

## REFERENCES

- Abramson, L. V., Seligman, M. E. P., & Teasdale, J. D. (1978). Learned helplessness in humans: Critique and reformation. *Journal of Abnormal Psychology*, 87, 49-74.
- Airasian, W., & Miranda, H. (2002). The role of assessment in the Revised Taxonomy. *Theory Into Practice*, 41(4), 249-254.
- Aljaafreh, A., & Lantolf, J. P. (1994). Negative feedback as regulation and second language learning in the Zone of Proximal Development. *Modern Language Journal*, 78(4), 465-83.
- Allen, J. P. B. (1984). General purpose language teaching: A variable focus approach. In C. J. Brumfit (Ed.), *General English Syllabus Design* (pp. 61-74). ELT Documents No. 118. London: Pergamon Press and The British Council.
- Allwright, D. (2005). Developing Principles for Practitioner Research: The Case of Exploratory Practice. *The Modern Language Journal*, 89(iii), 353-366.
- Allwright, D., & Bailey, K. (1991). *Focus on the Language Classroom: An Introduction to Language Classroom Research for Language Teachers*. New York: Cambridge University Press.
- Allwright, R. L. (1981). What do we want teaching materials for? *ELT Journal*, 36(1), 5-18.
- Alu, K., & Jordan, C. (1981). Teaching reading to Hawaiian children: Analysis of a culturally appropriate instructional event. *Anthropology and Education Quarterly*, 11, 91-115.
- Ambrosie, F., & Heller, R. W. (1972). The Secondary School Administrator and Perceived Teacher Participation in the Decision-Making Process. *The Journal of Experimental Education*, 40(4), 6-13.
- Amer, A. (2006). Reflections on Bloom's Revised Taxonomy. *Electronic Journal of Research in Educational Psychology*, 4(4), 213-230. Retrieved from <http://www.redalyc.org/articulo.oa?id=293123488010>
- Amk, S. H. (2011). Tensions Between Conflicting Beliefs of an EFL Teacher in Teaching Practice. *RELC Journal*, 42(1), 53-67.
- Anderson, L. (2002). Curricular realignment: A re-examination. *Theory Into Practice*, 41(4), 255-260.
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K., Mayer, R., Pintrich, P., Rath, J., & Wittrock, M. (Eds.). (2001). *Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy*. New York, NY: Longman.
- Antil, L. R., Jenkins J. R., & Wayne, S. K. (1998). Cooperative learning: Prevalence, conceptualizations, and the relation between research and practice. *American Educational Research Journal*, 35(3), 419-454.
- Arkoudis, S. (2006). Rough ground between ESL and mainstream teachers. *The International Journal of Bilingual Education and Bilingualism*, 9(4), 415-433.
- Armstrong, T. (1993). *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. Repr. 1999. New York: Plume.
- Armstrong, T. (1994). *Multiple Intelligences in the Classroom*. Alexandria VA: Association for Supervision and Curriculum Development. Retrieved from <http://shop.ascd.org/>
- Armstrong, T. (1998). *Awakening Genius in the Classroom*. Alexandria, VA: ASCD – Association for Curriculum and Development. Retrieved from <http://shop.ascd.org/>
- Armstrong, T. (2000). *In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences*. New York: Penguin-Putnam.

- Armstrong, T. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Virginia: ASCD - Association for Curriculum and Development. Retrieved from <http://shop.ascd.org/>
- Arnold, J. (1999). Visualization: language learning with the mind's eye. In J. Arnold (Ed.), *Affect in Language Learning* (pp. 260-278). Cambridge: Cambridge University Press.
- Asher, J. (2000). *Learning another language through actions: The complete teacher's guidebook* (6th Ed.). Los Gatos, CA: Sky Oaks Productions.
- Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement*. New York: Longman.
- Ashwell, T. (2000). Patterns of teacher response to student writing in a multiple-draft composition classroom: Is content feedback followed by form feedback the best method? *Journal of Second Language Writing*, 9(3), 227-257.
- Atwell, N. (1987). *In the middle: Writing, reading, and learning with adolescents*. Portsmouth, NH: Heinemann.
- Austad, C. A. (1972). Personality Correlates of Teacher Performance in a Micro-Teaching Laboratory. *The Journal of Experimental Education*, 40(3), 1-5.
- Ayoun, D. (2001). The role of negative and positive feedback in the second language acquisition of passé composé and imparfait. *Modern Language Journal*, 85(2), 226-243.
- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Bailey, K. M. (1991). The processes of innovation in language teacher development: What, why and how teachers change. In J. Flowerdew, M. Brock & S. Hsia (Eds.), *Perspectives on second language teacher education* (pp. 253-282). Kowloon, Hong Kong: City Polytechnic of Hong Kong.
- Bailey, K. M. (2010). Washback of an oral assessment system in the EFL classroom. *Language Testing*, 1(27), 33-49.
- Bailey, K. M., Curtis, A., & Nunan, D. (2001). *Pursuing professional development: The self as source*. Boston, MA: Heinle & Heinle.
- Bailey, K.M., & Nunan, D. (Eds.). (1996). *Voices from the language classroom: Qualitative research on second language education*. New York: Cambridge University Press.
- Bandura, A. (1991). Self-regulation of motivation through anticipatory and self-regulatory mechanisms. In R. A. Dienstbier (Ed.), *Nebraska Symposium on Motivation: Vol. 38. Perspectives on Motivation* (pp. 69-164). Lincoln: University of Nebraska Press.
- Barfield, A., Ashwell, T., Carroll, M., Collins, K., Cowie, N., Critchley, M., ... & Robertson, M.C. (2001). Exploring and defining teacher autonomy: A collaborative discussion. *Developing Autonomy. Proceedings of the CUE Conference, Shizuoka, Japan. Tokyo: JALT*. Retrieved from <http://www.encounters.jp/mike/professional/publications/tchauto.html>
- Bartels, N. (2005). *Applied Linguistics and Language Teacher Education*. NY: Springer Science+Business Media, Inc.
- Bartlett, L. (1990). Teacher development through reflective teaching. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 202-214). New York: Cambridge University Press.
- Basu, A. (1982). *Essays in the History of Indian Education*, New Delhi: Concept Publishing Company.

- Batstone, R. (1994). *Grammar*. Oxford: Oxford University Press.
- Bax, S. (2003). The end of CLT: a context approach to language teaching. *ELT Journal*, 57(3), 278-287.
- Bazley, P. (2003). Computerized data analysis for mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of Mixed Methods in Social and Behavioural Research* (pp. 209-240). Thousand Oaks, Calif.: Sage.
- Beck, R. J., King, A., & Marshall, S. K. (2002). Effects of Videocase Construction on Preservice Teachers' Observations of Teaching. *The Journal of Experimental Education*, 70(4), 345-361.
- Beckett, G. H., & Slater, T. (2005). The Project Framework: A tool for language, content, and skills integration. *ELT Journal*, 59(2), 108-116.
- Beckman, M. (1998). Multiple ways of knowing: Howard Gardner's theory of multiple intelligences extend and enhance student learning. *Early childhood news*. Retrieved from <http://www.earlychildhood.com/articles/artmi.html>
- Beebe, L. (1980). Sociolinguistic variation and style shifting in second language acquisition. *Language Learning*, 30(2), 433-447.
- Beglar, D., & Hunt, A. (2002). Implementing task-based language teaching. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 96-106). Cambridge, UK: Cambridge University Press.
- Beliavsky, N. (2006). Revisiting Vygotsky and Gardner: Realizing Human Potential. *The Journal of Aesthetic Education*, 40(2), 1-11. Retrieved from: <http://muse.jhu.edu/journals/jae/summary/v040/40.2beliavsky.html>.
- Bell, B., & Gilbert, J. (1994). Teacher development as professional, personal, and social development. *Teaching and Teacher Education*, 10(5), 483-497.
- Benson, P. (2000). Autonomy as a learners' and teachers' right. In B. Sinclair I. McGrath & T. Lamb (Eds.), *Learner autonomy, teacher autonomy: Future directions* (pp. 111-117). London: Longman.
- Benson, P. (2001). *Teaching and researching autonomy in language learning*. London: Pearson Education.
- Benson, P. (2002, November). *Teachers' and learners' perspectives on autonomy*. Paper presented at the JALT Conference, Shizuoka, Japan. Retrieved from <http://jalt-publications.org/archive/proceedings/2002/jalt2002.pdf>
- Benson, P. (2009). Autonomy in language teaching and learning: Where has it come from and where is it going? In I. K. Brady (Ed.), *Helping People to Learn Foreign Languages: Teach-niques and Teach-nologies* (pp. 7-18). Murcia: UCAM Publicaciones.
- Benson, P. (2010a). Measuring autonomy: Should we put our ability to the test? In A. Paran and L. Sercu (Eds.), *Testing the Untestable in Language Teaching and Learning* (pp. 77-97). Clevedon, UK: Multilingual Matters.
- Benson, P. (2010b). Teacher education and teacher autonomy: Creating spaces for experimentation in secondary school English language teaching. *Language Teaching Research*, 14(3), 259-275.
- Benson, P. (2011). What's new in autonomy? *The Language Teacher*, 35(4), 15-18.
- Bertoch, M. R., Nielsen, E. C., Curley J. R., & Borg, W. R. (1989). Reducing Teacher Stress. *The Journal of Experimental Education*, 57(2), 117-128.
- Bialystok, E. (1978). A theoretical model of second language learning. *Language Learning*, 28(1), 69-83.

- Bialystok, E. (1990). *Communication Strategies: A Psychological Analysis of Second Language Use*. Oxford: Basil Blackwell.
- Bloom, B. (1994). Reflections on the Development and Use of the Taxonomy. In L. Anderson & L. Sosniak (Eds.), *Bloom's Taxonomy: A Forty-Year Retrospective* (pp. 1-8). Chicago: The National Society for the Study of Education.
- Bloom, B., Engelhart, M., Furst, E., Hill, W., & Krathwohl, D. (Eds.). (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain*. New York: David McKay.
- Bloom, B.S., Hastings, J.T., & Madaus, G.F. (1971). *Handbook on formative and summative evaluation of student learning*. New York: McGraw-Hill.
- Bloom, J. R., & Stance, G. M. (1979). A Cooperative Curriculum Experience and Choice of Task Organization. *The Journal of Experimental Education*, 48(1), 84-90.
- Bloomfield, L. (1942). Outline Guide for the Practical Study of Foreign Languages. *Special Publications of the Linguistic Society of America*. Baltimore: Linguistic Society of America.
- Boekaerts, M. (1999). Self-regulated learning: where are we today? *International Journal of Educational Research*, 31(6), 445-457.
- Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. Needham Heights, MA: Allyn and Bacon.
- Bolger, N., Davis, A., & Rafaeli, E. (2003). Diary methods: Capturing life as it is lived. *Annual Review of Psychology*, 54, 579-616.
- Borg, S. (2006). *Teacher Cognition and Language Education: Research and Practice*. London: Continuum.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), 370-380.
- Bourne, J. (1997). The continuing revolution: Teaching as learning in the mainstream multilingual classroom. In C. Leung & C. Cable (Eds.), *English as an additional language* (pp. 77-88). York: NALDIC.
- Braine, G. (2010). *Nonnative Speaker English Teachers: Research, Pedagogy, and Professional Growth*. New York and London: Routledge.
- Brandt, C. (2009). *Read, research and write: academic skills for ESL students in higher education*. London: Sage Publications.
- Bransford, J., Brown, A., & Cocking, R. (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Bravmann, S. (2004). Two, Four, Six, Eight, Let's All Differentiate. Differential Education: Yesterday, Today, and Tomorrow. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/strategies/differentiated/bravmann.htm>
- Breen, M. P. (1985a). Authenticity in the language classroom. *Applied Linguistics*, 6(1), 60-70.
- Breen, M. P. (1985b). The social context for language learning - a neglected situation? *Studies in Second Language Acquisition*, 7(2), 135-158.
- Breen, M. P. (1987a). Contemporary paradigms in syllabus design, part I. *Language Teaching*, 20(2), 81-91.
- Breen, M. P. (1987b). Contemporary paradigms in syllabus design, part II. *Language Teaching*, 20(3), 158-174.
- Breen, M. P. (1989). The evaluation cycle for language learning. In R. K. Johnson (Ed.), *The Second Language Curriculum* (pp. 187-206). Cambridge: Cambridge University Press.

- Breen, M. P., & Candlin, N. (1980). The Essentials of a Communicative Curriculum in Language Teaching, *Applied Linguistics*, 1(2), 89-112.
- Brewer, J., & Hunter, A. (1989). *Multimethod Research: A Synthesis of Styles*. Newbury Park, Calif.: Sage.
- Brinton, D. M., & Holten, C. A. (1989). What novice teachers focus on: The practicum in TESOL. *TESOL Quarterly*, 23(2), 343-50.
- Brinton, D. M., Holten, C. A., & Goodwin, J. M. (1993). Responding to dialogue journals in teacher preparation: What's effective? *TESOL Journal*, 2(4), 15-19.
- Brinton, D. M., Snow, M., & Wesche, M. (1989). *Content-based Second Language Instruction*. New York: Newbury House.
- Britten, D. (1985). Teacher training in ELT (Parts 1 and 2). *Language Teaching*, 18, 112-238.
- Brookhart, S. M. (2010). *How to Assess Higher-Order Thinking Skills in Your Classroom*. Alexandria, VA: ASCD. Retrieved from <http://shop.ascd.org/>
- Brophy, J. (1985). Teachers' Expectations, Motives, and Goals for Working with Problem Students. In Carole & Russell Ames (Eds.), *Research on Motivation in Education: Vol. 2. The Classroom Milieu* (pp. 175-214). New York: Academic Press, Inc.
- Brown, C., Hedberg, J., & Harper, B. (1994). Metacognition as a basis for learning support software. *Performance Improvement Quarterly*, 7(2), 3-26.
- Brown, G., & Yule, G. (1983a). *Discourse analysis*. Cambridge: Cambridge University Press.
- Brown, G., & Yule, G. (1983b). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, H. D. (2002). English language teaching in the "post-method" era: Towards better diagnosis, treatment, and assessment. In J.C. Richards & W.A. Renandya (Eds.), *Methodology in language teaching* (pp. 9-18). Cambridge, UK: Cambridge University Press.
- Brown, J. D. (1988). *Understanding Research in Second Language Learning: A teacher's guide to statistics and research design*. New York: Cambridge.
- Brown, J. D., & Rodgers, T. S. (2002). *Doing Second Language Research*. Oxford: Oxford University Press.
- Bruffee, K. A. (1984). Background and history to collaborative learning in American colleges. *College English*, 46(7), 635-652.
- Bruffee, K. A. (1993). *Collaborative learning: Higher education, interdependence, and the authority of knowledge*. Repr. 1999. Baltimore: Johns Hopkins University Press.
- Brumfit, C. J. (1979). *Readers for foreign language learners of English*. ETIC Information Guide 7. London: The British Council.
- Brumfit, C. J. (1980). Some experimental investigations into language teaching methodology and some of their limitations. In C.J. Brumfit, *Problems and Principles in English Teaching*, (pp. 130-37). Oxford: Pergamon.
- Brumfit, C. J. (1984). *Communicative Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Bruner, J. S. (1977). *The Process of Education*. Cambridge Massachusetts and London: Harvard University Press.
- Bruner, J. (1985). Vygotsky: An historical and conceptual perspective. In J. V. Wertsch (Ed), *Culture, communication, and cognition: Vygotskian perspectives* (pp. 21-34). London: Cambridge University Press.
- Bruner, J. S. (1986). *Actual Minds, Possible Worlds*. Cambridge Mass.: Harvard University Press.

