



**Title of Project:**

English Teacher Agency: A Case of Vietnam

**Researcher:**

Le Duc Manh

University of New South Wales

[manh.le@student.unsw.edu.au](mailto:manh.le@student.unsw.edu.au)

**Research Supervisor:**

Dr. Anne Burns

University of New South Wales



Le Duc Manh

---

**Final Report**

**Motivation for the Research**

The impetus for the research project presented in this doctoral thesis results from my experiences as a teacher trainer of English primary teachers during my five-year participation in the Vietnamese National Foreign Languages Project 2020 (commonly known as NFLP 2020 or Project 2020).

This professional experience enabled me to meet and work with English primary teachers from different regions in Vietnam and listen to their stories about their classroom lives during the implementation of the NFLP2020 language curriculum. Through these teachers' discussions and reflections, I became empathetic towards the myriad of challenges they encountered in their daily teaching practices, such as heavy teaching workloads, overloaded teaching content, rigid curriculum specifications, low student motivation, low salaries, tight administrative supervision, and insufficient professional support and resources. Although the list seemed endless, I was particularly interested in their stories of how they overcame the constraints they encountered in order to accomplish their teaching responsibilities in the workplace, despite the very limited support they appeared to receive from policy stakeholders.

The stories that the teachers told illustrated in various ways their personal manifestations of teacher agency. I became inquisitive about how and why the English primary teachers I encountered exercised their agency under the constrained conditions they described, despite the imposition of new policies. Clearly, teachers are not empty vessels (Freeman & Johnson, 1998). They have funds of knowledge (Graves & Garton, 2014), theories for practices (Burns & de Silva Joyce, 2007), and teaching passion (Day, 2004). They mediate classroom practices "through the values, beliefs and attitudes that underlie professional actions" (Burns & de Silva Joyce, 2007, p.9).

The overarching purpose of this thesis is to explore Vietnamese primary teacher agency enactment in response to a new language policy. In particular, this case study research examines how a group of English primary teachers in the urban, rural, and island region of a province in Vietnam exercise their agentic power in response to the primary English language curriculum



introduced as part of the NFLP 2020. The study aims to shed light on teacher agency in a centralized educational system.

### **Research Questions**

1. How do English primary teachers in each selected region exercise their agency in response to the language policy?
2. What are the similarities and differences in teachers' enactment of agency across the selected regions?

### **Research Methodology**

The research presented in this thesis is a case study that explores teacher agency in the teaching of English following its introduction at the primary education level in the Vietnamese context, as part of the NFLP 2020 policy. It is a micro-level policy study that considers the perspectives and experiences of teachers. The study is also a multisite study conducted across three different school contexts—urban, rural, and island in one province of Vietnam.

A descriptive-exploratory multi-case study research design was selected (Duff, 2008; Yin, 2014), in order to gain insights into the perspectives of teachers who are charged with implementing the curriculum and data were collected via in-depth interviews and classroom observations. Before the case studies in each site were conducted, analysis of policy and curriculum documentation was carried out. This analysis aimed to frame the teachers' perspectives and to embed their insights within the broader policy perspective. In particular, a group of English primary teachers, school principals, and regional English managers in a province in Vietnam were selected as study participants. By exploring the interplay between individual and systems-level mechanisms, this study aims to provide understanding of language policy implementation in this context (Hopkins, 2016).

### **Summary of Findings**

#### ***Research Question 1: How do English primary teachers exercise their agency?***

The English primary teachers in this study were found to exercise their agency in three main contexts: (1) misalignment between policy rhetoric and classroom realities, (2) inner desires and motivation, and (3) symbolic responses to the policy mandates.

**Context 1:** In terms of the misalignment between policy rhetoric and classroom realities, the findings reveal the following: the teachers exercised their agency as a consequence of what they perceived as the policy's ignorance of contextual and learner factors and also because of their own educational backgrounds (Graves, 2016). First, the teachers adapted the policy mandates because they felt that their students' needs were not met. Examples supporting this claim could be found across four language policy components (textbook use, teaching content, teaching methods, and assessment). For example, in the three study contexts, textbooks were required as a *de facto* curriculum (McGrath, 2013), which the participant teachers were mandated to strictly implement. However, taking into account their students' needs and interests, all the teachers complained about the overloaded content and inappropriate resources (e.g., pictures or vocabulary). As a result, the participant teachers adapted the textbook to 'suit the needs, abilities, and interests of the students' (Graves, 1996, p. 27).



Second, the teachers exercised their agency when there was a conflict or tension between the policy mandates and their beliefs, prior knowledge, and expectations. The teachers were not empty vessels (Freeman & Johnson, 1998). Instead, they used their knowledge (Graves & Garton, 2014) to address the perceived curriculum–policy conflicts. They adopted teaching techniques and materials they believed were right for their own classroom circumstances, given their repertoires of knowledge. For example, in all three contexts, the English primary teachers believed that students’ outcomes were their priority. Although the policy mandated them to employ ‘child-friendly’ activities, the teachers decided to use various alternatives such as translation, repetition, substitution, and reading aloud, all of which derived from their training or previous experiences as language learners. Teachers employed their own theories for practice, ‘by which the teacher mediates classroom practices through the values, beliefs, and attitudes that underlie professional action’ (Burns & de Silva Joyce, 2007, p. 9). With these methods, it can be said that the teachers’ personal theories led them to surmount the structural orders or ‘the systems in which they worked’ in the light of their expected outcomes or goals (Burns & de Silva Joyce, 2007, p. 5).

The teaching content mandates also provided another example of the conflicts between policy expectations and teachers’ practices. Although the policy expected English primary teachers to focus on developing students’ communicative competence in two language skills—speaking and listening—the participant teachers interpreted and implemented the curriculum differently. In all three regions, they tended to focus on linguistic content. For instance, the urban teachers focused on vocabulary, structures, and grammar because of their orientation towards the test. Rural teachers focused on vocabulary because they believed that this aspect of language was more important to their students. The island teachers taught the linguistic content because of their interpretation of their duties. In all three contexts, teachers’ beliefs and expectations mediated their orientation towards, and choices of, teaching content.

Third, the teachers exercised their agency when they had to meet the requirements of a prescribed curriculum with little clarification of its contents from the Ministry of Education and Training (MOET), Department of Education and Training (DOET), Bureau of Education and Training (BOET), and schools. Consequently, they had to make sense of and interpret the policy based on their own knowledge and understanding, which, in some cases, did not reflect the original intention of the policy. For example, due to lack of training, rural and island teachers interpreted formative assessment as the writing of student reports on a weekly or monthly basis, rather than the need for daily feedback on student learning in the classroom.

**Context 2:** In terms of teachers’ inner desires and motivation, the findings reveal the following: the teachers exercised their agency when they desired to apply or experiment with something new. In particular, the participant teachers exercised this kind of agency when they felt passionate, motivated, inspired, or supported (Burns & de Silva Joyce, 2007; Enever, 2017; Moore, 2007). Under such conditions, they devoted themselves to making lessons interesting, with much investment in gathering resources and preparing activities for their students. For example, one of the urban teachers, Thanh, was inspired about teaching pronunciation. Her interest came from her observations that many of her colleagues found it challenging to teach. Therefore, she decided to challenge herself by voluntarily presenting a demonstration on this language aspect at her school and invested time into locating resources and activities for it. Her dedication finally brought success and she is now well-known for teaching pronunciation in the region. An island teacher, Hong, narrated a success story based on her love of teaching. She



decided to invest considerable time in studying the lesson carefully and building lesson goals. She incorporated some child-friendly activities to motivate her students despite previously perceiving these techniques as unsuitable for her student age group.

**Context 3.** In terms of teachers' symbolic responses to the policy mandates, the findings reveal the following: the participant teachers exercised their agency when they chose to symbolically respond to the policy mandates. "Symbolic responses" refer to the way teachers react to policy messages in the appearance "but not the substance of their work" (Coburn, 2005, p. 33). This kind of agency occurred when the teachers responded to policy mandates in constrained conditions that were brought about by teaching workload, overloaded content, class size, job insecurity, administrative supervision, or rigid mandates. Many examples of teachers' symbolic responses could be found in this study. For example, the teachers in these three contexts symbolically responded to the test mandates by complying with the format transferred to them. They incorporated speaking skills in the test even when teaching this language skill was deliberately avoided by the urban and rural teachers. Similarly, island region teachers did not teach the speaking skill but still included it in the test. These teachers' responses indicated that they aimed to appear to comply with the imposed structural rules.

However, in practice, the teachers flexibly or "creatively" implemented the speaking skill in a manner that suited their teaching conditions and learners. For example, the urban and rural teachers tested only one or two out of four tasks in the speaking section mandated by the policy documents. The island teachers modified the speaking task as a short answer section to make it simpler for their students.

***Research Question 2: What are the regional similarities and differences in the way participating teachers exercise their agency?***

Data reveal regional similarities in the three different contexts, and the participating teachers responded that they conformed to the policy mandates, which included textbook use, teaching content, teaching methods, and assessments. The participant teachers positioned themselves as policy implementers because they believed that they, as teachers, should follow the policy mandates and prescriptions. This kind of positioning was categorized as first-order positioning (van Langenhove & Harré, 1999) because English primary teachers attempted to remain within a moral space.

However, English primary teachers in the three contexts did not entirely take this positioning for granted. Instead, they repositioned themselves in different ways as resisters, adapters, negotiators, and strugglers. That is, they could accept, resist, struggle, negotiate, or adapt the policy mandates imposed according to their interpretations, preferences, choices, and current teaching conditions. This act was categorized as second-order positioning (Van Langenhove & Harré, 1999) in that the teachers challenged and reversed the structural order. The teachers' self-positioning and repositioning showed that even when they claimed that their implementation conformed to the policy mandates, this conformity did not mean that they were all scrupulously followed. As their positions embraced a cluster of rights and duties to perform certain actions (Harré & Moghaddam, 2003), it can be inferred that the teachers exercised their rights and freedom as teaching professionals to perform their duties in ways that may or may not have aligned with policy prescriptions. Indeed, the teachers claimed their rights and agency and exercised them in response to the policy mandates.



The participant teachers' self-positioning and repositioning also indicated that their positions were not fixed. They navigated between different roles (implementers, strugglers, resisters, negotiators, and adapters) depending on teaching environments, students, and pedagogical intentions under the same language policy components (i.e., textbook use, teaching content, teaching methods, and assessment). Therefore, it can be inferred that the teachers' positioning was fluid and that teacher agency was sporadic and changeable. This positional fluidity also reflected their dynamic policy implementation.

Rural and island teachers were found to exercise their agency in more constrained working environments with 'minimal support' (Wedell & Grassick, 2018, p. 4) than their urban counterparts, though constrained conditions manifested differently. First, the participant teachers received very limited support from schools, parents, and other educational providers. The rural teachers, for instance, complained that they were not provided with essential resources that accompanied the textbooks, such as flashcards, large colorful pictures, or digital resources. As a result, the teachers had to use their personal funds to obtain these resources. Similarly, the island teachers received very limited support from their school. Hong, for example, stated that she even had to insist that the school leaders provide textbooks. Alternatively, Hai compensated for the deficits in teaching resources with online searches.

Second, the rural and island teachers, especially the latter, exercised their agency with very limited professional development. The rural teachers felt that their professional development (PD) participation was insufficient and expected to have more PD opportunities to take up. Similarly, the island teachers admitted that they were rarely selected to participate in PD activities because of their schools' characteristics (two school levels and English as an optional subject). Due to this limited professional support, the rural and island teachers tended to struggle and resisted the policy mandated textbook use, particularly in the context of textbook revisions, on a frequent basis. In addition, the island teachers in particular seemed to lack the motivation and commitment to teach English to primary students because they were simultaneously assigned to teach junior high school students. They considered their responsibility for English primary teaching as optional or additional work. Therefore, their agency manifested through their resistance and struggles against the policy mandates.

