my writing was improved significantly.

By the final interview, she consciously and fully realized the importance and usefulness of collaborative work, especially with teachers.

I described the role of the teacher towards my learning achievement as "when I want to go from A to B, and I do not know well the way to get there. I still decided to go from A to B by way. However, my teacher told me that other routes are quicker to go from A to B, and they gave me a numbers of reasons such as avoiding traffic jams and travelling by a shorter distance".

5. Discussion

5.1. Round 1

In the first round of data collection overall, according to the participants' statements, they were passive and dependent at universities in Vietnam, but their learning behavior and attitude positively changed when they first came to Australia to study. Six of the eight participants showed passiveness in some areas whilst exposing their capabilities in other areas. Regarding willingness and initiative in learning, at universities in Vietnam, they had been struggling. They mostly waited and expected

the teachers to set up their learning approaches rather than doing it themselves. Additionally, those students learnt obediently rather than enthusiastically. They supposed that the most important thing in their learning was to pass every exam and assignment, and they thought that the higher the score the better. They were not fully aware of the learning quality.

Moreover, those students were less capable in seeking and using learning resources and less motivated in group activities. They were satisfied with information from handouts which were provided by teachers. They were less motivated in seeking information or supporting documents outside textbooks and lectures. In addition these respondents were also reluctant to participate in classroom activities. Whenever participating in learning activities such as group discussions or group work they were not confident and were less interested. Sometimes, in class, even when they understood the issues being discussed, they did not dare say aloud what they were thinking. The main reason for not presenting their own opinions in front of others was that they thought if they said something wrong, other people would laugh at them. They felt comfortable accepting other people's ideas especially from teachers rather than actively contributing their own opinions. It is more likely that those characteristics arose from a collectivist context like in Vietnam where people often appreciate public ideas rather than those of an individual.

5.2. Round 2

As drawn from the data, half of the participants did quite well in their learning process while another half found struggling in their learning development.

According to the statements of the participants, they were motivated and capable of setting goals for learning. For instance based

on the teacher's advice, they were able to effectively apply theories from the lectures into tutorial classes. Additionally, when facing problems in learning, those students initially found different ways to overcome problems instead of merely expecting the teacher's solutions as before. For example, whenever facing challenges in learning, they often made appointments to see teachers or asked for help from peers. Importantly, these students began to realize that working in teams was far more effective than working in isolation.

In relation to the other half of the respondents, although some progress had been made, they still showed negative characteristics in learning. They were not active in choosing and setting up their own learning approaches. In addition to this, their belief and responsibility in learning deteriorated in comparison to their previous testimonies. Although these students had initially showed some responsibility for their learning prior to this interview, at this present, they still believed that teachers and parents were mostly responsible for their learning. Sometimes, when facing difficulties in learning, instead of trying to find out possible solutions they were pessimistic and passive, and waited for assistance from teachers or peers.

5.3. Round 3

Based on the data, until the third semester at the university, the eight respondents showed a considerable and consistent development in their learning by becoming more capable and confident in problem solving. For example, initially when facing difficulties in learning, these students had solely depended on the teacher's advice. However by this stage in their learning development, they took some initiative by preparing questions in advance to discuss when meeting up with their teacher.

Additionally, these participants were also quite competent in applying theories in lectures

to discussions in tutorial class. In lectures they took notes and then brought them to tutorial classes for discussions. In the interviews, they were confident in stating that sometimes they found tutorials more useful and interesting than the lectures, but they still regarded the lectures as highly valuable. They found that learning from and sharing information with peers was a very effective method of learning. In accordance with the respondents' statements, they had learnt a lot from peers who had prior work experience before studying. In an important sense, at universities, in some subjects, if students had practical experience, they found it easier to do the learning tasks. Based on the understandings of the three respondents, discussing and sharing information with students who had practical experience was one of the most productive ways of learning.

