

- Alderson, J.C & Hughes, A.(eds.) (1981):** *ELT Documents 111-Issues in Language Testing.* The British Council,
- Alderson J. C. (ed.) (2009).** *The politics of language education: Individuals and institutions.* Bristol: Multilingual Matters.
- Allwright, R. L. (1981).** What do we want teaching materials for? *ELT Journal* 36.1, 5–18.
- Alderson, J.C. (2000)** in G.M Blue, Milton, J & Savilla, J. (eds): *Assessing English for Academic purposes*, Bern, Switzerland.
- Allwright, R.L. (1989)** In Hayes, D. (1997): Helping teachers to cope with large classes. *ELT Journal*, Vol. 51, No.2, 106-116.
- Alderson, C. and D. Wall.** (1993). Does washback exist? *Applied Linguistics* 14/2: 115-29.
- Allen, D.** 1994. Report on testing, examination and evaluation: Orientation of secondary school teachers for teaching English as a Foreign Language Project, Bangladesh. The British Council,
- Allwright, R. L. (1981).** What do we want teaching materials for? *English Language Teaching Journal* 36/1: 5-18.
- Allwright, R. L. (1983).** Classroom centred research in language teaching and learning: A brief historical review. *TESOL Quarterly* 17/2: 191-204.
- Allwright, D.** (1988). *Observation in the Language Classroom.* London: Longman.
- Allwright, D.** (1993). Integrating 'research' and 'pedagogy': appropriate criteria and practical possibilities. In Edge and Richards (eds.) 1993: 125-135.
- Allwright, D.** (1997). Quality and sustainability in teacher research. *TESOL Quarterly* 31: 368-70.
- Allwright, D. and K. Bailey.** (1991). *Focus on the Language Classroom.* Cambridge: Cambridge University Press.
- Almarza, G. G.** (1996). Student foreign language teacher's knowledge growth. In Freeman and Richards (eds.) 1996: 50-78.'
- Anthony, E. M.** (1963). Approach, method, technique. *English Language Teaching* 17: 63-67.
- Apple, M. W.** (1979). *Ideology and Curriculum.* London: Routledge and Kegan Paul.
- Argyris, C. and D. A. Schon.** (1974). *Theory in Practice: Increasing Professional Effectiveness.* San Francisco: Jossey Bass.

- Allwright, D. and K. M. Bailey (1991).** *Focus on the Language Classroom*. Cambridge, Cambridge University Press.
- Argyris, C. and D. Schon (1975).** *Theory into Practice*. San Francisco, Jossey-Bass.
- Atkinson, P.** 1990. *The Ethnographic Imagination*. London: Routledge.
- Bachman & Palmer (1996):** *Language Testing in Practice*, Oxford University Press.
- Bachman, L. (1990):** *Fundamental considerations in language testing*. Oxford University Press.
- Bax, S. (2003):** The end of CLT: a context approach to language teaching, *ELT Journal*, Vol. 57, NO.3, pp.278-286
- Berns, M. et al., (1998):** (Re)experiencing hegemony: the linguistic imperialism of Robert Phillipson. Review Essay. *International Journal of Applied Linguistic*, Vol.8, No.2, pp.271-82
- Block, D. & Cameron, D. (2002) (eds.):** *Globalization and language teaching*. Routledge
- Breen, P.M (1985):** Authenticity in Language Classroom, *Applied Linguistics*, Vol.6. No.1 pp.60-70
- Bailey, K. M.** (1990). The use of diary studies in teacher education programmes. In Richards and Nunan (eds.) 1990: 215-226.
- Bailey, K. M.** (1995). Towards a theory of second language teaching: Ideas from classroom research on language teaching and learning. In Alatis et al. (eds) 1995: 281-299.
- Bailey, K. M.** (1996). The best-laid plans: teachers' in-class decisions to depart from their lesson plans. In Bailey and Nunan (eds) 1996: 15-40.
- Bailey, K. M. and D. Nunan (eds.).** (1996). *Voices from the Language Classroom*. Cambridge: Cambridge University Press.
- Bailey, R. W.** (1996). Attitudes toward English: The future of English in South Asia. In Baumgardner (ed.) 1996: 40-52.
- Bangladesh Bureau of Educational Information and Statistics (BANBEIS) (2005).** *Bangladesh Educational Statistics 2005*. Ministry of Education.
- Bangladesh Bureau of Educational Information and Statistics (BANBEIS). (2006).** *Bangladesh Educational Statistics 2006(at a glance)*. Ministry of Education.

- Bartlett, L.** (1990). Teacher development through reflective teaching. In Richards and Nunan (eds.) 1990: 202-214.
- Bartolomé, L. I. (1994).** Beyond the Methods Fetish: Toward a Humanizing Pedagogy. *Harvard Educational Review*, 64(2), pp. 173-194.
- BBS.** (2002). *Bangladesh Education in Statistics*. Dhaka: Government of Bangladesh Printers.
- BBS.** (2004). *Bangladesh Education in Statistics*. Dhaka: Government of Bangladesh Printers.
- Beretta, A.** (1990). Implementation of the Bangalore Project. *Applied Linguistics* 11/4: 321-337.
- Beretta, A.** (1991). Theory construction in SLA: Complementarity and opposition. *Studies in Second Language Acquisition*. 13/4: 493-511.
- Bernhardt, E.** and **J. Hammadou.** (1987). A decade of research in foreign language teacher education. *The Modern Language Journal* 71/3: 289-299.
- Bialystok, E.** (1978). A theoretical model of second language learning. *Language Learning* 28: 81-104
- Bisong, J.** (1995). Language choice and cultural imperialism: a Nigerian perspective. *English Language Teaching Journal* 49/2: 122-132.
- Block, D.** (1996). Not so fast: Some thoughts on theory culling, relativism, accepted findings and the heart and soul of SLA. *Applied Linguistics* 17/1: 61-83.
- Bolitho, R.** (1988). Teaching, teacher training and applied linguistics. *The Teacher Trainer* 2/3: 4-7.
- Borg, S.** (1998). Data-based teacher development. *English Language Teaching Journal* 52/2: 273-281.
- Breen, M. P.**(1984). Process syllabuses for the language classroom. In Brumfit (ed.)1984: 47-60.
- Breen, M. P.** (1985). The social context of language learning - a neglected situation? *Studies in Second Language Acquisition* 7/2: 135-158. 11-1
- Breen, M.** (1989). The evaluation cycle for language learning tasks. In Johnson (ed.) 1989: 187-206.
- Breen, M.** (1991). Understanding the language teacher. In Phillipson et al. (eds) 1991:213-233.

- Breen, M. and C. Candlin** 1980. The essentials of a communicative curriculum in language teaching. *Applied Linguistics* 1 /2: 89-112.
- Britten, D.**(1985). Teacher Training in ELT: Parts 1 and 2. *Language Teaching* 18/2: 112-128; 18/3: 220-238.
- Britten, D.** (1988). Three stages in teacher training. *English Language Teaching Journal* 42/1: 3-13.
- Brandt, C.** (2006). Allowing for practice: a critical issue in TESOL teacher preparation, *ELT Journal*, Volume 60, Issue 4, Pages 355–364
- Brown, R. W.** (1990). The place of beliefs and of concept formation in a language teacher training theory. *System* 18/1: 85-96.
- Brumfit, C. J.** (1979). Integrating theory and practice. In Holden (ed) 1979: 1-3.
- Brumfit, C. J.** 1983b. The integration of theory and practice. In Alatis et al. (eds.) 1983: 59-73.
- Brumfit, C. J. (ed.).** (1984). *General English Syllabus Design*. Oxford: Pergamon. **Brumfit, C. J. (ed.).** 1986. *The Practice of Communicative Language Teaching*. Oxford: Pergamon.
- Brumfit, C.** (1995). Teacher professionalism and research. In Cook and Seidlhofer (eds.) 1995: 27-41.
- Brumfit, C. J. and K. Johnson (eds.).** (1979). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.
- Bryman, A. and R.G Burgess (eds).** (1994). *Analysing Qualitative Data*. London and New York: Routledge
- Burgess, R. G.** (1984). *In the Field: an Introduction to Field Research*. London: George Allen
- Burgess, R G.** (ed.) (1985). *Field Methods in the Study of Education*. London and Philadelphia: Falmer Press
- Burgess, R. G.** (ed.) (1989) *The Ethics of Educational Research*. Lewes: Falmer Press.
- Brindley and Hood (1991):** In Markee, N. (1997): *Managing Curricular Innovation*, Cambridge University Press.
- Brumfit C. J. (1984):** *General English Syllabus Design*, Pergamon Press & British Council.
- Byram, M. and Grundy, p. (2003):** *Context and Culture in Language Teaching and learning*, Multilingual Matters, p.1
- Bailey, K. and D. Nunan (eds) (1996).** *Voices from the Language Classroom: Qualitative*

Research in Second Language Education. Cambridge, Cambridge University Press.

Bailey, K. (1996a). The Language Learner's Autobiography: Examining the "Apprenticeship of Observation". In *Teacher Learning in Language Teaching*. D. Freeman and J. C. Richards (eds.). Cambridge, Cambridge University Press. (11-29)

Bailey, K. M. (1996b). The Best Laid Plans: Teachers in-Class Decisions to Depart from their Lesson Plans In *Voices from the Language Classroom*. K. M. Bailey and D. Nunan. Cambridge, Cambridge University Press. (15-38)

Bogdan, R. C. and S. K. Biklen (1998). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston, Allyn and Bacon.