Third, the rural and island teachers perceived themselves as under greater administrative supervision from either their school leaders, DOET, or BOET inspectors, without advance notice of inspections. For example, the rural teachers revealed that their school leaders might come to the class unexpectedly to see how their lesson was going. An island teacher, Hai, also described their experience when being inspected by DOET. To protect their positions and avoid criticism, these teachers chose to follow the policy mandates as closely as possible. Therefore, it can be inferred that in most cases, their capacity for agency remained dormant. This manifested as their failure to take risks and their perception of themselves as conformists with the policy mandates. In contrast, the urban teachers appeared to exercise their agency in a more favorable manner, which is reflected in professional training opportunities and school leaders' support. In relation to professional development, these teachers felt that they became confident with their teaching skills as a consequence of their participation in PD workshops. Although they were not formally trained as English primary teachers, they had opportunities for PD activities on English primary teaching methods offered by DOET. Their frequent participation in DOET PD activities reflected the situation that 'formal support is frequently available to only some teachers, who may then be expected to cascade training content to colleagues in their local context' (Wedell & Grassick,



2018, p. 4). As presented in Section 6.3, these teachers were frequently selected (by DOET) to give teaching demonstrations to other provincial English teachers. In addition, urban teachers also enjoyed on-site professional training by private educational providers who had close relationships with the school. These opportunities supported the urban teachers to advance their professional knowledge and English primary teaching skills.

In terms of school leaders' support, the two urban teachers appeared to be encouraged to activate their agency by the school leaders. Unlike their rural and island counterparts, urban school leaders placed great emphasis on English and considered it to be a strategic subject. The urban teachers did not feel under administrative pressures in relation to teaching content and their school leaders were willing to provide them with essential teaching resources. However, the urban teachers experienced other factors that both facilitated and constrained their agency. First, parents' high expectations appeared to compel urban teachers to devote themselves to their teaching activities. Both teachers felt that the parents who monitored their children's learning progress might send feedback on their teaching practices to school leaders. This parental involvement might also cause urban teachers to give symbolic responses. Second, while the competitive school working environment was another important motivating factor for teachers to exercise their agency to fulfill their responsibilities at the highest level, it also constrained their collegiality. In particular, the working environment made the two urban teachers feel that they had to give their best for good treatment at work. This competitive working environment impeded effective interaction between colleagues because they did not want to share their professional skills and knowledge

## **Implications**

### ***Implications for macro-level actors: MOET.***

Language policy development in Vietnam takes place within a hierarchical structure that is characterized by ministry power and responsibilities devolved to teachers. However, there is a mismatch between reform initiatives and the local context. MOET is currently embracing an extensive number of language policy initiatives – a situation that can lead to so-called “reform syndrome”, which refers to “so many concurrent reforms on the education system” (Cheng, 2009, p. 75). There are three main conditions for reform syndrome to occur: (1) “the system is eager to achieve the reform targets in a very short time and implement many initiatives in parallel; (2) the reforms themselves often ignore their own cultural and contextual conditions during the implementation process; and (3) too many parallel reforms can lead to chaos and multiply the chances of reform failing” (Cheng & Walker, 2008, p. 514). The result is likely to be confusion, passivity, and co-dependence among subordinate actors, which constrains their autonomy, creativity and agency in implementing the policy mandates. Therefore, rather than viewing policy making as the property or right of the macro-level, language policy could be seen more constructively as a practice in which all the relevant actors, including teachers, are policy constructors.

In addition, in relation to the policy making process, top-down policy makers should be aware that teachers possess the capacity to act as agents in response to language policies. As Freeman (1996) observes:



Teachers have considerable autonomy in their implementation of high-level decisions, which leaves room for significant variation in the way they put the plan into practice on the classroom level [...]. Considering teachers and administrators as planners allows an understanding of how practitioners potentially shape the language plan from the bottom up (p. 560).

Policy makers should also be aware of the regional differences and the need to empower and provide teachers across the regions with sufficient professional support and resources when the policy is transferred and translated into classrooms. If teachers in the marginalized regions (i.e., rural, or island) feel discriminated against or isolated, they may respond negatively to the policy mandates. Therefore, the topic of equity (Chinh et al., 2014; Phyak & Bui, 2014) should be placed on the agenda for the policy-making process to narrow the regional gaps.

In addition, policy makers should take account of teachers' inner worlds to foster their positive agency. It is common that the policy documents comprise rules, regulations, guidelines, and instructions imposed on teachers for their implementation without considering what they think and feel. If teachers are not motivated by the imposed mandates, they tend to resist them. Therefore, such topics as teachers' thinking, dispositions and sociocultural conditions should be put forward in the policy-making agenda.

***Implications for meso-level actors: DOET, BOET, and schools.***

Because teachers' policy implementation is directly impacted by these meso-level actors, their roles are decisive. To be effective, Vandeyar (2015) suggests that meso-level actors should be provided with skills "as appropriators, interpreters, and learners of policy" (p.358). In particular, they should be equipped with sound knowledge of the curriculum policy, teaching methods, assessments, and materials. Without this expertise, meso-level actors may become co-dependent on MOET and adopt a passive position. If they engage in policy interpretation with limited expertise, the design or intent of the original policy may be distorted, leading to failure in implementation (Honig, 2006) or failure to establish a strong professional community of practice for teachers in the region. According to Vandeyar (2015):

If within a developing country context, districts and provinces actually constrain and hinder policy implementation, the argument may prevail as to whether they serve as legitimate systemic structures. Thus, principals and teachers may be skilled to receive and interpret policy makers' intent with intermediaries. (p. 357)

In a centralized political system like that in Vietnam, the political mechanism operates through different administrative layers. Therefore, no administrative body is ever abolished, even when it performs its responsibilities poorly. In 2017, there was a public discussion about whether the BOET level should be abolished because it seemed to be redundant and imposed more administrative burdens on schools and teachers (Luan, 2017). In a newspaper article, however, a representative of the national assembly pointed out that this level was part of the political mechanism and could not be removed (Luan, 2017). If this bureaucratic level continues to exist, BOET supervisors should be equipped with sound knowledge of curriculum policy so that they can fulfill their role of supporting teachers.

It is well-documented that the school is the unit or center of change (Fullan, 2007) and school culture is the essence of sustained success (Hattie, 2012). Kennedy (2011) also stresses



the important roles of an institution which may “produce local counter-language policies from those proposed at macro levels” (p.11). At the institutional level, the role of school leaders is vital. School leaders can support teachers both psychologically and with resources (Fullan, 2007), lead cultural change in the school (Emore, 2004), and treat teachers well (Amabile & Kramer, 2011). In the centralized Vietnamese education system, primary schools are closely controlled by higher administrative bodies such as DOET and BOET. Therefore, their autonomy in managing curriculum policy is likely to be limited.

Despite this administrative constraint, schools can play an active role in maintaining teachers’ commitment and passion for teaching, which activates teachers’ agentic power and sustains their positive agency. In addition, school principals can develop a supportive working environment in which every teacher feels safe and motivated to have the greatest positive effect on student learning and achievement. To this end, school leaders should be well-informed about educational change and policies so they can support teachers more effectively. Unless principals understand the dimensions of change in beliefs, teaching behavior and curriculum materials, they will not be able to understand teachers’ concerns and support them in policy implementation (Deng & Carless, 2010; Fullan, 2007; Wedell, 2009).

### ***Implications for teachers’ professional development.***

Professional development is important for teachers to exercise their agency because, without appropriate expertise, they can fall into the trap of false clarity (McGrath, 2013) (see Section 9.3, Chapter 9). Teacher development does not exist in a vacuum but is situated in a particular context, with particular people who have particular needs, purposes, and goals (Kumaravadivelu, 2001). Hence, it is both inappropriate and impractical to provide the same training content to teachers from different regions. However, PD activities in Vietnam are centralized with pre-fabricated training workshops for all English primary teachers. In addition, Hai, an island teacher did not find a PD workshop that he attended valuable and considered it an opportunity to relax. Therefore, the current mode of PD activities should be changed to embrace regional differences and differences in teachers’ levels of experience. Situated learning (Lave & Wenger, 1991; Riveros, Newton, & Burgess, 2012), which enables English primary teachers to learn in their school context or communities of practice, seems to offer a useful alternative for English primary teachers to address their context-specific concerns, especially for those in rural and island locations. Hargreaves (1997) also suggests that teachers’ professional learning should address issues of interests to teachers and not issues raised by others. Therefore, teacher trainers are advised to arrive at the local schools or communities and work with teachers for their specific needs in particular contextual environments. It is assumed that English primary teachers would promote their agency if they gain confidence in making use of contextual constraints.

In addition, to promote teacher agency, it is crucial to recognize and foster their capacity for reflection and inquiry. Action research is a potential tool to promote teachers’ professional knowledge and capacity for agency. Freeman (2016) argues that teachers can “address their agency by thinking heuristically about how they teach” when they are encouraged to engage in research activities (p. 143). Action research in particular has been identified as a powerful tool to empower teachers to grow professionally and agentially (Edwards & Burns, 2015; Moore & Bouchan, 2011). Effective teachers can become reflective practitioners who adopt an inquiry position on their practice (Burns, 2009; Cochran-Smith & Lytle, 2009; Darling-Hammond & Baratz-Snowden, 2007). In a recent study, Vaughn et al. (2014) assert that even rural educators





can gain significant benefits for the unique needs of their students through engagement with action research, which could bring potential applicability to the teachers in disadvantaged areas.

While I support the argument that English primary teachers could also engage in research, I believe that more commitment to educational change is required from policy makers, educational administrators, and teachers themselves. Teachers are likely to resist educational changes if these changes do not make sense to them. They cite different reasons for not engaging in research, such as insufficient resources or heavy workloads (Moore, 2011), lack of motivation, time, professional training support, and equipment (Stroupe & Kimura, 2011), lack of power, or absence of reward (Moore & Bounchan, 2011). As well, in Vietnam (as elsewhere in the developing world), “research culture” is a novel concept. From his personal experience with English teachers in a developing country, Moore (2011) observes that very few teachers are keen to undertake research: “professionals are curious about understanding research but not particularly interested in doing research” (p. 341). Moore’s (2011) concerns raise the question of how to activate teachers’ power of agency in relation to their engagement in research for professional development, which would be an interesting topic to explore in future.

### ***Implications for English primary teacher education.***

In the long run, pre-service English primary teacher education is important to ensure qualified English primary teachers for Vietnamese language policy implementation. To nurture teacher agency, it is argued that pre-service teachers should become critical thinkers (Freeman, 2016; Hult, 2018). Priestley et al., (2012) also assert that when humans exercise their agency under concrete situations, they are reflexive and creative in response to the problem. Therefore, thinking skills should be fostered in the pre-service teacher training program. However, during the first two years the current teacher training program focuses on general education courses, such as Hochiminhism, Marxism, educational psychology, English language subject-matter knowledge such as phonology, grammar, discourse analysis, as well as the four language skills (Le, 2011; Nguyen, 2017). During this training period, pre-service students do not have opportunities to develop their reflective thinking skills about their future profession. Even in the third year of training when the pre-service students are offered courses on teaching methodologies, reflective practices seem to be limited.

Kumaravadivelu (2001) criticizes current models of teacher education which tend to “transmit a set of preselected and preselected and presequenced body of knowledge from the teacher educator to the prospective teacher” (p. 551). To promote teacher agency, preservice English primary teachers should not be trained merely to become teaching workers who faithfully follow one fixed teaching methodology or approach. Rather, they should be helped to develop critical capabilities through critical reflection and thinking.

Language education is argued to be currently in the era of post-method (Akbari, 2008; Bell, 2007; Kumaravadivelu, 2001, 2006) where post-method practitioners are expected to practice their profession with competence and confidence (Akbari, 2008; Kumaravadivelu, 2001). In the post-method era, teachers are autonomous individuals who can “build and implement their own theory of practice that is responsive to the particularities of their educational contexts and receptive to the possibilities of their sociopolitical conditions” (Kumaravadivelu, 2001, p. 548). In the post-method world, thinking entails freedom - and indeed responsibility - “on the part of the teacher to articulate her choices and decisions and thus to work out her own method” (Freeman, 2016, p.138). Therefore, the current teacher training



program in Vietnam should provide a space for pre-service teachers' mental activity to be nurtured and developed. Pre-service teachers could be given opportunities to practice and rationalize their choices and decisions among different ways of doing things in the classroom.