Through the above discussion, while it can be summed up that although not all of the progress and regress happened in exactly the same manner a whole cohort of Vietnamese students (eight participants) moved progressively forward during the

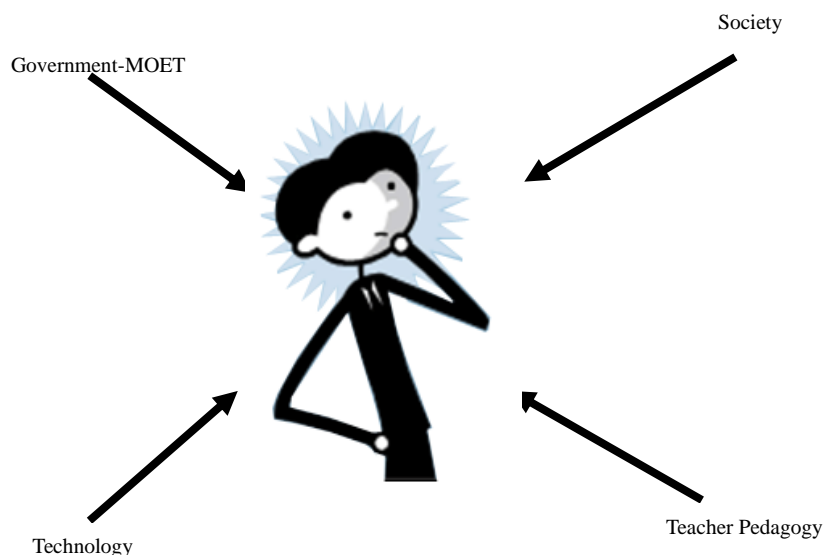
three semesters (equivalent with three rounds of interviews).

6. Conclusion and recommendations

6.1. *Autonomous learning of Vietnamese students overseas*

The study identified that even coming from a traditional educational context, Vietnamese students still can learn autonomously and responsibly if their learning is well facilitated and supported, as in Australia. This finding is crucial evidence in reviewing some previous negative statements about Vietnamese students. Many previous studies regarding Vietnamese students' learning often perceives them as passive and dependent learners. Most of the scholars often see the temporary stereotypical characteristics of Vietnamese students in learning rather than actually and intrinsically characterizing them in a positive way.

6.2. *Constraints on Vietnamese students in becoming autonomous learners in domestic institutions*



Constraints on Vietnamese students in becoming autonomous learners

As already identified in the earlier chapters, autonomous learning requires an enabling environment where multiple perspectives are encouraged. This particular concept does not currently exist in the educational environment in Vietnam, and hence fails to support students to learn autonomously. There are huge factors that have directly or indirectly inhibited students' learning. These include socio-cultural aspects, government and educational legislation, teachers' pedagogy, current technology, and at the top of this list is economic hardship. There is no doubt that the power of the economy affects every single area of society, including education

6.3. Recommendations

6.3.1. For Vietnamese students

Students need to be aware that the crucial purpose of their learning is to gain knowledge for the workplace, rather than solely focusing on attaining high results for their degree. Students should not place their learning responsibility on teachers or parents alone. They should be made aware that knowledge received from teachers only contributes to part of their learning. Littlewood (1999) draws attention to the reality that teachers cannot accompany students throughout their lives, a factor that usually impacts on students when they leave university. The quality of university graduates in Vietnam has been pinpointed and warned by a number of Vietnamese educators and researchers. One of the main points was the concern that although graduating from top universities in Vietnam and holding a 'bang do' (excellent degree), new graduates were still unsuccessful in securing employment during their probationary period in the workplace (Hanh, 2011; Nguyen, 2011 & Nguyen, 2012).

6.3.2. For Vietnamese university teachers

It is challenging for teachers at universities in Vietnam to change their teaching styles, due

to teaching traditions, and expectations that they adhere to the government curriculum. However, in some areas and to a certain degree, they could renew their teaching approaches to support students to learn autonomously. As discussed earlier, to help students learn more productively, the role of teacher cannot be absent, especially in a Vietnamese context where the impacts of teachers are still important on student's learning. But in an attempt, teachers may need to move away from authoritarian practices to the role of facilitator of student learning.

7. Conclusion

Referring to the result of this study and my own experiences, it is obvious that Vietnamese students are able to learn autonomously in Western educational environments, and that they have the potential to do so in Vietnam if they are more adequately and sufficiently supported.

