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

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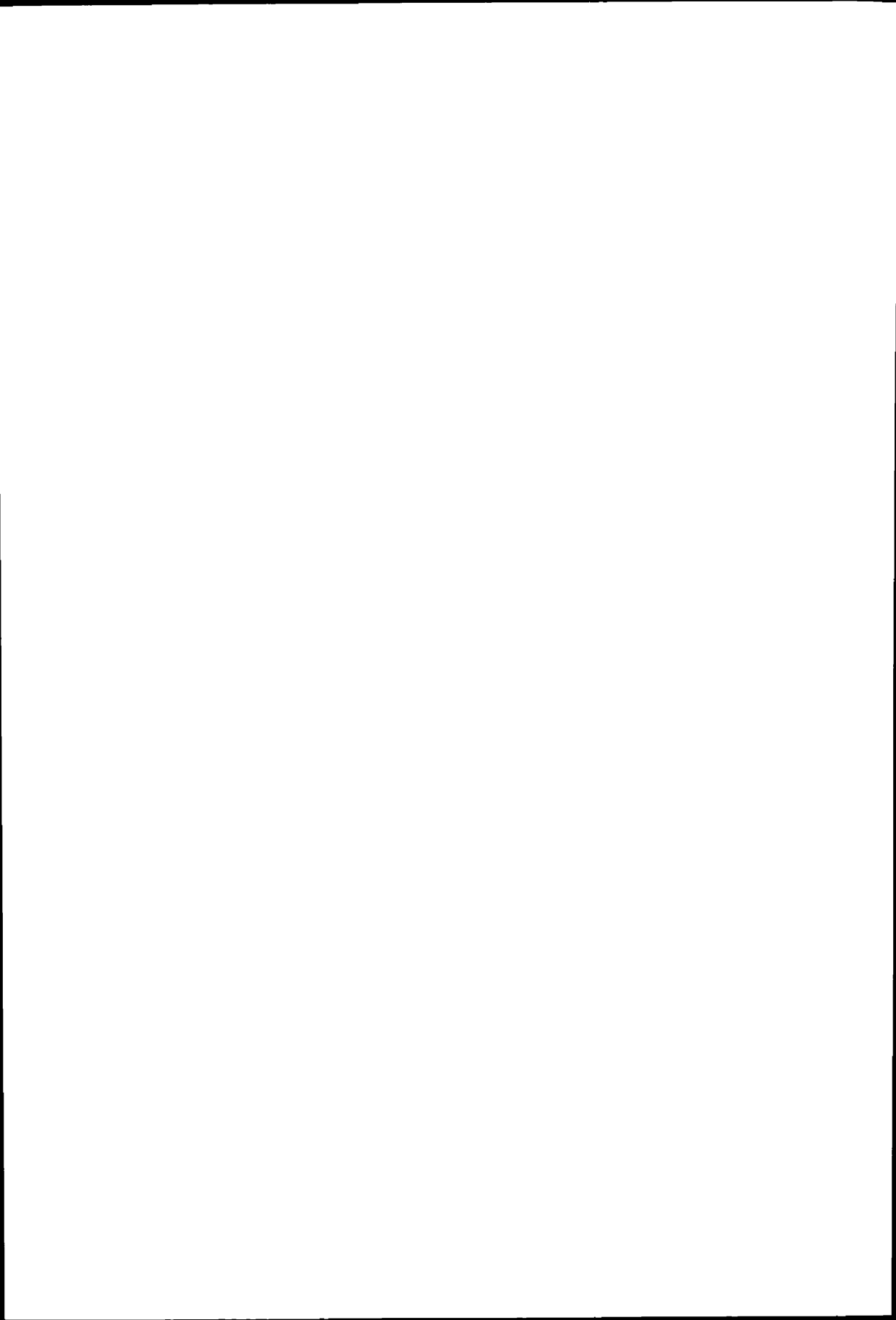
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APPENDICES¹

Appendix 5.1 Unit 1. School life	191
Appendix 5.2 Unit 2. Nature	197
Appendix 5.3 Unit 3. The community	201
Appendix 6.1 Formative evaluation: Teachers' perception of each curriculum unit	205
Appendix 6.2 Summative evaluation: Teachers' perception of the curriculum	207
Appendix 6.3 Students' perception of the curriculum	209
Appendix 6.4 Self-regulation	211
Appendix 6.5 Intrinsic motivation	213
Appendix 6.6 Attitudes to autonomous learning	215

¹ The appendix numbers refer to the chapters: Appendices 5.1 and 5.3 belong to chapter 5, where appendices 6.1-6.6 belong to chapter 6.



APPENDIX 5.1.

UNIT 1 SCHOOL LIFE

* In class study time: 18 forty-five-minute hours (6 class meetings)

* Self-study time: 54 forty-five-minute hours

1. OBJECTIVES

At the end of this unit, students will be able to complete and orally present a written project of *A Guide to First-Year Students of English at Can Tho University* by participating in authentic conversations and discussions, by reading authentic materials and by listening to a tape or watching a video as a student-guide to university students for information of *content* and *organization* of a guide.

During the unit, through the students' choices of both language content and learning methodology, the unit aims at creating the opportunity for students to learn how to learn by reflecting on and evaluating the choices of content and learning methodology they have chosen (e.g., with or without scaffolding and with scaffolding, how much they expect to have) to shape their planning strategies to achieve their goal of language learning.

2. CLASS MEETINGS

2.1 Class-meeting 1

Introduction

- Course Policy: Students are requested to attend class on a regular basis and to prepare assignments for class meetings.
- Course Content: Five themes will be discussed during the semester: School Life, Nature, Housing and the Family, The Community, and Food.
- Course Methodology: Students are encouraged to choose learning content – where possible – and learning methodology to process the language content.
- Assessment: Classroom participation (20% of the final grade) + portfolio (40% of the final grade) + final exam (40 % of the final grade).

Portfolios of students' performance and products are viewed as a way to collect evidence of students' learning process.

Portfolios. Each student has to do the following:

- Arrange all of your writing (writing projects) during the semester in order, from the most effective to the least effective, including all evidence of the writing process behind each final draft.