With such in mind, the current teacher training program should incorporate one course on critical perspectives on language education issues, which could give pre-service teachers opportunities to critically reflect on contemporary issues in relation to the language education. Roleplay scenarios (Hult, 2018) are proposed to be one of the potential learning activities for this kind of course. Hult (2018) investigated the effectiveness of using roleplay scenarios as an initiative to develop and foster pre-service teachers' critical and reflective thinking on language policy implementation. His study showed that roleplay scenarios enabled his students to critically engage with LPP topics. He also asserts that without critical capacities, there is a risk of teachers' blind adherence to policy mandates.

Roleplay scenarios are also argued to be a potential solution for pre-service teachers to reflect on language curriculum topics such as textbooks, assessments, teaching contents, and teaching methods. For example, all the participant teachers predominantly relied on textbooks in their teaching. Critical reflections on textbook materials are crucial for teachers to creatively exploit the textbook. While a course on textbook evaluation and use is worth considering, Graves and Garton (2014) argue that this proposal is important but insufficient. They suggest that preservice teachers need to have had a successful experience of textbook use. Therefore, roleplay scenarios may offer a beneficial alternative for pre-service teachers to gain hands-on experience and reflective skills on language curriculum topics, including textbook materials.



## References

- Adams, J. E. (2000). *Taking charge of curriculum: Teacher networks and curriculum implementation*. New York, NY: Columbia University Press.
- Ahearn, L. M. (2001). Language and agency. *Annual Review of Anthropology*, 30 (1), 109-137.
- Akbari, R. (2008). Postmethod discourse and practice. *TESOL Quarterly*, 42(4), 641-652.
- Allen, L. Q. (2018). Teacher leadership and the advancement of teacher agency. *Foreign Language Annals*, 51(1), 240-250
- Allen, R. S., & Wiles, J. L. (2013). The utility of positioning theory to the study of ageing: Examples from research with childless older people. *Journal of Aging Studies*, 27(2), 175-187.
- Amabile, T. S., & Kramer, S. J. (2011). The power of small wins. *Harvard Business Review*, 89(5), 70-90.
- Anthony, G., & Ord, K. (2008). Change-of-career secondary teachers: Motivations, expectations and intentions. *Asia-Pacific Journal of Teacher Education*, 36(4), 359-376.
- Archer, M. S. (1995). *Realist social theory: The morphogenetic approach*. Cambridge, UK: England. Cambridge University Press.
- Ariatna, A. (2016). The need for maintaining CLT in Indonesia. *TESOL Journal*, 7(4), 800-822.
- Bailey, B. (2000). The impact of mandated change on teachers. In N. Bascia & A. Hargreaves (Eds.), *The sharp edge of educational change: Teaching, leading and the realities of reform* (pp. 112-128). London, UK: Falmer.
- Baldauf Jr., R. B., Kaplan, R. B., Kamwangamalu, N., & Bryant, P. (2011). Success or failure of primary second/foreign language programmes in Asia: What do the data tell us? *Current Issues in Language Planning*, 12(2), 309-323.
- Baldauf, R. B. (2004). *Language planning and policy: Recent trends, future directions*. Paper presented at the American Association of Applied Linguistics, Portland, Oregon.
- Baldauf, R. B. (2006). Rearticulating the case for micro language planning in a language ecology context. *Current Issues in Language Planning*, 7(2-3), 147-170.
- Baldauf, R. B., Kaplan, R. B., Kamwangamalu, N., & Bryant, P. (2011). Success or failure of primary second/foreign language programmes in Asia: What do the data tell us? *Current Issues in Language Planning*, 12(2), 309-323.



- Ball, S. J., Maguire, M., & Braun, A. (2012). *How schools do policy: Policy enactments in secondary schools*. London, England: Routledge.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(1), 1-26.
- Barakos, E. (2016). Language policy and critical discourse studies: Toward a combined approach. In E. Barakos & J. W. Unger (Eds.), *Discursive approaches to language policy* (pp. 23-49). London, England: Palgrave Macmillan.
- Barakos, E., & Unger, J. W. (2016). Introduction: Why are discourse approaches to language policy necessary. In E. Barakos & J. W. Unger (Eds.), *Discursive approaches to language policy* (pp. 1-10). London, England: Palgrave Macmillan.
- Bascia, N., Carr-Harris, S., Fine-Meyer, R., & Zurzolo, C. (2014). Teachers, curriculum innovation, and policy formation. *Curriculum Inquiry*, 44(2), 228-248.
- Bashiruddin, A. (2013). Reflections on translating qualitative research data: Experiences from Pakistan. *International Journal of Applied Linguistics*, 23(3), 357-367.
- Bauldauf, R. B. (2005). Micro language planning. In P. Bruthiaux, D. Atkinson, W. Eggington, W. Grabe, & V. Ramanathan (Eds.), *Directions in applied linguistics: Essays in honor of Robert B. Kaplan* (pp. 227-339). Clevedon, UK: Multilingual Matters.
- Behr, H. (2005). *Comparing rural and urban primary education in the Mekong Delta*. The SIT Study Abroad. ISP Collection. Retrieved from [http://digitalcollections.sit.edu/isp\\_collection/414/](http://digitalcollections.sit.edu/isp_collection/414/)
- Bell, D. M. (2007). Do teachers think that methods are dead? *ELT Journal*, 61(2), 135-143.
- Berger, B. M. (1981). *Survival of a counterculture*. Berkeley, CA: University of California Press.
- Berger, J.-L., & D'Ascoli, Y. (2012). Becoming a VET teacher as a second career: Investigating the determinants of career choice and their relation to perceptions about prior occupation. *Asia-Pacific Journal of Teacher Education*, 40(3), 317-341.
- Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching*, 21(6), 624-640. doi:10.1080/13540602.2015.1044325
- Biesta, G., & Tedder, M. (2007). Agency and learning in the lifecourse: Towards an ecological perspective. *Studies in the Education of Adults*, 39(2), 132-149.
- Birbili, M. (2000). Translating from one language to another. *Social Research Update*, 31(1), 1-7.



- Block, D. (2015). Structure, agency, individualization and the critical realist challenge. In P. Deters, X. Gao, E. R. Millers, & G. Vitanova (Eds.), *Theorizing and analyzing agency in second language learning: Interdisciplinary approaches* (pp. 17-36). Toronto, Canada: Multilingual Matters.
- Bonneville-Roussy, A., Lavigne, G. L., & Vallerand, R. J. (2011). When passion leads to excellence: The case of musicians. *Psychology of Music*, 39(1), 123-138.
- Bourdieu, P. (1977). *Outline of a theory of practice* (Vol. 16). Cambridge, England: Cambridge University Press.
- Bowe, R., Ball, S. J., & Gold, A. (2017). *Reforming education and changing schools: Case studies in policy sociology*. London, England: Routledge.
- Boxer, L. J. (2010). Conflict as ghettoization. In F. M. Moghaddam & R. Harré (Eds.), *Words of conflict, words of war* (pp. 125-136). California, CA: Praeger.
- Bracken, B. A., & Barona, A. (1991). State of the art procedures for translating, validating and using psychoeducational tests in cross-cultural assessment. *School Psychology International*, 12(1-2), 119-132.
- Bridwell-Mitchell, E. N. (2015). Theorizing teacher agency and reform: How institutionalized instructional practices change and persist. *Sociology of Education*, 88(2), 140-159.
- Brown, K. (2010). Teachers as language-policy actors: Contending with the erasure of lesser-used languages in Schools. *Anthropology & Education Quarterly*, 41(3), 298-314. doi:10.1111/j.1548-1492.2010.01089.x
- Bryman, A. (2012). *Social research methods*: Oxford, England: Oxford University Press.
- Bui, T. T. N., & Nguyen, T. M. H. (2016). Standardizing English for educational and socio-economic betterment-A critical analysis of English language policy reforms in Vietnam. In R. Kirkpatrick (Ed.), *English language education policy in Asia* (pp. 363-388). New York, NY: Springer.
- Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect*, 7(3), 56-66.
- Burns, A. (2009). *Doing action research in English language teaching: A guide for practitioners*. New York, NY: Routledge.
- Burns, A. (2017). Foreword. In P. C. L. Ng & E. F. Boucher-Yip (Eds.), *Teacher agency and policy response in English language teaching* (pp. xi-1). New York, NY: Routledge.
- Burns, A., & de Silva Joyce, H. (2007). Challenging requirements: How teachers navigate to make changes within required curricula. In A. Burns & H. de Silva Joyce (Eds.),



- Planning and teaching creatively within a required curriculum for adult learners* (pp. 1-14). Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.
- Burns, A., Freeman, D., & Edwards, E. (2015). Theorising and studying the language-teaching mind: Mapping research on language teacher cognition. *The Modern Language Journal*, 99(3), 585-601.
- Burroughs, R., Roe, T., & Hendricks-Lee, M. (2000). Communities of practice and discourse communities: Negotiating boundaries in NBPTS certification. *Teachers College Record*, 102(2), 344-374.
- Busher, H. (2006). *Understanding educational leadership: People, power and culture*: New York, NY: McGraw-Hill International.
- Butler, Y. G. (2011). The implementation of communicative and task-based language teaching in the Asia-Pacific region. *Annual Review of Applied Linguistics*, 31, 36-57.
- Campbell, E. (2012). Teacher agency in curriculum contexts. *Curriculum Inquiry*, 42(2), 183-190.
- Candlin, C. N., Crichton, J., & Moore, S. H. (2017). *Exploring discourse in context and in action*. London, England: Palgrave Macmillan.
- Caner, M., Subasi, G., & Kara, S. (2010). Teachers' beliefs on foreign language teaching practices in early phases of primary education: A case study. *Online Submission*, 1(1), 62-76.
- Carless, D. (2001). *Curriculum innovation in the primary EFL classroom: case studies of three teachers implementing Hong Kong's target-oriented curriculum* (Doctoral thesis, University of Warwick, England). Retrieved from <http://wrap.warwick.ac.uk/36390/>
- Chen, C. W, & Cheng, Y. (2010). A case study on foreign English teachers' challenges in Taiwanese elementary schools. *System*, 38(1), 41-49.
- Cheng, C. Y. (2009). Hong Kong educational reforms in the last decade: Reform syndrome and new developments. *International Journal of Educational Management*, 23(1), 65-86.
- Cheng, Y. C., & Walker, A. (2008). When reform hits reality: The bottleneck effect in Hong Kong primary schools. *School Leadership and Management*, 28(5), 505-521.
- Chinh, N. D., Quynh, T. H., & Ha, N. T. (2014). Inequality of access to English language learning in primary education in Vietnam. In H. Zhang, P. W. K. Chang, & C. Boyle (Eds.), *Equality in education* (pp. 139-153). Rotterdam, The Netherlands: Sense Publishers.