- Bruner, J. S. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.
- Bryman, A. (1992). *Quantity and Quality in Social Research*. Repr. London: Routledge.
- Bryne, D., & Rixon, S. (1979). *Communication Games*. ELT Guides No. 1, London: British Council/NFER.
- Buck, G. (2001). *Assessing Listening*. New York: Cambridge University Press.
- Buck, R. (1976). *Human Motivation and Emotion*. Repr. 1988. New York: John Wiley and Sons.
- Burns, A. (1996). Collaborative action research and curriculum change in the Australian Adult Migrant English Program. *TESOL Quarterly*, 30(4), 591-598.
- Bygate, M. (1996). Effects of task repetition: appraising the developing language of learners. In J. Willis & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 136-146). London: Heinemann.
- Bygate, M. (1998). Theoretical perspectives on speaking. *Annual Review of Applied Linguistics*, 18, 20-42.
- Bygate, M. (1999a). Task as context for the framing, re-framing, and un-framing of language. *System*, 27(1), 33-48.
- Bygate, M. (1999b). Quality of language and purpose of task: Patterns of learners' language on two oral communication tasks. *Language Teaching Research*, 3(3), 185-214.
- Bygate, M. (2001) Effects of task repetition on the structure and control of oral language. In M. Bygate, P. Skehan & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 23-48). New York: Pearson Education Limited.
- Bygate, M., Skehan, P., & Swain, M. (2001). Introduction. In M. Bygate, P. Skehan & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 1-20). New York: Pearson Education Limited.
- Byrd, P. (2002). The revised taxonomy and prospective teachers. *Theory Into Practice*, 41(4), 244- 248.
- Calkins, L. M. (1983). *Lessons from a child: On the teaching and learning of writing*. Portsmouth, NH: Heinemann.
- Cameron, L. (1997). The task as a unit for teacher development. *ELT Journal*, 51(2), 345-351.
- Cameron, L. (2001). *Teaching languages to young learners*. UK: Cambridge University Press.
- Campbell, B. (1990). The Research Results of a Multiple Intelligences Classroom. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/strategies/mi/campbell2.htm>
- Campbell, B. (1995). Multiplying Intelligence in the Classroom. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/strategies/mi/campbell3.htm>
- Campbell, L. (1997). Variations on a theme: How teachers interpret MI theory. *Educational Leadership*, 55(1). Retrieved from: <http://www.ascd.org/pubs/el/sept97/campbell.html>
- Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. In J.C. Richards & R. Schmidt (Eds.), *Language and Communication* (pp. 191-227). London: Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Candlin, C. N. (1987). Towards task-based learning. In C.N. Candlin & D. Murphy (Eds.). *Lancaster Practical Papers: English Language Education: Vol. 7. Language Learning Tasks* (pp. 5-22). Englewood Cliffs, NJ: Prentice Hall.

- Candlin, C. N., & Murphy, D. F. (Eds.). (1987). *Language Learning Tasks*. Englewood Cliffs, NJ: Prentice-Hall.
- Cantoni-Harvey, G. (1987). *Content-Area Language Instruction: Approaches and Strategies*. Reading, Mass.: Addison-Wesley.
- Carr, W., & Kemmis, S. (1986). *Becoming Critical: Education, knowledge and action research*. London: Routledge Falmer.
- Carroll, J. B. (1964). *Language and Thought*. Englewood Cliffs, NJ: Prentice Hall.
- Carter, K., & Doyle, W. (2006). Classroom management in early childhood and elementary classrooms. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp. 373-406). Mahwah, NJ: Lawrence Erlbaum Associates.
- Cassady, J. C., Speirs-Neumeister, K. L., Adams, C. M., Cross, T. L., Dixon, F. A., & Pierce, R. L. (2004). The Differentiated Classroom Observation Scale. *Roeper Review*, 26(3), 139-146.
- Cazden, C. (2001). *Classroom discourse: The language of teaching and learning* (2nd ed.). Portsmouth, NH: Heinemann.
- Chamberlin-Quinlisk, C. (2008). Nonverbal communication in second language classrooms: A review. In S. G. McCafferty & G. Stam (Eds.), *Gesture: Second language acquisition and classroom research* (pp. 25-44). New York: Lawrence Erlbaum.
- Chamot, A. U. (1993). Student responses to learning strategy instruction in the foreign language classroom. *Foreign Language Annals*, 26(3), 308-321.
- Chamot, A. U., & El-Dinary, P. B. (1999). Children's learning strategies in Language immersion Classrooms. *The Modern Language Journal*, 83(3), 319-337.
- Chamot, A. U., & Küpper, L. (1989). Learning strategies in foreign language instruction. *Foreign Language Annals*, 22(1), 13-24.
- Chamot, A., & O'Malley, J. M. (1994). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Reading, Mass.: Addison-Wesley.
- Chamot, A., & O'Malley, J. M. (1996). Implementing the cognitive academic language learning approach (CALLA). In R. Oxford (Ed.), *Language Learning Strategies Around the World: Cross-cultural Perspectives* (pp. 167-173). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Centre.
- Chapelle, C., & Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to computer-assisted language learning*. White Plains, NY: Pearson.
- Chen, J.-Q. (2004). Theory of Multiple Intelligences: Is It a Scientific Theory? *Teachers College Record*, 106(1), 17-23.
- Cheng, L., Watanabe, Y. J., & Curtis, A. (2004). *Washback in Language Testing: Research Contexts and Methods*. Yaweh, New Jersey: Lawrence Erlbaum Associates, Inc.
- Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton & Co.
- Christison, M. A. (2005). *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories, and Resources*. San Francisco: Alta Book Center.
- Clandinin, D. J., & Connelly, F. M. (1987). Teachers' personal knowledge: What counts as "personal" in studies of the personal. *Journal of Curriculum Studies*, 19(6), 487-500.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.
- Clark, J. L. (1987). *Curriculum Renewal in School Foreign Language Learning*. Oxford: Oxford University Press.

- Clarke, M., & Silberstein, S. (1977). Toward a realization of psycholinguistic principles in the ESL reading class. *Language Learning*, 27(1), 48-65.
- Cohen, E. (1994). Restructuring the classroom: Conditions for productive small groups. *Review of Educational Research*, 64(1), 1-35.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th Ed.). London: Routledge Farmer.
- Cohen, M.W., Mirels, H.L., & Schwebel, A.I. (1972). Dimensions of Elementary School Student Teacher Concerns. *The Journal of Experimental Education*, 41(2), 6-10.
- Coladarci, T. (1992). Teachers' Sense of Efficacy and Commitment to Teaching. *The Journal of Experimental Education*, 60(4), 323-337.
- Connelly, F. M., & Clandinin, D. J. (2006). Narrative Enquiry. In J. L. Green, G. Camilli & P. B. Elmore (Eds.), *Handbook of Complementary Methods in Education Research* (pp. 477-488). London: Lawrence Erlbaum.
- Cook, M. A., & Richards, H. C. (1972). Dimensions of Principal and Supervisor Ratings of Teacher Behavior. *The Journal of Experimental Education*, 41(2), 11-14.
- Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5(4), 161-170.
- Corder, S. P. (1973). *Introducing Applied Linguistics*. Repr. 1977. New York: Penguin Books.
- Coreil, C. (Ed.). (2007). *Imagination, Cognition and Language Acquisition: A Unified Approach to Theory and Practice*. Jersey City: New Jersey City University.
- Cornbleth, C., & Korth, W. (1980). Teacher Perceptions and Teacher-Student Interaction in Integrated Classrooms. *The Journal of Experimental Education*, 48(4), 259-263.
- Cotterall, S. (2000). Promoting learner autonomy through the curriculum: principles for designing language courses. *ELT Journal*, 54(2), 109-117.
- Coughlan, P., & Duff, P. (1994). Same task, different activities: analysis of SLA from an activity theory perspective. In J. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 173-194). Norwood, NJ: Ablex.
- Cowie, N. (2011). Emotions that experienced English as a foreign language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and Teacher Education*, 27(1), 235-242.
- Coyle, D. (2008). CLIL – a pedagogical approach from the European perspective. In N. Van Deusen-Scholl & N. Hornberger (Eds.), *Encyclopedia of Language and Education* (2nd Ed.): Vol. 4. *Second and Foreign Language Education* (pp. 97-111). New York: Springer Science and Business Media LLC.
- Crabbe, D. (2007). Learning opportunities: adding learning value to tasks. *ELT Journal*, 61(2), 117-125.
- Craik, F. I. M., & Tooling, E. (1975). Depth of processing and the retention of words in episodic memory. *Journal of Experimental Psychology: General*, 104(3), 268-294.
- Crandall, J. A. (Ed.). (1987). *ESL through content-area instruction*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Crandall, J. A. (1998a). Collaborate and cooperate teacher education for integrating language and content instruction. *Forum*, 36(1), 2-9.
- Crandall, J. A. (1998b). The expanding role of the elementary ESL teacher: Doing more than teaching language. *ESL Magazine*, 1(4), 10-14.
- Crandall, J. A. (2000). Language teacher education. *Annual Review of Applied Linguistics*, 20, 34-55.



- Crandall, J. A., & Kaufman, D. (Eds.). (2002). *Content-based instruction in higher education settings*. Alexandria, VA: TESOL.
- Creese, A. (2002). The discursive construction of power in teacher partnerships: Language and subject specialists in mainstream schools. *TESOL Quarterly*, 36(4), 597-616.
- Creese, A. (2005). *Teacher collaboration and talk in multilingual classrooms*. Cliveden: Multilingual Matters.
- Creese, A. (2006). Supporting talk? Partnerships teachers in classroom interaction. *The International Journal of Bilingual Education and Bilingualism*, 9(4), 434-453.
- Cresswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. Thousand Oaks, Calif.: Sage.
- Cresswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, Calif.: Sage.
- Cronbach, L., & Snow, R. (1977). *Aptitudes and Instructional Methods: A Handbook for Research on Interactions*. New York: Irvington.
- Crookes, G. (1986). *Task classifications: A cross-disciplinary review*. (Tech. Rep. No. 4). Honolulu: University of Hawaii at Manoa, Social Science Research Institute, Centre for Second Language Classroom Research.
- Crookes, G. (1993). Action research for second language teachers: Going beyond teacher research. *Applied Linguistics*, 14(2), 130-44.
- Crookes, G. (1997). SLA and language pedagogy: a socio-educational perspective. *Studies in Second Language Acquisition*, 19(1), 93-116.
- Crookes, G., & Gass, S. (Eds.). (1993a). *Tasks and language learning: Integrating theory and practice*. Clevedon, England: Multilingual Matters.
- Crookes, G., & Gass, S. (Eds.). (1993b). *Tasks in a Pedagogical Context: Integrating Theory and Practice*. Philadelphia: Multilingual Matters.
- Cross, R. (2011). Troubling literacy: Monolingual assumptions, multilingual contexts, and language teacher expertise. *Teachers and Teaching*, 17(4), 467-478.
- Cruikshank, D., & Applegate, J. (1981). Reflective teaching as a strategy for teacher growth. *Educational Leadership*, 38(7), 553-554.
- Csikszentmihályi, M. 1990. The Domain of Creativity. In M. A. Runco & R. S. Albert (Eds.), *Theories of Creativity* (pp. 190-212). London: Sage Publications.
- Cuban, L. (2004). Assessing the 20-Year Impact of Multiple Intelligences on Schooling. *Teachers College Record*, 106(1), 140-146.
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, England: Multilingual Matters.
- Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19, 121-129.
- Curran, C. A. (1972). *Counselling-Learning: A Whole-Person Model for Education*. New York: Harcourt Brace Jovanovich.
- Dam, L., & Little, D. (1999). Autonomy in foreign language learning: From classroom practice to generalizable theory. In A.W. Barfield, R. Betts, J. Cunningham, N. Dunn, H. Katsura, K. Kobayashi, N. Padden, N. Parry & M. Watanabe (Eds.), *JALT98: Focus on the Classroom: Interpretations* (pp. 127-136). Tokyo: JALT 98.
- Danielewicz, J. (2001). *Teaching Selves: Identity, Pedagogy, and Teacher Education*. New York: State University of New York Press.

- Daniels, H. (2002). *Literature circles: Voice and choice in the student-centred classroom*. York, ME: Stenhouse.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Dansereau, D. (1985). Learning strategy research. In J.W. Segal, S.F. Chipman, & R. Glaser (Eds.), *Thinking and Learning Skills: Relating Learning to Basic Research* (pp. 209-240). Hillsdale, NJ: Erlbaum.
- Darling-Hammond, L. (1994). Developing Professional Development Schools: early lessons, challenge, and promise. In L. Darling-Hammond (Ed.), *Professional Development Schools: schools for developing a profession* (pp. 1-27). New York: Teachers College Press.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Educational Policy Analysis Archives*, 8(1). Retrieved from <http://olam.ed.asu.edu/epaa/v8n1/>
- Darling-Hammond, L., & Sykes, G. (Eds.). (1999). *Teaching as the Learning Profession: A Handbook of Policy and Practice*. San Francisco, CA: Jossey-Bass.
- Davidson, C. (2006). Collaboration between ESL and content teachers: How do we know when we are getting it right? *International Journal of Bilingual Education*, 9, 454-475.
- Davis, R. (1997). Modeling the strategies we advocate. *TESOL Journal*, 6(4), 5-6.
- Day, C. (1999). *Developing Teachers: the challenges of lifelong learning*. London: Falmer.
- Day, E., & Shapson, S. (1991). Integrating formal and functional approaches in language teaching in French Immersion: an experimental study. *Language Learning*, 41(1), 21-58.
- Day, R. R. (Ed.). (1986). *Talking to Learn*. Rowley, MA: Newbury House.
- Day, R. R. (1990). Teacher observation in second language teacher education. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 43-61). New York: Cambridge University Press.
- Day, R. R. (2008). *Models and the Knowledge Base of Second Language Teacher Education*. University of Hawaii System. Retrieved from <<http://www.hawaii.edu/sls/uhwpsl/112/day112.pdf>>.
- DeKeyser, R., & Juffs, A. (2005). Cognitive considerations in L2 learning. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 437-454). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Deller, S., & Price, C. (2007). *Teaching Other Subjects Through English*. Oxford: Oxford University Press.
- Denig, S. J. (2004). Multiple Intelligences and Learning Styles: Two Complementary Dimensions. *Teachers College Record*, 106(1), 96-111.
- Denzin, N. K. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods*. Englewood Cliffs, N.J.: Prentice Hall.
- Deutsch, M. (2000). Cooperation and competition. In M. Deutsch & P. Coleman (Eds.), *Handbook of conflict resolution: Theory and practice* (pp. 21-40). San Francisco: Jossey-Bass.
- Deutsch, M. (2003). Cooperation and conflict: A personal perspective on the history of the social psychology study of conflict resolution. In M. West, D. Tjosvold & K. Smith (Eds.), *International Handbook of Organisational Teamwork and Cooperative Working* (pp. 9-44). New York: Wiley.
- Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Boston: D.C. Heath.