- Reflect on the two most effective writing works (writing projects) on (a) separate sheet(s) of paper for each work, answering the following questions:
 - What makes this your best (second best) work?
 - How did you go about doing it? Were sub-tasks of help suggested?
 - What problem(s) did you encounter? How did you solve the problem(s)?
 - What goals did you set for yourself? How did you go about accomplishing them?
 - What would you like to monitor, in terms of language learning strategies and planning strategies, to make your learning better?
- Students will have to place this evaluation of the process and product at the front of each final draft. Answer these questions on (a) single sheet(s) of paper and place them at the front of the portfolio.
 - What makes your most effective work different from your least effective work?
 - What are your goals for future language learning?
- Include an illustrated Title Page and Table of Content at the beginning of your portfolio.

How to assess and which criteria are most appropriate to assess the portfolios? The teacher will consider the student's self-evaluation of best work, the amount of work in the portfolio and progress made as an independent language learner in terms of language repertoire, planning, monitoring and evaluating strategies.

The final exam. The final exam includes (1) an interview with individual students about their experiences learning with the experimental curriculum, and (2) a written exam in which students will read a text and are expected to formulate what information they need from the designated text and how they will use it to complete the task given.

At the end of this unit, in groups of three, students are requested to complete a written project "A Guide to First-Year Students of English at CTU". To complete the project, students are advised to meet with their classmates, second, third, and fourth-year students or teachers of English in the university. These talks will help them generate ideas of what first-year students of English in Cantho University would like to know about the University and the city for easy adjustment, optimal learning and comfortable living and how sophomores, juniors and seniors have experienced learning at CTU and living in Cantho city. Students are recommended to refer to resources serving as current guides to university students so that they can learn, reflect on and decide what to include and how to organize information in the student-guide. Students are encouraged to make field trips to the university campuses to become acquainted with their new surroundings and also for the information they need to use in the student-guide. Alternately, students themselves can make the decision on which route they should follow towards unit project completion.

The designed activities aim to help students, step by step, learn to complete the unit project.

Activity

This activity is designed (1) to get students to know their friends for future

learning cooperation and (2) most importantly, to prepare them for the written project by learning to define which sort of information first-year students of English need to have for their academic and personal life in Cantho University, for inclusion in their future student-guide.

Procedures. Each of the students takes turn to introduce themselves and tell of a couple of challenges they are now facing at Cantho University and living in Cantho city.

As newcomers to CTU and Cantho city, students need to settle in as soon as possible for comfortable living and better learning. In groups of three, students are expected to talk about what they would like to know about learning and living in Cantho and how to get something that they expect to have. One of them works as a secretary to record the group's ideas. And one of them will work as a group representative who will present the group's ideas orally in front of the class. This whole class discussion will contribute to shaping students' ideas of what to include in the student-guide.

Homework

Homework 1: Write about your first class meeting. You can write about what you feel was good about the first class meeting, the teacher, your classmates, the information you have learned from the class,....), what you feel was not good about that first class and what you have learned from this class meeting to benefit your unit project completion.

Homework 2: Choose to read one of university websites to decide on what information you would like to include or exclude as you write your Guide to First-Year Students of English in Cantho University

Choose one of the following university websites to read.

- *Before* you read the website, write down what type of information you expect the website will give you.
- *After* you finish your reading, in class, work with your classmates who have chosen to read the same website as you: (1) discuss what information the university website you chose to read provides for students, (2) compare that information you are interested to learn about the but the web has not provided you with and the information you do not think is a good idea to include in the web (If there is any, make sure that you explain your reason for this!). Discuss this with your group members, (3) report the information from the university web you have read and your evaluation of that web to the class.
- Cantho University website (<http://www.ctu.edu.vn>)
- University of Amsterdam website (<http://www.uva.nl>)
- Harvard University website: (<http://www.harvard.edu>)
- Cambridge University website: (<http://www.cam.ac.uk>)

2.2 Class-meeting 2

2.2.1 Activity

- Sharing the paper about students' ideas of the first class meeting with the whole class (homework 1)
- Group discussion and classroom presentation on university websites
- Guest speakers: One fourth-year student and one teacher from English Department
- Talking about living in CT city, learning and teaching styles in CTU
- Asking questions / Exchanging ideas.

2.2.2 Homework

Homework 3: Listening to a cassette

This homework prepares for the 3rd class meeting discussion. For your convenience, you can listen to a cassette either at the department library or at your home. You can listen to it by yourself or with your classmate(s). The tape is used as a student-guide in an American University. *Before* you listen, think back to what type of information about the university that the website you chose to read has given you and write down what you think the cassette will give you. *After* you finish listening to the cassette, answer the question: *Between the website you chose to read and the cassette you listened to, which is shown to be a more comprehensive and helpful source of information? Why?* In the next class meeting, discuss your ideas with your group members (the ones who read the same website as you) .

2.3 Class-meeting 3

- Group discussion and class presentation on students' comparison of the resourcefulness of the website they chose to read and the cassette they have listened to
- Explanation and discussion about homework 4 "Campus Tour"
- Homework.

Homework 4 Campus Tour.

In a group, you are going to sign up for the task of guiding your classmates as to whether they should visit campus 1 (on 30/4 street), campus 2 (on 3/2 street) or campus 3 (on Ly Tu Trong street). As tour guides, you are going to introduce your friends' to buildings, facilities and services that you can find in each campus.

Homework 5: Write about your class meeting 3, answering the following questions: How much do you think the discussions and presentations during class meeting 3 benefited your unit project completion?

2.4 *Class-meeting 4*

- Sharing the paper on students' reflection on class meeting 3 (homework 5)
- Choosing group members for the unit project: (3 students/group)
- Campus 2 Tour.

2.5 *Class-meeting 5*

- Campus 1 + Campus 3 Tour
- Preparing the Unit Project.

2.6 *Class-meeting 6*

- Unit Project Report
- Forming self-study group
- Homework.

Homework 6: (for self-study group)

In this self-study group section, you are expected to write about your intended activities during your academic life in this first semester at university. It might include how you are going to use your time in the best way, how you are going to deal with personal or academic problems or what you are going to do so that you will perform well at school, especially upon finishing the chapter of School Life and which decisions you will make to modify your learning strategies so that you become an independent effective language learner. You are advised to talk about your paper, share your paper in pairs, in groups of four. Finally, you will exchange your paper with one of your classmates for a written response to your proposal for future learning strategies.