- Choi, T.-h., & Andon, N. (2014). Can a teacher certification scheme change ELT classroom practice? *ELT Journal*, 68(1), 12-21.
- Circular 30 (2014). Thong tu 30 danh gia hoc sinh tieu hoc (Circular 30- Guidelines to evaluate primary students). Retrieved from <https://thuvienphapluat.vn/van-ban/Giao-duc/Thong-tu-30-2014-TT-BGDDT-danh-gia-hoc-sinh-tieu-hoc-247873.aspx>
- Coburn, C. E. (2005). The role of nonsystem actors in the relationship between policy and practice: The case of reading instruction in California. *Educational Evaluation and Policy Analysis*, 27(1), 23-52.
- Coburn, C. E. (2016). What's policy got to do with it? How the structure-agency debate can illuminate policy implementation. *American Journal of Education*, 122(3), 465-475. doi:10.1086/685847
- Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York, NY: Teachers College Press.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. New York, NY: Routledge.
- Coleman, L. J., & Guo, A. (2013). Exploring children's passion for learning in six domains. *Journal for the Education of the Gifted*, 36(2), 155-175.
- Collin, K., Paloniemi, S., & Vähäsantanen, K. (2015). Multiple forms of professional agency for (non) crafting of work practices in a hospital organization. *Nordic Journal of Working Life Studies*, 5(3a), 63-83.
- Coluzzi, P. (2017). Language planning for Malay in Malaysia: A case of failure or success? *International Journal of the Sociology of Language*, 2017(244), 17-38.
- Cooper, R. L. (1989). *Language planning and social change*. Cambridge, England: Cambridge University Press.
- Copland, F., Garton, S., & Burns, A. (2014). Challenges in teaching English to young learners: Global perspectives and local realities. *TESOL Quarterly*, 48(4), 738-762.
- Corson, D. (1999). *Language policy in schools: A resource for teachers and administrators*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Crawford, J. (2001). *Teacher perceptions of the primary English language program in Taiwan: From the outside looking in*. Paper presented at the Applied Linguistic Association of Australia Annual Conference, Canberra.
- Cray, E. (1997). Teacher's perception of a language policy: Teaching LINC. *TESL Canada Journal*, 15(1), 22-38.



- Creasy, R. (2018). *The taming of education: Evaluating contemporary approaches to learning and teaching*. Cham, Switzerland: Palgrave Macmillan.
- Cresswell, J. W. (2007). *Qualitative inquiry and research design*. California, CA: Sage Publications, Inc.
- Cresswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. California, CA: Sage Publications, Inc.
- Cresswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Boston, MA, Pearson.
- Cresswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. London, England: Sage Publications Inc.
- Crocker, R. A. (2009). An introduction to qualitative research. In J. Heigham & R. Crocker (Eds.), *Qualitative research in applied linguistics: A practical introduction* (pp.3-24). Hampshire, England: Palgrave Macmillan.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. New South Wales, Australia: Allen & Unwin.
- Cuddapah, J. L., & Stanford, B. H. (2015). Career-changers' ideal teacher images and grounded classroom perspectives. *Teaching and Teacher Education*, 51, 27-37.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire* (Vol. 23). Clevedon, England: Multilingual Matters.
- Dang, T. K. A., Nguyen, H. T. M., & Le, T. T. T. (2013). The impacts of globalisation on EFL teacher education through English as a medium of instruction: An example from Vietnam. *Current Issues in Language Planning*, 14(1), 52-72.
- Darling-Hammond, L., & Baratz-Snowden, J. (2007). A good teacher in every classroom: Preparing the highly qualified teachers our children deserve. *Educational Horizons*, 85(2), 111-132.
- Davies, B., & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the Theory of Social Behaviour*, 20(1), 43-63.
- Davies, B., & Harré, R. (1999). Positioning and personhood. In R. Harré & L. van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action* (pp. 32-52). Oxford, England: Blackwell.
- Davis, K. A. (1999). Dynamics of indigenous language maintenance. In T. Huebner & K. A. Davis (Eds.), *Sociopolitical perspectives on language policy and planning in the USA*. Philadelphia, PA: John Benjamins Publishing Company.





- Day, C. (2004). *A passion for teaching*. London, England: Routledge.
- de Jong, E. J. (2008). Contextualizing policy appropriation: Teachers' perspectives, local responses, and English-only ballot initiatives. *The Urban Review*, 40(4), 350-370.
- de Segovia, L. P., & Hardison, D. M. (2009). Implementing education reform: EFL teachers' perspectives. *ELT Journal*, 63(2), 154-162.
- Decree 1400. (2008). *Quyết định về việc phê duyệt Đề án "Dạy và học ngoại ngữ trong hệ thống giáo dục quốc dân giai đoạn 2008-2020" - 1400/QĐ-TTg ngày 30/9/2008 (The approval of the project " Teaching and learning foreign languages in the national education system, 2008 - 2020"*. Hanoi: The NFLP 2020 Retrieved from <http://dean2020.edu.vn/vi/laws/detail/Quyết-dinh-ve-viec-phe-duyet-De-an-Day-va-hoc-ngoai-ngu-trong-he-thong-giao-duc-quoc-dan-giai-doan-2008-2020-1400-QĐ-TTg-ngay-30-9-2008-8/>
- Dedaić, M. N. (2013). Constructing an “imagined community of hope” in prisoner blogs. In R. Harre' & F. M. Moghaddam (Eds.), *The psychology of friendship and enmity: Relationships in love, work, politics, and war* (Vol. 2, pp. 180-195). Oxford, England: Praeger.
- Deng, C., & Carless, D. R. (2010). Examination preparation or effective teaching: Conflicting priorities in the implementation of a pedagogic innovation. *Language Assessment Quarterly*, 7(4), 285-302.
- Deni, A. R. M., & Malakolunthu, S. (2013). Teacher collaborative inquiry as a professional development intervention: Benefits and challenges. *Asia Pacific Education Review*, 14(4), 559-568.
- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 1-32). Thousand Oaks, C.A: Sage Publications Inc.
- Dietz, T., & Burns, T. R. (1992). Human agency and the evolutionary dynamics of culture. *Acta Sociologica*, 35(3), 187-200.
- Directive 4329. (2013). *Cong van ve chan chinh viec su dung tai lieu sach giao khoa (Directive on textbook and resources use)*. Retrieved from <https://thuvienphapluat.vn/cong-van/Giao-duc/Cong-van-4329-BGDDT-GDTH-Chan-chinh-su-dung-SGK-tai-lieu-day-Tieng-Anh-tieu-hoc-197405.aspx>
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford, England: Oxford University Press.
- Duff, P. (2008). *Case study research in applied linguistics*. New York, NY: Routledge.



- Duff, P. A. (2007). Qualitative approaches to classroom research with English language learners. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 973-987). New York, NY: Springer.
- Duffy, G. G. (2002). Visioning and the development of outstanding teachers. *Literacy Research and Instruction*, 41(4), 331-343.
- Education Law (2005). *Vietnam Education Law*. Retrieved from <https://vndoc.com/luat-giao-uc-sua-doi-nam-2009-so-44-2009-qh12/download>.
- Edwards, E., & Burns, A. (2015). Language teacher action research: Achieving sustainability. *ELT Journal*, 70(1), 6-15.
- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14(4), 532-550.
- Emirbayer, M., & Mische, A. (1998). What is agency? *American Journal of Sociology*, 103(4), 962-1023.
- Emore, R. F. (2004). *School reform from the inside out: Policy, practice, and performance*. Cambridge, MA: Harvard Educational Press.
- English Primary Curriculum (2010). *Chuong trinh tieng Anh tieu hoc thi diem* (the pilot English primary curriculum). Retrieved from <https://vanbanphapluat.co/quyet-dinh-3321-qd-bgddt-chuong-trinh-thi-diem-tieng-anh-tieu-hoc>
- Enever, J. (2017). A passion for teaching, or the brightest and the best? In E. Wilden & R. Porsch (Eds.), *The professional development of primary EFL teachers: National and international research* (pp. 95-108). Münster, Germany: Waxmann.
- Enever, J., & Moon, J. (2009). New global contexts for teaching Primary ELT: Change and challenge. In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 5-22). London, England: Garnet Education.
- Enever, J., & Moon, J. (2010). *A global revolution? Teaching English at primary school*. Paper presented at the A British Council seminar delivered on November 5th. Retrieved from <https://www.teachingenglish.org.uk/sites/teacheng/files/MoonEnever%20BC%20paper.pdf>.
- Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S. (2013). What is agency? Conceptualizing professional agency at work. *Educational Research Review*, 10, 45-65.
- Evans, B. (1987). Agency and structure—Influences on a principal's initiation of change in school practices. *Australian Journal of Education*, 31(3), 272-283.



- Evans, K. (2017). Bounded agency in professional lives. In M. Goller & S. Paloniemi (Eds.), *Agency at work* (pp. 17-36). Cham, Switzerland: Springer.
- Faden, R., & Beauchamp, T. (1986). *A history and theory of informed consent*. Oxford, England: Oxford University Press.
- Fadilah, E. (2018). Rethinking the maintenance of CLT in Indonesia: A response to Ariatna's "The need for maintaining CLT in Indonesia". *TESOL Journal*, 9 (1), 224-236
- Feinberg, J. (1984). *Harm to others*. Oxford, England: Oxford University Press.
- Forte, A. M., & Flores, M. A. (2014). Teacher collaboration and professional development in the workplace: A study of Portuguese teachers. *European Journal of Teacher Education*, 37(1), 91-105.
- Fredricks, J. A., Alfeld, C., & Eccles, J. (2010). Developing and fostering passion in academic and nonacademic domains. *Gifted Child Quarterly*, 54(1), 18-30.
- Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1), 27-45.
- Freeman, D. (2009). What makes research qualitative? In J. Heigham & R. A. Croker (Eds.), *Qualitative research in applied linguistics: A practical introduction* (pp. 25-44). Hampshire, England: Palgrave Macmillan.
- Freeman, D. (2016). *Educating second language teachers*. Oxford, England: Oxford University Press.
- Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), 397-417. doi:10.2307/3588114
- Freeman, R. D. (1996). Dual-language planning at Oyster bilingual school: "Its much more than language". *TESOL Quarterly*, 30(3), 557-582.
- Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare teach*. Cambridge, MA: Westview Press.
- Fullan, M. (2007). *The new meaning of educational change*. New York, NY: Teachers College Press.
- Gao, X. (2018). Language teacher autonomy and social censure. In A. Chik, N. Aoki, & R. Smith (Eds.), *Autonomy in language learning and teaching* (pp. 29-49). London, England: Palgrave Pivot.
- Garcia, O., & Menken, K. (2010). Stirring the onion: Educators and the dynamics of language education policies (Looking ahead). In K. Menken & O. Garcia (Eds.), *Negotiating*



- language policies in schools: Educators as policymakers* (pp. 249 -261). New York, NY: Routledge.
- Garton, S. (2014). Unresolved issues and new challenges in teaching English to young learners: the case of South Korea. *Current Issues in Language Planning*, 15(2), 201-219.
- Geertz, C. (1973). *The interpretation of cultures*. New York, NY: Basic Books.
- Ghaith, G. (2004). Correlates of the implementation of the STAD cooperative learning method in the English as a foreign language classroom. *International Journal of Bilingual Education and Bilingualism*, 7(4), 279-294.
- Gibbert, M., & Ruigrok, W. (2010a). The " what" and" how" of case study rigor: Three strategies based on published research. *Organizational Research Methods*, 13(4), 710-737.
- Gibbert, M., & Ruigrok, W. (2010b). The “what” and “how” of case study rigor: Three strategies based on published work. *Organizational Research Methods*, 13(4), 710-737.
- Giddens, A. (1984). *The constitution of society: Outline of the theory of structuration*. California, CA: University of California Press.
- Giroux, H. A. (1988). *Teachers as intellectuals: Towards a critical pedagogy of learning*. Granby, M.A: Garvey Publishers, Inc.
- Gitlin, A., & Margonis, F. (1995). The political aspect of reform: Teacher resistance as good sense. *American Journal of Education*, 103(4), 377-405.
- Glasgow, G. P. (2017). Policy, agency, and the (non) native teacher: "English classes in English" in Japan's high schools. In P. C. L. Ng & E. F. Boucher-Yip (Eds.), *Teacher agency and policy response in English language teaching* (pp. 58-74). New York, NY: Routledge.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-606.
- Goller, M., & Harteis, C. (2017). Human agency at work: Towards a clarification and operationalisation of the concept. In M. Goller & S. Paloniemi (Eds.), *Agency at work* (pp. 85-103). Cham, Switzerland: Springer.
- Government. (2005, 20 January 2018). Luat giao duc Vietnam ( Education law in Vietnam). Retrieved from <https://thuvienphapluat.vn/van-ban/Giao-duc/Luat-giao-duc-sua-doi-367665.aspx>
- Graves, K. (1996). *Teachers as course developers*. Cambridge, England: Cambridge University Press.