- Dewey, J. (2009). *Democracy and education: An introduction to the philosophy of education* (First published in 1916). New York: WLC Books.
- Di'Az-Lefebvre, R. (2004). Multiple Intelligences, Learning for Understanding, and Creative Assessment: Some Pieces to the Puzzle of Learning. *Teachers College Record*, 106(1), 49–57.
- Dickinson, D. (1996). Learning Through Many Kinds of Intelligence. *New Horizons for Learning Online Journal*. Retrieved from [http://www.newhorizons.org/strategies/mi/dickinson\\_mi.html](http://www.newhorizons.org/strategies/mi/dickinson_mi.html)
- Donato, R. (1994). Collective scaffolding in second language learning. In J. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 33–56). Norwood, NJ: Ablex.
- Dong, Y. R. (1997). Collective reflection: Using peer responses to dialogue journals in teacher education. *TESOL Journal*, 7(2), 26-32.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Dörnyei, Z., & Moldered, A. (1999). The role of group dynamics in foreign language learning and teaching. In J. Arnold (Ed.), *Affect in Language Learning* (pp. 155-169). Cambridge: Cambridge University Press.
- Dörnyei, Z., & Murphey, T. (2003). *Group Dynamics in the Language Classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z., & Thurrell, S. (1991). Strategic competence and how to teach it. *ELT Journal*, 45(1), 16-23.
- Doughty, C. (1991). Second language instruction does make a difference: evidence from an empirical study of second language relativisation. *Studies in Second Language Acquisition*, 13(4), 431-469.
- Doughty, C., & Varela, E. (1998). Communicative focus on form. In C. Doughty & J. Williams (Eds.), *Focus on Form in Classroom Second Language Acquisition* (pp. 114-138). Cambridge MA: Cambridge University Press.
- Doughty, C., & Williams, J. (Eds.). (1998). *Focus on Form in Classroom Second Language Acquisition*. Cambridge: Cambridge University Press.
- Dougili, J. (1987). *Drama Activities for Language Teaching*. London: Macmillan.
- Douglas Brown, H. (1987). *Principles of Language Learning and Teaching*. 2nd Ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.
- Douglas, D. (2000). *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press.
- Doyle, W. (2006). Ecological approaches to classroom management. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp. 97-125). Mahwah, NJ: Lawrence Erlbaum Associates.
- Dreyfus H. L., & Dreyfus, S. E. (1986). *Mind over Machine: the power of human intuition and expertise in the era of the computer*. Oxford: Basil Blackwell.
- Duff, P. A. (1986). Another look at interlanguage talk: Talking task to task. In R. R. Day (Ed.), *Talking to Learn: Conversations in Second language Acquisition* (pp. 147-181). Rowley, MA: Newbury House.

- Early, M., & Tarlington, C. (1982). Off stage: Informal drama in language learning. *ELT Documents*, 113, 41-49.
- Echevarria, J., Vogt, M., & Short, D. J. (2004). *Making content comprehensible for English learners: The SIOP Model*. Boston, MA: Pearson Education.
- Edge, J. (1992). *Cooperative development*. White Plains, NY: Longman.
- Egbert, J. (2010). Introduction. In J. Egbert (Ed.), *CALICO monograph series: Vol. 9. CALL in limited technology contexts* (pp. 1-6). San Marcos, TX: Computer Assisted Language Instruction Consortium (CALICO).
- Eisner, E. W. (2002). *Benjamin Bloom 1913-99*. International Bureau of Education: UNESCO. Retrieved from <http://www.ibe.unesco.org/International/Publications/Thinkers/ThinkersPdf/bloome.pdf>
- Eisner, E. W. (2004). Multiple Intelligences: Its Tensions and Possibilities. *Teachers College Record*, 106(1) 31-39.
- Elgar, A. G. (2002). Student playwriting for language development. *ELT Journal*, 56(1) 22-28.
- Eliot, L. (2000). *Early Intelligence: How the Brain and Mind Develop in the First Five Years of Life*. London: Penguin Books.
- Ellis, G., & Sinclair, B. (1989). *Learning to Learn English: a course in learner training*. Cambridge: Cambridge University Press.
- Ellis, R. (1982). Informal and formal approaches to communicative language teaching. *ELT Journal*, 36(2), 73-81.
- Ellis, R. (1987). Contextual variability in second language acquisition and the relevancy of language teaching. In R. Ellis (Ed.), *Second Language Acquisition in Context* (pp. 179-194). Englewood Cliffs, N.J.: Prentice Hall.
- Ellis, R. (1991). Grammaticality judgements and second language acquisition. *Studies in Second Language Acquisition*, 13(3), 161-186.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1997a). Explicit knowledge and second language pedagogy. In L. Van Lier & D. Corson (Eds.), *Encyclopedia of Language and Education: Vol 6. Knowledge about Language* (pp. 109-118). Dordrecht, The Netherlands: Kluwer Academic.
- Ellis, R. (1997b). The empirical evaluation of language teaching materials. *ELT Journal*, 51(1), 36-42.
- Ellis, R. (1997c). *SLA Research and Language Teaching*. Oxford: Oxford University Press.
- Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*, 4(3), 193-220.
- Ellis, R. (2001). Introduction: investigating form-focused instruction. *Language Learning*, 51(1), 1-46.
- Ellis, R. (2002). Does form focused instruction affect the acquisition of implicit knowledge? *Studies in Second Language Acquisition*, 24(2) 223-6.
- Ellis, R. (2003a). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
- Ellis, R. (2003b). Designing a Task-Based Syllabus. *RELC Journal* 34(1), 64-81.
- Ellis, R. (2005a). Planning and task-based performance: theory and research. In R. Ellis (Ed.), *Planning and Task Performance in a Second Language* (pp. 3-36). Amsterdam: John Benjamins.

- Ellis, R. (2005b). Instructed language learning and task-based teaching. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 713-728). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Ellis, R. (2010). Second language acquisition, teacher education and language pedagogy. *Language Teaching*, 43(2), 182–201.
- Ellis, R., Basturkmen, H., & Leowen, S. (2001a). Learner uptake in communicative ESL lessons. *Language Learning*, 51(2), 281-318.
- Ellis, R., Basturkmen, H., & Loewen, S. (2001b). Pre-emptive focus on form in the ESL classroom. *TESOL Quarterly*, 35(3), 407-432.
- Ellis, R. & Ellis, J. (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press.
- Ellis, R., Tanaka, Y., & Yamasaki, A. (1994). Classroom Interaction, Comprehension, and the Acquisition of L2 Word Meanings. *Language Learning*, 44(3), 449-491.
- Ertmer, P., & Newby, T. (1996). The expert learner: Strategic, self-regulated and reflective. *Instructional Science*, 24, 1-24.
- Estaire, S., & Zanon, J. (1994). *Planning Classwork: A Task Based Approach*. Oxford: Heinemann.
- Evans, L. (2002). What is Teacher Development? *Oxford Review of Education*, 28(1), 123-137.
- Everard, G., & Morris, K. B. (1985). *Effective School Management*. London: Harper and Row.
- Faerch, C., Haastrup, K., & Phillipson, R. (1984). *Learner Language and Language Learning*. Clevedon, Avon: Multilingual Matters.
- Fall, R., Webb, N. M., & Chudowsky, N. (2000). Group discussion and large-scale language arts assessment: Effects on students' comprehension. *American Educational Research Journal*, 37(4), 911-941.
- Fanselow, J. F. (1977). Beyond Rashomon: Conceptualizing and observing the teaching act. *TESOL Quarterly*, 11(1), 17-41.
- Fanselow, J. F. (1987). *Breaking rules: Generating and exploring alternatives in language teaching*. NY: Longman.
- Fanselow, J. F. (1990). "Let's see": Contrasting conversations about teaching. In J.C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 182-197). New York: Cambridge University Press.
- Farrell, T. S. C. (2001). Concept Maps To Trace Conceptual Change in Pre Service English Teachers. *RELC Journal*, 32(2), 27-44.
- Farrell, T. S. C. (2008). 'Here's the Book, Go Teach the Class': ELT Practicum Support. *RELC Journal*, 39(2), 226-24.
- Farrell, T. S. C. (2011a). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, 39(1), 54-62.
- Farrell, T. S. C. (2011b). 'Keeping SCORE': Reflective Practice Through Classroom Observations. *RELC Journal*, 42(3), 265-272.
- Fathman, A., & Whalley, E. (1990). Teacher response to student correction: focus on form versus content. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 178-185). Cambridge: Cambridge University Press.
- Feiman-Nemser, S. (1990). Teacher Preparation: Structural and Conceptual Alternatives. In W.R. Houston (Ed.), *Handbook of Research on Teacher Education* (pp. 212-233). New York: Macmillan.

- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.
- Feiman-Nemser, S., & Featherstone, H. (1992). *Exploring Teaching: Reinventing an Introductory Course*. New York: Teachers College Press.
- Ferguson, C. (2002). Using the Revised Taxonomy to Plan and Deliver Team-Taught, Integrated, Thematic Units. *Theory Into Practice*, 41(4), 238-243.
- Fernandez, L., & Coil, A. (1986). Drama in the classroom. *Practical Teaching*, 6(3), 18-21.
- Ferris, D. (2004). The "grammar correction" debate in L2 writing. *Journal of Second Language Writing*, 13, 49-62.
- Ferris, D. & Hedgcock, J. (1998). *Teaching ESL composition: Purpose, Process, and Practice*. Mahwah, NJ: Lawrence Erlbaum.
- Firestone, W. A., & Pennell, J. R. (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research*, 63(4), 489-525.
- Firth, A., & Wagner, J. (1997). On Discourse, communication, and (some) fundamental considerations in SLA research. *Modern Language Journal*, 81(3), 285-300.
- Fish, M. C., & Dane, E. (2000). The Classroom Systems Observation Scale: Development of an instrument to assess classroom using systems perspectives. *Learning Environments Research*, 3(1), 67-92.
- Fisher, D. L. (2008). *Anxiety and middle school English language learners*. Ann Arbor, MI: ProQuest.
- Flavell, J. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906-911.
- Flowerdew, J. (1993). An educational, or process, approach to the teaching of professional genres. *ELT Journal*, 47(4), 305-316.
- Folse, K.S. (2006). *The art of teaching speaking: Research and pedagogy for the ESL/EFL Classroom*. Ann Arbor, MI: University of Michigan Press.
- Forester, A., & Reinhard, M. (2001). The Learners' Way: Time-Tested and True. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/strategies/mi/forester.htm>
- Fotos, S. (1994). Integrating grammar instruction and communicative language use through grammar consciousness-raising tasks. *TESOL Quarterly*, 28(2), 323-351.
- Fotos, S., & Ellis, R. (1991). Communicating about grammar. *TESOL Quarterly*, 25(4), 605-628.
- Fox, M., & Wilkinson, L. (1997). No longer travelers in a strange country. *Journal of Children's Literature*, 23(1), 6-15.
- Freeman, D. (1989). Teacher training, development and decision-making. *TESOL Quarterly*, 23(1), 27-45.
- Freeman, D. (1991). Language teacher education, emerging discourse, and change in classroom practice. In J. Flowerdew, M. Brock & S. Hsia (Eds.), *Perspectives on second language teacher education* (pp. 253-282). Kowloon, Hong Kong: City Polytechnic of Hong Kong.
- Freeman, D. (1992). Collaboration: Constructing shared understandings in a second language classroom. In D. Nunan (Ed.), *Collaborative language learning and teaching* (pp. 56-80). New York: Cambridge University Press.
- Freeman D. (1998). *Doing teacher research*. Rowley, Mass.: Newbury House.

- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach: A perspective from north American educational research on teacher education in English language teaching. *Language Teaching*, 35(1), 1–13.
- Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), 397-418.
- Freeman, D., & Johnson, K. E. (2005). Towards linking teacher knowledge and student learning. In D. J. Tedick (Ed.), *Language Teacher Education: International Perspectives on Research and Practice* (pp. 73-95). Mahwah, N.J: Lawrence Erlbaum Associates.
- Freeman, D., & Richards, J. C. (Eds.). (1996). *Teacher Learning in Language Teaching*. Cambridge: Cambridge University Press.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.
- Frymier, J. (1987). Bureaucracy and the Neutering of Teachers. *Phi Delta Kappan*, 69(1), 9-16.
- Fuchs, D. L., Mathes Fuchs, P., & Simmons, D. (1997). Peer- assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174-206.
- Fuente, M. J. (2006). Classroom L2 vocabulary acquisition: investigating the role of pedagogical tasks and form-focused instruction. *Language Teaching Research*, 10(3), 263-295.
- Fullan, M., & A. Hargreaves. (1992). Teacher development and educational change. In M. Fullan & A. Hargreaves (Eds.), *Teacher Development and Educational Change* (pp. 1–9). London: Falmer.
- Furst, E. (1994). Bloom's Taxonomy: Philosophical and Educational Issues. In L. Anderson & L. Sosniak (Eds.), *Bloom's Taxonomy: A Forty-Year Retrospective* (pp. 28-40). Chicago: The National Society for the Study of Education.
- Galarcep, M. F. (1971). Puppets in teaching English. *ELT Journal*, 25(2), 167-170.
- Gambrell, L. B., Mazzoni, S. A., & Almasi, J. F. (2000). Promoting collaboration, social interaction, and engagement with text. In L. Baker, M.J. Dreher & J.T. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (pp. 119-139). New York: Guilford Press.
- Gardner, H. (1982). *Art, Mind, and Brain: A Cognitive Approach to Creativity*. New York: Basic Books.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Repr. 2004. New York: Basic Books.
- Gardner, H. (1989). *To Open Minds*. New York: Nasic Books.
- Gardner, H. (1993a). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
- Gardner, H. (1993b). *Creating Minds: An Anatomy of Creativity Seen Through the Lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi*. New York: Basic Books.
- Gardner, H. (1993c). *Multiple Intelligences: New Horizons*. Repr. 2006. New York: Basic Books.
- Gardner, H. (1995). *The Unschooled Mind: How Children Think and How Schools Should Teach*. Repr. 2004. New York: Basic Books.
- Gardner, H. (1998). A Multiplicity of Intelligences: In tribute to Professor Luigi Vignolo. *Scientific American*. Retrieved from <http://www.howardgardner.com/Papers/documents/T-101%20A%20Multiplicity%20REVISED.pdf>
- Gardner, H. (1999a). *The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education That Every Child Deserves*. Repr. 2000. New York: Penguin Books.