Borg, M. (2001). "Teachers' Beliefs". *ELT Journal*. 55(2): 186-188

Borg, S. (2003). "Teacher Cognition in Language Teaching: A Review of Research on what Language Teachers Think, Know, Believe, and Do." *Language Teaching* 36(2): 81-109.

Breen, M. (1986). "The Social Context for Language Learning- A Neglected Situation " *Studies in Second Language Acquisition* 7: 135-158.

Breen, M. (1987a). "Contemporary Paradigms in Syllabus Design. Part I." *Language Teaching* 20: 81-92.

Breen, M. (1987b). "Contemporary paradigms in syllabus design Part II." *Language Teaching* 20: 157-174.

Brown, D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. London: Pearson Education.

Brumfit, C. J. (1984). *General English Syllabus Design*. ELT Documents 18 Oxford, Pergamon Press.

Burgess (1988). *Strategies of Educational Research: Qualitative Methods*. London: The Falmer Press.

- Burns, A. (1999).** Collaborative Action Research for English Language Teacher. Cambridge, Cambridge University Press.
- Beretta, A. (1992).** What can be learned from the Bangalore evaluation? In Alderson & Beretta (eds.), 250–271.
- Bowers, R. (1994).** Towards 2000. In Allwright & Waters (eds.), 118–123.
- Bray, T. & T. Luxon (1999).** The role of baseline studies in ELT projects. In Kennedy (ed.), 32–39.
- Calderhead, J. (1981).** Stimulated Recall: A method for research on teaching. *British Journal of Educational Psychology* 51: 211-217.
- Calderhead, J. (ed.). (1987).** *Exploring Teachers Thinking*. London: Cassell.
- Calderhead, J. (1988).** *Teachers' Professional Learning*. London: Falmer Press.
- Calderhead, J. (1989).** Reflective teaching and teacher education. *Teaching and Teacher Education* 5/1:43-51.
- Calderhead, J. (1990).** Conceptualizing and evaluating teachers' professional learning. *European Journal of Teacher Education*. 13/3: 153-160.
- Calderhead, J. and M. Robson. (1991).** Images of teaching: Student teachers' early conceptions of classroom teaching. *Teaching and Teacher Education* 7:1-8.
- Canagarajah, A. S. (1993).** Critical ethnography of a Sri Lankan classroom: Ambiguities in student opposition to reproduction through ESOL. *TESOL Quarterly* 27/4: 601-626.
- Candlin, C. (1984).** Syllabus design as a critical process. In Brumfit (ed) 1984: 29-46.
- Chaudron, C. (1988).** *Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Cheshire, J. (ed.). (1991).** *English around the World: Sociolinguistic Perspectives*. Cambridge: Cambridge University Press.
- Chin, R. and K. D. Benue. (1976).** General strategies for affecting changes in human systems. In W. G. Bennis, K. D. Benue, R. Chin and K. E. Corey (eds.). *The Planning of Change*. New York: Holt, Rinehart and Winston: 22-45.
- Chomsky, N. (1965).** *Aspects of the Theory of Syntax*. Mass: MIT Press.

- Clark, J. L.** (1987). *Curriculum Renewal in School Foreign Language Learning*. Oxford: Oxford University Press.
- Clark, C. M. and P. L. Peterson.** (1986). Teachers' thought processes. In Wittrock (ed.). 1986: 225-296.
- Cohen, L. and L. Manion.** (1994). *Research Methods in Education*. Fourth edition. London: Routledge.
- Coleman, H.** (1987). Teaching spectacles and learning festivals. *English Language Teaching Journal* 41/2: 97-103.
- Coleman, H. (ed.).** (1996a). *Society and the Language Classroom*. Cambridge: Cambridge University Press.
- Coleman, H.** (1996b). Autonomy and ideology in the English language classroom. In Coleman (ed.) 1996: 1-15.
- Coleman, H.** (1996c). Shadow puppets and language lessons: Interpreting classroom behaviour in its cultural context. In Coleman (ed.) 1996: 64-85.
- Cortazzi, M.** (1990). Cultural and educational expectations in the language classroom. In Harrison (ed.) 1990: 54-65.
- Cortazzi, M. and Lixian Jin.** (1996b). Cultures of learning: Language classrooms in China. In Coleman (ed.) 1996: 169-206.
- Crystal, D.** (1985). Comment on Quirk's 'The English language in a global context'. In Quirk and Widdowson (eds) 1985: 9-10.
- Crystal, D.** (1995). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press.
- Crystal, D.** (1997). Watching World English Grow. *LATEFL Newsletter* 135: 10-11.
- Cullen, R.** (1994). Incorporating a language improvement component in teacher training programmes. *English Language Teaching Journal* 48/2: 162-172.
- Cullen, R.** (1995). The use of lesson transcripts in teacher development. *The Teacher Trainer*. 9/1: 3-7.
- Canagarajah, A.S. (1999):** *Resisting Linguistic Imperialism*, Oxford University Press.
- Canagarajah, A.S. (2002):** Globalization, methods, and practice in periphery classrooms In Block, D. & Cameron, D. (2002) (eds.): *Globalization and language teaching*. Routledge

- Canale, M. & Swain, M. (1980):** Theoretical bases of communicative approaches to language teaching and testing, *Applied Linguistics, Vol.1. No.1* 1-47
- Carnagarajah, A.S. (1993):** Critical ethnography of a Sri Lankan classroom: ambiguities in opposition to reproduction through ESOL. *TESOL Quarterly Vol.27, No.4, pp.601-26*
- Chomsky (1965):** *Aspects of the Theory of Syntax*. Cambridge, Mass.: MIT press.
- Chomsky, N. (1957):** *Syntactic Structures*. The Hague: Mouton
- Choudhury S.I (2001):** *In Revisioning English in Bangladesh* (Eds) The University Press Ltd.
- Chowdhury, Nath, Ahmed, Choudhury, (2002):** *Renewed Hope Daunting Challenges: State of primary education in Bangladesh*. The University Press.
- Coleman, H. (1996):** *Society and the Language Classroom*, Cambridge University Press
- Cortazzi and Jin (1996)** In Coleman, H. (1996): *Society and the Language Classroom*, Cambridge University Press
- Cox & Assis-Peterson (1999):** Critical Pedagogy in ELT: Images of Brazilian teachers of English. *TESOL Quarterly Vol.33, pp.433-484*
- Cross, D. (1995):** Language Teacher Preparation in developing Countries: Structuring Pre-Service Teacher Training Programmes, *FORUM, Vol.33, No.4*
<<http://exchanges.state.gov/forum/vols/vol33/no4/p34.htm>> 23/08/03
- Crystal, D. (1997):** *English as a global language*. Cambridge University Press
- Cunningworth, A. (1996).** *Choosing your coursebook*. (ed.). Oxford: Heinemann.
- Cunningworth, A. (1984).** *Evaluating and selecting ELT teaching material*. (ed.). London: Heinemann.
- Calderhead, J. (1996).** Teachers: Beliefs and knowledge. Handbook of Educational Psychology. D. C. Berliner and R. C. Calfee. New York, MacMillan (709-725).
Teaching. W. R. Houston (Ed.). New York, MacMillan. (291-310)
- Cazden, C. (1986).** Classroom Discourse. Handbook of Research on Teaching. M. C. Wittrock. New York, MacMillan. (432-463)
- Chaudron, C. (1988).** Second Language Classrooms: Research on Teaching and Learning. Cambridge, Cambridge University Press.

- Clandinin, D. J. (1986).** Classroom Practice: Teacher Images in Action. London and Philadelphia, The Falmer Press.
- Clark, C. M. and P. L. Peterson (1986).** Teachers' Thought Processes. Handbook of Research on Teaching. M. C. Wittrock (Ed.). New York, MacMillan. (255-296)
- Cohen, L. and L. Manion (1985).** Research Methods in Education. London and New York, Routledge.
- Cohen, D. (1998).** Dewey's Problem. The Elementary School Journal. 98 (5): 427-446
- Cohen, L. and L. Manion (1994).** Research Methods in Education. London, Routledge.
- Cohen, L., L. Manion, K. Marrison (2007).** Research Methods in Education. London, Routledge.
- Creswell, J. W. (2003).** Research Design: Qualitative, Quantitative, and Mixed Methods
- Davies, A. (1990):** *Principles of Language Testing*. Basil Blackwell
- Davies, Brown, Elder, Hill, Lumley, and McNamara (1999):** *Studies in Language Testing 7 (Dictionary of language Teaching)*, University of Cambridge Local University Syndicate, Cambridge University Press
- Davies, I.K. (1976) In White, R. V. (1988):** *The ELT Curriculum: Design, Innovation and management*, Blackwell.
- Doner, D. (1998):** *The evaluation of an innovative reflective microteaching programme in English teacher education faculty in Turkey*, Essex Ph.D.
- Doyle, W. (1986) In Merlin C. Wittrock (1986):** *Handbook of Research on Teaching*, Macmillan.
- Dutta, S.K (2001):** *In Revisioning English in Bangladesh* (Eds). Dhaka, The University Press Ltd.
- Davies, A. (1989).** Is International English an Interlanguage? *TESOL Quarterly* 23/3: 447-467.
- Denzin, N. K. and Y.S. Lincoln. (1994).** Introduction. Entering the field of qualitative research. In Denzin and Lincoln (eds.) 1994: 1-17.
- Denzin, N. K. and Y.S. Lincoln (eds.). (1994).** *Handbook of Qualitative Research*. London: Sage.