- Graves, K. (2008). The language curriculum: A social contextual perspective. *Language Teaching*, 41(2), 147-181.
- Graves, K. (2016). Language curriculum design: Possibilities and realities. In G. Hall (Ed.), *The Routledge handbook of English language teaching* (pp. 97-112). New York, NY: Routledge.
- Graves, K., & Garton, S. (2014). Materials in ELT: Looking ahead. In K. Graves & S. Garton (Eds.), *International perspectives on materials in ELT* (pp. 270-279). New York, NY: Palgrave Macmillan.
- Graves, K., & Garton, S. (2017). An analysis of three curriculum approaches to teaching English in public-sector schools. *Language Teaching*, 50(4), 441-482.
- Guba, E. G. (1990). *The paradigm dialog*. California, CA: Sage Publications, Inc.
- Guba, E. G., & Lincoln, Y. S. (1981). *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches*. San Francisco, CA: Jossey-Bass.
- Guro, M., & Weber, E. (2010). From policy to practice: education reform in Mozambique and Marrere Teachers' Training College. *South African Journal of Education*, 30(2), 245-259.
- Haapasaari, A., Engeström, Y., & Kerosuo, H. (2016). The emergence of learners' transformative agency in a change laboratory intervention. *Journal of Education and Work*, 29(2), 232-262.
- Hall, N. A., & Hall, R. (2008). *Applied social research*. Victoria, Australia: Palgrave Macmillan
- Hallinger, P. (2010). Making education reform happen: is there an 'Asian' way? *School Leadership and Management*, 30(5), 401-418.
- Hamano, T. (2008). Educational reform and teacher education in Vietnam. *Journal of Education for Teaching*, 34(4), 397-410.
- Hamid, M. O. (2010). Globalisation, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh. *Current Issues in Language Planning*, 11(4), 289-310.
- Hamid, M. O., Ali, N. L., Nguyen, H. T., Nguyen, H. V., Nguyen, L. C., & Nguyen, T. T. T. (2014). *Language planning, medium of instruction and individual agency: Case studies from Malaysia and Vietnam*. Paper presented at the 18th AILA Congress, 10-15 August, Brisbane Australia.



- Hamid, M. O., & Honan, E. (2012). Communicative English in the primary classroom: Implications for English-in-education policy and practice in Bangladesh. *Language, Culture and Curriculum*, 25(2), 139-156.
- Hamid, M. O., & Nguyen, H. T. M. (2016). Globalisation, English language policy, and teacher agency: Focus on Asia. *The International Educational Journal: Comparative Perspectives*, 15(1), 26-44.
- Hammersley, M., & Traianou, A. (2012). *Ethics in qualitative research: Controversies and contexts*. London, England: Sage Publications, Inc.
- Hargreaves, A. (1997a). From reform to renewal: A new deal for a new age. In A. Hargreaves & B. Evans (Eds.), *Beyond educational reform: Bringing teachers back in* (pp. 105-125). Buckingham, England: Open University Press.
- Hargreaves, A. (1997b). *Rethinking educational change with heart and mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hargreaves, A., & Evans, R. (1997). Teachers and educational reforms. In A. Hargreaves & R. Evans (Eds.), *Beyond educational reform: Bringing teachers back in*. Buckingham, England: Open University Press.
- Harmer, J. (2003). Popular culture, methods, and context. *ELT Journal*, 57(3), 288-294.
- Harré, R. (2010). Social reality and the myth of social structure. In L. Van Langenhove (Ed.), *People and society: Rom Harré and designing the social sciences* (pp. 258-269). New York, NY: Routledge.
- Harré, R. (2012). Positioning theory: Moral dimensions of social-cultural. In V. Valsiner (Ed.), *The Oxford handbook of culture and psychology* (pp. 191-215). Oxford, English: Oxford University Press.
- Harré, R., & Moghaddam, F. M. (2003). Introduction: The self and others in traditional psychology and in positioning theory. In R. Harre' & F. M. Moghaddam (Eds.), *The self and others: Positioning individuals and groups in personal, political, and cultural contexts* (pp. 1-12). Westport, Connecticut: Praeger.
- Harré, R., Moghaddam, F. M., Cairnie, T. P., Rothbart, D., & Sabat, S. R. (2009). Recent advances in positioning theory. *Theory and Psychology*, 19(1), 5-31.
- Harré, R., & Slocum, N. (2003). Disputes as complex social events: On the uses of positioning theory. In R. Harré & F. M. Moghaddam (Eds.), *The self and others: Positioning individuals and groups in personal, political and cultural contexts* (pp. 123-136). Westport, CT: Praeger.



- Harré, R., & Van Langenhove, L. (1998). *Positioning theory: Moral contexts of international action*. Oxford, England: Blackwell Publishers.
- Harré, R., & Van Langenhove, L. (1999). The dynamics of social episodes. In R. Harré & L. van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action* (pp. 1-13). Oxford, England: Blackwell.
- Harris, J. (2017). Acceptance and adaption: teacher agency during the introduction of English activities in Japanese elementary schools. In P. C. L. Ng & E. F. Boucher-Yip (Eds.), *Teacher agency and policy response in English language teaching* (pp. 26-40). New York, NY: Routledge.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.
- Hawanti, S. (2014). Implementing Indonesia's English language teaching policy in primary schools: The role of teachers' knowledge and beliefs. *International Journal of Pedagogies and Learning*, 9(2), 162-170.
- Hayes, D. (2008). *Primary English language teaching in Vietnam*. Paper presented at the primary innovations regional seminar, Bangkok. Retrieved from <https://www.teachingenglish.org.uk/sites/teacheng/files/download-accessenglish-publications-proceedings-bangkok-2008.pdf#page=85>.
- Hayes, D. (2010). Language learning, teaching and educational reform in rural Thailand: An English teacher's perspective. *Asia Pacific Journal of Education*, 30(3), 305-319.
- Hays, S. (1994). Structure and agency and the sticky problem of culture. *Sociological Theory*, 12(1), 57-72.
- Heineke, A. J. (2015). Negotiating language policy and practice: Teachers of English learners in an Arizona study group. *Educational Policy*, 29(6), 843-878.
- Hennink, M., Hutter, I., & Bailey, A. (2010). *Qualitative research methods*. London, England: Sage Publications, Inc.
- Hesse-Biber, S. N., & Leavy, P. (2010). *The practice of qualitative research*. London, England: Sage Publications, Inc.
- Hiep, P. H. (2005). Imported communicative language teaching: Implications for local teachers. *English Teaching Forum*, 43 (4), 2-9
- Hirvonen, P. (2016). Positioning theory and small-group interaction: Social and task positioning in the context of joint decision-making. *Sage Open*, 6(3), 1-15.



- Hitlin, S., & Elder, G. H. (2007). Time, self, and the curiously abstract concept of agency. *Sociological Theory*, 25(2), 170-191.
- Hitlin, S., & Vaisey, S. (2010). Back to the future: Revising the sociology of morality. In S. Hitlin & S. Vaisey (Eds.), *Handbook of the sociology of morality* (pp. 3-14). London, England: Springer.
- Ho, T. V., Nakamori, Y., & Ho, B. T. (2014). *Study on a model for teacher professional development in Vietnam based on knowledge management*. Paper presented at the Proceedings of the 57th Annual Meeting of the ISSS-2013 Hai Phong, Vietnam.
- Hoang, H., & Le, B. T. (2017). Teacher agency and autonomy in rural Vietnam. In P. C. L. Ng & E. F. Boucher-Yip (Eds.), *Teacher agency and policy response in English language teaching* (pp. 188-202). New York, NY: Routledge.
- Hoang, V. V. (2016). *Teachers' evaluation of primary English textbooks for Vietnamese schools developed under the national foreign language 2020 project: A preliminary internal survey*. Paper presented at the Transforming English language education in the era of globalisation, Hanoi, Vietnam.
- Holland, D., Lachicotte Jr, W., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Cambridge, Massachusetts: Harvard University Press.
- Hollway, W. (1984). Gender difference and the production of subjectivity. In J. Henriques, W. Hollway, C. Urwin, L. Venn, & V. Walkerdine (Eds.), *Changing the subject: Psychology, social regulation and subjectivity* (pp. 272-283). London, England: Methuen.
- Honig, M. (2006). Complexity and policy implementation. In M. I. Honig (Ed.), *New directions in education policy implementation: Confronting complexity* (pp. 1-25). New York, NY: State University of New York Press.
- Honig, M. I. (2006). *Complexity and policy implementation: Challenges and opportunities for the field*. Albany, NY: University of New York Press.
- Hopkins, M. (2016). Beliefs in context: Understanding language policy implementation at a systems level. *Educational Policy*, 30(4), 573-605.
- Hopwood, N. (2017). Agency, learning and knowledge work: Epistemic dilemmas in professional practices. In M. Goller & S. Paloniemi (Eds.), *Agency at work* (pp. 121-140). Cham, Switzerland: Springer.
- Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *TESOL Quarterly*, 41(3), 509-532.





- Hult, F. M. (2010). Analysis of language policy discourses across the scales of space and time. *International Journal of the Sociology of Language*, 2010(202), 7-24.
- Hult, F. M. (2018). Engaging pre-service English teachers with language policy. *ELT Journal*, 72(3), 249–259 .
- Hult, F. M., & Johnson, D. C. (2015). Introduction: The practice of language policy research. In F. M. Hult & D. C. Johnson (Eds.), *Research methods in language policy and planning: A practical guide* (pp. 1-6). Oxford, England: Wiley Blackwell.
- Humphries, S., & Burns, A. (2015). ‘In reality it’s almost impossible’: CLT-oriented curriculum change. *ELT Journal*, 69(3), 239-248.
- Hung, T. (2018). Thieu giao vien tieu hoc, thua giao vien THCS cho chuong trinh pho thong moi (New Secondary Curriculum: Primary teachers in need while junior teachers in abundance). Retrieved from <http://vietnamnet.vn/vn/giao-duc/nguoi-thay/chuong-trinh-giao-duc-pho-thong-moi-thieu-hang-ngan-giao-vien-424815.html>
- Hyland, K., & Wong, L. L. (2013). *Innovation and change in English language education*: New York, NY: Routledge.
- Israel, M., & Hay, I. (2006). *Research ethics for social scientists*. London, England: Sage Publications, Inc.
- James, M. (2010). A provisional conceptual framework for intentional positioning in public relations. *Journal of Public Relations Research*, 23(1), 93-118.
- James, M. (2014). *Positioning theory and strategic communication: A new approach to public relations research and practice*. New York, NY: Routledge.
- Jenkins, J. (2013). *English as a lingua franca in the international university: The politics of academic English language policy*. New York, NY: Routledge.
- Johnson, D. C. (2009). Ethnography of language policy. *Language Policy*, 8(2), 139-159.
- Johnson, D. C. (2011). Critical discourse analysis and the ethnography of language policy. *Critical Discourse Studies*, 8(4), 267-279.
- Johnson, D. C. (2016). Theoretical foundations for discursive approaches to language policy. In E. Barakos & J. W. Unger (Eds.), *Discursive approaches to language policy* (pp. 11-22). London, England: Palgrave Macmillan.
- Johnson, D. C., & Freeman, R. (2010). Appropriating language policy on the local level: Working the spaces for bilingual education. In K. Menken & O. Garcia (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 13-32). New York, NY: Routledge.