APPENDIX 5.2

UNIT 2. NATURE

* In class study time: 12 forty-five-minute hours (4 class meetings)

* Self-study time: 36 forty-five-minute hours.

1. OBJECTIVES

At the end of this unit, students will be able to complete and orally present a mainstream *Travel Brochure* about their province in an in-class *Travel Tour Fair* by participating in authentic discussions with their classmates, with counterparts and informants, by reading tour guides and travel books for information of content and organization of a travel brochure and by watching a video as a travel guide for a way to present the travel guide.

During the unit, through choices of both learning content and planning strategies, students will learn how to learn autonomously by reflecting on and evaluating the language content and learning strategies they have chosen. These help them to work better on future tasks for optimal language learning.

2. CLASS MEETINGS

2.1 *Class-meeting 1*

- 1) Sharing homework 6 with the whole class: "Upon finishing unit 1, what are the activities you have decided to do during your academic university life in this first semester."
- 2) Introducing the unit project: At the end of this unit, in groups whose members are preferably from the same province, students are requested to complete a written project "A Travel Brochure" for oral presentation in an in-class Travel Tour Fair.
- 3) Working in a group, students are highly recommended to decide by themselves how to design an impressive travel brochure that works as a useful and informative resource for visitors to their province.

Students will discuss *which information to include* and *how to organize the information* in a travel brochure. With respect to information about nature, land, people, tourist attractions... in their province, they can search for sources of information in Cantho University Library and Cantho Provincial Central Library and they can talk to informants for more information about their province.

In addition, travel books, tour guides, monologue travel programs and video travel guides will help shed light on how to design a good travel brochure in terms of its content and organization and how best to orally present the travel brochure to

their friends in an in-class travel tour fair. Hence, these designed classroom activities will hopefully help the groups who are in need to complete the unit project.

- 4) Forming groups for the unit project: preferably, group members come from the same province and each group should not exceed four. Group-work: Discussing the plan of the unit project: goal, method, schedule, workload...
- 5) Homework

Homework 7

Individual work

Choose to read one of the following sources.

- Vietnam: My Homeland
- Amsterdam: A Travel Guide
- Brussels: A Travel Book
- Boston: A Travel Book
- Sydney: A Travel Tour Guide

Write about what you find good/ interesting about the source (e.g., the information, the organization, the illustrations, the presentation,..) so that you can include in your travel brochure and what you do not like about the source.

Pair-work

Designing the travel brochure (Outline+Information+ layout ...)

2.2 Class-meeting 2

- 1) Discussion of draft travel brochures in 2 groups together
- 2) Feedback from other group
- 3) Group work: Group members decide on in which areas the travel brochure needs improvement and how to improve these areas.
- 4) Activity: Watching a video travel guide

This activity is designed to give students insight into the content and organisation as well as the presentation of a video that serves as a travel guide to visitors to New York City. Through this insight, students will re-shape the content, organization and presentation of their future travel brochure.

Procedures

- 1) Before students watch the video, each will write down a list of information she thinks will be introduced in the video. Then students will make groups of four to compare and discuss their lists to create an agreed list of group information and cluster the items.

- 2) After they watch the video again in their own group, they check which type of information they predicted are mentioned in the video and which information they think the video should have mentioned. Each group will share this information with the whole class.

2.3 Class-meeting 3

Group work: Each group reviews their travel brochure and practices presenting their travel brochure.

2.4 Class-meeting 4

- 1) Travel Tour Fair: Each group will present their travel brochure. Students are encouraged to choose the form of presentation that they think the most impressive
- 2) Homework 8.

Read the following and circle all possibilities that apply to you.

(1) How would you rate your group's brochure?

(Please circle all possibilities that apply to your case)

- a. nicely-presented
- b. rough
- c. poorly-presented
- d. informative
- e. others: *(please be specific)*.....

(2) What do you like most about your group's brochure?

(Please circle all possibilities that apply to your case)

- a. content
 - b. presentation
 - c. organization
 - d. English used
- Please specify your reason(s):*

(3) What do you not feel satisfied about with your group's brochure?

(Please circle all possibilities that apply to your case)

- a. content
 - b. presentation
 - c. organization
 - d. English used
- Please specify your reason(s):*

(4) In terms of your group's working strategies, what would you like to monitor to improve the quality of your unit project?

(Please circle all possibilities that apply to your case)

- a. spending more time analyzing the nature and the demands of the unit task
 - b. setting achievable objectives in doing the unit task
 - c. measuring the problems in advance so as to set proper solutions
 - d. selecting learning resources necessary to execute the main unit task.
 - e. working in collaboration with group members/the way group work was conducted
 - f. other:
- Please specify your reason(s):*

(5) What would like to do to improve your language learning?

- a. become more aware of the learning styles and strategies that fit your needs and preferences
 - b. plan activities/ seek out opportunities that give you chances to communicate in the target language
 - c. predict problems you might face and plan solutions to these problems
 - d. be willing to take risks
 - e. attend to language form as well as language content
 - f. use and learn the language as a whole
 - g. assume your decisive role as a learner for success in language learning
 - h. overcome your feelings of frustration and lack of confidence
 - i. other:
- Please specify your reasons:*

APPENDIX 5.3

UNIT 3. THE COMMUNITY

- * In-class study: 12 forty-five-minute hours (4 class meetings)
- * Self-study time: 36 forty-five-minute hours

1. OBJECTIVES

At the end of this unit, students will be able to run a journal whose theme is "Critical Issues in Your Community" by creating the topics, editing the papers and presenting the journal to their classmates. At the same time, they will also be able to write articles on that theme.

On making choices of both learning content and self-managing strategies and on working as feedback givers (quality inspectors), students will enhance their self-regulated language learning.

2. CLASS MEETINGS

2.1 Class-meeting 1

- * Sharing homework 8
- * Explaining unit 3 project

In this unit, each group of five students will work both as editors of an editorial board who will be responsible for running a journal on "Critical Issues in your community" and as writers who contribute papers to the journals of the editorial boards of the other groups. The journal aims at providing English major students with an understanding of critical issues in their community/ nation and even in the world.

In terms of the roles of editors in an editorial board, the members of each group will work together to develop the formula of the journal: to *initiate* the topics, to *define* contents, to *collect* the papers from other groups, to *edit* the papers, to *organize* them in a journal and to *orally present* the journal to other groups.