- Gardner, H. (1999b). *Intelligence Reframed: Multiple Intelligences For The Twenty First Century*. New York: Basic Books.
- Gardner, H. (2000). Can Technology Exploit Our Many Ways of Knowing? In D. T. Gordon (Ed.), *The digital classroom: How technology is changing the way we teach and learn* (pp. 32-35). Harvard Education Letter, Cambridge, MA.
- Gardner, H. (2003, April). Multiple Intelligences After Twenty Years. *Paper presented at the American Educational Research Association, Chicago, Illinois*. Retrieved from [http://www.pzweb.harvard.edu/Pis/HG\\_MI\\_after\\_20\\_years.pdf](http://www.pzweb.harvard.edu/Pis/HG_MI_after_20_years.pdf)
- Gardner, H. (2004a). Audiences for the theory of multiple intelligences. *Teachers College Record*, 106(1), 212-220.
- Gardner, H. (2004b). How education changes: Considerations of history, science and values. In M. Suarez-Orozco & D. Qin-Hilliard (Eds.), *Globalization: Culture and education in the new millennium* (pp. 1-25). Berkeley: University of California Press.
- Gardner, H. (2005, May). Multiple Lenses on The Mind. *Paper presented at the ExpoGestion Conference, Bogota, Colombia*. Retrieved from [http://www.pz.harvard.edu/PIs/HG\\_Multiple\\_Lenses.pdf](http://www.pz.harvard.edu/PIs/HG_Multiple_Lenses.pdf)
- Gardner, H., Csikszentmihalyi, M., & Damon, W. (2001). *Good Work: When Excellence and Ethics Meet*. New York: Basic Books.
- Gardner, D., & Miller, L. (Eds.). (1996). *Tasks for Independent Language Learning*. Alexandria, VA: TESOL.
- Gass, S., & Selinker, L. (2001). *Second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Gebhard, J. G. (1990). Interaction in a teaching practicum. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 118-131). Cambridge: Cambridge University Press.
- Gebhard, J. G. (1999). Seeing teaching differently through observation. In J.G. Gebhard & R. Oprandy (Eds.), *Language teaching awareness: A guide to exploring beliefs and practices* (pp. 35-58). New York: Cambridge University Press.
- Gebhard, J. G. (2005). Teacher development through exploration: Principles, ways, and examples. *TESL-EJ*, 92(2), 1-15. Retrieved from <http://tesl-ej.org/ej34/a4.pdf>.
- Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A self-development and methodology guide* (2nd Ed.). Ann Arbor, MI: The University of Michigan Press.
- Gebhard, J. G., & Oprandy, R. (Eds.). (1999). *Language teaching awareness: A guide to exploring beliefs and practices*. New York: Cambridge University Press.
- Gee, J. P. (2004). Learning by design: Games as learning machines. *Interactive Educational Media*, 8, 15-23.
- Ghosh, S. C. (1987). *Education Policy in India Since Warren Hastings*. Calcutta: Naya Prakash.
- Giroux, H. A. (1988). *Teachers as intellectuals: toward a critical pedagogy of learning*. Critical Studies in Education Series. Granby, Mass.: Bergin and Garvey.
- Glasgow, J. (1996). Let's plan it, map it, and show it! A dream vacation. *Journal of Adolescent and Adult Literacy*, 40(6), 456-467.
- Glasgow, J., & Bush, M. (1996). Students use their multiple intelligences to develop promotional magazines for local businesses. *Journal of Adolescent and Adult Literacy* 39(8), 638-649.



- Goe, L., Bel, C., & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A research synthesis*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf>
- Government of India. (1950). *University Education Commission 1948-49*. New Delhi: Ministry of Education and Culture, The Manager Publications.
- Government of India. (1951-97). *Teacher Education in Five Year Plans*. New Delhi: Planning Commission.
- Government of India. (1952). *Secondary Education Commission, Publication No. 962*. New Delhi: Ministry of Education and Social Welfare.
- Government of India. (1952-53). *Report of the Secondary Education Commission*. New Delhi: Ministry of Education.
- Government of India. (1954). *Report of the Committee on Higher Education for Rural Areas*. New Delhi: Rural Institutions, Ministry of Education.
- Government of India. (1961a). *Report of the Committee on Emotional Integration*. New Delhi: Ministry of Education.
- Government of India. (1961b). *Report of the Study Group on the Training of Elementary Teachers in India*. New Delhi: All India Council for Elementary Education (Ministry of Education).
- Government of India. (1964). *Report of the Study Group on the Study of English in India*. New Delhi: Ministry of Education.
- Government of India. (1964-66). *Report of the Education Commission: Education and National Development*. New Delhi: Ministry of Education.
- Government of India. (1967). *Report of the Committee of Members of Parliament on Education*. New Delhi: Ministry of Education.
- Government of India. (1968a). *National Policy on Education*. New Delhi: Ministry of Education.
- Government of India. (1968b). *Report of the Review Committee on the Working of National Council of Educational Research and Training*. New Delhi: NCERT.
- Government of India. (1971). *Report of the Education Commission 1964-66*. New Delhi: Ministry of Education (NCERT).
- Government of India. (1979). *Draft, National Policy on Education*. New Delhi: Ministry of Education and Social Welfare.
- Government of India. (1983a). *Report of the National Commission on Teacher—I: The Teacher and Society*. New Delhi: Ministry of Education.
- Government of India. (1983b). *Report of the Working Group to Review Teachers' Training Programme (In the Light of the Need for Value-Oriented)*. New Delhi: Ministry of Education and Culture.
- Government of India. (1985). *Challenge of Education - A Policy Perspective*. New Delhi: Ministry of Education, NCERT.
- Government of India. (1986). *National Policy on Education: Programme of Action*. New Delhi: Department of Education, Ministry of Human Resource Development.
- Government of India. (1990). *Report of the Committee for Review of NPE 1986: Towards an Enlightened and Humane Society, Part I*. New Delhi: Ministry of Human Resource Development.
- Government of India. (1992). *Report of the National Advisory Committee: Learning Without Burden*. New Delhi: Ministry of Human Resource Development, Department of Education.

- Government of India. (1993). *The Gazette of India, NCTE Act*. New Delhi: Ministry of Human Resource Development (Department of Education).
- Gower, R., & Walters, S. (1983). *Teaching Practice Handbook*. London: Heinemann Educational Books.
- Griffiths, C. (2007). Language learning strategies: Students' and teachers' perceptions. *ELT Journal* 61(1): 91-99.
- Griffiths, C., & Parr, J. M. (2001). Language-learning strategies: Theory and perception. *ELT Journal*, 55(3), 247-54.
- Gross, L. J. (1974). A New Model for Investigating the Effects of Teacher Behavior. *The Journal of Experimental Education*, 43(2), 24-27.
- Grossman, P. L. (1994). In pursuit of a dual agenda: creating a middle level Professional Development School. In L. Darling-Hammond (Ed.), *Professional Development Schools: schools for developing a profession* (pp. 50-73). New York: Teachers College Press.
- Gu, P. (1996). Robin Hood in SLA: What has the learning strategy researcher taught us? *Asian Journal of English Language Teaching*, 6(1), 1-29.
- Gürsoy, E. (2010). Investigating Language Learning Strategies of EFL Children for the Development of a Taxonomy. *English Language Teaching*, 3(3), 164-175.
- Gutiérrez, K., Baquedano-López, P., Alvarez, H., & Chiu, M. (1999). A cultural-historical approach to collaboration: Building a culture of collaboration through hybrid language practices. *Theory into Practice*, 38(2), 87-93.
- Gutiérrez, K., Baquedano-López, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, Culture and Activity*, 6(4), 286-303.
- Hadfield, J. (2006). Teacher Education and Trainee Learning Style. *RELC Journal* 37(3), 367-386.
- Halbach, A. (2000). Finding out about students' learning strategies by looking at their diaries: A case study. *System*, 28(1), 85-96.
- Hall Haley, M. H. (2001). Understanding learner-centered instruction from the perspective of multiple intelligences. *Foreign Language Annals*, 34(4), 355-367.
- Hall Haley, M. H. (2004). Learner-centered instruction and the theory of multiple intelligences with second language learners. *Teachers College Record*, 106(1), 163-180.
- Hall Hailey, M. H. (2007). Culturally, Linguistically and Cognitively Diverse Learners and Brain-Compatible, Content-Based Teaching. *Learning Languages XII*(2), 4-7.
- Hall Hailey, M. H. (2010). *Brain-Compatible differentiated instruction for English Language Learners*. Boston: Allyn and Bacon.
- Halliday, M. A. K. (1970). Language structure and language function. In J. Lyons (Ed.), *New Horizons in Linguistics* (pp. 140-65). Harmondsworth: Penguin.
- Halliday, M. A. K. (1973). *Explorations in the Functions of Language*. London: Edward Arnold.
- Halliday, M. A. K. (1976). *Learning How to Mean: Explorations in the Development of Language*. London: Edward Arnold.
- Halliday, M. A. K. (1978). *Language as a Social Semiotic*. London: Edward Arnold.
- Hamre, B. K., Pianta, R. C., Downer, J. T., & Stuhlman, M. W. (2010). *A Practitioner's Guide to Conducting Classroom Observations*. Retrieved from <http://curry.virginia.edu/resource-library/practitioners-guide-to-classroom-observations>
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers College Press.

- Hargreaves, A. (1998). The emotions of teaching and educational change. In A. Hargreaves, A. Lieberman, M. Fullan & D. Hopkins (Eds.), *International handbook of educational change: Part 1* (pp. 558-575). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Hargreaves, A., & Goodson, I. (1996). Teachers' professional lives: aspirations and actualities. In I. Goodson & A. Hargreaves (Eds.), *Teachers' Professional Lives* (pp. 1-27). London: Falmer.
- Hargreaves, A., & Fullan, M. (1992). *Understanding Teacher Development*. London, Cassell/New York: Teachers College Press.
- Harley, B. (1989). Functional Grammar in French Immersion: a classroom experiment. *Applied Linguistics*, 10(4), 331-59.
- Harley, B. (1993). Instructional Strategies and SLA in early French Immersion. *Studies in Second Language Acquisition*, 15(2), 245-60.
- Hayes, D. (2009). Learning Language, Learning Teaching: Episodes from the Life of a Teacher of English in Thailand. *RELC Journal*, 40(1), 83-101.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hickey, M. G. (2004). "Can I Pick More Than One Project?" Case Studies of Five Teachers Who Used MI-Based Instructional Planning. *Teachers College Record*, 106(1), 77-86.
- Hillocks Jr., G. (1999). *Ways of Thinking, Ways of Teaching*. New York: Teachers College Press.
- Ho, B., & Richards, J. C. (1993). Reflective thinking through teacher journal writing: Myths and realities. *Prospect, A Journal of Australian TESOL*, 8(3), 7-24.
- Hoerr, T. (2004). How MI Informs Teaching at New City School. *Teachers College Record*, 106(1), 40-48.
- Holden, S. (1981). *Drama in Language Teaching*. England: Longman.
- Hollins, E. R. (1996). *Culture in school learning: Revealing the deep meaning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Hong-Nam, K., & Leavell, A. G. (2006). Language learning strategy use of ESL students in an intensive English learning context. *System*, 34(3), 399-415.
- Horwitz, E. K. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*, 18(4), 333-340.
- Horwitz, E. K. (1987). Surveying student beliefs about language learning. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 119-129). Englewood Cliffs, NY: Prentice Hall.
- Horwitz, E. K. (2008). *Becoming a language teacher: A practical guide to second language learning and teaching*. Boston, MA: Pearson, Allyn and Bacon.
- Hosenfeld, C. (1976). Learning about learning: discovering our students' strategies. *Foreign Language Annals*, 9(2), 117-129.
- Houghton, R. S. (2004). Communities Resolving Our Problems (C.R.O.P.): the basic idea. Bloom's Taxonomy - Overview. Retrieved from <http://www.ceap.wcu.edu/Houghton/Learner/think/bloomsTaxonomy.html>
- Howatt, A. P. R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Howey, K., & Zimpher, N. (1989). *Profiles of Preservice Teacher Education: Inquiry into the Nature of Programs*. Albany, New York: State University of New York Press.

- Howey, K. (1996). Designing Coherent and Effective Teacher Education Programs. In John Sikula (Ed.), *Handbook of Research on Teacher Education, 2nd Ed.* (pp. 143-170). New York: Macmillan.
- Hoyle, E. (1975). Professionalism, professionalism and control in teaching. In V. Houghton, R. McHugh & C. Morgan (Eds.), *Management in Education: the management of organisations and individuals* (pp. 314-320). London: Ward Lock Educational in association with Open University Press.
- Hsiao, T. Y., & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal*, 86(3), 368-383.
- Hurst, D., & Davidson, C. (2005). Collaborating on the curriculum: Focus on secondary ESOL. In J. Crandall and D. Kaufman (Eds.), *Content-based instruction in primary and secondary school settings* (pp. 41-66). Alexandria, VA: TESOL.
- Hyland, K. (2003a). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12(1), 17-29.
- Hyland, K. (2003b). Patterns of engagement: dialogic features and L2 student writing. In L. Ravelli & R. Ellis (Eds.), *Academic writing in context: social-functional perspectives on theory and practice* (pp. 5-23). London: Continuum.
- Hymes, D. (1971). Competence and Performance in Linguistic Theory. In R. Huxley & E. Ingram (Eds.), *Language Acquisition: Models and Methods* (pp. 3-28). New York: Academic Press.
- Hymes, D. (1972). On Communicative Competence. In J.B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-285). Harmondsworth: Penguin.
- Iwashita, N. (2003). Negative feedback and positive evidence in task-based interaction. *Studies in Second Language Acquisition*, 25(1), 1-36.
- Jacobs, G. M., & Hall, S. (2002). Implementing Cooperative Learning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 52-58). Cambridge: Cambridge University Press.
- James, G., Whitley, C., & Bode, S. (1980). *Listening In and Speaking Out*. New York: Longman.
- Jarvis, J. (1992). Using diaries for teacher reflection on in-service courses. *ELT Journal*, 46(2), 133-142.
- Jenkins, J. (2001). *The Phonology of English as an International Language*. Oxford: Oxford University Press.
- Johnson, D.W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Edina MN: Interaction Book Company.
- Johnson, D. W., & Johnson, R. T. (1994). *Learning together and Alone: Cooperative, competitive and individualistic learning (4th ed.)*. Boston: Allyn and Bacon.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *The new circles of learning*. Alexandria VA: Association for Supervision and Curriculum Development.
- Johnson, D. W., Maruyama, G., Johnson, R., & Nelson, D. (1981). Effects of Cooperative, competitive and individualistic goal structures on Achievement: A meta-analysis. *Psychological Bulletin*, 89(1), 47-62.
- Johnson, K. E. (1996). The Role of Theory in L2 Teacher Education. *TESOL Quarterly*, 30(4), 765-771.
- Johnson, K. E., & Golombek, P. R. (Eds.). (2011). *Research on second language teacher education*. London: Routledge.