- Dewey, J. (1933).** *How We Think A restatement of the relation of reflective thinking to the educative process.* Boston: D.C. Heath and Company.
- Doff, A. (1988a).** *Teach English. A Training Course for Teachers.* Teacher's Workbook. Cambridge: Cambridge University Press.
- Denzin, N. K. (1970).** *The Research Act: Theoretical Introduction to Sociological Methods.* Chicago, Aldine.
- Denzin, N. K. and Y. S. Lincoln (Eds.) (1998).** *Strategies of Qualitative Inquiry.* Thousand Oaks, Sage Publications.
- Denzin, N. K. and Y. S. Lincoln (Eds.) (2000).** *Handbook of Qualitative Research.* London, Sage Publications, Inc.
- Denzin, N. K. and Y. S. Lincoln (Eds.) (2008).** *The Landscape of Qualitative Research.* Thousand Oaks, Sage Publications.
- Dewey, J. (1933).** *How We Think.* New York, Heath.
- Dornyei, Z. (2003)** *Questionnaires in Second Language Research: Construction, Administration and Processing.* Mahwah, NJ: Lawrence Erlbaum Associates
- Edge J. (ed.) (2006).** (Re-) Locating TESOL in an age of empire. Basingstoke: Palgrave Macmillan.
- Edge, J. 1992.** Co-operative development. *English Language Teaching Journal* 46/1: 62-70.
- Edge, J. 1994.** Comments on Donald Freeman and Jack C. Richards' 'Conceptions of teaching and the education of second language teachers'. *TESOL Quarterly* 28/2: 395-401.
- Edge, J. and K. Richards (eds.). 1993.** *Teachers Develop, Teachers Research. Papers in classroom research and teacher development.* Oxford: Heinemann.
- Elbaz, F. (1983).** *Teacher Thinking: A Study of Practical Knowledge.* London: Croom Helm.
- Ellis, R. (1990a).** Researching classroom language learning. In Brumfit and Mitchell (eds.) 1990: 54-70.

- Ellis, R.** (1990b). Activities and procedures for teacher preparation. In Richards and Nunan (eds.) 1990: 26-36.
- Ellis, R.** (1992). *Second Language Acquisition and Language Pedagogy*. Clevedon: Multilingual Matters.
- Ellis, R.** (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R.** (1997). *SLA Research and Language Pedagogy*. Oxford: Oxford University Press.
- Erickson, F.** (1986). Qualitative methods in research on teaching. In Wittrock (ed) 1986: 119-161.
- Elliot, J. (1991):** *Action Research for Educational Change*. Milton Keynes and Philadelphia: Open University Press.
- Ellis, R. (1996):** How culturally appropriate is the communicative approach?, *ELT Journal*, Vol.50, No. 3, pp.213-8
- Edge, J. and K. Richards. (1998)** “May I See Your Warrant, Please? Justifying Outcomes in Qualitative Research.” *Applied Linguistics*. 19(3): 334-356
- Eisner, E. W. (1998).** *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice*. Upper Saddle River, NJ., Merrill.
- Elbaz, F. L. (1983).** *Teacher Thinking: A study of Practical Knowledge*. London, Croom Helm.
- Fakrul Alam (2002):** Using Postcolonial literature in ELT. *The English Teacher*, Vol.5, No.2, pp.123-135
- Fakrul, A., Niaz, Z. & Tahmina Ahmed[eds.](2001):** *Revisioning English in Bangladesh*, The University Press Ltd., Dhaka.
- Freeman & Richards (1996):** *Teacher Learning in Language Teaching*, Cambridge University Press.
- Freeman (1992) In Markee, N. (1997):** *Managing Curricular Innovation*, Cambridge University Press.
- Freeman and Jonshon (1998):** Reconceptualizing the Knowledge-Base of Language Teacher Education, *TESOL Quarterly*, Vol.32, No.3, pp.397-417
- Freeman, D. (1991):** Freeman and Jonshon (1998): Reconceptualizing the Knowledge-Base of Language Teacher Education, *TESOL Quarterly*, Vol.32, No.3, pp.397-417

Freire (1970, 1973) In Lange, L. D. (1990): A blueprint for a teacher development program, In Richards J.C. & Nunan, D. (1990): *Second Language Teacher Education*, Cambridge University Press, pp.245-281

Fullan, M. (1982): *The Meaning of Educational Change*. New York Teachers College Press.

Fullan, M.G (1991): *The new meaning of educational change*, Cassell

Freeman, D. (1989). Teacher training, development, and decision making: A model of teaching related strategies for language teacher education. *TESOL Quarterly* 23/1: 27-45.

Freeman, D. (1990). Intervening in practice teaching. In Richards and Nunan (eds.) 1990: 103-117.

Freeman, D. (1993). Renaming experience/reconstructing practice: Developing new understandings of teaching. *Teaching and Teacher Education* 9/4: 485-498.

Freeman, D. (1996a). The unstudied problem: Research on learning to teach second languages. In Freeman and Richards (eds.) 1996: 351-378.

Freeman, D. (1996b). Redefining the relationship between research and what teachers know. In Bailey and Nunan (eds.) 1996: 88-115.

Freeman, D. (1998). Foreword. In Richards 1998: vii- xii.

Freeman, D. and J. C. Richards (eds.). (1996). *Teacher Learning in Language Teaching*. Cambridge: Cambridge University Press.

Friere, P. (1970). *Pedagogy of the Oppressed* New York: Seabury Press.

Fullan, M. (1982). *The Meaning of Educational Change*. Ontario: The Ontario Institute for Studies in Education Press.

Fullan, M. and A. Hargreaves. (1992). *Teacher Development and Educational Change*. London: Falmer Press.

Fang, Z. (1996). "A Review of Research on Teacher Beliefs and Practices." *Educational Research* 38: 47-64.

Fanselow, J. (1977). "The Conceptualizing and Describing of the Teaching Act." *TESOL Quarterly* 11: 17-39.

Flanders, N. A. (1970). *Analyzing Teaching Behaviour*. Reading, MA, Addison-Wesley.

Freeman, D. (1993). "Renaming Experience/ Reconstructing Practice: Developing New

Understandings of Teaching.” *Teaching and Teacher Education*. 9 (5/6): 485-497

Freeman, D. (1992). Language Teacher education, Emerging Discourse, and Change in Classroom Practice. In *Perspectives in Second Language Teacher Education*. J. Flowerdew, M. Brock and S. Hsia(Eds.). Hong Kong, City Polytechnic of Hong Kong. (221-241)

Freeman, D. (1996). The "Unstudied Problem": Research on Teacher Learning in Language Teaching. In D. Freeman and J. C. Richards (Eds.) *Teacher Learning in Language Teaching*. Cambridge, Cambridge University Press. (351-378)

Freire, P. (2000). *Pedagogy of the oppressed* New York, Continuum.

Fullan, M. (1993). *Changing Forces: Probing the Depths of Educational Reform*. London, Falmer Press.

Fullan, M. (2001). *The New Meaning of Educational Change*. Oxford, Routledge Falmer.

Fullan, M. (1998). Linking change and assessment. In Rea-Dickins & Germaine (eds.), 253–262.

Fullan, M. (2001b). *The new meaning of educational change* (3rd edn.). London: RoutledgeFalmer.

Fullan, M. & S. Stiegelbauer (1991). *The new meaning of educational change* (2nd edn.). London: Cassell.

Gebhard, J. G. (1990a). Models of supervision: choices. In Richards and Nunan (eds.) 1990: 156-166.

Gebhard, J. G. (1990b). Interaction in a teaching practicum. In Richards and Nunan (eds.) 1990: 118-131.

Gebhard, J. G. (1991). Language teacher supervision: Process concerns. *TESOL* 25/4: 738-743.

Geertz, C. (1973). *The Interpretation of Cultures*. New York: Basic Books.

Glaser, B. G. and A. Strauss.(1967).*The discovery of grounded theory: Strategies for qualitative research*. London: Widenfield and Nicholson.

Goodson, I. F. (1992). Sponsoring the teacher's voice: Teachers' lives and teacher development. In Hargreaves and Fullan (eds.) 1992: 110-121.

- Guba, E.** (1990). *The Paradigm Shy*. Newbury Park CA: Sage.
- Guba, E.G.** (1990). The alternative paradigm dialog. In E. G. Guba (ed). *The Paradigm Dialog*. 1990: 17-30. Newbury Park CA: Sage.
- Guba, E. G. and Y. S. Lincoln.** (1994). Competing paradigms in qualitative research. In Denzin and Lincoln (eds.) 1994: 105-117.
- Gumperez, J. J.** (1982). *Language and Social Identity*. Cambridge: Cambridge University Press.
- Gumperez, J. J. and D. Hymes (eds.).** (1972). *Directions in Sociolinguistics: The Ethnography of Communications*. New York: Holt, Reinhart and Winston.
- Graddol, D.** (1997): *The Future of English*. London, The British Council
- Gahin, G. and D. Myhill** (2001). "The Communicative Approach in Egypt: Exploring the Secrets of the Pyramids.<web, add>
- Gebhard, J. G. and R. Oprandy** (1999). *Language Teaching Awareness: A Guide to Exploring Beliefs and Practices*. Cambridge, Cambridge University Press.
- Glaser, B. G. and A. L. Strauss** (1967). *Discovering the Grounded Theory*. Chicago, Aldine.
- Glesne, C. and A. Peshkin** (1992). *Becoming Qualitative Researchers*. Thousand Oaks, Sage Publications.
- Golombek, R. P.** (1998). "A Study of Language Teachers' Personal Practical Knowledge." *TESOL Quarterly* 32(3): 447-464.
- Good, J.** (2003). *Discovering Teachers' Guides Contribution to Lesson Content: A Method for Analysis and Materials Development*. Language. Colchester, University of Essex. Unpublished PhD.
- Gorard, G.** (2004). *Combining Methods in Education and Social Research*. Berkshire, Open University Press.
- Haider, Md. Zulfeqar, and Takad Ahmed Chowdhury.** (2012) "*Repositioning of CLT from Curriculum to Classroom: A Review of the English Language Instructions at Bangladeshi Secondary Schools*", *International Journal of English Linguistics*, Vol.2, No.4,
- Harmer, J.** (2002): *The practice of English Language teaching*, Longman, pp. 116-118

Hayes, D. (1997): Helping teachers to cope with large classes. *ELT Journal*, Vol. 51, No.2, 106-116.