In terms of the roles of writers, the members of each group are responsible for *contributing* written papers to the journal of other groups and *negotiating* the content of the paper with editorial board(s).

- 1) Dividing the group

- 2) Group-work (Planning session). Each group (each editorial board) will work on:
- Initiating the topics for the journal
 - Defining the contents
 - Announcing the list of topics and calling for papers

Each group will inform other groups of topics for their future journal. Members of each group will sign up to write paper(s) for the journals of other groups. All papers will be collected some days before class meeting 2 begins. Each editor will read papers individually and take notes of her ideas for the coming editorial board meeting.

2.2 *Class-meeting 2*

Editorial boards work together on contributed papers: Reading and commenting on peer texts.

Editors of each editorial board agree to feedback on each paper.

2.3 *Class-meeting 3*

Negotiations between editors and writers: Receiving peer feedback and negotiating the content, organisation and the language use

Homework.

Homework 9:

Writers' work: Revising the paper(s)

Editors' work: Assembling the journal: (Preparing all work for your journal presentation in the next class meeting: papers, photos, editorials,...)

2.4 *Class-meeting 4*

Group presentation: Each group orally presents their journal.

Homework

Homework 10: Respond to this question by ticking all possibilities that apply to you and then rank them from the most to the least important by numbering the item (1: the most important).

In what ways have the roles you have played of writer and editor helped you learn the language better and be an independent language learner?

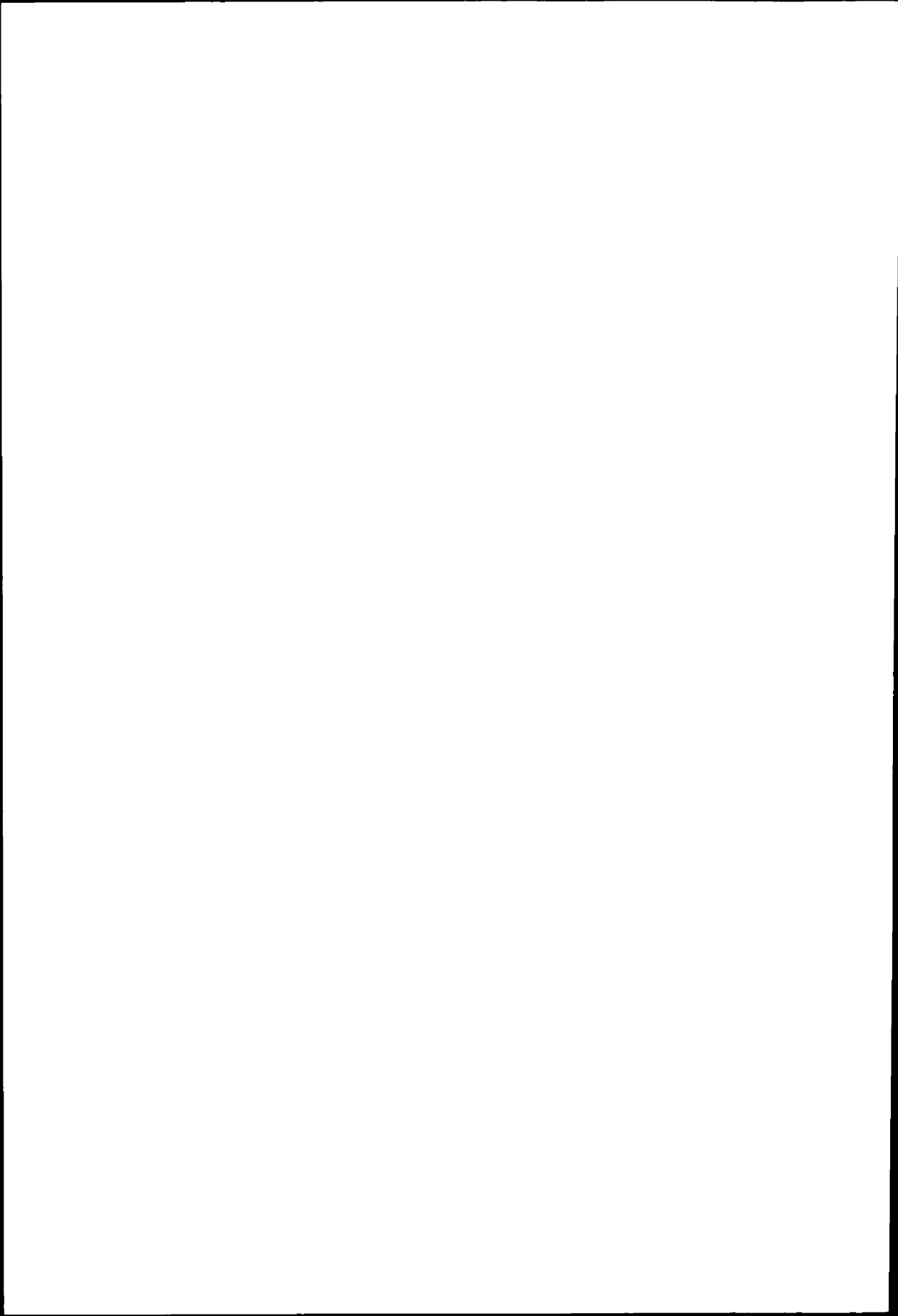
- As a writer, I have learned how to select and apply criteria for good pieces of writing, which helps me to write better and with more confidence in English.
- As an editor, I have worked as a reader/ commentator who reflects on the meaning and application of these criteria in my peers' texts.

- Responding to the quality of peers' writing tasks creates opportunities for me to use the target language to negotiate meaning in authentic communicative situations.
- Responding to my peers' texts helps me to perceive my own task behavior.
- Responding to the quality of my peers' texts, I can make inferences regarding my own writing competence in English and learning the language.
- As a reader of my peers' texts, I can self-assess the quality of my own writing product(s).
- As a writer/ reviser, I can learn from selecting responses/ feedback to my text(s), remedy the flaws and consider my writing decisions and task executions.
- Learning a language is much more a process than a product and it is learned through interactions for real purpose of communication.
- Others: *(Please be specific)*.....

Answer this question: How do you evaluate your group's journal?