- Johnson, K. E. (1999). *Understanding language teaching: Reasoning in action*. New York: Heinle & Heinle.
- Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly* 40(1) 235-257.
- Johnston, B. (2000). Investigating dialogue in language teacher education: the teacher educator as learner. In K. Johnson (Ed.), *Teacher Education* (pp. 157-174). Virginia: Teachers of English to Speakers of Other Languages.
- Jones, K. (1980). *Simulations: A Handbook for Teachers*. London: Kegan Paul.
- Jones, W., & Sommers, P. A. (1976). The Delicate Art of Teacher Evaluation. *The Journal of Experimental Education*, 44(4), 44-50.
- Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of Teaching*. New Jersey: Pearson Education.
- Kabilan, M. K. (2007). English Language Teachers Reflecting on Reflections: A Malaysian Experience. *TESOL Quarterly*, 41(4), 681-705.
- Kagan, S. (1992). *Cooperative Learning*. Repr. 1994. San Juan Capistrano: Kagan Cooperative Learning.
- Kagan, S., & Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing.
- Kanda, M., & Beglar, D. (2004). Applying pedagogical principles to grammar instruction. *RELC Journal*, 35(1), 105-19.
- Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in-practice. *The Modern Language Journal*, 95(2), 236-252.
- Kasper, G., & Kellerman, E. (Eds.). (1997). *Communication Strategies: Psycholinguistic and Sociolinguistic Perspectives*. London: Longman.
- Kaufman, D., & Crandall, J. A. (2005). Standards-based content-based instruction: Transforming P-12 language education. In D. Kaufman & J. A. Crandall (Eds.), *Case studies in content-based instruction for elementary and secondary school settings* (pp. 1-7). Alexandria, VA: TESOL.
- Keating, G. D. (2008). Task effectiveness and word learning in a second language: The involvement load hypothesis on trial. *Language Teaching Research*, 12(3), 365-386.
- Keay, F. E. (1972). *A History of Education in India*. Delhi: Oxford University Press.
- Keiny, S. (1994). Constructivism and teachers' professional development. *Teaching and Teacher Education*, 10(2), 157-167.
- Kiely, R. & Davis, M. (2010). From transmission to transformation: Teacher learning in English for speakers of other languages. *Language Teaching Research*, 14(3), 277-295.
- Kim, E. J. (2011). An activity theory analysis of a teachers' experience. In K. E. Johnson & P. R. Golombek (Eds.), *Research on second language teacher education* (pp. 225-238). London: Routledge.
- Kitsantas, A., Eriser, R. A., & Doster, J. (2004). Developing Self-Regulated Learners: Goal Setting, Self-Evaluation, and Organizational Signals during Acquisition of Procedural Skills. *The Journal of Experimental Education*, 72(4) 269-287.
- Klippel, F. (1984). *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge: Cambridge University Press.
- Kohonen, V. (1992). Experiential language learning: Second language learning in cooperative learner education. In D. Nunan (Ed.), *Collaborative language learning and teaching* (pp.37-56). Cambridge: Cambridge University Press.

- Kornhaber, M. L. (2004). Multiple Intelligences: From the Ivory Tower to the Dusty Classroom – But Why? *Teachers College Record*, 106(1), 67–76.
- Krashen, S. D. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
- Krashen, S. D. (1985a). *The Input Hypothesis: Issues and Implications*. London: Longman.
- Krashen, S. D. (1985b). *Language Acquisition and Language Education*. Hayward CA: Alemany Press
- Krashen, S. D. (1994). The input hypothesis and its rivals. In N. Ellis (Ed.), *Implicit and Explicit Learning of Languages* (pp. 45-77). London: Academic Press.
- Krashen, S. D. (1996). *Under attack: The case against bilingual education*. San Francisco: Alta Book Company.
- Krashen, S. D. (2004). *The Power of Reading (2nd Ed.)*. Portsmouth, NH: Heinemann and Westport, CT: Libraries Unlimited.
- Krashen, S. D. (2008). Language Education: Past, Present and Future. *RELC Journal*, 39(2), 178-187.
- Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom*. New York: Prentice-Hall.
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212-218.
- Kreitzer, A., & Madaus, G. (1994). Empirical Investigations of the Hierarchical Structure of the Taxonomy. In L. Anderson & L. Sosniak (Eds.), *Bloom's Taxonomy: A Forty-Year Retrospective* (pp. 64-68). Chicago: The National Society for the Study of Education.
- Kriewaldt, J. (2001). A thinking geography curriculum. *Interaction*, 29(4) 24-32.
- Kumaravadelu, B. (1991). Language learning tasks: teacher intention and learner interpretation. *ELT Journal*, 45(2), 98-107.
- Kumaravadelu, B. (1993). The name of the task and the task of naming: Methodological aspects of task-based pedagogy. In G. Crookes and S. Gass (Eds.), *Tasks in a pedagogical context* (pp. 69–96). Clevedon, England: Multilingual Matters.
- Kumaravadelu, B. (1999). Theorising practice, practising theory: the role of critical classroom observation. In H. Trappes-Lomax & I. McGrath (Eds.), *Theory in Language Teacher Education* (pp. 33-45). London: Longman.
- Lake, N. (1997). Survey review: learner training in course books. *ELT Journal*, 51(2), 169-82.
- Lambert, C. P. (2001). The Viability of Learners' Beliefs and Opinions as Input for Second Language Course Design. *RELC Journal*, 32(1), 1-15.
- Land, M. L. (1980). Teacher Clarity and Cognitive Level of Questions: Effects on Learning. *The Journal of Experimental Education*, 49(1), 48-51.
- Lantolf, J. P. (2000a). Second language learning as a mediated process. *Language Teaching* 33(2), 79-96.
- Lantolf, J. P. (Ed.). (2000b). *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.
- Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the sociogenesis of second language development*. New York: Oxford University Press.
- Lasley, T. (1989). Editorial. *Journal of Teacher Education* XXXX(3).
- Lave, J., & Wenger, E. (1991). *Situated Learning*. Cambridge: Cambridge University Press.

- Leat, D. (1999). Rolling the stone uphill: teacher development and the implementation of thinking skills programmes. *Oxford Review of Education*, 25(3), 387–403.
- Leaver, B. L., & Willis, J. R. (2004). *Task-based instruction in foreign language education: practices and programs*. Washington, D.C.: Georgetown University Press.
- Lee, C. D., & Smagorinsky, P. (2000). *Vygotskian Perspectives on Literacy Research: Constructing Meaning through Collaborative Inquiry*. Cambridge: Cambridge University Press.
- Lee, J. (2000). *Tasks and Communicating in Language Classrooms*. New York: McGraw-Hill.
- Leithwood, K. (1992). The principal's role in teacher development. In M. Fullan & A. Hargreaves (Eds.), *Teacher Development and Educational Change* (pp. 86–103). London: Falmer.
- Leung, C., & Teasdale, A. (1999). ESL teacher competence: Professional education and the nature of professional knowledge. In H. Trappes-Lomax & I. McGrath (Eds.), *Theory in Language Teacher Education* (pp. 57-69). Harlow, UK: Pearson Education.
- Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. Cambridge, MA: MIT Press.
- Levy, M. (1997). A Rationale for Teacher Education and CALL: The Holistic View and Its Implications. *Computers and the Humanities*, 30(4), 293-302.
- Lewin, K. (1935). *A dynamic theory of personality*. New York: McGraw-Hill.
- Lewis, M. & Aping, H. (2002). Video-Viewing Tasks for Language Teacher Education. *RELC Journal*, 33(1), 122-136.
- Lewkowicz, J., & Nunan, D. (2004). *Task-based Assessment for Learning*. Hong Kong: Hong Kong Education and Manpower Bureau.
- Lightfoot, S. L. (1986). On goodness of schools: Themes of empowerment. *Peabody Journal of Education*, 63(3), 9-28.
- Lipman, M. (2003). *Thinking in Education*. Cambridge: Cambridge University Press.
- Little, A. W. (2010). Access to Elementary Education in India: Politics, Policies and Progress. *CREATE, Research Monograph No. 44*. Retrieved from [http://www.create-rpc.org/pdf\\_documents/PTA44.pdf](http://www.create-rpc.org/pdf_documents/PTA44.pdf)
- Little, D. (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System*, 23(2), 175-181.
- Little, D. (2000). Learner autonomy and human interdependence: some theoretical and practical consequences of a social-interactive view of cognition, learning and language. In B. Sinclair, I. McGrath & T. Lamb (Eds.), *Learner Autonomy, Teacher Autonomy: Future Directions* (pp. 15-23). Harlow: Longman/Pearson Education.
- Little, D. (2006). The Common European Framework of Reference for Languages: Content, purpose, origin, reception and impact. *Language Teaching*, 39(3), 167–190.
- Little, J. W. (1992). Teacher development and educational policy. In M. Fullan & A. Hargreaves (Eds.), *Teacher Development and Educational Change* (pp. 170–193). London: Falmer.
- Littlewood, W. T. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Littlewood, W. T. (1999). Defining and developing autonomy in East Asian contexts. *Applied Linguistics*, 20(1), 71-94.
- Littlewood, W. T. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319-326.

- Littlewood, W. T. (2010). Chinese and Japanese Students' Conceptions of the 'Ideal English Lesson'. *RELC Journal*, 41(1), 46-58.
- Livingstone, C. (1983). *Role-play in Language Learning*. Singapore: Longman.
- LoCastro, V. (1994). Learning strategies and learning environments. *TESOL Quarterly*, 28(2), 409-414.
- Long, M. H. (1983a). Linguistic and conversational adjustments to non-native speakers. *Studies in Second Language Acquisition*, 5(2), 177-193.
- Long, M. H. (1983b). Native speaker/non-native speaker conversation in the second language classroom. In M. A. Clarke & J. Handscombe (Eds.), *On TESOL'82* (pp. 207-225). Washington, D.C.: TESOL.
- Long, M. H. (1983c). Does Second Language Instruction Make a Difference? A Review of Research. *TESOL Quarterly*, 17(3), 359-381.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie, & T. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413-454). San Diego, Calif.: Academic Press.
- Long, M. H., & Castanos, F. (1976). Mime in the classroom. *Practical Teaching*, 6(3) 18-21.
- Long, M. H., & Crookes, G. (1992). Three Approaches to Task-Based Syllabus Design. *TESOL Quarterly*, 26(1), 27-56.
- Long, M. H., & Porter, P. A. (1985). Group Work, Interlanguage Talk, and Second Language Acquisition. *TESOL Quarterly*, 19(2), 207-228.
- Loschky, L. (1994). Comprehensible input and second language acquisition. What Is the Relationship? *Studies in Second Language Acquisition*, 16(3), 303-323.
- Loschky, L., & Bley-Roman, R. (1993). Grammar and task-based methodology. In G. Crookes & S. Gass (Eds.), *Tasks and Language Learning: Integrating Theory and Practice* (pp. 123-167). Clevedon, England: Multilingual Matters Ltd.
- Lyster, R. (2007). *Learning and Teaching Languages through Content*. Amsterdam: John Benjamins.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classroom. *Studies in Second language Acquisition*, 19(1), 37-66.
- Macdonough, K., & Mackey, A. (2000). Communicative tasks, conversational interaction and linguistic form: an empirical study of Thai. *Foreign Language Annals*, 33(1), 82-92.
- Mackey, A. (1999). Input, interaction, and second language development: an empirical study of question formation in ESL. *Studies in Second Language Acquisition*, 21(4), 557-87.
- Mackey, A., & Philp, J. (1998). Conversational interaction and second language development: recasts, responses and red herrings. *The Modern Language Journal*, 82(3), 338-56.
- Mak, B. (2011). Communication Apprehension of Chinese ESL Students. *System*, 39(2), 202-214.
- Maley, A. (1987). Poetry and song as effective language learning activities. In W. Rivers (Ed.), *Interactive Language Teaching* (pp. 93-109). Cambridge: Cambridge University Press.
- Maley, A., & Duff, A. (1978). *Drama Techniques in Language Learning*. Cambridge: Cambridge University Press.
- Maley, A., & Duff, A. (1984). *Drama Techniques in Language Learning: A Resource Book of Communication Activities for Language Teachers*. Cambridge: Cambridge University Press.



- Markowski, C. A., & Markowski, E. P. (1990). Conditions for the Effectiveness of a Preliminary Test of Variance. *The American Statistician*, 44(4), 322–326.
- Marton, F. (1981). Phenomenography: Describing conceptions of the world around us. *Instructional Science*, 10(2), 177-200.
- Marzano, R. J. (2000). *Designing a new taxonomy of educational objectives*. Thousand Oaks, CA.: Corwin Press.
- Maxwell, K. L., McWilliam, R. A., Hemmeter, M. L., Ault, M. J., & Schuster, J. W. (2001). Predictors of developmentally appropriate practices in kindergarten through third grade. *Early Childhood Research Quarterly*, 16(4), 431-452.
- Matell, M. S., & Jacoby, J. (1971). Is there an optimal number of alternatives for Likert scale items? Study I: Reliability and validity. *Educational and Psychological Measurement*, 31(3), 657–674.
- McAlester, J. (2010). Investigating Teacher Attitudes to Extensive Reading Practices in Higher Education: Why Isn't Everyone Doing It? *RELC Journal*, 41(1), 59-75.
- McCombs B. (1994). Self-regulated learning and academic achievement: A phenomenological view. In B. Zimmerman & D. Schunk (Eds.), *Self-regulated learning and academic achievement: Theory, research, and practice* (pp. 51-82). New York: Springer Verlag Publishers.
- McDonald, E. S., & Horseman, D. M. (2010). *Classrooms that spark!: recharge and revive your teaching*. San Francisco, CA: Jossey Bass.
- McDonough, J. (1994). A teacher looks at teachers' diaries. *ELT Journal*, 28(1), 57-65.
- McDonough, S. H. (1981). *Psychology in Foreign Language Teaching*. London: George Allen and Unwin.
- McDonough, S. H. (1995). *Strategy and skill in learning a foreign language*. London: Edward Arnold.
- McGrath, H., & Noble, T. (1995a). *Seven ways at once: Classroom strategies for using multiple intelligences*. Melbourne: Longman.
- McGrath, H., & Noble, T. (1995b). *Seven ways at once: Units of work for using multiple intelligences*. Melbourne: Longman.
- McGrath, H. & Noble, T. (1998). *Seven ways at once: More classroom strategies and units of work for using multiple intelligences*. Melbourne: Longman.
- McGrath, I. (2000). Teacher Autonomy. In B. Sinclair I. McGrath & T. Lamb (Eds.), *Learner autonomy, teacher autonomy: Future directions* (pp. 100-110). London: Longman.
- McKenzie, W. (2002). MI, IT and Standards: The Story of Jamie. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/strategies/mi/mckenzie.htm>
- McNamara, T. (1996). *Measuring Second Language Performance*. London: Longman.
- Medley, D. M. (1979). The effectiveness of teachers. In P. L. Peterson & H. J. Walberg (Eds.), *Research on teaching: Concepts, findings and implications* (pp. 11-27). Berkeley, CA: McCutchan Publishing Corporation.
- Mellow, J. D., Reeder, K., & Forster, E. (1996). Using time-series research designs to investigate the effects of instruction on SLA. *Studies in Second Language Acquisition*, 18(3), 325-350.
- Menard, S. (2002). *Longitudinal Research (2nd Ed.)*. Thousand Oaks, Calif.: Sage.
- Met, M. (2006). Realizing our vision: Teachers at the core. In A. Heining-Boynton (Ed.), *Realizing our Vision of Languages for All 2005-2015* (pp. 55-73). Upper Saddle River, NJ.: Pearson/Prentice Hall.