- Johnson, D. C., & Freeman, R. (2010). Appropriating language policy on the local level: Working the spaces for bilingual education. In K. Menken & O. Garcia (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 13-31). New York, NY: Routledge.
- Johnson, D. C., & Johnson, E. J. (2015). Power and agency in language policy appropriation. *Language Policy*, 14(3), 221-243.
- Johnson, K. E. (1999). *Understanding language teaching: Reasoning in action*. Toronto, Canada: Heinle & Heinle Publishers.
- Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. New York, NY: Routledge.
- Johnstone, R. (2009). An early start: What are the key conditions for generalized success? In J. Enever, J. Moon, & U. Raman (Eds.), *Young learner English language policy and implementation: International perspectives* (pp. 31-41). London, England: Garnet Education.
- Jung, S. K., & Norton, B. (2002). Language planning in Korea: The new elementary English program. In J. W. Tollefson (Ed.), *Language policies in education: Critical issues* (pp. 245-265). Mahwah, NJ: Lawrence Erlbaum.
- Kamuravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven, CT: Yale University Press.
- Kaplan, R. B. (2011). Macro language planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 924-935). New York, NY: Routledge.
- Kaplan, R. B., & Baldauf, R. B. (1997). *Language planning from practice to theory*. Clevedon, England: Multilingual Matters.
- Kaplan, R. B., & Baldauf, R. B. (2003). *Language and language-in-education Planning in the Pacific Basin*. New York, NY: Springer.
- Kaplan, R. B., Baldauf, R. B., & Kamwangamalu, N. (2011). Why educational language plans sometimes fail. *Current Issues in Language Planning*, 12(2), 105-124.
- Kayi-Aydar, H. (2018). "If Carmen can analyze Shakespeare, everybody can": Positions, conflicts, and negotiations in the narratives of Latina pre-service teachers. *Journal of Language, Identity & Education*, 17 (2), 118-130
- Kennedy, C. (2011). Challenges for language policy, language and development. In H. Coleman (Ed.), *Dreams and realities: Developing countries and the English language* (pp. 24-37). London, England: British Council.



- Kennedy, D. (1996). The role of the foreign teacher as agent of change and implications for teacher education programmes in Chinese teacher training colleges. *ELTED*, 2 (1), 52-65
- Ketelaar, E., Beijaard, D., Boshuizen, H. P., & Den Brok, P. J. (2012). Teachers' positioning towards an educational innovation in the light of ownership, sense-making and agency. *Teaching and Teacher Education*, 28(2), 273-282.
- Kheng, C. C. S., & Baldauf, R. B. (2011). Micro language planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 936-951). New York, NY: Routledge.
- King, N., & Horrocks, C. (2010). *Interviews in qualitative research*. London, England: Sage Publications, Inc.
- Kirkgöz, Y. (2007). Language planning and implementation in Turkish primary schools. *Current Issues in Language Planning*, 8(2), 174-191.
- Kirkgöz, Y. (2008). A case study of teachers' implementation of curriculum innovation in English language teaching in Turkish primary education. *Teaching and Teacher Education*, 24(7), 1859-1875.
- Kirkpatrick, A. (2014). English as a medium of instruction in East and Southeast Asian universities. In N. Murray & Scarino, A (Eds.), *Dynamic ecologies* (pp. 15-29). Cham, Switzerland: Springer.
- Kleinsasser, A. M. (2000). Researchers, reflexivity, and good data: Writing to unlearn. *Theory into Practice*, 39(3), 155-162.
- Koulouriotis, J. (2011). Ethical considerations in conducting research with non-native speakers of English. *TESL Canada Journal*, 28(5), 1-15.
- Kroløkke, C. (2009). Positioning theory. In S. Littlejohn & K. Foss (Eds.), *Encyclopedia of communication theory* (pp. 764-766). Thousand Oaks, CA: Sage Publications, Inc.
- Kubanyiova, M. (2015). The role of teachers' future self guides in creating L2 development opportunities in teacher-led classroom discourse: Reclaiming the relevance of language teacher cognition. *The Modern Language Journal*, 99(3), 565-584.
- Kubanyiova, M., & Crookes, G. (2016). Re-envisioning the roles, tasks, and contributions of language teachers in the multilingual era of language education research and practice. *The Modern Language Journal*, 100(Special Issue 1), 117-132.
- Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL Quarterly*, 35(4), 537-560.
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40(1), 59-81.



- Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the craft of qualitative research interviewing*. Thousand Oaks, CA: Sage Publications, Inc.
- Lamie, J. M. (2004). Presenting a model of change. *Language Teaching Research*, 8(2), 115-142.
- Lammert, J. (1999). An economy in transition: The effect on higher education in Vietnam. *Prospects*, 29(1), 598-612.
- Lantolf, J. P. (2000). *Sociocultural theory and second language learning*. Oxford, England: Oxford University Press.
- Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education*, 21(8), 899-916.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, England: Cambridge University Press.
- Le, P. H. H., & Yeo, M. (2016). Evaluating in-service training of primary English teachers: A case study in Central Vietnam. *The Asian EFL Journal Quarterly*, 18(1), 34-51.
- Le, V., & Barnard, R. (2009). Curricular innovation behind closed classroom doors: A Vietnamese case study. *Teacher's Edition*, 24(2), 20-33.
- Le, V. C. (2007). A historical review of English language education in Vietnam. In Y. H. Choi & B. Spolsky (Eds.), *English education in Asia: History and policies* (pp. 167-179). Seoul, Korea: Asian TEFL.
- Le, V. C. (2011). *Form-focused instruction: A case study of Vietnamese teachers' beliefs and practices* (Doctoral thesis, The University of Waikato, New Zealand). Retrieved from <https://researchcommons.waikato.ac.nz/handle/10289/5253>
- Le, V. C., & Do, T. M. C. (2012). Teacher preparation for primary school English education: A case of Vietnam. In B. Spolsky & Y. Moon (Eds.), *Primary school English education in Asia* (pp. 106-128). New York, NY: Routledge.
- Le, V. C., & Nguyen, T. T. M. (2012). Teacher learning within school context: An ecological perspective. *Indonesian Journal of Applied Linguistics*, 2(1), 53-68.
- Lee, A. S., & Baskerville, R. L. (2003). Generalizing generalizability in information systems research. *Information Systems Research*, 14(3), 221-243.
- Lee, N. (2010). Afterword. In F. M. Moghaddam & R. Harré (Eds.), *Words of conflict, words of war* (pp. 201-208). California, CA: Praeger.



- Lee, Y. C. (2011). *Agency, identity, and English learning in a Taiwanese college EFL classroom* (Doctoral thesis, Indiana University). Retrieved from <https://pqdopen.proquest.com/doc/914949412.html?FMT=ABS>
- Leinhardt, G., & Greeno, J. G. (1986). The cognitive skill of teaching. *Journal of Educational Psychology*, 78(2), 75-95.
- Levinson, B. A., Sutton, M., & Winstead, T. (2009). Education policy as a practice of power: Theoretical tools, ethnographic methods, democratic options. *Educational Policy*, 23(6), 767-795.
- Levinson, B. A. U., & Sutton, M. (2001). Introduction: Policy as/in practice - A sociocultural approach to the study of educational policy. In M. Sutton (Ed.), *Policy as practice: Toward a comparative sociocultural analysis of educational policy* (pp. 1-22). Westport, CT: Ablex.
- Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32(4), 677-703.
- Li, D. (1998). It is always more difficult than you plan and imagine": Teacher's perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32(4), 677-703.
- Li, M. (2008). *English language-in-education policy and planning in schools in the PRC: Teachers as actors or implementers* (Doctoral thesis, The University of Queensland, Brisbane, Australia). Retrieved from <https://espace.library.uq.edu.au/view/UQ:155135>
- Li, M. (2010). EFL teachers and English language education in the PRC: Are they the policy makers? *The Asia-Pacific Education Researcher*, 19(3), 439-451.
- Li, M., & Baldauf, R. (2011). Beyond the curriculum: A Chinese example of issues constraining effective English language teaching. *TESOL Quarterly*, 45(4), 793-803.
- Liamputtong, P. (2013). *Qualitative research methods*. Oxford, UK: Oxford University Press.
- Liao, P. (2007). Teachers' beliefs about teaching English to elementary school children. *English Teaching & Learning*, 31(1), 43-76.
- Liddicoat, A. J., & Baldauf, R. B. (2008). Language planning in local contexts: Agents, contexts and interactions. In A. J. Liddicoat & R. B. Baldauf (Eds.), *Language planning and policy: Language planning in local contexts* (pp. 3-17). Clevedon, England: Multilingual Matters.



- Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 163-188). Thousand Oaks, CA: Sage Publications, Inc.
- Linh, V. H. (2012). An overview of access to and inequality in the education system of Viet Nam. *Asia-Pacific Development Journal*, 19(1), 37-62.
- Littlewood, W. (2014). Communication-oriented language teaching: Where are we now? Where do we go from here? *Language Teaching*, 47(3), 349-362.
- Lo Bianco, J. (2013). Innovation in language policy and planning: Ties to English language education. In K. Hyland & L. L. Wong (Eds.), *Innovation and change in English language education* (pp. 139-154). New York, NY: Routledge.
- Lochmiller, C. R., & Hedges, S. L. (2017). Education policy implementation research: A call for new approaches. In J. N. Lester, C. R. Lochmiller, & R. E. Gabriel (Eds.), *Discursive perspectives on education policy and implementation* (pp. 17-40). Cham, Switzerland: Palgrave Macmillan.
- Lu, Y., & Gatua, M. W. (2014). Methodological considerations for qualitative research with immigrant populations: Lessons from two studies. *The Qualitative Report*, 19(30), 1-16.
- Luan, C. (2017). Đề xuất bỏ phòng giáo dục quận, huyện: Đáng bàn, nhưng khó thực hiện (Abolishing BOET: Easy to say, yet difficult to do). Retrieved 3 February 2018 <http://www.nguoiduatin.vn/giai-the-phong-giao-duc-quan-huyen-de-xuat-kho-kha-thi-a351445.html>
- Maneesriwongul, W., & Dixon, J. K. (2004). Instrument translation process: a methods review. *Journal of Advanced Nursing*, 48(2), 175-186.
- Martin, P. W. (1999). Close encounters of a bilingual kind: Interactional practices in the primary classroom in Brunei. *International Journal of Educational Development*, 19(2), 127-140. doi:[http://dx.doi.org/10.1016/S0738-0593\(98\)00057-1](http://dx.doi.org/10.1016/S0738-0593(98)00057-1)
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. California, CA: Sage Publications, Inc.
- McCarty, T. L. (2011). *Ethnography and language policy*. London, England: Routledge.
- McDonough, K., & Chaikitmongkol, W. (2007). Teachers' and learners' reactions to a task-based EFL course in Thailand. *TESOL Quarterly*, 41(1), 107-132.
- McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: Practice and theory*. London, England: Bloomsbury.



- McLaughlin, M. W. (1987). Learning from experience: Lessons from policy implementation. *Educational Evaluation and Policy Analysis*, 9(2), 171-178.
- McLaughlin, M. W. (1990). The Rand change agent study revisited: Macro perspectives and micro realities. *Educational Researcher*, 19(9), 11-16.
- Melville, W. (2008). Mandated curriculum change and a science department: A superficial language convergence? *Teaching and Teacher Education*, 24(5), 1185-1199.
- Menken, K., & Garcia, O. (2010). Introduction. In K. Menken & O. Garcia (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 1-10). New York, NY: Routledge.
- Merriam, S. B. (2014). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications.
- Moghaddam, F. M. (1999). Reflexive positioning: Culture and private discourse. In R. Harre' & L. van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action* (pp. 74-86). Oxford, England: Blackwell.
- Moghaddam, F. M., Harre', R., & Lee, N. (2008). Positioning and conflict: An introduction. In F. M. Moghaddam, R. Harre', & N. Lee (Eds.), *Global conflict resolution through positioning theory* (pp. 21-39). Cham, Switzerland: Springer.
- Moghaddam, F. M., & Harré, R. (2010). Words, conflicts and political processes. In F. M. Moghaddam & R. Harré (Eds.), *Words of conflict, words of war: How the language we use in political processes sparks fighting* (pp. 1-28). Santa Barbara, CA: Praeger.
- Molina, S. C. (2017). English language teaching in China: Teacher agency in response to curricular innovation. In P. C. L. Ng & E. F. Boucher-Yip (Eds.), *Teacher agency and policy response in English language teaching* (pp. 7-25). New York, NY: Routledge.
- Moon, J. (2000). *Children learning English*. London, England: Macmillan Heinemann.
- Moore, S. H. (2007). Surviving a crash course in EAP writing: a Cambodian experience. In A. Burns & H. de Silva Joyce (Eds.), *Planning and teaching creatively within a required curriculum for adult learners* (pp.221-238). Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.
- Moore, S. H. (2011). The struggle to develop a “research culture” in a developing country. *TESOL Quarterly*, 45(2), 334-343.