Hayes, D. (1997): *In-Service Teacher Development: International Perspectives*, Prentice Hall in association with the British Council.

Hofstede, G. (1991): *Cultures and Organizations*, Harper Collins, London

Holliday, A. (1994): *Appropriate Methodology and Social Context*, Cambridge University Press

Holliday, A. (1996) In Coleman, H. (1996): *Society and the Language Classroom*, Cambridge University Press

Hopkins, D. (2002): *A Teachers Guide to Classroom Research*, 3rd edition, Open University Press.

Hughes, A. (1989/2003): *Testing for Language Teachers*, Cambridge University Press

Hymes, D. (1972): 'On Communicative Competence' in *Pride & Holmes Sociolinguistics*, Penguin

Habermas, J. (1974). *Theory and Practice*. London: Heinemann.

Hammersley, M and P. Atkinson. 1983. *Ethnography: Principles in Practice*. London and New York: Tavistock.

Hargreaves, A. (1992). Cultures of teaching: A focus for change. In Hargreaves and Fullan (eds.) 1992: 216-240.

Hargreaves, A. and M.G. Fullan. (1992). Introduction. In Hargreaves and Fullan (eds.) 1992: 1-19.

Hargreaves, A. and M. G. Fullan (eds.). (1992). *Understanding Teacher Development*. New York: Teachers College Press, Columbia University.

Havelock, R.G. (1971). The utilization of educational research and development. *British Journal of Educational Technology* 2/2: 84-97.

Henrichsen, L.E. (1997) One Size Doesn't Fit All: A Taxonomic perspective on ESL/EFL Teacher-Preparation Programs; *The Teacher Trainer*, Vol.2; no.2, Summer

Holliday, A. R. (1990). A role for soft systems methodology in ELT projects. *System* 18/1: 77-84.

Holliday, A. R. (1992). Tissue rejection and informal orders in ELT projects: Collecting the right information. *Applied Linguistics*. 13/4: 404-424.

- Holliday, A.** (1994a). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.
- Holliday, A.** (1994b). The house of TESEP and the communicative approach: the special needs of state English language education. *English Language Teaching Journal* 48/1: 3-11.
- Holliday, A.** (1994c). Student culture and English Language education: an international perspective. *Language, Culture and Curriculum* 7/2: 125-143.
- Holliday, A.** (1995). Handing over the project: an exercise in restraint. *System* 23/2: 165- 174.
- Holliday, A.** (1996). Developing a sociological imagination: Expanding ethnography in International English language education. *Applied Linguistics* 17/2: 234-255.
- Hopkins, D.** (1993). *A Teacher's Guide to Classroom Research*. Second edition. Buckingham and Philadelphia: Open University Press.
- Howatt, A. P. R.** (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Huberman, M.** (1993). *The Lives of Teachers*. London: Cassell.
- Hymes, D. H.** 1972. On communicative competence. In Pride and J. Holmes (eds.) 1972: 269-293.
- Hammersley, M.** (1992). Deconstructing the Qualitative-Quantitative Divide. In *Mixing Methods: Qualitative and Quantitative Research*. J. Brannen. Avebury. Brookfield. (39-55).
- Harmer, J.** (1997 and 2007). *The Practice of English Language Teaching*. Essex, Longman.
- Holliday, A.** (1994). *Appropriate Methodology and Social Context*. Cambridge, Cambridge University Press.
- Holliday, A.** (1997). "The Politics of Participation In International English Language Education." *System* 25(3): 409-423.
- Holliday, A.** (2007). *Doing and Writing Qualitative Research*. London, Sage Publications.
- Holliday, A.** (2005). *The Struggle to Teach English as an International Language*. Oxford, Oxford University Press.
- Hopkins, D.** (2002). *A Teacher's Guide to Classroom Research*. Buckingham, Open University

- Horwitz, E. K. (1985).** "Using Student Beliefs about Language Learning and Teaching in the Foreign Language Methods Course." *Foreign Language Annuals* 18: 333-340.
- Hall, D. R. (1997).** Why projects fail. In Kenny & Savage (eds.), 258–267.
- Hayes, D. (2000).** Cascade training and teachers' professional development. *ELT Journal* 54.2, 135–145.
- Henrichsen, L. E. (1989).** Diffusion of innovations in English language teaching: The ELEC effort in Japan, 1956–1968. New York: Greenwood Press.
- Hofstede, G. H. (1991).** *Cultures and organizations: Software of the mind*. London: McGraw-Hill.
- Holliday, A. (1992).** Tissue rejection and informal orders in ELT projects: Collecting the right information. *Applied Linguistics* 13.4, 403–424.
- Holliday, A. (1994a).** *Appropriate methodology and social context*. Cambridge: Cambridge University Press.
- Holliday, A. (1994b).** The house of TESEP and the communicative approach: The special needs of state English language education. *ELT Journal* 48.1, 3–11.
- Holliday, A. (1996a).** Developing a sociological imagination: Expanding ethnography in international English language education. *Applied Linguistics* 17.2, 234–255.
- Holliday, A. (1996b).** Large- and small-class cultures in Egyptian university classrooms: A cultural justification for curriculum change. In Coleman (ed.), 86–104.
- Holliday, A. (1999).** Achieving cultural continuity in curriculum innovation. In Kennedy (ed.), 23–31.
- Holliday, A. (2005).** *The struggle to teach English as an international language*. Oxford: Oxford University Press.
- Howatt, A. (1984).** *A history of English language teaching*. Oxford: Oxford University Press.
- Hutchinson, T. & E. G. Hutchinson (1996).** The textbook as agent of change. In T. Hedge & N. Whitney (eds.), *Power, pedagogy and practice*. Oxford: Oxford University Press, 307–323.
- Ibrahim (1991)** In Hayes, D. (1997): *In-Service Teacher Development: International Perspectives*, Prentice Hall in association with the British Council.
- Jack C. Richards (1998):** *Beyond Training*, Cambridge University Press

- Jack, C. Richards & Theodore S. Rodgers (1986):** *Approaches and Methods in Language Teaching*, Cambridge University Press
- Jack, C. Richards (2001):** *Curriculum Development in Language Teaching*, Cambridge University Press
- Johnson, K. & Morrow, K. (1981):** *Communication in the classroom*, Longman Group.
- Jonshon, K. E. (1992):** In Freeman and Jonshon (1998): Reconceptualizing the Knowledge-Base of Language Teacher Education, *TESOL Quarterly*, Vol.32, No.3, pp.397-417
- Jackson, P. (1968).** (Reprinted with new introduction 1990). *Life in Classrooms*. New York: Holt, Reinhart and Winston.
- Johnson, K. E. (1992).** Learning to teach: Instructional actions and decisions of pre-service ESL teachers. *TESOL Quarterly* 26/3: 507-533.
- Johnson, K. E. (1994).** The emerging beliefs and instructional practices of pre-service English as a second language teachers. *Teaching and Teacher Education* 10/4: 439- 52.
- Johnson, K. E. (1996a).** The role of theory in L2 teacher education. *TESOL Quarterly* 30/4: 765-771.
- Johnson, K. E. (1996b).** The vision versus the reality: The tensions of the TESOL practicum. In Freeman and Richards (eds.) 1996: 30- 49.
- Johnson, R. (1982).** *Communicative Syllabus Design and Methodology*. Oxford: Pergamon.
- Johnson, K. (1992).** "The Relationship Between Teachers' Belief and Practices during Literacy Instruction for Non-Native Speakers of English." *Journal of Reading Behaviour* 24(1): 83-108.
- Johnson, K. and H. Johnson (1998).** *Encyclopaedia Dictionary of Applied Linguistics*. Oxford, Blackwell.
- Johnson, P. K. (1999).** *The Second Language Curriculum*. Cambridge, Cambridge University Press.
- Johnstone, R. (1999).** *Language Teaching*. Cambridge: Cambridge University Press.
- Kachru, B. B. (1981).** An overview of language policy and planning. *Annual Review of Applied Linguistics* 2: 2-7.

K. Morrow (1981) In N'Zian, K.:(1991): *The relationship between syllabuses and foreign language teaching in secondary schools in Britain and in France*, Essex Ph.D.

Kemmis & McTaggart (1988): In McDonough and McDonough, 1997: *Research Methods For Language Teachers*, Arnold

Kern, R. (2000): *Literacy and Language Teaching*, Oxford University Press.

Krashen, S.D. & Terrell, T. D. (1983): *The Natural Approach*. Hayward:Cal.: Alemany Press.

Kumaravadivelu, B. (1994): The post method condition: (E)merging strategies for second and foreign language teaching. *TESOL Quarterly*, Vol.28, No.1, pp.27-48

Kumaravadivelu, B. (2001): Toward a post method pedagogy. *TESOL Quarterly*, Vol.35, pp.537-560

Kachru, B. B. (1986b). The power and politics of English. *World Englishes* 5/2-3: 121 - 40.

Kagan, D. M. (1990). Ways of evaluating teacher cognition: -Inferences concerning the Goldilocks principle. *Review of Educational Research* 60/3: 419-469.

Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *English Language Teaching Journal* 50/3: 187-98.