- Miller, C. D., Miller, L. F., & Rosen, L. A. (1988). Modified Reciprocal Teaching in a Regular Classroom. *The Journal of Experimental Education*, 56(4) 183-186.
- Miller, J. (2004). Social languages and schooling: the uptake of sociocultural perspectives in school. In Margaret Hawkins (Ed.), *Language Learning and Teacher Education* (pp. 113-146). Clevedon: Multilingual matters.
- Miller, L., & Silvernail, D. L. (1994). Wells Junior High School: evolution of a Professional Development School. In L. Darling-Hammond (Ed.), *Professional Development Schools: schools for developing a profession* (pp. 28-49). New York: Teachers College Press.
- Mitchell, M. M. (1976). Teacher Attitudes. *The High School Journal*, 59(7), 302-312.
- Meyer, M., & Glock, J. (2004). Learning Celebrations are Authentic Assessments of Student Understanding. *New Horizons for Learning Online Journal*. Retrieved from [http://www.newhorizons.org/strategies/assess/meyer\\_glock.htm](http://www.newhorizons.org/strategies/assess/meyer_glock.htm)
- Mohanty, A. K. (1994). *Bilingualism in a Multilingual Society: Psycho-Social and Pedagogical Implications*. Mysore: CIIL.
- Mok, J. (2009). From Policies to Realities: Developing Students' Critical Thinking in Hong Kong Secondary School English Writing Classes. *RELC Journal*, 40(3), 262-279.
- Moos, R. H. (1979). *Evaluating educational environments*. San Francisco: Jossey-Bass.
- Moos, R. H., & Tricot, E. J. (1974). *Classroom Environment Scale: Manual and form*. R. Palo Alto, CA: Consulting Psychologists Press, Inc.
- Morine-Dersheimer, G. (2006). Classroom management and classroom discourse. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp. 127-156). Mahwah, NJ: Lawrence Erlbaum Associates.
- Morrow, K. (1979). Communicative language testing: revolution of evolution? In C.K. Brumfit & K. Johnson (Eds.), *The Communicative Approach to Language Teaching* (pp. 143-159). Oxford: Oxford University Press.
- Morrow, L. M., Reutzel, D. R., & Casey, H. (2006). Organisation and management of language arts teaching: Classroom environments, grouping practices, and exemplary instruction. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp. 559-581). Mahwah, NJ: Lawrence Erlbaum Associates.
- Morse, J. M., & Richards, L. (2002). *Readme First for a User's Guide to Qualitative Research*. Thousand Oaks, Calif.: Sage.
- Moskowitz, G. (1977). *Caring and Sharing in the Foreign Language Class*. Rowley, MA: Newbury House.
- Moseley, D., Baumfield, V., Elliott, J., Higgins, S., Miller, J., Newton, D. P., & Gregson, M. (2005). *Frameworks for Thinking: A Handbook for Teaching and Learning*. Cambridge NY: Cambridge University Press.
- Murphy, J. (2003). Task-based learning: the interaction between tasks and learners. *ELT Journal*, 57(4), 352-360.
- Murphy, P. K., Edlli, L. A. M., & Edwards, M. N. (2004). The Good Teacher and Good Teaching: Comparing Beliefs of Second-Grade Students, Preservice Teachers, and Inservice Teachers. *The Journal of Experimental Education*, 72(2), 69-92.
- Naik, J. P., & Neurally, S. (1972). *A Student's History of Education*. Delhi: MacMillan.
- Naiman, N., Frohlich, M., Stern, H., & Todesco, A. (1996). *The Good Language Learner*. Clevedon, Avon: Multilingual Matters.

- Najam, E. W., & Hodge, C. T. (Eds.). (1965). *Language Learning: The Individual and the Process*. Bloomington: Indiana University.
- Nassaji, H. (2005). The relationship between second language acquisition research and language pedagogy: EFL and ESL teachers' perspective. Paper presented at the Canadian Association of Applied Linguistics (CAAL), University of Western Ontario, London, Ontario, Canada.
- Nassaji, H., & Fotos, S. (2007). Issues in form-focussed instruction and teacher education. In S. Fotos and H. Nassaji (Eds.), *Form-focused Instruction and Teacher Education* (pp. 7-15). Oxford: Oxford University Press.
- National Council for Educational Research and Training. (1975). *The Curriculum for Ten Year School: A Framework*. New Delhi: Department of Teacher Education.
- National Council for Educational Research and Training. (1976). *Report of the Committee on Elementary Teacher Education of NCTE (1975)*. New Delhi: Department of Teacher Education.
- National Council for Educational Research and Training. (1977). *Report of the Standing Committee of National Council for Teacher Education (1975-76)*. New Delhi: Department of Teacher Education.
- National Council for Educational Research and Training. (1978). *Report of the Committee on Secondary Teacher Education of NCTE (1973-77)*. New Delhi: Department of Teacher Education.
- National Council for Educational Research and Training. (1985). *National Curriculum for Primary and Secondary Education: A Framework*. New Delhi: Department of Teacher Education.
- National Council for Educational Research and Training. (1988). *National Curriculum for Teacher Education: A Framework*. New Delhi: Department of Teacher Education.
- National Council for Educational Research and Training. (1990). *Report of NCTE Committee for Teacher Education Programme Through Distance Education Mode*. New Delhi: Department of Teacher Education.
- National Council for Educational Research and Training. (1998). *Special Orientation Programme for School Teachers (SOPT) 1994-97*. New Delhi: Department of Teacher Education.
- National Council for Educational Research and Training. (2005). *National Curriculum Framework*. New Delhi: Secretary, Publication Department.
- National Council for Teacher Education. (1986). *Policy Perspectives in Teacher Education: Critique and Documentation*. New Delhi: Department of Teacher Education. Retrieved from <http://www.ncte-india.org/index.asp>.
- National Council for Teacher Education. (1995). *Committee of National Council for Teacher Education on Different Modes of Education Used for Teacher Preparation in India*. New Delhi: Department of Teacher Education.
- National Council for Teacher Education. (1998). *Curriculum Framework for Quality Teacher Education*. New Delhi: Department of Teacher Education.
- National Council for Teacher Education. (2006). *The Curriculum Framework for Teacher Education*. New Delhi: Department of Teacher Education.
- National Council for Teacher Education. (2009). *The National Curriculum Framework for Teacher Education*. New Delhi: Department of Teacher Education.

- Nelson-Barber, S., Trumbull, E., & Wenn, R. (2000). *The coconut wireless project: Sharing culturally responsive pedagogy through the world wide web*. Honolulu HI: Pacific Resources for Education and Learning.
- Newmann, F. M., Secede, W. G., & Wehlage, G. (1995). *A guide to authentic instruction and assessment vision, standards, and scoring*. Madison, WI: Wisconsin Center for Education Research.
- Newton, J. (1991). Negotiation: Negotiating what? Paper presented at SEAMEO Conference on Language Acquisition and the Second/Foreign Language Classroom. Singapore: RELC.
- Newton, J., & Kennedy, G. (1996). Effects of communication tasks on the grammatical relations marked by second language learners. *System* 24(3), 309-322.
- Noble, T. (2002). Blooming with Multiple Intelligences. A planning tool for curriculum differentiation. *Learning Matters*, 8(2), 8-12.
- Noble, T. (2004). Integrating the Revised Bloom's Taxonomy with Multiple Intelligences: A planning tool for curriculum differentiation. *Teachers College Record*, 106(1), 193-211.
- Nobuyoshi, J., & Ellis, R. (1993). Focused communication tasks and second language acquisition. *ELT Journal*, 47(2), 203-210.
- Noll, E. (1994). Social issues and literature circles with adolescents. *Journal of Reading*, 38(2), 88-93.
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, 31(3), 409-429.
- Nunan, D. (1988a). *The Learner-Centred Curriculum: A Study in Second Language Teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (1988b). *Syllabus Design*. New York: Cambridge.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1990). Action research in the language classroom. In J. C. Richards & D. Nunan (Eds.), *Second Language Teacher Education* (pp. 62-81). New York: Cambridge University Press.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. London: Prentice Hall.
- Nunan, D. (1992a). The teacher as decision-maker. In J. Flowerdew, M. Brock & S. Hsia (Eds.), *Perspectives on second language teacher education* (pp. 135-65). Kowloon, Hong Kong: City Polytechnic of Hong Kong.
- Nunan, D. (1992b). *Research Methods in Language Learning*. New York: Cambridge.
- Nunan, D. (Ed.). (1992c). *Collaborative language learning and teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (1995). Closing the gap between learning and instruction. *TESOL Quarterly*, 29(1), 133-158.
- Nunan, D. (1996). Learner strategy training in the classroom: An action research study. *TESOL Journal*, 6(1), 35-41.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.
- Nunan, D., & Lamb, C. (1996). *The self-directed teacher: managing the learning process*. Repr. 2000. Cambridge: Cambridge University Press.
- Nyikos, M., & Oxford, R. (1993). A factor analytic study of language-learning strategy use: Interpretation from information-processing theory and social psychology. *The Modern Language Journal*, 77(1), 12-22.

- O'Donnell, A. M., & Dansereau, D. F. (2000). Interactive Effects of Prior Knowledge and Material Format on Cooperative Teaching. *The Journal of Experimental Education*, 68(2), 101-118.
- O'Keeffe, A., & Farr, F. (2003). Using Language Corpora in Initial Teacher Education: Pedagogic Issues and Practical Applications. *TESOL Quarterly*, 37(3), 389-418.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Rocco, R., & Küpper, L. (1985a). Learning strategy applications with students of English as a second language. *TESOL Quarterly*, 19(3), 557-584.
- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Rocco, R., & Küpper, L. (1985b). Learning strategies used by beginning and intermediate ESL students. *Language Learning* 35(1), 21-46.
- O'Neill, R. (1982). Why use textbooks? *ELT Journal*, 36(2), 104-111.
- Ornell, C. P. (1974). Bloom's Taxonomy and the Objectives of Education. *Educational Research* 17(1), 3-18.
- Ortega, L. (2005). For What and for Whom Is Our Research? The Ethical as Transformative Lens in Instructed SLA. *The Modern Language Journal*, 89(iii), 427-443.
- Ortega, L., & Iberri-Shea, G. (2005). Longitudinal research in second language acquisition: Recent trends and future directions. *Annual Review of Applied Linguistics*, 25, 26-45.
- Overbaugh, R. C., & Schultz, L. (2005). Bloom's taxonomy. Old Dominion University. Retrieved from [http://www.odu.edu/educ/lischult/blooms\\_taxonomy.htm](http://www.odu.edu/educ/lischult/blooms_taxonomy.htm)
- Owen Wilson, L. (1998). What's the big attraction? Why teachers are drawn to using Multiple Intelligences Theory in their classrooms. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/strategies/mi/wilson1.htm>
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House.
- Oxford, R. (1993). Language learning strategies in a nutshell: Update and ESL suggestions. *TESOL Journal*, 2(2), 18-22.
- Oxford, R. (Ed.). (1996). *Language Learning Strategies Around the World: Cross-cultural Perspectives*. Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Centre.
- Oxford, R. L., & Burry-Stock, J. A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the strategy inventory for language learning (SILL). *System* 23(1) 1-23.
- Oxford, R. L., & Crookall, D. (1989). Research on language learning strategies: Methods, findings and instructional issues. *The Modern Language Journal*, 73(4), 404-419.
- Padron, N. Y., & Waxman, H. C. (1988). The effects of ESL students' perceptions of their cognitive strategies on reading achievement. *TESOL Quarterly*, 22(1), 146-150.
- Pally, M. (2000). Sustaining interest/advancing learning: Sustained content-based instruction in ESL/EFL—Theoretical background and rationale. In M. Pally (Ed.), *Sustained content teaching in academic ESL/EFL: A practical approach* (pp. 1-18). Boston: Houghton Mifflin.
- Parker, W. C. (1984). Developing teachers' decision making. *Journal of Experimental Education*, 52(4), 220-226.
- Parks, S. (2000). Same task, different activities: Issues of investment, identity, and use of strategy. *TESL Canada Journal*, 17(2), 64-88.

- Parks, S. (2010). The influence of pretask instructions and pretask planning on focus on form during Korean EFL task-based interaction. *Language Teaching Research*, 14(1), 9-26
- Patten, M. L. (2002). *Understanding research methods: An Overview of the essentials (3rd Ed.)*. Los Angeles: Pyrczak Publishing.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Methods (3rd Ed.)*. Thousand Oaks, Calif.: Sage.
- Paul, R. W. (1985). Bloom's taxonomy and critical thinking instruction. *Educational Leadership*, 42(8), 36-39.
- Perez-Vidal, C. (1999). Teacher education: the path towards CLIL. In D. Marsh & B. Marsland (Eds.), *Report on the CEILINK Think-Tank. CLIL Initiatives for the Millennium* (pp. 16-18). Jyväskylä: Continuing Education Centre, University of Jyväskylä.
- Piaget, J. (1973). *To understand is to invent: The future of education*. New York: Viking Press.
- Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. Washington, DC: American Psychological Association.
- Pianta, R. C., LaParo, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System*. Baltimore: Paul H. Brookes.
- Pica, T. (1997). Second language teaching and research relationships: A North American view. *Language Teaching Research*, 1(1), 48-72.
- Pica, T. (2002). Subject matter content: how does it assist the interactional and linguistic needs of classroom language learners? *The Modern Language Journal*, 86(1), 1-19.
- Pica, T. (2005). Classroom learning, teaching, and research: a task-based perspective. *The Modern Language Journal*, 89(3), 339-52.
- Pica, T. (2007). Time, teachers, and tasks in focus on form instruction. In S. Fotos & H. Nassaji (Eds.), *Form-focused Instruction and Teacher Education: Studies in honour of Rod Ellis* (pp. 161-176). Oxford: Oxford University Press.
- Pica, T., & Doughty, C. (1985a). Input and interaction in the communicative language classroom: a comparison of teacher-fronted and group activities. In S. M. Gass & C. G. Madden (Eds.), *Input In Second Language Acquisition* (pp. 115-136). Rowley, MA: Newbury House.
- Pica, T., & Doughty, C. (1985b). The role of group work in classroom second language acquisition. *Studies in Second Language Acquisition*, 7(2), 233-248.
- Pica, T., Holliday, L., Lewis, N., Bedrock, D., & Newman, J. (1991). Language learning through interaction: What role does gender play? *Studies in Second Language Acquisition*, 13(3), 343-376.
- Pica, T., Young, R., & Doughty, C. (1987). The impact of interaction on comprehension. *TESOL Quarterly*, 21(4), 737-58.
- Pigge, F. L., & Marso, R. N. (1992). A Longitudinal Comparison of the Academic, Affective, and Personal Characteristics of Persisters and Nonpersisters in Teacher Preparation. *The Journal of Experimental Education*, 61(1), 19-26.
- Pintrich, P. (2002). The role of metacognitive knowledge in learning, teaching, and assessing. *Theory Into Practice*, 41(4), 119-225.
- Pintrich, P. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385-407.
- Pintrich, P., Wolters, C., & Baxter, G. (2000). Assessing metacognition and self-regulated learning. In G. Schraw & J. Impara (Eds.), *Issues in the measurement of metacognition* (pp. 43-97). Lincoln, NE: Buros Institute of Mental Measurements.