References

- [1] Anderson, G. "Assuring quality / resisting quality assurance: Academics' responses to "quality" in some Australian universities". *Quality in Higher Education*, 12(2) (2006) 161.
- [2] Australian Universities Quality Agency. (2007a). *AUQA Audit Manual, Version 4.0*. Melbourne: Australian Universities Quality Agency.
- [3] Australian Universities Quality Agency. (2007b). 'Australian Quality Standards Framework: Quality Assurance Statements'. Retrieved 10 January, 2008 from <http://www.aqf.edu.au/quality.htm>
- [4] Biggs, J., & Tang, C. (Eds.). (2007). *Teaching for quality learning at university: what the student does*. Maidenhead Open University Press.
- [5] Ballard, B., & Clanchy, J. (1997). *Teaching international students: A brief guide for lecturers and supervisors*. Deakin ACT, IDP Australia.

- [6] Bochner, S. (1986). Culture shock: psychological reactions to unfamiliar environments. London: Methuen.
- [7] Burns, R. (Ed.). (1994). Introduction to Research Methods (Second Edition ed.). Melbourne: Longman Cheshire.
- [8] Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). Handbook of qualitative research (Third Edition ed.). California; London; New Dehi: Sage.
- [9] Hanh, H. (2011) Chất lượng giáo dục đại học phải thay đổi tận gốc (The quality of higher education needs to be reformed from the root). Dantri online. Available at: <http://dantri.com.vn/c25/s25-531140/chat-luong-giao-duc-dh-phai-thay-doi-tan-goc.htm> Accessed on 19/11/2011.
- [10] Hofstede, G. (1986). Cultural differences in teaching and learning. International Journal of Intercultural Relations, Vol. 10, pp. 310-320.
- [11] Littlewood, W. (1999). Defining and developing autonomy in East Asian contexts. Applied Linguistics, 71-94.
- [12] Nguyen, C. T. (2011). Challenges of Learning English in Australia towards Students Coming from Selected Southeast Asian Countries: Vietnam, Thailand and Indonesia. International Education Studies, Vol. 4(No. 1), Pp. 13-20.
- [13] Nguyen, C. T. (2011). Impacts of Socio-Culture on the Development of Autonomous Learning: A Lens of Vietnamese Context. Journal of Studies in Education, Vol. 1(No. 1), Pp. 1-10.
- [14] Nguyen, C. T. (2012) The Roles of Teachers in Fostering Autonomous Learning at the University Level. Paper published in the proceeding of Cyprus International Conference on Educational Research (CY-ICER-2012) North Cyprus. Vol. 47, Pp 605-609.
- [15] Punch, F. K. (2009). Introduction to research methods in education. London: Sage.
- [16] Savin-Baden, M., & Major, C. H. (2010). New Approaches to Qualitative Research: Wisdom and Uncertainty. UK: Routledge.

Sinh viên Việt Nam thích nghi như thế nào trong một môi trường giáo dục mới khi du học tại nước Úc: Một nghiên cứu chuyên sâu tại Đại học La Trobe, Úc

Nguyễn Cao Thành

*Trường Đại học La Trobe, Úc,
17 Burton St, Lalor VIC 3075 Australia*

Tóm tắt: Bài báo tìm hiểu kinh nghiệm của sinh viên Việt Nam trong quá trình học tập tại Úc. Mục đích của bài viết là điều tra việc liệu sinh viên Việt Nam có thể thích nghi được với một môi trường giáo dục mới như ở Úc. Bài báo sử dụng phương pháp nghiên cứu định tính thông qua các cuộc phỏng vấn. Có tám sinh viên Việt Nam đang học tại các trường đại học tại Úc được mời tham gia phỏng vấn qua ba vòng. Kết quả cho thấy, mặc dù đến từ một nền giáo dục mang nặng tính truyền thống như Việt Nam, các sinh viên Việt Nam đã thích nghi một cách nhanh chóng trong một môi trường giáo dục mới như ở Úc. Đặc biệt, các em đã thể hiện được khả năng của mình trong việc thích nghi với phương pháp học tập độc lập - một phương pháp mà các sinh viên châu Âu rất giỏi. Phần kết luận của bài báo đề nghị rằng: liệu những sinh viên này sau khi về Việt Nam có phát huy được những khả năng mà họ được học hay không. Họ có thể làm được điều đó nếu có những sự hỗ trợ và quan tâm đầy đủ.

Từ khóa: Du học sinh Việt Nam; phương pháp học tập; học tập tự chủ.