Kelly, L. G. (1969). *25 Centuries of Language Teaching*. Rowley, Mass: Newbury House.

Kemmis, S. and R. McTaggart (eds.). (1988). *The Action Research Planner*. Third edition. Victoria: Daikin University Press.

Kennedy, C. (1987). Innovation for a change: teacher development and innovation. 41/3: 163-70. :ELTJ

Kennedy, C. (1988). Evaluation of the management of change in ELT projects. *Applied Linguistics* 9/4: 329-42.

Kennedy, C. (1989). Talking Shop. Teacher development: An employers' view. *English Language Teaching Journal* 43/2: 127-32.

Kennedy, J. (1993). Meeting the needs of teacher trainees on teaching practice. *English Language Teaching Journal* 47/2: 157-165.

Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.

Kumaravadivelu, B. (1994). The postmethod condition: (E)merging strategies for second/foreign language teaching. *TESOL Quarterly* 28/1: 27-48.

- Kagan, D. (1990).** "Ways of Evaluating Teacher Cognition: Interferences Concerning The Goldilocks principle." *Review of Educational Research* 60(3): 419-469.
- Kagan, D. (1992).** "Professional Growth among Preservice and Beginning Teachers." *Review of Educational Research* 62(2): 129-169.
- Karavas, E. (1993).** *English Language Teachers in the Greek Secondary School: A Study of their Classroom Practices and their Attitudes towards Methodological and Material Innovation.* Language. Warwick, University of Warwick. Unpublished PhD.
- Kirk, J. and M. Miller (1986).** *Reliability and Validity in Qualitative Research.* Beverly Hills, Sage Publications.
- Kouroago, P. (1987).** "Curriculum Renewal and INSET in Difficult Circumstances." *ELT Journal* 41(3): 171-178.
- Kumaravadivelu, B. (1994).** "The Postmethod Condition: (E)merging Strategies for Second Language Teaching." *TESOL Quarterly* 28(19): 27-48.
- Karavas-Doukas, K. (1998).** Evaluating the implementation of educational innovations: Lessons from the past. In Rea-Dickins & Germaine (eds.), 25–50.
- Kelly, P. (1980).** From innovation to adaptability: The changing perspective of curriculum development. In M. Galton (ed.), *Curriculum change: The lessons of a decade.* Leicester: Leicester University Press, 65–80.
- Kennedy, C. (1987).** Innovating for a change. *ELT Journal* 41.3, 163–170.
- Kennedy, C. (1988).** Evaluation of the management of change in ELT projects. *Applied Linguistics* 9.4, 329–342.
- Kennedy, C. (1997).** Training trainers as change agents. In I. McGrath (ed.), *Learning to train: Perspectives on the development of language teacher trainers.* Hemel Hempstead: Prentice Hall, 127–139.
- Kennedy, C. (1999a).** Introduction – learning to change. In Kennedy et al. (eds.), iv–viii.
- Kennedy, C. (1999b).** National change. In Kennedy et al. (eds.), 1–4.
- Kennedy C. (ed.) (1999c).** *Innovation and best practice.* Harlow: Longman.

- Kennedy, C., P. Doyle & C. [C. M.] Goh (eds.) (1999).** Exploring change in English language teaching. Oxford: Macmillan.
- Kennedy, C. & J. Kennedy (1996).** Teacher attitudes and change implementation. *System* 24.1, 351–360.
- Kennedy, D. (1999).** The foreign trainer as change agent and implications for teacher education programmes in China. In Kennedy et al. (eds.), 29–37.
- Kennedy, J. & C. Kennedy (1998).** Levels, linkages, and networks in cross-cultural innovation. *System* 26.4, 455–469.
- Kenny B. & W. Savage (eds.) (1997).** Language and development: Teachers in a changing world. Harlow: Longman.
- Kouraogo, P. (1987).** Curriculum renewal and INSET in difficult circumstances. *ELT Journal* 41.3, 171–178.
- Krashen, S. D. & T. D. Terrell (1988).** The natural approach: Language acquisition in the classroom. Hemel Hempstead: Prentice Hall.
- Kumaravadivelu, K. (2006).** Dangerous liaison: Globalization, empire and TESOL. In Edge (ed.), 1–26.
- Lange, L. D. (1990):** A blueprint for a teacher development program, In Richards J.C. & Nunan, D. (1990): *Second Language Teacher Education*, Cambridge University Press, pp.245-281
- Liskin- Gasparo (1996)** In Savignon, S.J (2002): *Interpreting communicative language teaching: Contexts and concerns in teacher education*, Yale University Press.
- Littlewood, W. (1981):** *Communicative Language Teaching: an introduction*. Cambridge University Press
- Long, M. & Peter, P. (1985) In N'Zian, K.:(1991):** *The relationship between syllabuses and foreign language teaching in secondary schools in Britain and in France*, Essex Ph.D.
- Lyons, H. L. (1997):** Washback, impact and validity: ethical concerns. *Language Testing*, Vol.14, No. 3, pp.295-303
- Labov, W. (1972).** The study of language in its social contexts. In Pride and Holmes (ed.) 1972: 180-202.
- Lamb, C. (1995).** The consequences of INSET. *English Language Teaching Journal* 49/1: 72-80.

Lange, D. L. (1990). A blueprint for a teacher development program. In Richards and Nunan (eds.) 1990: 245-68.

Larsen-Freeman, D. and M. Long. (1991). *An Introduction to Second Language Acquisition Research*. London: Longman.

LeCompte, M. and J. Goetz. (1982). Problems of reliability and validity in ethnographic research. *Review of Educational Research* 52/1: 31-60.

Lightbown, P and N. Spada. (1993). *How Languages are Learned*. Oxford: Oxford University Press.

Lincoln, Y. S. and E.G. Guba. (1985). *Naturalistic Inquiry*. Newbury Park CA: Sage

Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University

LoCastro, V. (1996). English Language education in Japan. In Coleman (ed.) 1996: 4058.

Lofland, J. (1971) *Analysing Social Settings*. Belmont CA: Wadsworth.

Long, M. (1980). Inside the "black box": methodological issues in classroom research on language learning. *Language Learning* 30: 1-42.

Long, M. H. and G. Crookes. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly* 26/1: 27-56.

Lightbown, P. M. and N. Spada (1993 and 2006). *How Languages are Learned*. Oxford, Oxford University Press.

Lincoln, Y. S. and E. G. Guba (1985). *Naturalistic Enquiry*. Beverley Hills CA, Sage Publications.

Littlewood, W. (1992). *Communicative Language Teaching: An Introduction*. Cambridge, Cambridge university Press.

Long, M. H. (1980). "Inside the Balck Box: Methodological Issues in Classroom Research on Language Leaming." *Language Learning* 30: 1-42.

Lortie, D. (1975). *School Teacher: A sociological Study*. Chicago, University of Chicago Press.

Lynch, T. (1990). "Researching Teachers: Behaviour and Belief." *Research in the Language Classroom ELT Document* 133.

Lamb, M. (1995). The consequences of INSET. *ELT Journal* 49.1, 72–80.

- Lamie, J. M. (2004).** Presenting a model of change. *Language Teaching Research* 8.2, 115–142.
- Lamie, J. M. (2005).** Evaluating the change in English language teaching. Basingstoke: Palgrave Macmillan.
- Li, D. (1998).** ‘It’s always more difficult than you plan and imagine’: Teachers’ perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly* 32.4, 677–703.
- Mckay Sandra Lee (2002):** *Teaching English as an International Language*, Oxford University Press
- Mckay Sandra Lee (2003):** 'Toward an appropriate EIL pedagogy: re-examining common ELT assumptions', *International Journal Of Applied Linguistics, Vol.13, No.1, pp.1-22*
- Martha C. Pennington (1990):** A professional development focus for the language teaching practicum; In Richards J.C. & Nunan, D. (1990): *Second Language Teacher Education*, Cambridge University Press.
- McDonough & McDonough (1997):** *Research Methods Language Teachers*, Arnold
- Mcdonough J. and Christopher Shaw (1993):** *Materials and Methods In ELT: A Teacher's Guide*, Blackwell
- McNamara, T.F. (1996):** *Measuring Second Language Performance*, Addison & Wesley Longman
- Messick (1996)** In Lyons, H. L. (1997): Washback, impact and validity: ethical concerns. *Language Testing, Vol.14, No. 3, pp.295-303*
- Miles, M. B and Huberman, A.M (1994):** *Qualitative Data Analysis: An Expanded Sourcebook*. 2nd ed. Thousand Oaks, Sage Publications
- Moon & Boullon (1997):** *Reluctance to Reflect: Issues in Professional Development*; In Hayes, D. (1997): *In-Service Teacher Development: International Perspectives, Prentice Hall in association with the British Council*. pp.60-73
- Morrow (1979)** In McNamara, T.F. (1996): *Measuring Second Language Performance*, Addison & Wesley Longman
- Morrow (1981)** In Alderson, J.C & Hughes, A.(eds.) (1981): *ELT Documents 111-Issues in Language Testing. The British Council*,
- Macaulay, T. B. (Lord).** 1835. Minute to Lord William Bentinck. Governor-General of India. In Aggarwal 1993: 42-45.

