



UvA-DARE (Digital Academic Repository)

Stimulating learner autonomy in English language education : a curriculum innovation study in a Vietnamese context

Quoc Lap, T.

Publication date
2005

[Link to publication](#)

Citation for published version (APA):

Quoc Lap, T. (2005). *Stimulating learner autonomy in English language education : a curriculum innovation study in a Vietnamese context*. [Thesis, fully internal, Universiteit van Amsterdam]. unpublished thesis.

General rights

It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations

If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: <https://uba.uva.nl/en/contact>, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

REFERENCES

- Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Bachman, L., & Palmer, A. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford: Oxford University Press.
- Bialystok, E. (1990). *Communication strategies: A psychological analysis of second language use*. Oxford: Basil Blackwell.
- Benson, P. (1996). Concepts of autonomy in language learning. In R. Pemberton, E. S. L. Li, W. W. F. Or, & H. D. Pierson (Eds.), *Taking control: Autonomy in language learning* (pp. 27-34). Hong Kong: Hong Kong University Press.
- Benson, P. (1997). The philosophy and politics of learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 18-34). London: Longman.
- Benson, P. (2001). *Teaching and researching autonomy in language learning*. London: Longman.
- Breen, M. (1989). The evaluation cycle for language learning tasks. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 187-206). Cambridge: Cambridge University Press.
- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). White Plains, NY: Pearson.
- Bygate, M., Skehan, P., & Swain, M. (Eds.). (2001). *Researching pedagogic tasks, second language learning, teaching and testing*. Harlow: Longman.
- Camilleri, A. (1999). *Introducing learner autonomy in teacher education*. Retrieved May 18, 2002, from <http://www.ecml.at/documents/learner.pdf>.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Journal of Applied Linguistics*, 1, 1-47.
- Chan, V. (2001). Readiness for learner autonomy: What do our learners tell us? *Teaching in Higher Education*, 6(4), 505-518.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Clark, J. L. (1987). *Curriculum renewal in school foreign language learning*. Hong Kong: Oxford University Press.
- Cohen, J. C. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.
- Cotterall, S. (1995). Readiness for autonomy: Investigating learner beliefs. *System*, 23(2), 195-206.
- Cotterall, S. (2000). Promoting autonomy through the curriculum: Principles for designing language courses. *ELT Journal*, 54(2), 109-117.
- Coyle, D. (2000). Meeting the challenge: Developing the 3Cs curriculum. In S. Green (Ed.), *New perspectives on teaching and learning modern languages* (pp. 158-182). Clevedon: Multilingual Matters.
- Crabbe, D. (1999). Defining the field: Introduction. In S. Cotterall & D. Crabbe (Eds.), *Learner autonomy in language learning: Defining the field and effecting change* (pp.3-9). Frankfurt: Peter Lang.
- Crookes, G., & Gass, S. (Eds.). (1993). *Tasks in a pedagogical context: Integrating theory and practice*. Clevedon: Multilingual Matters.
- Dam, L. (1995). *Learner autonomy 3: From theory to classroom practice*. Dublin: Authentik.
- Dam, L. (2000). Why focus on learning rather than teaching: From theory to practice. In D. Little, L. Dam, & J. Timmer (Eds.), *Focus on learning rather than teaching: Why and*