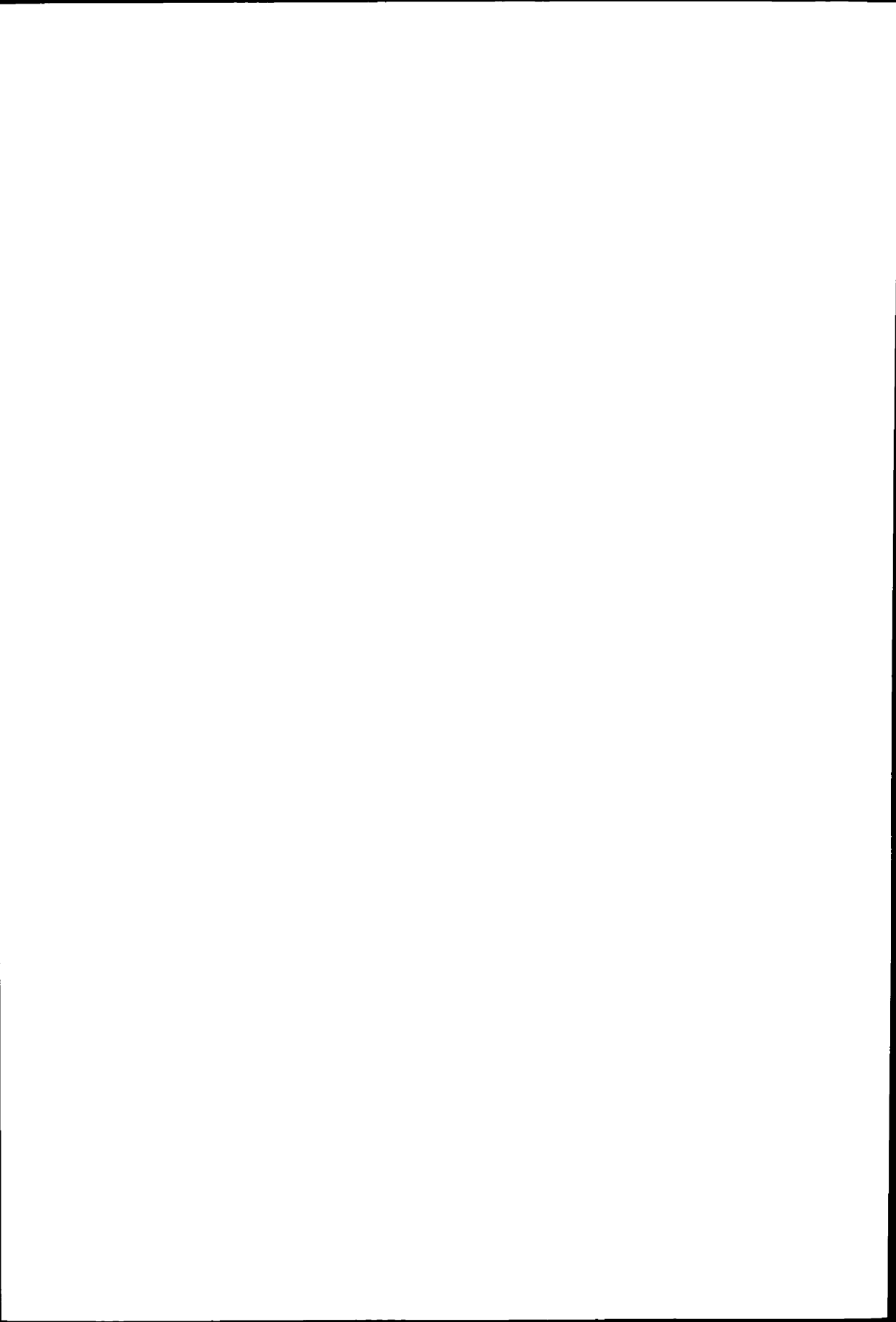
Remarks: The journal might include these entries:

- Film reviews
- Book reviews, articles on critical issues in the community,...
- Short stories, plays...