- Maley, A.** (1983). New lamps for old: realism and surrealism in foreign language teaching. *English Language Teaching Journal* 37/4: 295-303.
- Maley, A.** (1992). An open letter to the profession via the Editor of ELT Journal. *English Language Teaching Journal* 46/1: 96-99.
- Markee, N.** (1990). Applied Linguistics: what's that? *System* 18/3: 315-23.
- Markee, N.** (1993). The diffusion of innovation in language teaching. *Annual Review of Applied Linguistics* 13: 229-43.
- Markee, N. (1994):** Curricular Innovation Issues and Problems. *Applied Language Learning* Vol.5, No.2, pp. 1-30
- Markee, N. (1994):** Curricular Innovation: Issues and problems. *Applied Language Learning*. Vol.5, No.2, pp. 1-30
- Markee, N. (1997):** *Managing Curricular Innovation*, Cambridge University Press.
- McDonough, J.** (1994). A teacher looks at teachers' diaries. *English Language Teaching Journal* 48/1: 57-65.
- McDonough, J. and S. McDonough.** (1990). What's the use of research? *English Language Teaching Journal* 44/2: 102-9.
- McDonough, J. and S. McDonough.** (1997). *Research Methods for English Language Teachers*. London and New York: Arnold.
- McDonough, J. and C. Shaw.** (1993). *Materials and Methods in ELT*. Oxford: Blackwell.
- McTaggart, R and S. Kemmis.** (1983). *The Action Research Planner*. Geelong: Deakin University Press.
- Medgyes, P.** (1992). Native or non-native: who's worth more? *English Language Teaching journal* 46/4: 340-49.
- Medgyes, P.** (1994). *The Non-Native English Teacher*. Hong Kong: Macmillan Publishers.
- Medgyes, P. and A. Malderez. (eds.).** (1996). *Changing Perspectives in Teacher Education*. Oxford: Heinemann.
- Miles, M. B.** (1964). Educational Innovation: The nature of the problem. In M. B. Miles (ed.). *Innovation in Education*. New York: Teachers College Press: 148.
- Miles, M. B. and A. M. Huberman.** (1994). *Qualitative Data Analysis*. Second Edition.

Thousand Oaks CA: Sage.

Mills, C. W. (1959). *The Sociological Imagination*. London: Oxford University Press.

Ministry of Education, Government of Bangladesh. (1993). Introduction of compulsory English at the degree Pass and Honours level. Memo no. 14/10M// - 5/93/227-Edn, 14.8.94.

Moniruzzaman, M. (1979) Language planning in Bangladesh. *Language Planning Newsletter* 5/3: 3-5.

Moon, J. (1994). Teachers as mentors: a route to in-service development. *English Language Teaching Journal* 48: 4: 347-355.

Murdoch, G. (1994). Language development provision in teacher training curricula. *English Language Teaching Journal* 48/3: 253 -265.

McDonough, J. and S. McDonough (1997). *Research Methods for English Language Teachers*. London, Arnold.

Merriam, S. B. (1998). *Case Study Research in Education: A Qualitative Approach*. San Francisco, Jossey-Bass.

Munby, H. (1982). "The Place of Teachers' Beliefs in Research on Teacher Thinking and Decision Making and an Alternative Methodology." *Instructional Science* 11: 201-220.

Markee, N. (1992). The diffusion of innovation in language teaching. *Annual Review of Applied Linguistics* 13, 229-243.

Markee, N. (1997). *Managing curricular innovation*. Cambridge: Cambridge University Press.

Medgyes, P. (1994). Donor and recipient priorities. In Allwright & Waters (eds.), 77-96.

Medgyes P. & A. Malderez (eds.) (1996). *Changing perspectives in teacher education*. Oxford: Heinemann.

Morrow K. (ed.) (2005). *Insights from the Common European Framework*. Oxford: Oxford University Press.

Murray, D. E. (2008a). Introduction. In Murray (ed.), 1-3.

Murray D. E. (ed.) (2008b). *Planning change, changing plans: Innovations in second language teaching*. Ann Arbor, MI: University of Michigan Press.

- Nachmias, C & Nachmias, D (1996):** *Research Method and in Social Sciences*, St. Martin's press, Inc, USA.
- NCTB. (1996). Curriculum and syllabus.** Dhaka: Higher Secondary Education Project and Secondary Education Project.
- Nolasco & Arthur (1988):** *Large Classes*, Macmillan
- Nunan, D (1992):** *Research Method in Language Learning*, Cambridge University Press
- Nunan, D. (1988):** *Syllabus Design*. Oxford University Press.
- Nunan, D. (2003).** The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly* 37.4, 589–613.
- Nunan, D. (1991):** *Language teaching methodology*. Prentice Hall International. Grundy, P. (1999): Comment: From model to muddle. *ELT Journal*, Vol.53, pp.54-55
- Nunan, D.(1988):** *The learner centered curriculum*, Cambridge University Press.
- Nunan, D.(1989):** *Designing tasks for the communicative classroom*. Cambridge University press.
- N'Zian, K.:(1991):** *The relationship between syllabuses and foreign language teaching in secondary schools in Britain and in France*, Essex Ph.D.
- National Curriculum Syllabus Committee Report**, Vols 1- 4. 1985. Ministry of Education, Government of Bangladesh.
- Nespor, J. (1987).** The role of beliefs in the practice teaching. *Curriculum Studies* 19: 317-328.
- Nicholls, A. (1983).** *Managing Educational Innovations*. London: Allen and Unwin.
- Nunan, D. (1988).** *Syllabus Design*. Oxford: Oxford University Press.
- Nunan, D. (1989a).** Towards a collaborative approach to curriculum development: A case study. *TESOL Quarterly* 23/1: 9-26.
- Nunan, D. (1989c).** Hidden agendas: The role of the learner in programme implementation. In Johnson (ed.) 1989: 176-221.
- Nunan, D. (1990a).** Action research in the language classroom. In Richards and Nunan (eds.) 1990: 62-81.
- Nunan, D. (1992).** *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

- Nunan, D.** (1993). Action research in language education. In Edge and Richards (eds.) 1993: 39-50.
- Nunan, D.** (1997). Developing standards for teacher-research in TESOL. *TESOL Quarterly* 31/2: 365-376.
- Nunan, D.** (1998). Teaching grammar in context. *English Language Teaching Journal* 52/2: 101-109.
- Nespor, J.** (1987). "The Role of Beliefs in the Practice of Teaching." *Journal of Curriculum Studies* 19(4): 317-328.
- Nunan, D.** (1986). *Research Methods in language Learning*. Cambridge, Cambridge University Press.
- Nunan, D.** (1989). *Designing Tasks for the Communicative language Classrooms*. Cambridge, Cambridge University Press.
- Nunan, D.** (1990). "The Teacher as Researcher." *ELT Document* 133: 16-32.
- Nunan, D.** (1992). The Teacher as Decision maker. In *Perspectives on Second Language Teacher Education*. J. Flowerdew, M. Brock and S. Hsia (Eds.). Hong Kong, City Polytechnic of Hong Kong. (135-165)
- Nunan, D.** (1995). "Closing the Gap between Learning and Instruction." *TESOL Quarterly* 29: 133-158.
- O'Malley, J. M.** and A.U. **Chamot.** 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Oppenheim, A. N.** (1992). *Questionnaire Design, Interviewing and Attitude Measurement*. London, New York: Pinter.
- Oxford, R.** (1990). *Language Learning Strategies: what every teacher should know*. Rowley, Mass: Newbury House.
- O'Leary, Z.** (2004). *The Essential Guide to Doing Research*. London, Sage.
- Oppenheim, A. N.** (1992). *Questionnaire Design. Interviewing and Attitude Measurement*. London: Pinter

- Pakir, A. (1999):** Connecting with English in the context of internationalisation. *TESOL Quarterly*, Vol.33 pp. 103-113
- Paran, A. (2003)** “ A Framework for Analysing InSET” Language Teacher Development Module Materials. Unit-6.London: London University.
- Peirce, B. N. (1989):** Towards a pedagogy of possibility in teaching of English internationally.*TESOL Quarterly* Vol.23, No.3, pp.401-20
- Pennycook, A. (1989):** The concept of "method" interested knowledge and the politics of language teaching. *TESOL Quarterly* Vol.23, No.4, pp.589-618
- Phillipson and Skutnabb-kangas (1996):** English only worldwide or language ecology? *TESOL Q.* Vol.29 pp.429-452
- Phillipson, R. (1992):** *Linguistic Imperialism*, Oxford University Press.
- Pollard et al., (1994)** In Ling, M. L. (2002): *A Tale of Two Teachers: teachers' responses to an imposed curriculum reform. Teacher Development*, Vol.6, No.1, pp.33-46
- Prabhu, N. S. (1987):** *Second Language Pedagogy*, Oxford University Press.
- Prabhu, N. S. (1990):** There Is No Best Method- why? *TESOL Quarterly* Vol.24, No.2, pp.161-176
- Paikeday, T. M. (1985).** May I kill the native speaker? *TESOL Quarterly* 19: 390-95.
- Pennington, M. C. (1990).** A professional development focus for the language teaching practicum. In Richards and Nunan (eds.) 1990: 132-52.
- Pennycook, A. (1989).** The concept of method, interested knowledge, and the politics of language teaching. *TESOL Quarterly* 23/4: 589-618.
- Pennycook, A. (1990).** Critical pedagogy and second language education. *System* 18/3: 303-314.
- Phillipson, R. (1992a).** *Linguistic Imperialism*. Oxford: Oxford University Press.
- Phillipson, R. (1992b).** ELT: The native speaker's burden? *English Language Teaching Journal* 46/1: 12-18.
- Prabhu, N. S. (1987).** *Second Language Pedagogy*. Oxford: Oxford University Press.
- Prabhu, N. S. (1990).** There is no best method - why? *TESOL Quarterly* 24/2: 161-76.
- Prabhu, N. S. (1992).** The dynamics of the language lesson. *TESOL Quarterly* 26/2: 225-241.