- how (pp. 18-37). Dublin University: Center for language and communication studies. (ERIC Document Reproduction Service No. ED 441341).
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). Task interest, and self-determination: Reply to Eisenberger, Pierce, and Cameron (1999). *Psychological Bulletin*, 125(6), 692-700.
- Do, H. T. (2000). Foreign language education policy in Vietnam: The emergence of English and its impact on higher education. *Proceedings of the Fourth International Conference on Language and Development*. Retrieved June 16, 2004, from http://www.languages.ait.ac.th/hanoi_proceedings/hanoi1999.
- Ellis, G. (1994). *The appropriateness of the communicative approach in Vietnam: An interview study in intercultural communication*. Unpublished MA thesis, La Trobe University, Australia. (ERIC Document Reproduction Service No. ED 378839).
- Ellis, R. (1997). *Second language acquisition research and language teaching*. Oxford: Oxford University Press.
- Ellis, R. (1999). *Learning a second language through interaction*. Amsterdam: John Benjamin.
- Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4(3), 193-220.
- Ellis, R. (2003). *Task-based language learning*. Oxford: Oxford University Press.
- Errey, L., & Schollaert, R. (Eds.). (2003). *Whose learning is it anyway? Developing learner autonomy through task-based language learning*. Antwerp: Garant Publishers.
- Esch, E. (1996). Promoting learner autonomy: Criteria for the selection of appropriate methods. In R. Pemberton, E. S. L. Li, W. W. F. Or, & H. D. Pierson (Eds.), *Taking control: Autonomy in language learning*, (pp. 35-48). Hong Kong: Hong Kong University Press.
- Estaire, S., & Zanón, J. (1994). *Planning classwork: A task-based approach*. Oxford: Heinemann.
- Finocchiaro, M., & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*. Oxford: Oxford University Press.
- Foster, P., & Skehan, P. (1996). The influence of planning on performance in task-based learning. *Studies in Second Language Acquisition*, 18, 299-324.
- Foster, P., & Skehan, P. (1999). The influence of source of planning and focus of planning on task-based performance. *Language Teaching Research*, 3(3), 215-247.
- Fullan, M. (1991). *The new meaning of educational change*. London: Cassell.
- Galloway, A. (1993). *Communicative language teaching: An introduction and sample activities*. Retrieved February 20, 2004, from http://www.ericfacility.net/databases/ERIC_Digests/ed357642.html.
- Gass, S., & Varonis, E. (1994). Input, interactions and second language production. *Studies in Second Language Acquisition*, 16, 283-302.
- Goodlad, J. I., Klein, M. & Tye, K., (1979). *Curriculum inquiry: The study of curriculum practice*. New York: McGraw-Hill.
- Ho, J., & Crookall, D. (1995). Breaking with Chinese cultural traditions: Learner autonomy in English language teaching. *System*, 23, 235-243.
- Holden, B., & Usuki, M. (1999). *Learner autonomy in language learning: A preliminary investigation*. Bulletin of Hokuriku University; Kanazawa Japan, 23, 191-203. (ERIC Document Reproduction Service No. ED 450581).
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.
- Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge: Cambridge University Press
- Howatt, A. (1984). *A history of English language teaching*. Oxford: Oxford University Press.
- Hymes, D. H. (1979). On communicative competence. In C. Brumfit & K. Johnson (Eds.), *The communicative approach to language teaching*. Oxford: Oxford University Press.