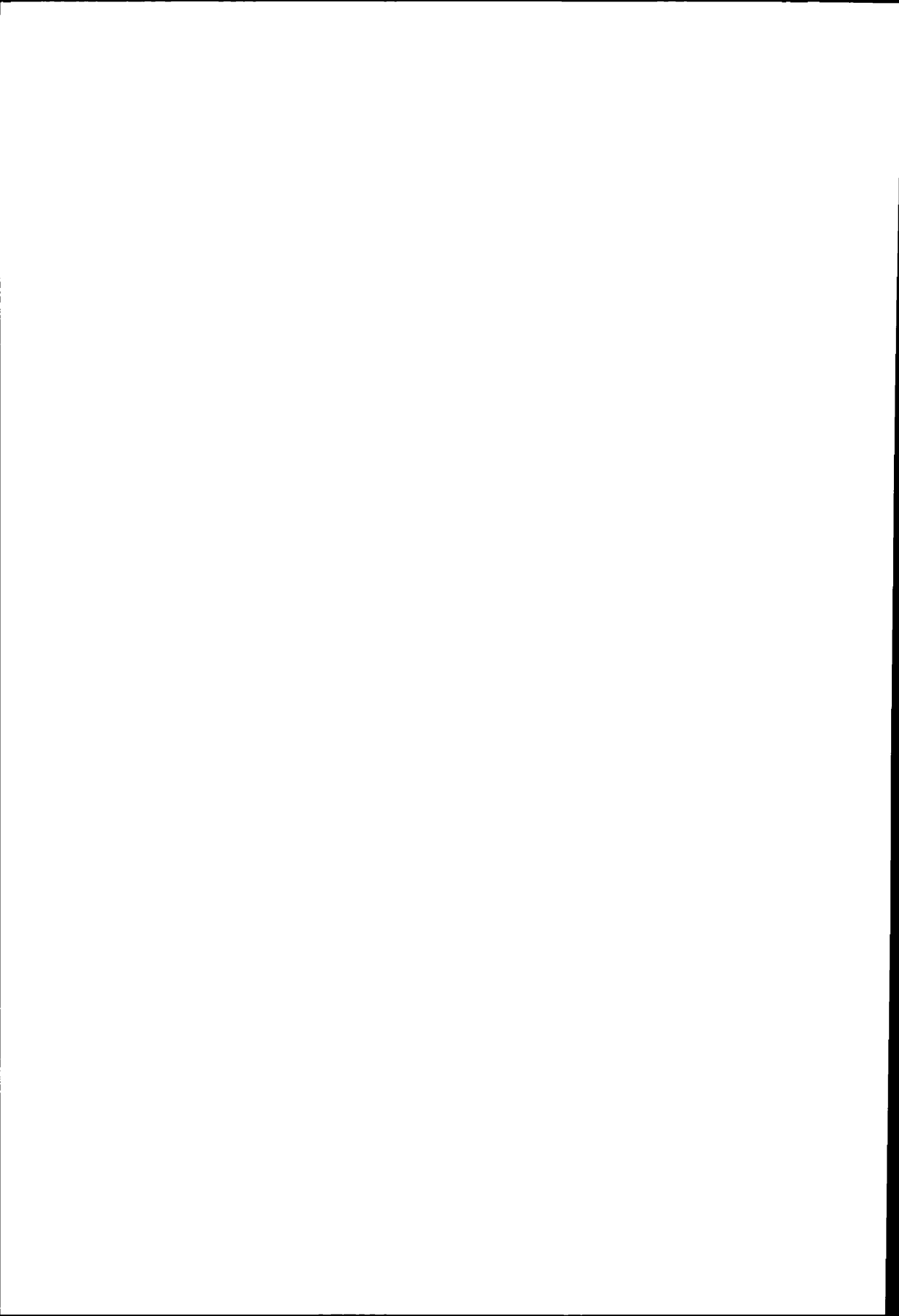
APPENDIX 6.1
FORMATIVE EVALUATION:
TEACHERS' PERCEPTION OF EACH CURRICULUM
UNIT

- 1) Was the unit consistent in terms of objectives, suggested sub-tasks and unit task?
- 2) Was the suggested unit project relevant to students' background?
- 3) Were students offered enough choices of resources, content and methodologies to work on the unit project? Did students resist/hesitate in making choices? What could be done to make students ready for choice-making?
- 4) Was there enough pair-work and group-work to promote interaction and cooperation among students? Could any change be made to improve pair-work and group-work?
- 5) How effective were the tutorials? Did students consider these tutorials good opportunities to seek assistance for their task execution and for their gradual autonomy in future learning? How could tutorials be improved to assist students' learning better?
- 6) What were students' reactions to reflecting on their task execution and language learning process? Are there any suggestions to make this more effective?
- 7) Did learning tasks (e.g., unit project execution) foster students' attitudes to learning English by using it in a communicative way and their attitudes to learning how to learn English through using strategic knowledge and skills?
- 8) Are there any other suggestions you have to overcome problems or to enhance the operationalization of the unit?



APPENDIX 6.2
SUMMATIVE EVALUATION:
TEACHERS' PERCEPTION OF THE CURRICULUM

- 1) To what extent were the objectives of the curriculum module made clear to students? (If they were implicit; how could they be made explicit?)
- 2) Did the objectives appear to be realistic and, at least in some measure, attainable, or were they unduly limited and limiting?
- 3) Were local conditions and requirements of students and the community reflected in the objectives?
- 4) Did the teaching materials help to accomplish the objectives of the curriculum module?
- 5) Was the material practical in terms of facility, equipment, personnel required, convenience of handling, class size, and ability range?
- 6) To what extent were students given the opportunity to make choices? How could the module be modified to allow for greater learner choice?
- 7) To what extent did the curriculum module allow flexibility and individualization? How might this aspect be enhanced?
- 8) What opportunities existed for critical reflection and self-evaluation? How might this aspect be enhanced?
- 9) Did the material create conditions for students to negotiate and cooperate with the teacher and their classmates?
- 10) Did the control of learning pass gradually to students from the teacher unit by unit?
- 11) What were the key learning strategies underlying pedagogical tasks? Were they explicit? If not, to what extent could they be made explicit? Were these learning strategies helpful to students to learn how to learn the language?
- 12) Did learning activities/unit tasks make students aware that each aspect of language use is language learning and vice-versa?
- 13) Was there any suggested evaluation procedure or instrument? Were these instruments compatible with the objectives, whether feedback was given to either the students or the teacher, and whether any prescribed evaluation gave attention to both product and process learning?
- 14) Were learning tasks/unit projects ordered to develop a gradual degree of students' autonomy?



APPENDIX 6.3

STUDENTS' PERCEPTION OF THE CURRICULUM

- 1) Regarding choices, did the curriculum provide you with choices of learning content and learning methodology for you to execute unit projects?

1	2	3	4
Strongly agree	Agree	Disagree	Strongly disagree

- 2) Did the curriculum provide you with opportunities to gradually take control of your learning (e.g., setting learning objectives, selecting learning tasks, and self-evaluating task execution and language learning)?

1	2	3	4
Strongly agree	Agree	Disagree	Strongly disagree

- 3) Did the curriculum provide you with opportunities for you to reflect on your learning process (e.g., evaluating your choice of learning content, learning methodology, learning tasks execution and target language learning)?

1	2	3	4
Strongly agree	Agree	Disagree	Strongly disagree

- 4) Did the curriculum help you to be aware of your role as crucial in the success of learning the target language?

1	2	3	4
Strongly agree	Agree	Disagree	Strongly disagree

- 5) Was the learning environment, where interactions were highly encouraged, co-operative?

1	2	3	4
Strongly agree	Agree	Disagree	Strongly disagree

- 6) Did the curriculum help you build up self-confidence in learning the target language?

1	2	3	4
Strongly agree	Agree	Disagree	Strongly disagree

- 7) Did the curriculum provide you with opportunities to be challenged to learn more?