- Pajares, M. F. (1992).** "Teachers' Beliefs and Educational Research: Cleaning up a Messy Construct." *Review of Educational Research* 62(3): 307-332.
- Peacock, M. (2001).** "Pre-Service ESL Teachers' Beliefs about Second Language Learning: A Longitudinal Study." *System* 29(2): 177-195.
- Pennycook, M. (1994).** "Pre-Service ESL Teachers' Beliefs about Second Language Learning: A Longitudinal Study." *System* 29(2): 177-195.
- Peshkin, A. (1993):** The Goodness of Qualitative Research, *Educational Researcher*, Vol.22, no.2, 23-29
- Peterson, P. L. and C. M. Clark (1987).** "Teachers' Reports of their Cognitive Processes during Teaching." *American Educational Research Journal* 15(4): 555-565.
- Porter, A. C. and J. Brophy (1988).** "Synthesis of Research on Good Teaching: Insights from the Work of the Institute for Research on Teaching." *Educational Leadership* 45: 74-85.
- Pennycook, A. (1994).** The cultural politics of English as an international language. London: Longman.
- Prabhu, N. S. (1987).** Second language pedagogy. Oxford: Oxford University Press.
- Richards & Lockhart (1994) In Markee, N. (1997):** *Managing Curricular Innovation*, Cambridge University Press.
- Richards J.C. & Nunan, D. (1990):** *Second Language Teacher Education*, Cambridge University Press
- Ramani, E. (1987).** Theorizing from the classroom. *English Language Teaching Journal* 41/1: 3-11.
- Rahman, A. M. M. H. (1999)** English language teaching in Bangladesh: Didactics on the pragmatics of a language teaching policy. In T. Hunter (ed.), collected papers of the international conference on National and Regional Issues in English Language Teaching: International Perspectives (pp. 5-32). January 31-February 2, 1999. Dhaka: The British Council.
- Rampton, B. (1990).** Displacing the native 'speaker': expertise, affiliation, and inheritance. *English Language Teaching Journal* 44/2: 97-101.
- Rea-Dickens, P. (1994).** State of the art: evaluation and ELT. *Language Teaching* 27/2: 71-91.
- Rea-Dickens, P. and K. Germaine. (1992).** *Evaluation*. Oxford: Oxford University Press.
- Reid, J. (1990).** The dirty laundry of ESL survey research. *TESOL Quarterly* 24/2: 323- 338.

Report of the English Teaching Task Force. (1976). Bangladesh Education Extension and Research Institute, Dhaka.

Report of the National Commission on Education. (1974). Ministry of Education, Government of Bangladesh.

Richards, J. C. (1998). *Beyond Training*. Cambridge: Cambridge University Press.

Richards, J. C. and C. Lockhart. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Richards, J. C. and D. Nunan (eds.). (1990). *Second Language Teacher Education*. Cambridge: Cambridge University Press.

Richards, J. C. and T. S. Rodgers. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Rivers, W. M. (1964). *The Psychologist and the Foreign Language Teacher*. Chicago: University of Chicago Press.

Rogers, E. M. (1983). *The Diffusion of Innovations*. New York: The Free Press.

Rogers, E. M. (1995). (Fourth Edition). *The Diffusion of Innovations*. New York: Macmillan/Free Press.

Rudduck, J. (1991). *Innovation and Change*. Milton Keynes: Open University Press.

Richards, J. C. (1998). *Beyond Training*. Cambridge, Cambridge University Press.

Richards, J. C. and B. Ho (1992). "Learning to Teach: a study of ESL Teachers in Pre-Service Training." City Polytechnic of Hong Kong. Hong Kong Research Report 6.

Richards, J. C. and C. Lockhart (1994a). Contrast Reflective Teaching with a view of Teaching as Technology. In *The Self-directed Teacher: Managing the Learning Process*. D. Nunan and C. Lamb (Eds.). Cambridge, Cambridge University Press.

Richards, J. C. and C. Lockhart (1994b). *Reflective Language Teaching*. Cambridge, Cambridge University Press.

Richards, J. C. and D. Nunan (1990). *Second Language Teacher Education*. Cambridge, Cambridge University Press.

Richards, J. C. and T. Rodgers (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge, Cambridge University Press.

- Richards, K. (2003).** *Qualitative Inquiry in TESOL*. New York, Palgrave MacMillan.
- ent Achievement. London, NFER.
- Rubin, H and Rubin, I. (1995).** *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks. Sage Publications.
- Rea-Dickins P. & K. P. Germaine (eds.) (1998a).** *Managing evaluation and innovation in language teaching: Building bridges*. Harlow: Longman.
- Rea-Dickins, P. & K. P. Germaine (1998b).** The price of everything and value of nothing: Trends in language programme evaluation. In Rea-Dickins & Germaine (eds.), 3–24.
- Richards, J. C. (1984).** The secret life of methods. *TESOL Quarterly* 18.1, 7–23.
- Richards, J. C. & M. Pennington (1998).** The first year of teaching. In J. C. Richards (ed.), *Beyond training*. Cambridge: Cambridge University Press, 173–190.
- Roberts, J. (1998).** *Language teacher education: The reflective trainer*. New York: Arnold.
- Rogers, E. M. (1983).** *Diffusion of innovations* (3rd edn.). New York: Free Press.
- Rogers, E. M. (2003).** *Diffusion of innovations* (5th edn.). New York: Free Press.
- Rogers, E. M. & F. F. Shoemaker (1971).** *Communication of innovations: A cross-cultural approach* (2nd edn.). New York: Free Press.
- Schon, D. A. (1983).** *The Reflective Practitioner. How Professionals Think in Action*. New York: Basic Books.
- Scott, D. and R. Usher (eds.). (1996).** *Understanding Educational Research*. London and New York: Routledge.
- Seliger, H. W. and E. Shohamy. (1989).** *Second Language Research Methods*. Oxford: Oxford University Press.
- Shamim, F. (1996).** Towards an understanding of learner resistance to innovation in classroom methodology. In Coleman (ed.) 1996: 105-121.
- Sharwood-Smith, M. (1981).** Consciousness-raising and the second language learner. *Applied Linguistics* 2/2: 159-68.
- Shavelson, R. J. (1988).** Contributions of educational research to policy and practice: Constructing, challenging, changing cognition. *Educational Researcher* 17/7: 4-11, 22.

- Shavelson, R. and P. Stern.** (1981). Research on teachers' pedagogical thoughts, judgements, decisions, and behaviours. *Review of Educational Research* 51/4: 455- 498.
- Shulman, L.S.**(1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review* 57/1: 1-22.
- Shulman, J. H.** (1990). Now you see them, now you don't: Anonymity versus visibility in case studies of teachers. *The Educational Researcher* 19/6: 11-15.
- Shulman, J. H.** (1992). *Case Methods in Teacher Education*. New York: Teachers' College Press.
- Skehan, P.** (1989). *Individual Differences in Second-Language Learning*. London: Edward Arnold.
- Spradley, J.** (1980). *Participant Observation*. New York: Holt, Reinhart and Winston.
- Sridhar, S. N.** (1994). A reality check for SLA theories. *TESOL Quarterly* 28/4: 800- 805.
- Stake, R.** 1995. *The Art of Case Study Research*. Thousand Oaks CA: Sage.
- Stenhouse, L.** (1975) *An Introduction to Curriculum Research and Development*. London: Heinemann.
- Stenhouse, L.** (1985). *Case Study in Educational Research and Evaluation*. Norwich: Centre for Applied Research in Education, University of East Anglia. (mimeograph).
- Stern, H. H.** (1983a). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Street, B. V.** (1984). *Literacy in Theory and Practice*. *Cambridge Studies in Oral and Literate Culture* 9. Cambridge: Cambridge University Press.
- Swan, J.** (1993). Metaphor in action: the observation schedule in a reflective approach to teacher education. *English Language Teaching Journal* 47/3: 242-249.
- Swan, M.** (1985). A critical look at the communicative approach (1,2). *English Language Teaching Journal* 39/1: 2-12; 39/2: 76-87.
- Savignon, S. (2002):** *Interpreting communicative language teaching: Contexts and concerns in teacher education*, Yale university press.
- Savignon, S.J (1983):** *Communicative Competence: Theory and Classroom practice*. Reading, Mass.: Addison- Wesley.

Savignon, S.J (1991): Communicative language teaching: state of art. *TESOL Quarterly*, Vol.25, No.2,pp.261-277

Seliger, W.H. and Shohamy, E. (1989): *Second language Research Method*, Oxford University Press.

Selim A. & Tasneem S. M. (2001): *In Revisioning English in Bangladesh* (Eds) The University Press Ltd.

Shahidhullah, M. (2003) : *Methods of teaching and testing English in Bangladesh: the key issues, Paper*; Department of English, East West University, Dhaka organized this seminar on " English Teaching and Learning in Bangladesh: The Current Issues" (07, August, 2003)

Shamim, F. (1996): In Coleman, H. (1996): *Society and the Language Classroom*, Cambridge University Press

Shamsul Hoque (2002): English as a second language: A priority programme, *The Daily Star*, January 27, 2002.

Silverman, D. (2000): *Doing Qualitative Research: A Practical Handbook*, Thousand Oaks, Sage Publications

Sinha, B.S (2001): *In Revisioning English in Bangladesh* (Eds) The University Press Ltd.