- Johnson, F., Delarche, M., Marshall, N., Wurr, A., & Edwards, J. (1998). Changing teacher roles in the foreign language classroom. *Texas papers in foreign language education*, 3 (2), 71-89. (ERIC Document Reproduction Service No. ED 423676).
- Johnson, K., & Morrow, K. (1981). *Communication in the classroom*. London: Longman Group Ltd.
- Kennett, P., & Knight, J. (1999). *Baseline study report on lower secondary English language teaching in Vietnam: ELTTP project*. Hanoi: Ministry of Education and Training and the Department for International Development.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Le, P. L. (2000). *Ly luan day hoc* [Teaching Didactics]. Can Tho: Cantho University.
- Le, V.C. (2000). Language and Vietnamese Pedagogical Contexts. *Proceedings of the Fourth International Conference on Language and Development*. Retrieved June 16, 2004, from http://www.languages.ait.ac.th/hanoi_proceedings/hanoi1999
- Lee, I. (1998). Supporting greater learner autonomy in language learning. *ELT Journal*, 52(4), 282-289.
- Lee, J. (2000). *Tasks and communicating in language classrooms*. Boston: McGraw-Hill.
- Legutke, M., & Thomas, H. (1991). *Process and experiences in the language classroom*. London: Longman.
- Liao, X.Q. (2000). *Communicative language teaching: Approach, design and procedure*. (ERIC Reproduction Service No. ED 444382)
- Lightbown, P. M. & Spada, N. (Rev. ed.). (1999). *How languages are learned*. Oxford: Oxford University Press.
- Little, D. (1991). *Learner autonomy 1: Definitions, issues and problems*. Dublin: Authentik.
- Little, D. (1996). Learner autonomy: Some steps in the evolution of theory and practice. *The Irish yearbook of applied linguistics*, 16, 1-13. (ERIC Reproduction Service No. ED 414746).
- Little, D. (1997). Language awareness and the autonomous language learner. *Language Awareness*, 6(2/3), 93-104.
- Little, D. (2000a). Why focus on learning rather than teaching: From theory to practice. In D. Little, L. Dam, & J. Timmer (Eds.), *Focus on learning rather than teaching: Why and how* (pp.18-37). Dublin University: Center for language and communication studies. (ERIC Document Reproduction Service No. ED 441341).
- Little, D. (2000b). Learner autonomy: Why foreign languages should occupy a central role in the curriculum. In S. Green (Ed.), *New perspectives on teaching and learning modern languages* (pp. 24-45). Clevedon: Multilingual Matters.
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Littlewood, W. (1992, December). *Cognitive principles underlying task-centered foreign language learning*. Paper presented at from the 8th ILE international conference, (pp.39-55). (ERIC Document Reproduction Service No. ED 368179).
- Littlewood, W. (1999). Defining and developing autonomy in East Asian contexts. *Applied Linguistics*, 20(1), 71-94.
- Long, M. (1983). Native speaker and non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics*, 4, 126-141.
- Long, M. (1985). A role for instruction in second language acquisition: Task-based language teaching. In K. Hyltenstam, & M. Pienemann (Eds.), *Modelling and assessing second language acquisition*, (pp.77-99). San Diego: College-Hill Press.
- Long, M., & Crooke, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly*, 26(1), 27-56.

- McCarthy, C. (2000). *Learner training for learner autonomy on summer language course*. (ERIC Document Reproduction Service No. ED 452738).
- McDevitt, B. (2004). Negotiating in the syllabus: A win-win situation? *ELT Journal*, 58(1), 3-9.
- Meisel, J. M. (1986). References to past events and actions in the development of natural second language acquisition. In C. Plaff (Ed.), *First and second language acquisition process*. Cambridge: Newbury House.
- Meisel, J. M., Clahsen, H. & Pienemann, M. (1981). On determining developmental stages in natural second language acquisition. *Studies in Second Language Acquisition*, 3(2), 109-132.
- Miller, A. (1987). Cognitive styles: An integrated model. *Educational Psychology*, 7, 251-268.
- Miller, R. B., & Brickman, S. J. (2004). A model of future-oriented motivation and self-regulation. *Educational Psychology Review*, 16(1), 9-33.
- Müller-Verweyen, M. (1999). Reflection as a means of acquiring autonomy. In S. Coterall & D. Crabbe (Eds.), *Learner autonomy in language learning: Defining the field and effecting change* (pp. 79-88). Frankfurt: Peter Lang.
- Nguyen, B., & Crabbe, D. (2000). The design and use of English language textbooks in Vietnamese secondary schools. *Proceedings of the Fourth International Conference on Language and Development*. Retrieved June 16, 2004, from http://www.languages.ait.ac.th/hanoi_proceedings/hanoi1999
- Nguyen, T. N. M. (2004). *The implementation of communicative language teaching in a Vietnamese secondary school: A critical look*. Unpublished BA. thesis, Can Tho University, Vietnam.
- Nguyen, X. H. (1998, June 30). University system must adapt, not adopt, foreign models. *Vietnam News*.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson, & P. Voller (Eds.), *Autonomy and Independence in Language Learning* (pp. 192-203). London: Longman.
- Nunan (2000, November). *Autonomy in language learning*. Paper presented at ASOCOPI, Cartagena, Colombia.
- O'Maley, J., & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Oostdam, R., & Rijlaarsdam, C. W. G. (1995). *Towards strategic language learning*. Amsterdam: Amsterdam University Press.
- Ottevanger, W. (2001). *Teacher support materials as catalyst for science curriculum implementation in Namibia*. Unpublished doctoral dissertation, University of Twente, The Netherlands.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Rowley, MA: Newbury House.
- Palfreyman, D. (2004). Introduction. In D. Palfreyman & R. C. Smith, *Learner autonomy across cultures*. Great Britain: Antony Rowe Ltd, Chippenham and Eastbourne.
- Pham, H. H. (1998, August 9). Modern teaching methods run into cultural wall. *Vietnam News*, 9.
- Pham, H. H. (2000). The key socio-cultural factors that work against success in tertiary English language training programs in Vietnam. *Proceedings of the Fourth International Conference on Language and Development*. Retrieved July 15, 2004, from http://www.languages.ait.ac.th/hanoi_proceedings/hanoi1999.