1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

APPENDIX 6.4 SELF-REGULATION

<i>Pintrich et al.</i>	<i>Adapted items</i>	<i>Clusters</i>
When I study for this class, I set goals for myself in order to direct my activities in each study period.	When studying in this class, I set objectives for myself in order to direct my activities in each study period.	Planning
During class time I often miss important points because I am thinking of other things	During class time, I often miss important points because I am thinking of other things.	Monitoring
When I become confused about something I am reading for this class, I go back and try to figure it out.	When I become confused about something I 'm studying for this class, I go back and try to figure it out.	Regulating
If course materials are difficult to understand, I change the way I read the material.	If the materials are difficult for me to understand, I change the way I read or listen to it.	Regulating
Before I study new course material, I often skim it to see how it is organized.	Before I start a new assignment, I plan how to proceed on it.	Planning
I ask myself questions to make sure I understand the material I have been studying in class.	I ask myself questions to make sure I understand the material I have been studying in this class.	Monitoring
I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying.	I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying.	Planning
When studying for this course, I try to determine which concepts I do not understand well.	I try to determine what I do well or do not do well in an assignment.	Regulating
I try to change the way I study in order to fit the course requirements and instructor's teaching style.	I try to change the way I study in order to fit the course requirements and the instructor's teaching style.	Regulating
I often find that I have been reading for class but do not know what it was about.	I often find that I have been reading for class but do not know what it was all about.	Monitoring
When reading for this course, I make up questions to help focus my reading.	When reading or listening in the class, I often make up questions to help focus my reading or listening.	Monitoring
If I get confused taking notes in class, I make sure to sort it out afterwards.	I just want to finish the assignment and do not care if my performance is satisfactory or not.	Planning

When I proceed on a new assignment, I use prior task execution experiences.	Monitoring
I only feel happy with my completed assignment after I have revised it for a few times.	Regulating
I almost never look back how I worked on the assignments.	Monitoring

How have I modified and adapted Pintrich et al.'s (1991) SRI?

Pintrich et al.'s (1991) SRI consisting of 12 items focuses on measuring learners' self-regulation in a reading course, so to make the inventory fit our needs to measure students' metacognitive self-regulation in an English course consisting of more language skills than reading, we have kept 7 items the same (items 1, 2, 6, 7, 9, 10, and 11), skipped one item (item 12) and made some minor modification and addition to other items.

- 1) Items in Pintrich's SRI used in the present continuous tense are changed to simple present to fit our purpose of pre-test and post-test.
- 2) The word "reading" in some of Pintrich et al.'s SRI has been changed to "studying" or "listening and/or reading". This can be seen in items 3, 4 and 11.

For instance, Pintrich et al.'s "*When I become confused about something I am reading for this class, I go back and try to figure it out*" has been changed to "*When I become confused about something I study for this class, I go back and try to figure them out*" (item 3) or item 4 "*If course materials are difficult to understand, I change the way I read the material*" has been modified to "*If the materials are difficult to understand, I change the way I read or listen the material.*"

- 3) Pintrich et al.'s (1991) SRI aims to measure students' reading skills, so some items are mostly devoted to reading. For this reason, item 5 has been totally semantically changed.

Pintrich's: Before I study new course material, I often skim to see how it is organized.
Revised item: Before I start a new assignment, I plan how to proceed on it.

- 4) To measure the sub-categories of metacognitive self-regulation fully, we have constructed 4 more items to measure students' planning task execution, using prior execution experiences and assignment revision as sub-category of planning, monitoring and regulating.

(1) I just want to finish the assignment and do not care if my performance is satisfactory or not; (2) When I proceed on a new assignment, I use prior task execution experiences; (3) I only feel happy with my completed assignment after I have revised it for a few times, and (4) I almost never look back on how I worked on the assignments.

APPENDIX 6.5

INTRINSIC MOTIVATION

<i>Ryan & Deci's</i>	<i>Adapted version</i>	<i>Clusters</i>
I enjoyed doing this activity very much. This activity was fun to do.	I enjoy doing learning activities very much. Learning activities are fun to do.	Interest/enjoyment
I thought it was a boring activity.	I think they are boring learning activities.	
This activity did not hold my attention.	Learning activities do not hold my attention.	
I would describe this activity as interesting. While I was doing this activity, I was thinking about how much I enjoyed it. I thought this activity was quite enjoyable. I think I am pretty good at this activity.	I would describe learning activities as interesting. I think learning activities are quite enjoyable.	
I think I did pretty well at this activity, compared to other students. After working at this activity for a while, I felt pretty competent. I am satisfied with my performance at this task. I was pretty skilled at this activity.	I think I do learning activities well. After doing learning activities for a while, I feel pretty competent. I am satisfied with my performance at learning activities. I am not skilled at doing learning activities.	Perceived competence
This was an activity that I could not do so well. I did not feel nervous at all while doing this. I felt very tense while doing this activity. I was very relaxed in doing these.	I do not feel nervous while doing learning activities. I feel very tense while doing learning activities. I am very relaxed in doing learning activities.	Pressure/ tension
I felt pressured while doing these.	I feel pressured while doing learning activities.	
I felt really distant to this person. I really doubt that this person and I would ever be friends. I felt like I could really trust this person. I'd like a chance to interact with this person more often. I'd really prefer not to interact with this person in the future.	I find it hard to get along with my group members. I'd like to interact with my classmates.	Relatedness

I don't feel like I could trust this person.

It is likely that this person and I could become friends if we interacted a lot.

I feel close to this person.

I like to have more opportunities to work with the teacher and almost all of my classmates.

I feel really close to my teacher.

How have I modified and adapted Ryan and Deci's (1992) IMI?

Some items in four clusters have been deleted. Each cluster in the IMI is a negative or positive predictor of intrinsic motivation which includes repeated items such as the cluster of *interest/ enjoyment* consisting of 4 affirmative and 3 reversed items. Too much repetition leads to boredom. To avoid these repetitions, we decided to delete some items, from total 25 in Ryan and Deci's (ibid.) to 18 in the instrument for our study. Ryan and Deci's (ibid.) IMI consists of 25 items covering four clusters: *interest and enjoyment* (7 items), *perceived competence* (6 items), *pressure or tension* (5 items) and *relatedness* (7 items). The adapted IMI including 18 items that cover clusters of *enjoyment or interest* (6 items), *perceived competence* (4 items), *tension or pressure* (4 items) and *relatedness* (4 items).

- 1) Besides deleting some items in all four clusters, we have made some local modifications in terms of grammar and semantics.
- 2) One common modification was the *change of tense*: Ryan and Deci's (1992) IMI aims to measure learners' intrinsic motivation after a certain course of study, so most items (19 out of 25) are used in the simple past tense. To fit our purpose of using this IMI as both pre-test and post-test and to make the items in the inventory as students' statements of truth, the items our adapted instrument have been used in the simple present tense (e.g., items 1-14).
- 3) Another modification was the change of singular noun to plural noun (e.g., activity-activities) and the skip of demonstrative adjective "this" to generalize the activities, not this or that activity but activities in general (e.g., items 1-14).
- 4) The word "learning" is added in front of "activities" to make "activities" more specific; e.g., which type of activities? For instance, "*I enjoyed doing this activity very much*" has been modified and adapted as "*I enjoy doing learning activities very much.*"
- 5) Some words in the items from the cluster of *relatedness* have been changed to fit our context. Instead of using "this person", we use "classmates" or "group members" or "teacher". For example, the original item goes "*I'd like to interact with this person*"; has turned out to be "*I'd like to interact with my classmates*" as the revised item.