- Moore, S. H. (2017). A case study of assessment in English medium instruction in Cambodia. In B. Fenton-Smith, P. Humphreys, & I. Walkinshaw (Eds.), *English medium instruction in higher education in Asia-Pacific: From policy to pedagogy* (pp. 173-191). Cham, Switzerland: Springer.
- Moore, S. H., & Bounchan, S. (2011). Teaching, testing, and researching: "The good, the bad, and the ugly" dimensions of ELT? In R. Stroupe & K. Kimura (Eds.), *English language teaching practice in Asia* (pp. 142-151). Phnom Penh, Cambodia: LEiA.
- NFLP2020. (2016). *De an "Day va hoc ngoai ngu trong he thong giao duc quoc dan giai doan 2008-2020" - Ket qua giai doan 2011-2015 va ke hoach trien khai giai doan 2016 -2020 (The NFPL 2020- Reviewing outcomes 2011-2015 and planning strategies 2016-2020)*. Paper presented at the The NFPL 2020- Reviewing outcomes 2011-2015 and planning strategies 2016-2020, Hanoi.
- Ng, P. C. L. (2017). Sociocultural factors affecting teacher agency in English-medium introduction in Japan. In P. C. L. Ng & E. F. Boucher-Yip (Eds.), *Teacher agency and policy response in English language teaching* (pp. 160-173). New York, NY: Routledge.
- Nguyen, H. T. M. (2011). Primary English language education policy in Vietnam: Insights from implementation. *Current issues in Language Planning*, 12(2), 225-249.
- Nguyen, H. T. M. (2017). *Models of mentoring in language teacher education*. Cham, Switzerland: Springer.
- Nguyen, H. T. M., & Bui, T. (2016). Teachers' agency and the enactment of educational reform in Vietnam. *Current Issues in Language Planning*, 17(1), 88-105.
- Nguyen, L. C., Hamid, M. O., & Renshaw, P. (2015). English in the primary classroom in Vietnam: students' lived experiences and their social and policy implications. *Current Issues in Language Planning*, 17(2), 1-24.
- Nguyen, L. C., Hamid, M. O., & Renshaw, P. (2016). English in the primary classroom in Vietnam: students' lived experiences and their social and policy implications. *Current Issues in Language Planning*, 17(2), 191-214.
- Nguyen, T. M. H., & Nguyen, Q. T. (2007). Teaching English in primary schools in Vietnam: An overview. *Current Issues in Language Planning*, 8(2), 162-173.  
doi:10.2167/cilp106.0
- Nguyen, T. T. T. (2012). English language policies for Vietnamese primary schools and issues of implementation in rural settings. *The Journal of Asian TEFL* (Special Issue), 9(4), 115-134.
- Nguyen, V. T., & Mai, N. K. (2015). Responses to a language policy: EFL teachers' voices. *The European Journal of Social and Behavioural Sciences*, XIII, 1830-1841.





- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589-613.
- O'Reilly, K. (2012). *Ethnographic methods*. New York, NY: Routledge.
- O'Sullivan, M. C. (2002). Reform implementation and the realities within which teachers work: A Namibian case study. *Compare: A Journal of Comparative and International Education*, 32(2), 219-237. doi:10.1080/03057920220143192
- Ollerhead, S. (2012). *Checkmate or stalemate: Teacher and learner positioning in the adult ESL literacy classroom*. Paper presented at the ACTA International Conference: TESOL as a Global Trade: Ethics, Equity and Ecology, Cairns Convention Centre, Queensland.
- Ollerhead, S., & Burns, A. (2017). Teacher agency and policy response in the Australian adult ESL literacy classroom: a multisite case study. In P. C. L. Ng & E. F. Boucher-Yip (Eds.), *Teacher agency and policy response in English language teaching* (pp. 105-119). New York, NY: Routledge.
- Orafi, S. M. S., & Borg, S. (2009). Intentions and realities in implementing communicative curriculum reform. *System*, 37(2), 243-253.  
doi:<http://dx.doi.org/10.1016/j.system.2008.11.004>
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, 33(1), 93-96.
- Padgett, D. (2008). *Qualitative methods in social work research*. Thousand Oaks, CA: Sage Publications, Inc.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass.
- Paloniemi, S., & Goller, M. (2017). The multifaceted nature of agency and professional learning. In M. Goller & S. Paloniemi (Eds.), *Agency at work* (pp. 465-478). Cham, Switzerland: Springer.
- Patton, M. Q. (1980). *Qualitative evaluation methods*. California, CA: Sage Publications, Inc.
- Patton, M. Q. (2004). *Qualitative evaluation and research methods*. Thousand Oaks, CA: Sage Publications, Inc.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods*. Thousand Oaks, CA: Sage Publications, Inc.
- Pease-Alvarez, L., & Samway, K. D. (2008). Negotiating a top-down reading program mandate: The experiences of one school. *Language Arts*, 86(1), 32-41.



- Pease-Alvarez, L., & Thompson, A. (2014). Teachers working together to resist and remake educational policy in contexts of standardization. *Language Policy*, 13(2), 165-181.
- Pennycook, A. (1998). *English and the discourses of colonialism*. New York, NY: Routledge.
- Pham, H. H. (2005a). Imported communicative language teaching: Implications for local teachers. *English Teaching Forum*, 43(4), 1-9.
- Pham, H. H. (2005b). University English classrooms in Vietnam. *ELT Journal*, 59(4), 336-338.
- Phan, T. H., & Hamid, M. O. (2017). Learner autonomy in foreign language policies in Vietnamese universities: an exploration of teacher agency from a sociocultural perspective. *Current Issues in Language Planning*, 18(1), 39-56.
- Phillips, D. J., & Hayes, B. A. (2008). Securing the oral tradition: Reflective positioning and professional conversations in midwifery education. *Collegian*, 15(3), 109-114.
- Phyak, P., & Bui, T. T. N. (2014). Youth engaging language policy and planning: Ideologies and transformations from within. *Language Policy*, 13(2), 101-119.
- Priestley, M., Biesta, G., Philippou, S., & Robinson, S. (2016). The teacher and the curriculum: exploring teacher agency. In: Wyse D, Hayward L, Pandya J (ed.), *The Sage handbook of curriculum, pedagogy and assessment* (pp. 187-201), London, England: Sage Publications, Inc.
- Priestley, M., Biesta, G., & Robinson, S. (2013a). Teachers as agents of change: Teacher agency and emerging models of curriculum. In M. Priestley & G. Biesta (Eds.), *Reinventing the curriculum: New trends in curriculum policy and practice* (pp. 187-206). London, England: Bloomsbury Academic.
- Priestley, M., Biesta, G. J., & Robinson, S. (2013b). Teachers as agents of change: Teacher agency and emerging models of curriculum. In M. Priestley & G. Biesta (Eds.), *Reinventing the curriculum: New trends in curriculum policy and practice* (pp. 187-206). London, England: Bloomsbury
- Priestley, M., Edwards, R., Priestley, A., & Miller, K. (2012). Teacher agency in curriculum making: Agents of change and spaces for manoeuvre. *Curriculum Inquiry*, 42(2), 191-214.
- Punch, K. F. (2009). *Introduction to research methods in education*. Thousand Oaks, CA: Sage Publications, Inc.
- Pyhältö, K., Pietarinen, J., & Soini, T. (2012). Do comprehensive school teachers perceive themselves as active professional agents in school reforms? *Journal of Educational Change*, 13(1), 95-116.



- Ramanathan, V. (2005). Rethinking language planning and policy from the ground up: Refashioning institutional realities and human lives. *Current Issues in Language Planning*, 6(2), 89-101.
- Ramanathan, V., & Morgan, B. (2007). TESOL and policy enactments: Perspectives from practice. *TESOL Quarterly*, 41(3), 447-463.
- Redman, C. (2013). Agentic roles, rights and duties in a technological era. In R. Harré & F. Moghaddam (Eds.), *Psychology of friendship and enmity : Relationships in love, work, politics, and war* (Vol. 1, pp. 109-127). Westport, CT: Praeger.
- Redman, C., & Fawns, R. (2010). How to use pronoun grammar analysis as a methodological tool for understanding the dynamic lived space of people. In S. Rodrigues (Ed.), *Using analytical frameworks for classroom research: Collecting data and analysing narrative* (pp. 163-182). New York, NY: Routledge.
- Ricento, T. (2000). Historical and theoretical perspectives in language policy and planning. *Journal of Sociolinguistics*, 4(2), 196-213.
- Ricento, T. K., & Hornberger, N. H. (1996). Unpeeling the onion: Language planning and policy and the ELT professional. *TESOL Quarterly*, 30(3), 401-427.
- Richards, J. C. (1998). *Beyond training: Perspectives on language teacher education*. Cambridge, England: Cambridge University Press.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Hampshire, England: Palgrave Macmillan. Retrieved from <http://dx.doi.org/10.1057/9780230505056>
- Richards, K. (2009). Trends in qualitative research in language teaching since 2000. *Language Teaching*, 42(02), 147-180. doi:doi:10.1017/S0261444808005612
- Rigby, J. G., Woulfin, S. L., & März, V. (2016). Understanding how structure and agency influence education policy implementation and organizational change. *American Journal of Education*, 122(3), 295-302.
- Ritchie, J., Lewis, J., & Elam, G. (2005). Designing and selecting samples. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 77-108). London, England: Sage Publications, Inc.
- Riveros, A., Newton, P., & Burgess, D. (2012). A situated account of teacher agency and learning: Critical reflections on professional learning communities. *Canadian Journal of Education*, 35(1), 202-216.
- Robinson, S. (2012). Constructing teacher agency in response to the constraints of education policy: adoption and adaptation. *Curriculum Journal*, 23(2), 231-245.



- Rugen, B. (2017). Introducing curricular change in ESL composition: an action research perspective. In P. C. L. Ng & E. F. Boucher-Yip (Eds.), *Teacher agency and policy response in English language teaching* (pp. 174-187). New York, NY: Routledge.
- Saito, E., Khong, T. D. H., & Tsukui, A. (2012). Why is school reform sustained even after a project? A case study of Bac Giang Province, Vietnam. *Journal of Educational Change*, 13(2), 259-287.
- Saito, E., & Tsukui, A. (2008). Challenging common sense: Cases of school reform for learning community under an international cooperation project in Bac Giang Province, Vietnam. *International Journal of Educational Development*, 28(5), 571-584.
- Sato, K. (2002). Practical understandings of communicative language teaching and teacher development. *Interpreting Communicative Language Teaching*, 8(1), 41-81.
- Sato, T., Walton-Fisette, J., & Kim, I. (2017). Elementary physical educators' positioning in teaching English language learners. *European Physical Education Review*, XX(X), 1-18.
- Schiffman, H. (1996). *Linguistic culture and language policy*. London, England: Routledge.
- Schmidt, M., & Datnow, A. (2005). Teachers' sense-making about comprehensive school reform: The influence of emotions. *Teaching and Teacher Education*, 21(8), 949-965.
- Seargeant, P. (2008). Ideologies of English in Japan: The perspective of policy and pedagogy. *Language Policy*, 7(2), 121-142.
- Sewell, W. H. (1992). A theory of structure: Duality, agency, and transformation. *American Journal of Sociology*, 98(1), 1-29.
- Shimpuku, Y., & Norr, K. F. (2012). Working with interpreters in cross-cultural qualitative research in the context of a developing country: Systematic literature review. *Journal of Advanced Nursing*, 68(8), 1692-1706.
- Shin, S. J. (2016). *English language teaching as a second career*. Bristol, England: Multilingual Matters.
- Silver, R. E., & Skuja-Steele, R. (2005). Priorities in English language education policy and classroom implementation. *Language Policy*, 4(1), 107-128.
- Silverman, D. (2013). *Doing qualitative research*. Thousand Oaks, CA: Sage Publications, Inc.
- Simpson, J. (2011). *Integrating project-based learning in an language tourism classrooms in a Thai university* (Doctoral thesis, Australian Catholic University, Australia). Retrieved from <http://researchbank.acu.edu.au/theses/378/>.