- Pontecorvo, C., & Sterponi, L. (2002). Learning to Argue and Reason Through Discourse in Educational Settings. In G. Wells & G. Claxton (Eds.), *Learning for Life in the 21st Century: Sociocultural Perspectives on the Future of Education* (pp. 127-140). Oxford: Blackwell.
- Posner, G. J. (1989). *Field Experience: Methods of Reflective Teaching (2nd Ed.)*. New York: Longman.
- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9(5), 1-6. Retrieved from <http://www.marcprensky.com/writing/prensky%20-%20digital%20natives,%20digital%20immigrants%20-%20part1.pdf>.
- Puchta, H., & Rinvolucri, M. (2005). *Multiple Intelligences in EFL: Exercises for Secondary and Adult Students*. Cambridge: Cambridge University Press.
- Purdie, N. & Oliver, R. (1999). Language learning strategies used by bilingual school-aged children. *System*, 27(3), 375-388.
- Qing, G. (2005). Intercultural Experience and Teacher Professional Development. *RELC Journal*, 36(1), 5-22.
- Raimes, A. (1991). Out of the Woods: Emerging Traditions in the Teaching of Writing. *TESOL Quarterly*, 25(3), 407-430.
- Rankin, J. (1994). Hit or Miss, or Missing: The Role of Second Language Acquisition Research in Language Teacher Training. *Teaching German*, 27(1), 18-27.
- Rath, J. (2002). Improving Instruction. *Theory Into Practice*, 41(4), 233-237.
- Reid, J., & Kroll, B. (1995). Designing and Assessing Effective Classroom Writing Assignments for NES and ESL Students. *Journal of Second Language Writing*, 4(1), 17-41.
- Reid, J., Forrestal, P., & Cook, J. (1989). *Small group learning in the classroom*. Scarborough, Western Australia: Chalkface Press.
- Ribot, N. (2004). My Experience Using the Multiple Intelligences. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/trans/international/ribot.htm>
- Richards, J. C. (1987). The dilemma of teacher education in TESOL. *TESOL Quarterly*, 21(2), 209-226.
- Richards, J. C. (1990). The teacher as self-observer: self-monitoring in teacher development. In J. C. Richards, *The language teaching matrix* (pp. 118-143). NY: Cambridge University press.
- Richards, J. C. (1998). *Beyond Training*. New York: Cambridge University Press.
- Richards, J. C. (1999). Addressing the grammar gap in task work. *Prospect*, 14(1), 4-19.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Richards, J. C. (2006). Materials Development and Research — Making the Connection. *RELC Journal* 37(1), 5-26.
- Richards, J. C. (2007). Materials development and research: towards a form-focused perspective. In S. Fotos and H. Nassaji (Eds.), *Form-focused Instruction and Teacher Education: Studies in honour of Rod Ellis* (pp. 147-160). Oxford: Oxford University Press.
- Richards, J. C. (2008). Second Language Teacher Education Today. *RELC Journal*, 39(2), 158-177.
- Richards, J. C. (2010). Competence and Performance in Language Teaching. *RELC Journal*, 41(2), 101-122.

- Richards, J. C., & Barbesan, C. (2004). *Connect*. New York: Cambridge University Press.
- Richards, J. C., & Bycina, D. (1984). *Person to Person*. New York: Oxford University Press.
- Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: strategies for teacher learning*. Cambridge: Cambridge University Press.
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.
- Richards, J. C., & Nunan, D. (Eds.). (1990). *Second language teacher education*. New York: Cambridge University Press.
- Richards, J. C., Platt, J., & Weber, H. (1985). *Longman Dictionary of Applied Linguistics*. Harlow: Longman.
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Richards, J. C., & Sandy, C. (1998). *Passages*. New York: Cambridge University Press.
- Richards, K. (2003). *Qualitative Inquiry in TESOL*. Basingstoke: Palgrave Macmillan.
- Riley, P. J. (2009). An adult attachment perspective on the student-teacher relationship and classroom management difficulties. *Teaching and Teacher Education*, 25(5), 626-635.
- Ritzen, J. M., Winkler, D. R., & Hargreaves-Heap, S. (1979). Teacher Preferences and the Level and Distribution of Scholastic Achievement. *The Journal of Experimental Education*, 47(4), 311-319.
- Rivers, W. M. (Ed.). (1987). *Interactive Language Teaching*. Cambridge: Cambridge University Press.
- Robbins, D. (2003). *Vygotsky's and A. A. Leontiev's Semiotics and Psycholinguistics: Applications for Education, Second Language Acquisition, and Theories of Language*. Westport, Conn.: Praeger Publishers.
- Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. *Applied Linguistics*, 22(1), 27-57.
- Robinson, T. (2001). Do learners learn from classroom interaction and does the teacher have a role to play? *Language Teaching Research*, 5(3), 189-211.
- Robinson, V. & Lai, M. K. (2006). *Practitioner Research for Educators: A Guide to Improving Classrooms and Schools*. Thousand Oaks, CA: Corwin Press.
- Roger, T., & Johnson, D. W. (1994). An overview of cooperative learning. In J. Thousand, A. Villa & A. Nevin (Eds.), *Creativity and cooperative learning* (pp. 1-21). Baltimore: Brookes Press. Retrieved from <http://www.co-operation.org/pages/overviewpaper.html>
- Rosenholtz, S. J. (1987). School success and the organizational conditions of teaching. In J. J. Lane & H. J. Walberg (Eds.), *Effective school leadership: Policy and process* (pp. 187-218). Berkeley, CA: McCutchan Publishing Corporation.
- Rosenholtz, S. J. (1991). *Teacher's workplace: The social organization of schools*. New York: Teachers College Press.
- Rothstein-Fisch, C., & Trumbull, E. (2008). *Managing Diverse Classrooms: How to build on Students' cultural strengths*. Alexandria VA: Association for Supervision and Curriculum Development.
- Rubin, J. (1975). What the "Good Language Learner" Can Teach Us. *TESOL Quarterly*, 9(1), 41-51.
- Rubin, J. (1981). Study of cognitive processes in second language learning. *Applied Linguistics*, 2(2), 117-131.



- Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), *Learner Strategies and Language Learning* (pp. 15-30). Englewood Cliffs, NJ: Prentice Hall.
- Russell, T., & Munby, H. (1991). Reframing: the role of experience in developing teachers' professional knowledge. In D. Schön (Ed.), *The Reflective Turn: Case Studies In and On Educational Practice* (pp. 164-187). New York: Teachers College Press.
- Ruxton, G. D. (2006). The unequal variance t-test is an underused alternative to Student's t-test and the Mann-Whitney U test. *Behavioral Ecology*, 17(4), 688-690.
- Rutherford, W. (1987). *Second Language Grammar: Teaching and Learning*. London: Longman.
- Ryans, D. G. (1963). A Theory of Instruction with Special Reference to the Teacher: An Information System Approach. *The Journal of Experimental Education*, 32(2), 191-223.
- Saif, S. (2006). Aiming for positive washback: a case study of international teaching assistants. *Language Testing*, 23(1), 1-34.
- Samuda, V. (2001). Guiding relationships between form and meaning during task performance: The role of the teacher. In M. Bygate, P. Skehan & M. Swain (Eds.), *Researching pedagogic tasks: Second language learning, teaching and testing* (pp. 119-140). Harlow: Longman.
- Santos, M. (1997). Portfolio assessment and the role of learner reflection. *English Teaching Forum*, 35(2), 10-14.
- Sawilowsky, S. S. (2002). Fermat, Schubert, Einstein, and Behrens-Fisher: The Probable Difference Between Two Means With Different Variances. *Journal of Modern Applied Statistical Methods*, 1(2), 461-472.
- Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129-158.
- Schmidt, R. W. (1994). Implicit learning and the cognitive unconscious: of artificial grammars and SLA. In N.C. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 211-282). London: Academic Press.
- Schneider, W., & Pressley, M. (1997). *Memory development between two and twenty*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Schofield, H. L., & Start, K. B. (1980). Product Variables as Criteria of Teacher Effectiveness. *The Journal of Experimental Education*, 48(2), 130-136.
- Schon, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.
- Schuurink, E., & Rvies, M. (2009). Combining advanced learning technologies in an immigrant educational program. In A. Lugmayr, H. Franssila, O. Sotamaa, P. Näränen & J. Vanhala. (Eds.), *Proceedings from the 13th International Mindtrek Conference: Everyday Life in the Ubiquitous Era* (pp. 182-189). New York, NY: AMC.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10(3), 209-231.
- Senior, R. (1997). Transforming language classes into bonded groups. *ELT Journal*, 51(1), 3-11.
- Senior, R. (2010). Connectivity: A Framework for Understanding Effective Language Teaching in Face-to-face and Online Learning Communities. *RELC Journal*, 41(2), 137-147.
- Shavelson, R., & Stern, P. (1981). Research on teacher's pedagogical thoughts, judgements, decisions and behaviour. *Review of Educational Research*, 51(4), 455-498.

- Sheets, R. H. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. Boston: Pearson Education.
- Shipka, J. (2005). A Multimodal Task-Based Framework for Composing. *College Composition and Communication*, 57(2), 277-306.
- Shohamy, E. (2005). The Power of Tests Over Teachers: The Power of Teachers Over Tests. In D.J. Tedick (Ed.), *Second Language Teacher Education: International Perspectives* (pp. 101-112). Mahwah, N.J.: Lawrence Erlbaum Associates, Inc.
- Shor, I., & Freire, P. (1987). *A pedagogy for liberation*. New York: Bergin and Garvey.
- Shore, J. R. (2004). Teacher Education and Multiple Intelligences: A Case Study of Multiple Intelligences and Teacher Efficacy in Two Teacher Preparation Courses. *Teachers College Record*, 106(1), 112-139.
- Short, P. M. (1994). Defining Teacher Empowerment. *Education*, 114(4), 488-492.
- Short, P. M., & Greer, J. T. (1993). Restructuring schools through empowerment. In J. Murphy & P. Hallinger (Eds.), *Restructuring schooling: Learning from ongoing efforts* (pp. 165-187). Newbury Park, CA: Corwin.
- Short, P. M., Greer, J. T., & Michael, R. (1991). Restructuring schools through empowerment: Facilitating the process. *Journal of School Leadership*, 1(2), 5-25.
- Short, P. M., & Rinehart, J. S. (1992). School participant empowerment scale. *Educational and Psychological Measurement*, 52(4), 951-960.
- Shrum, J. L., & Glisan, E. W. (2009). *Teacher's handbook: contextualized language instruction (4th Edn.)*. Boston: Cengage.
- Shulman, J. H. (1991). Revealing the mysteries of teacher-written cases: Opening the black box. *Journal of Teacher Education*, 42(4), 250-262.
- Shulman, L. (1986). Paradigms and research programs in the study of teaching. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 3-36). NY: Macmillan.
- Shulman, L. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review* 57(1): 1-22.
- Silverman, D. (1993). *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction*. Thousand Oaks, Calif.: Sage.
- Simkins, M., Cole, K., Tavalin, F., & Means, B. (2002). *Increasing Student Learning Through Multimedia Projects*. Virginia: ASCD - Association for Curriculum and Development.
- Sinclair, B., & Ellis, G. (1992). Survey: learner training in EFL course books. *ELT Journal*, 46(2), 209-25.
- Sinclair, J. M. & Coulthard, R. M. (1975). The System of Analysis. In J.M. Sinclair & R.M. Coulthard (Eds.), *Towards an Analysis of Discourse: The English Used by Teachers and Pupils* (pp. 19-60). Oxford: Oxford University Press.
- Singh, G., & Richards, J. C. (2006). Teaching and Learning in the Language Teacher Education Course Room: A Critical Sociocultural Perspective. *RELC Journal*, 37(2), 149-175.
- Skehan, P. (1996a). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38-62.
- Skehan, P. (1996b). Second language acquisition research and task-based instruction. In J. Willis & D. Willis (Eds.), *Challenge and Change in Language Teaching* (pp. 17-30). Oxford: Heinemann
- Skehan, P. (1998a). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.

- Skehan, P. (1998b). Task-based instruction. *Annual Review of Applied Linguistics*, 18, 268–86.
- Skehan, P. (2001). Tasks and Language Performance Assessment. In M. Bygate, P. Skehan & M. Swain (Eds.), *Researching Pedagogic Tasks* (pp. 167-185). London: Longman.
- Skehan, P. (2007). Task research and language teaching: reciprocal relationships. In S. Fotos and H. Nassaji (Eds.), *Form-focused Instruction and Teacher Education: Studies in honour of Rod Ellis* (pp. 55-69). Oxford: Oxford University Press.
- Skehan, P., & Foster, P. (1997). The influence of planning and post-task activities on accuracy and complexity in task-based learning. *Language Teaching Research*, 1(3), 185-211.
- Skehan, P., & Foster, P. (2001). Cognition and tasks. In P. Robinson, (Ed.), *Cognition and Second Language Acquisition* (pp. 287-318). Cambridge, U.K.: Cambridge University Press.
- Slavin, R. E. (1989). Research on cooperative learning: An international perspective. *Scandinavian Journal of Educational Research*, 33(4), 231-243.
- Slavin, R. E. (1990). *Cooperative Learning: Theory, research, and practice*. Boston: Allyn and Bacon.
- Slavin, R. E. (2006). *Educational psychology: Theory and practice (8th ed.)*. Boston: Pearson.
- Smith, B. L., & MacGregor, J. T. (1992). What is collaborative learning? In A. S. Goodsell, M. R. Maher & V. Tinto (Eds.), *Collaborative Learning: A Sourcebook for Higher Education* (pp. 10-30). National Center on Postsecondary Teaching, Learning, & Assessment. University Park, PA: Syracuse University.
- Smithson, J. (2000). Using and analysing focus groups: limitations and possibilities. *International Journal of Social Research Methodology*, 3(2), 103-119.
- Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education*, 40(2), 2-9.
- Snow, M. A., & Brinton, D. M. (1997). *The content-based classroom: Perspectives on integrating language and content*. New York: Longman.
- Snow, R. (1980). Aptitude Processes. In R. Snow et al. (Eds.), *Conative and Affective Process Analyses: Vol. 1. Aptitude, Learning and Instruction* (pp. 27-60). Hillsdale, NJ: Erlbaum Associates.
- Snow, R. (1989). Aptitude-Treatment Interaction as a framework for research on individual differences in learning. In P. Ackerman, R.J. Sternberg & R. Glaser (Eds.), *Learning and Individual Differences* (pp. 13-60). New York: W.H. Freeman.
- Spratt, M. (2005). Washback and the classroom: the implications for teaching and learning of studies of washback from exams. *Language Teaching Research*, 9(1), 5-29.
- Spratt, M. (2011). CLIL: the nature of the beast. *English Teaching Professional*, 11, 3-5.
- Spratt, M., & Leung, B. (2000). Peer teaching and peer learning revisited. *ELT Journal*, 54(3), 218-226.
- Stanley, C. (1998). A framework for teacher reflectivity. *TESOL Quarterly*, 32(3), 584-591.
- Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*. London: Heinemann.
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Stern, H. H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.