APPENDIX 6.6

ATTITUDES TO AUTONOMOUS LEARNING

<i>Camilleri's</i>	<i>Adapted items</i>	<i>Clusters</i>
Are you afraid of taking the initiative in your own learning, that is, of going further than what is imposed?	Are you afraid of taking the initiative in your own learning, that is, of going further than what is imposed?	Cognitive and meta-cognitive
How self-confident are you, especially in your academic work?	How self-confident are you when you use English?	Affective
What level of interest and motivation do you have?	What level of interest and motivation do you have to learn English?	Affective
How co-operative are you as a person? Do you like to participate in class events?	How co-operative are you as a student?	Social
How willing are you to discuss your own progress?	How willing are you to discuss your own progress?	Cognitive and meta-cognitive
How flexible are you when it comes to adapting yourself to new ways of learning?	How flexible do you think you are when it comes to adapting yourself to a new way of learning?	Social
How flexible are you when it comes to adapting yourself to new environments?	How flexible do you think you are when it comes to adapting yourself to a new learning environment?	Social
How flexible are you when it comes to adapt yourself to new colleagues?	How flexible do you think you are when it comes to adapting yourself to new classmates?	Social
Have you ever had to establish your own learning goals?		
Were you able to list your learning needs?		
How do you prefer to learn?	How much do you like to learn by listening to the teacher's lecture?	Cognitive and meta-cognitive
By listening passively to lectures	How much do you like to learn by learning by yourself?	Cognitive and meta-cognitive
By reading on your own	How do you like to learn by discussing with your classmates?	Cognitive and meta-cognitive
How do you prefer to learn?	How much do you like to learn by working in pairs or in groups?	Cognitive and meta-cognitive
By discussing with your colleagues	How much do you like to learn by coming to tutorials?	Cognitive and meta-cognitive
How do you prefer to learn?	How willing are you to use the school library?	Cognitive and meta-cognitive
By working in a group		
How do you prefer to learn?	How willing are you to use the resource center?	Cognitive and meta-cognitive
By talking to the teacher	How willing are you to use the newspapers and magazines?	Cognitive and meta-cognitive
How often do you use the school library?		
How often do you use the public library?		
How often do you use the resource center?		
How often do you use the newspapers, journals, and magazines?		

How often do you use audio-visual material? Do you think you are able to be objective in your own evaluation? Have you ever carried out self-evaluation? What did you learn from it (self-evaluation)	How willing are you to use audio-visual material?	Cognitive and meta-cognitive
	How much do you think that the learners should self-evaluate their own learning?	Cognitive and meta-cognitive
	How important do you think your role is to succeed in your learning English	Affective
	How much do you consider English as a means for communication rather than a subject to be studied	Perception of language and language learning
	How much do you think that learning means learning how to communicate in English?	Perception of language and language learning
	How much do you think that learning English means learning how to learn it?	Perception of language and language learning

How have I adapted Camilleri's (1999) questionnaire?

Camilleri's (1999) questionnaire aims to collect information on the degree of autonomy the teachers in a workshop had, so adapting the questionnaire to the context of measuring the level of attitudes to autonomous language learning of our participants as university students is essential. Camilleri's (ibid.) questionnaire consists of 24 questions which cover the three aspects: *cognitive, metacognitive skills* (e.g., items, 1, 6, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24), *affective factors* (e.g., items 2, 3), and *social factors* (e.g., items 4, 5, 7, 8, 9). Items 10, 11, 22, 23 and 24 are open-ended questions which require the respondents to elaborate their answers; the other items require the respondents to choose from (1) the lowest score to (5) the highest score to answer each item.

- 1) *Change the scale.* In Camilleri's (ibid.), the scale is with "1" as the lowest score and "5" as the highest score. Some items are open questions. In the adapted questionnaire, all items are responded by using the five-point-scale (*Not at all, Little, Partly, Much and Very much*).
- 2) No changes for item 1 and item 8.
- 3) Item 1: Are you afraid of taking the initiative in your own learning, that is, of going further than what is imposed?
- 4) Item 8: How willing are you to discuss your own progress?
- 5) Local changes, not the main manifestations.
- 6) *Semantic change.* Camilleri's aims at helping teachers to establish their personal level of autonomy, so in many instances, words such as "academic work, colleagues" are used. To make the items fit the respondents who are university students, the words "academic work" and "colleagues" have been changed to "use English" and "new friends" respectively. For instance,

Camilleri's: How self-confident are you, especially in your academic work? How flexible are you when it comes to adapt yourself to new colleagues?	The adapted version: How self-confident are you when you use English? How flexible do you think you are when it comes to adapting yourself to new classmates?
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Besides changing some words to fit the respondents' academic background, we change words such as "how often" to "how often" in the adapted version to fit the designated sub-scale of the adapted questionnaire. For instance,

Camilleri's: How often do you use the school library?	The adapted version: How often are you willing to use the library?
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- 7) *Verbal change*. In terms of verbs, we made two changes to Camilleri's (ibid.) questionnaire: "prefer" has been changed to "like" and "do you use", to "are you willing to use" such as in

Camilleri's: How do you prefer to learn? By discussing with your colleagues How often do you use the resource center?	The adapted version: How much do you like to learn by working in pairs or in groups? How willing are you to use the resource center?
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- 8) *Syntactic change*. In the original item, the item is in the form of yes-no question, and in the adapted version, the question is in the form of "how much" question. For instance,

Camilleri's: Have you ever carried out self-evaluation?	The adapted version: How much do you think that learners should self-evaluate their own learning?
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- 9) Create totally new items such as items 20, 21, 22, 23.

How important do you think your role is to succeed in your learning English?
How much do you consider English as a means for communication rather than a subject to be studied?
How much do you think that learning means learning how to communicate in English?
How much do you think that learning English means learning how to learn it?