- Phan, S. (2004). Toi da hoc duoc nhung gi khi di hoc o nuoc ngoai? [What have I learned when studying abroad?] *Tin Tuc Viet Nam*. Retrieved August 22, 2004 from <http://www4.tintucvietnam.com/Du-hoc/2004/5/49190.ttvn>.
- Pica, T. (1994). Research on negotiation: What does it reveal about second-language learning conditions, processes and outcomes? *Language Learning*, 44, 493-527.
- Pienemann, M., Johnson, M., & Brindley, G. (1988). Constructing an acquisition-based procedure for second language assessment. *Studies in Second Language Acquisition*, 10(2), 217-243.
- Pintrinch, P. R., Smith, A. A. F., Garcia, T., & McKeachie, W. (1991). *A manual for the use of the motivated strategies for learning questionnaire (MSLQ)*. National Center for Research to Improving Postsecondary Teaching and Learning, MI. (ERIC Reproduction Service No. ED338122).
- Prabhu, N.S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Reinders, H. (2000). *A learners' perspective on learner autonomy and self-access language learning in an English proficiency programme*. Unpublished MA thesis, University of Groningen, The Netherlands. (ERIC Reproduction Service No. ED 447552).
- Richards, J., Platt, J., & Weber, H. (1985). *Longman dictionary of applied linguistics*. London: Longman.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Rijlaarsdam, G. C. W. (2002, November). *Teaching L1 and L2 in future Europe: Making connections in bilingual education*. Paper presented at Advancing Mother Tongue Education Conference: Local and International Experience, University of Hong Kong, Hong Kong.
- Robinson, P. (2001). Task complexity, task difficulty and task production: Exploring interactions in a componential framework. *Applied Linguistics*, 22, 27-57.
- Ryan, R. M., & Deci. E. M. (1992). *Intrinsic Motivation Inventory*. Retrieved on December 11, 2002 from http://www.psych.rochester.edu/SDT/measures/intrins_scl.htm.
- Ryan, R.M., & Deci. E. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1), 68-78.
- Savignon, S. J. (2002). Communicative curriculum design for the 21st century. *English Teaching Forum*, 40, 2-7.
- Scharle, A., & Szabó, A. (2000). *Learner autonomy: A guide to developing learner responsibility*. Cambridge: Cambridge University Press.
- Schumann, J. (1979). The acquisition of English negation by speakers if Spanish: A review of literature. In R.W.Andersen (Ed.), *The acquisition and use of Spanish and English as first and second languages* (pp. 3-32). Washington, D.C: TESOL.
- Seelye, H. (1994). *Teaching culture*. Illinois: National Textbook Company.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17, 38-62.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skehan, P., & Foster, P. (1997). Task-type and task-processing conditions as influences on foreign language performance. *Language Teaching Research* 1 185-211.
- Skehan, P., & Foster, P. (2001). Cognition and tasks. In P. Robinson (Ed.), *Cognition and second language instruction* (pp 183-205). Cambridge: Cambridge University Press.
- Smith, R. C. (2001). Group work for autonomy in Asia: insights from teacher-research. In L. Dam, (Ed.), *Learner autonomy: New insights* (pp.70-81). West Yorkshire: The Charlesworth Group.
- Spolsky, B. (1989). *Conditions for second language acquisition: Introduction to a general theory*. Oxford: Oxford University Press.