- Sticchi-Damiani, M. (1981). Group Work: From Practice to Theory. *ELT Journal*, 35(3), 243-249.
- Stoller, F. (2004). Content-based instruction: perspectives on curriculum planning. *Annual Review of Applied Linguistics*, 24, 261-83.
- Stone, P., & Kidd, A. (2011). Students' Social Positioning in the Language Classroom: Implications for Interaction. *RELC Journal*, 42(3), 325-343.
- Storch, N. (2005). Collaborative Writing: Product, process, and students' reflections. *Journal of Second Language Writing*, 14(3), 153-173.
- Swaffar, J., Arens, K., & Morgan, M. (1982). Teacher classroom practices: Redefining methods as task heirarchy. *Modern Language Journal*, 66(1), 1-54.
- Swain, M. (1985). Communicative competence: some rules of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (pp. 235-256). Mass.: Newbury House.
- Swain, M. (1991). Manipulating and complementing content teaching to maximise second language learning. In E. Kellerman, R. Phillipson, L. Selinker, M. Sharwood Smith & M. Swain (Eds.), *Foreign/Second Language Pedagogical Research* (pp. 234-250). Clevedon: Multilingual Matters.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principles and practice in the study of language* (pp. 125-144). Oxford: Oxford University Press.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford: Oxford University Press.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *Modern Language Journal*, 82(3), 320-337.
- Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research* 4(3), 253-276.
- Swain, M., & Lapkin, S. (2001). Focus on form through collaborative dialogue: exploring task effects. In M. Bygate, P. Skehan & M. Swain (Eds.), *Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing* (pp. 99-118). Harlow, UK: Pearson Education.
- Swank, P. R., Taylor, R. D., Brady, M. P., & Freiburg, H. J. (1989). Sensitivity of Classroom Observation Systems: Measuring Teacher Effectiveness. *The Journal of Experimental Education*, 57(2), 171-186.
- Takashima, H., & Ellis, R. (1999). Output enhancement and the acquisition of the past tense. In R. Ellis (Ed.), *Learning a second language through interaction* (pp. 173-188). Amsterdam: Benjamins.
- Tan, M. (2011). Mathematics and science teachers' beliefs and practices regarding the teaching of language in content learning. *Language Teaching Research*, 15(3), 325-342.
- Tarone, E. (1979). Interlanguage as chameleon. *Language Learning*, 29(1), 181-91.
- Tarone, E. (1981). Some thoughts on the notion of communication strategy. *TESOL Quarterly*, 15(3), 285-295.
- Tarone, E. (1982). Systematicity and attention in interlanguage. *Language Learning*, 32(1), 69-84.
- Tarone, E. (1983a). Some thoughts on the notion of 'communication strategy'. In C. Faerch & G. Kasper (Eds.), *Strategies in Interlanguage Communication* (pp. 61-74). London: Longman.

- Tarone, E. (1983b). On the variability of interlanguage systems. *Applied Linguistics* 4, 142-63.
- Tarone, E., & Parrish, B. (1988). Task-related variation in interlanguage: the case of articles. *Language Learning*, 38(1), 21-43.
- Tedick, D. J. (2005). *Second language teacher education: international perspectives*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Teemant, A., Bernhardt, E., & Rodriguez-Munoz, M. (1996). Collaborating with content-area teachers: What we need to share. *TESOL Journal*, 5(4), 16-20.
- Thorne, S. L., (2004). Cultural historical activity theory and the object of innovation. In O. St. John, K. Esch & E. Schalkwijk (Eds), *New Insights into Foreign Language Learning and Teaching* (pp. 51-70). Frankfurt: Peter Lang Verlag.
- Tickoo, M. L. (2003). *Teaching and Learning English: a source book for teachers and teacher trainers*. Repr. 2004. New Delhi: Orient Longman Pvt. Ltd.
- Todd, R. W., Chaiyasuk, I., & Tantisawetrat, N. (2008). A Functional Analysis of Teachers' Instructions. *RELC Journal*, 39(1), 25-50.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.
- Totten, S., Sills, T., Digby, A., & Russ, P. (1991). *Cooperative learning: A guide to research*. New York: Garland.
- Trappes-Lomax, H., & Ferguson, G. (2002). *Language in Language Teacher Education*. Philadelphia: John Benjamins B.V.
- Truscott, J. (1998). Noticing in second language acquisition: A critical review. *SLA Research*, 14(2), 103-135.
- Tsui, A. B. M. (2003). *Understanding Expertise in Teaching: Case Studies of Second Language Teachers*. New York: Cambridge University Press.
- Tsui, A. B. M. (2007). Complexities of Identity Formation: A Narrative Inquiry of an EFL Teacher. *TESOL Quarterly*, 41(4), 657-680.
- University Grants Commission. (1960). *Report of the Review Committee on Education*. New Delhi: UGC.
- University Grants Commission. (1974). *Report of the University Grants Commission Panel on Teacher Education During Fifth Plan Period*. New Delhi: UGC.
- University Grants Commission. (1990). *Report of the Curriculum Development Centre in Education: Vol. I*. New Delhi: UGC.
- University Grants Commission. (1993). *Guidelines for Running B.Ed. Through Correspondence, Ramlal Parikh Committee on B.Ed. Correspondence*. New Delhi: UGC.
- University Grants Commission. (1994). *Committee on B.Ed. Correspondence, Distance Education Programme*. New Delhi: UGC.
- University Grants Commission. (1995). *B.Ed. Through Correspondence for Inservice Teachers, Takwale Committee*. New Delhi: UGC.
- Ur, P. (1981). *Discussions that work – Task-centered fluency practice*. Cambridge: Cambridge University Press.
- Ur, P. (1992). Teacher learning. *ELT Journal*, 46(1), 56-61.
- Ushioda, E. (2003). Motivation as a socially mediated process. In D. Little, J. Ridley & E. Ushioda (Eds.), *Learner autonomy in the foreign language classroom: Teacher, learner, curriculum, and assessment* (pp. 90-102). Dublin: Authentik.
- Valette, R. M., & Disick, R. S. (1972). *Modern Language Performance Objectives and Individualization: A Handbook*. New York: Harcourt Brace Jovanovich.

- Van Ek, J. A. (1976). *The Threshold Level for Modern Language Learning in Schools*. Strasbourg (Council of Europe): Longman.
- Van Lier, L. (1992). Not the nine o'clock linguistics class: investigating contingency grammar. *Language Awareness*, 1(2), 91-108.
- Van Lier, L. (1994). Forks and hope: Pursuing understanding in different ways. *Applied Linguistics*, 15(3), 328-347.
- Vavrus, M. (2002). *Transforming the Multicultural Education of Teachers: Theory, Research and Practice*. New York, NY: Teachers College Press.
- Velez-Rendon, G. (2006). From student to teacher: a successful transition. *Foreign Language Annals*, 39(2), 320-333.
- Via, R. A. 1987. 'The Magic If' of Theater: Enhancing Language Learning through Drama. In W. Rivers (Ed.), *Interactive Language Teaching* (pp. 110-123). Cambridge: Cambridge University Press.
- Victor, J. B. (1976). Relation between Teacher Belief and Teacher Personality in Four Samples of Teacher Trainees. *The Journal of Experimental Education*, 45(1), 4-9.
- Victor, J. B., & Otis, J. P. (1980). Teacher Strength and Sensitivity Behavior: Attitude Personality Correlates. *The Journal of Experimental Education*, 49(1), 9-15.
- Vilches, C. L. M. (2003). Task based language teaching: The case of EN 10. *RELC Journal*, 34(1), 82-99.
- Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes*. Repr. 1980. M. Cole, V. John-Steiner, S. Scribner, E. Souberman, (Eds.). Cambridge, MA: Harvard University Press.
- Vygotsky, L. S. (1986). *Thought and Language*. Cambridge, MA: MIT Press.
- Wajnryb, R. (1992). *Classroom observation tasks*. Cambridge: Cambridge University Press.
- Walker Tileston, D. (2004a). *What Every Teacher Should Know About Diverse Learners*. California: Corwin Press.
- Walker Tileston, D. (2004b). *What Every Teacher Should Know About Learning, Memory, and the Brain*. California: Corwin Press.
- Walker Tileston, D. (2004c). *What Every Teacher Should Know About Student Motivation*. California: Corwin Press.
- Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. New York: Cambridge University Press.
- Wallace, M. J. (1996). Structured reflection: The role of the professional project in training ESL teachers. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 281-294). NY: Cambridge University Press.
- Wallace, M. J. (1998). *Action research for language teachers*. NY: Cambridge University Press.
- Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. *The Modern Language Journal*, 81(4), 470-481.
- Waters, A., & Vilches, M. L. C. (2005). Managing innovation in language education: a course for ELT change agents. *RELC Journal*, 36(2), 117-136.
- Waters, A., & Vilches, M. L. C. (2008). Factors Affecting ELT Reforms. *RELC Journal*, 39(1), 5-24.
- Waxman, H., Wang, M., Lindvall, M., & Anderson, K. (1988). *Classroom Observation Schedule technical manual*. Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

- Weber, E. (1992). Curriculum for Success. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/strategies/mi/weber1.htm>
- Weber, E. (2001). Five-Phases To PBL: MITA (Multiple Intelligence Teaching Approach) Model For Redesigned Higher Education Classes. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/strategies/mi/weber3.htm>
- Weber, E. (2005). *MI Strategies in the Classroom and Beyond: Using Roundtable Learning*. Boston: Pearson.
- Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies. In M. C. Wittrock (Ed.), *Handbook of research on teaching*, 3rd edition (pp. 315-327). New York: Macmillan Company.
- Wellington, B., & Austin, P. (1996). Orientations to reflective practice. *Educational Research*, 38(3), 307-316.
- Wendel, J. (1997). *Planning and second language narrative production* (Unpublished Ph.D. Dissertation). Temple University, Japan. Retrieved from <http://ojs.academypublisher.com/index.php/jltr/article/view/0202338352>
- Wenden, A. (1995). Learner training in context: a knowledge-based approach. *System*, 23(2), 183-194.
- Wentzel, K. R. (2003). Motivating students to behave in socially competent ways. *Theory into Practice*, 42(4), 319-326.
- Wentzel, K. R. (2006). A social motivation perspective for classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp. 619-643). Mahwah, NJ: Lawrence Erlbaum Associates.
- Wertsch, J. V. (1991). *Voices of the mind*. Cambridge, MA: Harvard University Press.
- Wesche, M. B., & Skehan, P. (2002). Communicative, task-based, and content based language instruction in R. B. Kaplan (Ed.), *The Oxford Handbook of Applied Linguistics* (pp. 207-228). New York: Oxford University Press.
- Westwood, P., & Arnold, W. (2004). Meeting individual needs with young learners. *ELT Journal*, 58(4), 375-378.
- Wette, R. (2009). Making the instructional curriculum as an interactive, contextualized process: case studies of seven ESOL teachers. *Language Teaching Research*, 13(4), 337-365.
- White, M. N. (1977). Social Motivation in the Classroom. In S. Ball (Ed.), *Motivation in Education* (pp. 67-89). New York: Academic Press, Inc.
- White, R. (1998). What is quality in English language teacher education? *ELT Journal*, 52(2), 133-139.
- Whitford, B. L. (1994). Permission, persistence, and resistance: linking high school restructuring with teacher education reform. In L. Darling-Hammond (Ed.), *Professional Development Schools: schools for developing a profession* (pp. 74-97). New York: Teachers College Press.
- Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.
- Widdowson, H. G. (1981). English for specific purposes: Criteria for course design. In L. Selinker, E. Tarone & V. Hanzeli (Eds.), *English for academic and technical purposes: Studies in honor of Louis Trimble* (pp. 1-11). Rowley, MA: Newbury House, 1981.
- Widdowson, H. G. (1984). The incentive value of theory in teacher education. *ELT Journal*, 38(2), 86-90.

- Widdowson, H. G. (1987). Aspects of syllabus design. In M. Tickoo (Ed.), *Language Syllabuses: State of the Art* (pp. 65-89). Singapore: Regional Language Centre.
- Widdowson, H. G. (1990). *Aspects of Language Teaching*. Oxford: Oxford University Press.
- Widdowson, H. G. (1993). The relevant conditions of language use and learning. In M. Krueger & F. Ryan (Eds.), *Language and content: Discipline and context based approaches to language study* (pp. 27-36). Lexington, MA: D.C. Heath.
- Widdowson, H. G. (1998). Review article: The theory and practice of critical discourse analysis. *Applied Linguistics*, 19(1), 136-151.
- Wild, M., Mayeaux, A., & Edmonds, K. (2008). *TeamWork: Setting the stage for collaborative teaching, grades 5-9*. Portland, ME: Stenhouse.
- Wilkins, D. A. (1976). *Notional Syllabuses*. London: Oxford University Press.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford, UK: Oxford University Press.
- Willis, J. (1996). *A Framework For Task-based Learning*. Harlow: Longman.
- Willis, J. R. (2004). Perspectives on task-based instruction: understanding our practices, acknowledging different practitioners. In B. L. Leaver & J. R. Willis (Eds.), *Task-based instruction in foreign language education: practices and programs* (pp. 3-44). Washington, D.C.: Georgetown University Press.
- Winn-Bell Olsen, J. (1977). *Communication Starters and Other Activities for the ESL Classroom*. San Francisco: Alemany Press.
- Wolfe, M. L., & Engel, J. D. (1978). Dimensions of Opinion about Teacher-Pupil Relations. *The Journal of Experimental Education*, 46(3), 41-45.
- Wong, M. S. L. (2010). Beliefs about Language Learning: A Study of Malaysian Pre-Service Teachers. *RELC Journal*, 41(2), 123-136.
- Wright, T. (1987). Instructional task and discoursal outcome in the L2 classroom. In C.N. Candlin & D. Murphy, *Language Learning Tasks* (pp. 47-68). Englewood Cliffs, NJ: Prentice-Hall.
- Wu, W. T. (2004). Multiple Intelligences, Educational Reform, and a Successful Career. *Teachers College Record*, 106(1), 181-192.
- Yechuri, S. (1986). Educational Development in India. *Social Scientist*, 154(14), 14-15.
- Yelon, S. L., & Schmidt, W. H. (1973). The Effect of Objectives and Instructions on the Learning of a Complex Cognitive Task. *The Journal of Experimental Education*, 41(3), 91-96.
- Yule, G., & MacDonald, D. (1990). Resolving referential conflicts in L2 interaction: The effect of proficiency and interactive role. *Language Learning*, 40(4), 539-556.
- Zacharias, N. T. (2005). Teachers' Beliefs about Internationally-Published Materials: A Survey of Tertiary English Teachers in Indonesia. *RELC Journal*, 36(1), 23-37.
- Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. New Jersey: Erlbaum.
- Zimmerman, B. (1998). Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional method. In D. Schunk & B. Zimmerman (Eds.), *Self regulated learning: From teaching to self-reflective practice* (pp. 1-19). New York: The Guilford Press.