- Slocum, N., & Harre, R. (2002). Disputes as complex social events: On the uses of positioning theory. *Common Knowledge*, 9(1), 100-118.
- Slocum, N., & Van Langenhove, L. (2003). Integration speak: Introducing positioning theory in regional integration studies. In R. Harré & F. M. Moghaddam (Eds.), *The self and others: Positioning individuals and groups in personal, political, and cultural contexts* (pp. 219-234). Westport, CT: Praeger.
- Slocum, N., & Van Langenhove, L. (2004). The meaning of regional integration: introducing positioning theory in regional integration studies. *Journal of European Integration*, 26(3), 227-252.
- Spillane, J. P. (2000). Cognition and policy implementation: District policymakers and the reform of mathematics education. *Cognition and Instruction*, 18(2), 141-179.
- Spillane, J. P. (2009). *Standards deviation: How schools misunderstand education policy*. Cambridge, Massachusetts: Harvard University Press.
- Spillane, J. P., Peterson, P. L., Prawat, R. S., Jennings, N. E., & Borman, J. (1996). Exploring policy and practice relations: A teaching and learning perspective. *Journal of Education Policy*, 11(4), 431-440.
- Spillane, J. P., Reiser, B. J., & Reimer, T. (2002). Policy implementation and cognition: Reframing and refocusing implementation research. *Review of Educational Research*, 72(3), 387-431.
- Spolsky, B. (2004). *Language policy*. Cambridge, England: Cambridge University Press.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage Publications, Inc.
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York, NY: Guilford Press.
- Stigler, J. W., & Hiebert, J. (2009). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York, NY: Free Press.
- Stritikus, T., & Wiese, A.-M. (2006). Reassessing the role of ethnographic methods in education policy research: Implementing bilingual education policy at local levels. *The Teachers College Record*, 108(6), 1106-1131.
- Stritikus, T. T. (2003). The interrelationship of beliefs, context, and learning: The case of a teacher reacting to language policy. *Journal of Language, Identity and Education*, 2(1), 29-52.



- Stroupe, R., & Kimura, K. (2011). Supporting underrepresented EIL authors: Challenges and strategies. In R. Stroupe & K. Kimura (Eds.), *English language teaching practice in Asia* (pp. 1-20). Phnom Penh, Cambodia: LEiA.
- Su, Y. C. (2006). EFL teachers' perceptions of English language policy at the elementary level in Taiwan. *Educational Studies*, 32(3), 265-283.
- Sutton, M., & Levinson, B. A. (2001). Introduction: Policy as/in practice- A sociocultural approach to the study of educational policy. In M. Sutton & B. A. Levinson (Eds.), *Policy as practice: Toward a comparative sociocultural analysis of educational policy* (Vol. 1, pp. 1-22). Westport, CT: Greenwood Publishing Group.
- Swanepoel, C. (2008). The perceptions of teachers and school principals of each other's disposition towards teacher involvement in school reform. *South African Journal of Education*, 28(1), 39-51.
- Tait-McCutcheon, S. L. (2014). *Teacher practice in primary mathematics classrooms: A story of positioning* (Doctor thesis, Victoria University of Wellington, Wellington, New Zealand). Retrieved from <http://researcharchive.vuw.ac.nz/handle/10063/3678>.
- Tao, J., & Gao, X. (2017). Teacher agency and identity commitment in curricular reform. *Teaching and Teacher Education*, 63, 346-355.
- Temple, B., & Young, A. (2004). Qualitative research and translation dilemmas. *Qualitative Research*, 4(2), 161-178.
- Terhart, E. (2013). Teacher resistance against school reform: reflecting an inconvenient truth. *School Leadership and Management*, 33(5), 486-500.
- Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. *Qualitative Inquiry*, 17(6), 511-521.
- Throop, R. (2007). Teachers as language policy planners: Incorporating language policy planning into teacher education and classroom practice. *Working Papers in Educational Linguistics*, 22(2), 45-65.
- Thyer, B. A. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education*, 37(1), 9-25.
- Todd, R. (2006). Continuing change after the innovation. *System*, 34(1), 1-14.
- Tollefson, J. W. (1991). *Planning language, planning inequality*. London, England: Longman.
- Tomlinson, B., & Dat, B. (2004). The contributions of Vietnamese learners of English to ELT methodology. *Language Teaching Research*, 8(2), 199-222.



- Toom, A., Pyhältö, K., & Rust, F. O. (2015). Teachers' professional agency in contradictory times. *Teachers and Teaching*, 21(6), 615-623.
- Tran, L. T., & Vu, T. T. P. (2016). 'I'm not like that, why treat me the same way?' The impact of stereotyping international students on their learning, employability and connectedness with the workplace. *The Australian Educational Researcher*, 43(2), 203-220.
- Tran, L. T., & Vu, T. T. P. (2018). 'Agency in mobility': towards a conceptualisation of international student agency in transnational mobility. *Educational Review*, 70(2), 167-187.
- Trang, N. T. T. (2012). English language policies for Vietnamese primary schools and issues of implementations in rural settings. *The Journal of Asia TEFL*, 9(4), 115-134.
- Trent, J., & Gao, X. (2009). 'At least I'm the type of teacher I want to be': Second-career English language teachers' identity formation in Hong Kong secondary schools. *Asia-Pacific Journal of Teacher Education*, 37(3), 253-270.
- Van Langenhove, L. (2016). Positioning theory as a framework for analyzing idiographic. In G. Sammut, J. Foster, S. Salvatore, & R. A. Ruggieri (Eds.), *Methods of psychological intervention* (pp. 55-71). Charlotte, NC: Information Age Publishing, Inc.
- Van Langenhove, L. (2017). Varieties of moral orders and the dual structure of society: a perspective from positioning theory. *Frontiers in Sociology*, 2(1), 1-13.
- Van Langenhove, L., & Harré, R. (1999). Introducing positioning theory. In R. Harré & L. Van Langenhove (Eds.), *Positioning theory: Moral contexts of intentional action* (pp. 14-31). Oxford, England: Blackwell.
- Van Lier, L. (2010). Foreword: Agency, self and identity in language learning. In B. O'Rourke & L. Carson (Eds.), *Language learner autonomy: Policy, curriculum, classroom* (pp. ix-xiv). Oxford, England: Peter Lang.
- Van Nes, F., Abma, T., Jonsson, H., & Deeg, D. (2010). Language differences in qualitative research: is meaning lost in translation? *European Journal of Ageing*, 7(4), 313-316.
- Vandeyar, T. (2015). Policy intermediaries and the reform of e-education in South Africa. *British Journal of Educational Technology*, 46(2), 344-359.
- VanWynsberghe, R., & Khan, S. (2008). Redefining case study. *International Journal of Qualitative Methods*, 6(2), 80-94.
- Varghese, M. M. (2008). Using cultural models to unravel how bilingual teachers enact language policies. *Language and Education*, 22(5), 289-306.



- Vaughn, M., Parsons, S. A., Kologi, S., & Saul, M. (2014). Action research as a reflective tool: a multiple case study of eight rural educators' understandings of instructional practice. *Reflective Practice, 15*(5), 634-650.
- Vongalis-Macrow, A. (2007). I, teacher: re-territorialization of teachers' multi-faceted agency in globalized education. *British Journal of Sociology of Education, 28*(4), 425-439.
- Vu, M. T., & Pham, T. T. T. (2014). Training of trainers for primary English teachers in Vietnam: Stakeholder evaluation. *The Journal of Asia TEFL, 11*(4), 89-108.
- Wang, H. (2008). Language policy implementation: A look at teachers' perceptions. *Asian EFL Journal, 30*(1), 1-38.
- Wang, H., & Cheng, L. (2005). The impact of curriculum innovation on the cultures of teaching. *Asian EFL Journal, 7*(4), 7-32.
- Waters, A. (2009). Managing innovation in English language education. *Language Teaching, 42*(04), 421-458. doi:doi:10.1017/S026144480999005X
- Waters, A., & Vilches, M. L. C. (2008). Factors affecting ELT reforms: The case of the Philippines basic education curriculum. *RELC Journal, 39*(1), 5-24.
- Wedell, M. (2003). Giving TESOL change a chance: Supporting key players in the curriculum change process. *System, 31*(4), 439-456.  
doi:<http://dx.doi.org/10.1016/j.system.2003.02.001>
- Wedell, M. (2009a). Innovation in ELT. *ELT Journal, 63*(4), 397-399.
- Wedell, M. (2009b). *Planning for educational change: Putting people and their contexts first*. New York, NY: Bloomsbury Publishing.
- Wedell, M., & Grassick, L. (2018). Living with curriculum change: An overview. In M. Wedell & L. Grassick (Eds.), *International perspectives on teachers living with curriculum change* (pp. 1-14). London, England: Palgrave Macmillan.
- Whitsed, C., & Volet, S. (2013). Positioning foreign English language teachers in the Japanese university context. *Teachers and Teaching, 19*(6), 717-735.
- Wolcott, H. F. (2009). *Writing up qualitative research*. Thousand Oaks, CA: Sage Publications, Inc.
- Wu, W. (2008). Misunderstandings of communicative language teaching. *English Language Teaching, 1*(1), 50-53.





- Yan, C., & He, C. (2012). Bridging the implementation gap: an ethnographic study of English teachers' implementation of the curriculum reform in China. *Ethnography and Education*, 7(1), 1-19.
- Yang, H. (2012). *Chinese teacher agency in implementing English as foreign language (EFL) curriculum reform: An activity theory perspective* (Doctoral thesis, University of New South Wales, NSW, Australia).
- Yang, H., & Clarke, M. (2018). Spaces of agency within contextual constraints: A case study of teachers' response to EFL reform in a Chinese university. *Asia-Pacific Journal of Teacher Education*, 38(2), 187-201.
- Yen, A. (2016). Thiếu trầm trọng giáo viên tiếng Anh ( Critical shortages of English teachers). Retrieved from <http://nld.com.vn/giao-duc-khoa-hoc/thieu-tram-trong-giao-vien-tieng-anh-20160414221658642.htm>
- Yeung, S. Y. S. (2009). Is student-centered pedagogy impossible in Hong Kong? The case of inquiry in classrooms. *Asia Pacific Education Review*, 10(3), 377-386.
- Yin, R. K. (2011). *Qualitative research from start to finish*. New York, NY: Guilford Publications.
- Yin, R. K. (2012). *Applications of case study research*. London, England: Sage Publications, Inc.
- Yin, R. K. (2013). *Case study research: Design and methods*. London, England: Sage Publications, Inc.
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.
- Yu, L. (2001). Communicative language teaching in China: Progress and resistance. *TESOL Quarterly*, 35(1), 194-198.
- Zacharias, N. T. (2013). Navigating through the English-medium-of-instruction policy: Voices from the field. *Current Issues in Language Planning*, 14(1), 93-108.
- Zakharia, Z. (2010). (Re)constructing language policy in a Shi'i school in Lebanon. In K. Menken & O. Garcia (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 162-181). New York, NY: Routledge..
- Zehm, S. J., & Kottler, J. A. (1993). *On being a teacher: The human dimension*. Thousand Oaks, CA: Corwin Press, Inc.
- Zhang, F., & Liu, Y. (2014). A study of secondary school English teachers' beliefs in the context of curriculum reform in China. *Language Teaching Research*, 18(2), 187-204.



- Zhang, Y., & Hu, G. (2010). Between intended and enacted curricula: Three teachers and a mandated curricular reform in mainland China. In K. Menken & O. Garcia (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 123-142). New York, NY: Routledge.
- Zhao, S. (2011). Actors in language planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 905-923). New York, NY: Routledge.