- Swain, M. (1985). Communicative competences: Some roles of comprehensible input and comprehensible output in its development. In S. Gass and C. Madden (Eds.), *Input in second language acquisition*. MA: Newbury House.
- Swain, M. (1995). Three functions of output in second language learning. In S. Gass and B. Seidlhofer (Eds.), *Principles and practice in applied linguistics* (pp. 245-256). Oxford: Oxford University Press.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: two adolescent French immersion students working together. *The Modern Language Journal*, 82, 302-337.
- Swain, M., & Lapkin, S. (2001). Focus on form through collaborative dialogue. In Bygate, M., Skehan, P., & Swain, M. (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 99-118). Essex: Longman.
- Tarone, E., & Yule, G. (1989). *Focus on language learners*. Oxford: Oxford University Press.
- Tomlin, R., & Villa, V. (1994). Attention in cognitive science and second language acquisition. *Studies in Second Language Acquisition*, 16, 183-203.
- Ton, N. N. N. (2002). Making adjustments to assessment: Principles and methods for fair and effective assessment in Vietnamese contexts. *Teachers' Edition*, 8, 24-29. Dalat: Dalat University.
- Tong, D. M. (1999). *Sequencing and grading in task-based syllabus design: The state of the art*. (ERIC Document Reproduction Service No. ED 440532).
- Tran Duc Luong (2003). Thu cua chu tich nuoc Tran Duc Luong gui cac thay giao, co giao va cac em hoc sinh, sinh vien nhan ngay khai giang nam hoc moi 2003-2004 [Letter from President Tran Duc Luong to teachers, pupils and students on the start of the academic year 2003-2004]. *Tap chi Giao Duc*, 66, 1.
- Tran, T. D. (1996, May 12). So phan cua cac sinh ngu thoi hien dai [The survival of foreign languages in modern time]. *Giao Duc va Thoi Dai*, 8.
- Trinh, Q. L., & Rijlaarsdam, G. (2003, September). *An EFL curriculum for learner autonomy: design and effects*. Paper presented at the Independent Language Learning Conference, University of Melbourne, Australia.
- Tu, A., Phan, H., & May, V.P. (1991). *English 10*. Ha Noi: The Education Publishing House.
- Tu, A., Phan, H., & May, V.P. (1992). *English 11*. Ha Noi: The Education Publishing House.
- Tu, A., May, V.P., Ho, T., & Phan, H. (1992). *English 12*. Ha Noi: The Education Publishing House.
- Usuki, M. (2002). *Learner autonomy: Learning from the student's voice*. Dublin: Center for Language and Communication Studies. (ERIC Document Reproduction Service No. ED 478 012).
- Van den Akker, J. (1999). Principles and methods of development research. In J. van den Akker, R. Branch, K. Gustafon, N. Nieveen, & T. Plomp (Eds.), *Design approaches and tools in education and training* (pp.1-14). Dordrecht: Kluwer.
- Vanijdee, A. (2003). Thai distance English learners and learner autonomy. *Open Learning*, 18(1), 75-84.
- Van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy and authenticity*. London: Longman.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Boston: Harvard University Press.
- Wenden, A. L. (1987). Conceptual background and utility. In A. Wenden, & J. Rubin, (Eds.), *Learner strategies in language learning*. Englewood Cliffs, NJ: Prentice Hall International
- Wenden, A. L. (1991). *Learner strategies for learner autonomy: planning and implementing learner training for language learners*. Englewood Cliffs, NJ & London: Prentice Hall International.

- Wenden, A. L. (2002). Learner development in language learning. *Applied Linguistics*, 23(1), 32-55.
- Widdowson, H. (1978). *Teaching language as communication*. Oxford: Oxford University Press.
- Widdowson, H. (1989). Knowledge of language and ability for use. *Applied Linguistics* 10, 128-137.
- Widdowson, H. (1998). Skills, abilities, and contexts of reality. *Annual Review of Applied Linguistics*, 18, 323-333.
- Willis, J. (1996). *A framework for task-based learning*. London: Longman.
- Wolff, D. (1994). *New approaches to language teaching: An overview*. CLCS Occasional Paper No.39, Trinity College. Dublin, Ireland: Center for Language and Communication Studies. (ERIC Document Reproduction Service No. ED 375668).
- Yang, N. D. (1998). Exploring a new role for teachers: promoting learner autonomy. *System*, 26, 127-135.