Skutnabb-Kangas, T. (1999): Linguistic Human Rights- are you naive, or what? *TESOL Journal*, Vol.8, no.3, pp.6-12

Spillane (1999): In Ling, M. L. (2002): *A Tale of Two Teachers: teachers' responses to an imposed curriculum reform. Teacher Development*, Vol.6, No.1, pp.33-46

Spolsky,B. (1994) In Kern, R. (2000): *Literacy and Language Teaching*, Oxford University Press

.Stenhouse, L. (1975): *An Introduction to Curriculum Research and Development*, Heinemann

Stevick, E. W.(1998): *Working with teaching methods: What's at stake?* Boston: Heinle & Heinle

Sultana Nilufar (2003): *'Language Policy and Planning' Bangladesh; Keynote Paper*; Department of English, East West University, Dhaka organized this seminar on " English Teaching and Learning in Bangladesh: The Current Issues" (07, August, 2003)

Schwandt, T. A. (2001). Constructivist and Interpretivist Approaches to Human Inquiry. In Handbook of Qualitative Research. N. K. Denzin and Y. S. Lincoln (Eds.). Newbury CA, Sage

Publications. (118-137)

Scott, D. and R. Usher (1996). Understanding Educational Research. London, Routledge.

Seale, C. (1999). The Quality of Qualitative Research. London, Sage.

Seligner, H. and Shohamy, E. (1989) Second Language Research Methods. Oxford: Oxford University Press.

Shavelson, R. (1983). "Review of Research on Teachers' Pedagogical Judgement, Plans, and Decisions." *Elementary School Journal* 83(4): 392-413.

Shavelson, R. and P. Stern (1981). "Research on Teachers' pedagogical Thoughts, Judgements, Decisions and Behaviours." *Review of Educational Research* 51(4): 455-498.

Shulman, L. C. (1986). Paradigms and Research Programs in the Study of Teaching: A Contemporary Perspective. New York, MacMillan.

Shulman, S. C. (1987). "Knowledge and Teaching: Foundations of the New Reform." *Harvard Educational Review* 57(1): 1-22.

Silverman, D. (1995-2005). Doing Qualitative Research. Thousand Oaks, Sage Publications.

Silverman, D. (2006). Integrating Qualitative Data. Thousand Oaks, Sage Publications.

Stake, R. (1995). The Art of Case Research. Thousand Oaks, Sage Publications.

Strauss, A. and J. Corbin (1998). Basics of Qualitative research: Techniques and Procedures for Developing Grounded Theory. London, Sage.

Sakui, K. (2004). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal* 58.2, 155-163.

Shamim, F. (1996). Learner resistance to innovation in classroom methodology. In Coleman (ed.), 105-121.

Smith, H. (1997). Donors and recipients. In Kenny & Savage (eds.), 208-217.

Stoller, F. L. (1994). The diffusion of innovations in intensive ESL programs. *Applied Linguistics* 15.3, 300-327.

Temple, B. & Young, A. (2004) Qualitative Research and Translation Dilemmas, *Qualitative Research*. Vol. 4 (2): 161-178

- Tudor, I. (1997).** *Learner-Centeredness as Language Education*. Cambridge: Cambridge University Press.
- Tudor, I. (2001):** *The Dynamic of Language Teaching*, Cambridge University Press, pp.132-156
- Tomlinson, B.** 1990. Managing change in Indonesian high schools. *English Language Teaching Journal* 44/ 1: 25-37.
- Tomlinson, B. (1988).** In-service TEFL: Is it worth the risk? *The Teacher Trainer* 2.2, 17–19.
- Tomlinson, B. (1990).** Managing change in Indonesian high schools. *ELT Journal* 44.1, 25–37.
- Trowler, P. R. (2003).** *Education policy* (2nd edn.). London: Routledge.
- Underhill, A. (1992).** The role of groups in developing teacher self-awareness. *English Language Teaching Journal* 46/1: 71-80.
- Ur, P. (1992).** Teacher learning. *English Language Teaching Journal* 46/1:56-61.
- Ur, P. (1996).** *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Usher, R. (1996).** Textuality and reflexivity in educational research. In Scott and Usher (eds.) 1996: 33-51
- van Lier, L. (1988).** *The Classroom and the Language Learner*. London: Longman.
- van Lier, L. (1990).** Ethnography: bandaid, bandwagon, or contraband? In Brumfit and Mitchell (eds.) 1990: 33-55.
- Van Lier, L. (1988).** *The Classroom and the Language Learner: Ethnography and Second Language Classroom Research*. London, Longman.
- Vygotsky, L. S. (1978).** *Mind in Society: The Development of Higher Psychological Processes*. Massachusetts: Harvard University Press.
- Wallace, M.J. (1991):** *Training foreign language teachers: a reflective model*, Cambridge university Press.
- Wang, Hong (2006):** *An Implementation Study of the English as a Foreign Language Curriculum Policies in the Chinese Tertiary Context* (Unpublished PhD Thesis), Queen's University Kingston, Ontario, Canada.
- Warschauer, M. (2000):** The Changing Global Economy and the Future of English Teaching, *TESOL Quarterly* Vol.34, No.3, pp.511-535

- Waters and Vilches (2001):** Implementing ELT Innovations, *ELT Journal*, Vol.53, No.2
- Waters, A. & Vilches, C.L.Ma.(2001):** Implementing ELT Innovations: a needs analysis framework, *ELT Journal*, Vol.55, NO.2, pp.133-141
- Waters, A. (2009):** Managing innovation in English language education, *Lang. Teach.* (2009), 42:4, 421–458, Cambridge University Press
- Waters, A. (2005).** Expertise in teacher education: Helping teachers to learn. In K. Johnson (ed.), *Expertise in second language learning and teaching*. Basingstoke: Palgrave Macmillan, 210–229.
- Waters, A. (2006).** Facilitating follow-up in ELT INSET. *Language Teaching Research* 10.1, 32–52.
- Waters, A. (2007).** ELT and the spirit of the times. *ELT Journal* 61.4, 353–359.
- Waters, A. & M. L. C. Vilches (2001).** Implementing ELT innovations: A needs analysis framework. *ELT Journal* 55.2, 133–141.
- Waters, A. & M. L. C. Vilches (2008).** Factors affecting ELT reforms: The case of the Philippines Basic Education Curriculum. *RELC Journal* 39.1, 5–24.
- Wagner, J. (1991).** Innovation in foreign language teaching. In Phillipson et al. (eds.) 1991: 288-306.
- Wajnryb, R. (1992).** *Classroom Observation Tasks*. Cambridge: Cambridge University Press.
- Wallace, M. J. (1991).** *Training Foreign Language Teachers*. Cambridge: Cambridge University Press.
- Wallace, M. J. (1998).** *Action Research for Language Teachers*. Cambridge: Cambridge University Press.
- Wallace, M. J. and D. Woolger. (1991).** Improving the ELT supervisory dialogue: Sri Lankan experience. *English Language Teaching Journal*, 45:4: 320-327.
- Watson-Gegeo, K. A. (1988).** Ethnography in ESL: defining the essentials. *TESOL Quarterly* 22/4: 575-592.
- Webb & Vulliamy (1995):** In Ling, M. L. (2002): *A Tale of Two Teachers: teachers' responses to an imposed curriculum reform*. *Teacher Development*, Vol.6, No.1, pp.33-46
- Weir and Roberts (1994):** *Evaluation in ELT*, Oxford: Blackwell. [also cited in Doner, D. 1998]
- Weir, C.J. (1990):** *Communicative Language Testing*, Prentice Hall

- Weir, C.J. (1993):** *Understanding and Developing Language Tests*, Prentice Hall.
- Wenden, A. L. and J. Rubin (eds.). (1987).** *Learner Strategies*. Englewood Cliffs, NJ: Prentice Hall.
- West, M. (1960).** *Teaching English in Difficult Circumstances*. London: Longman.
- White, R. V. (1988):** *The ELT Curriculum: Design, Innovation and management*, Blackwell.
- White, R. V. (1993).** Innovation in curriculum planning and program development. *Annual Review of Applied Linguistics* 13: 244-59. -"
- White, R. (1998).** What is quality in English language teacher education? *English Language Teaching Journal* 52/2: 133-145.
- Widdowson, H. G. (1990).** *Aspects of Language Teaching*. Oxford: Oxford University Press.
- Widdowson, H. G. (1992).** ELT and EL Teachers. *English Language Teaching Journal* 46/4: 333-9.
- Widdowson, H. G. (1993).** Innovation in teacher development. *Annual Review of Applied Linguistics* 13: 260-75.
- Widdowson, H. G. (1994).** The ownership of English. *TESOL Quarterly* 28/2: 377-389.
- Wilkins, D. A. (1976).** *Notional Syllabuses*. London: Oxford University Press.
- Wilkin, M. and D. Sankey (1994).** *Collaboration and Transition in Initial Teacher Training*. London: Kegan Page.
- Wittrock, M. C. (ed.). (1986).** *Handbook of Research on Teaching*. New York: Macmillan.
- Wolcott, H.F. (1973).** *The Man in the Principal's Office: An Ethnography*. New York: Holt, Rinehart and Winston.
- Woodward, T. (1991).** *Models and Metaphors in Language Teacher Training. Loop input and other strategies*. Cambridge: Cambridge University Press.
- Woolgar, S. (1991).** Reflexivity is the ethnographer of the text. In S. Woolgar (ed) *Knowledge and Reflexivity*. London: Sage: 14-34.
- Wragg, E. C. (1982).** *Review of Research on Teacher Education*. National Foundation for Educational Research, London: Nelson.

Widdowson (1984) In Brumfit: *General English Syllabus Design*, Pergamon Press & British Council

Wood & Bennett (2000): In Ling, M. L. (2002): *A Tale of Two Teachers: teachers' responses to an imposed curriculum reform. Teacher Development, Vol.6, No.1, pp.33-46*

Woodward, T (2001): *Planning Lessons and Courses*, Cambridge University Press

Widdowson, H. (2003). *Defining Issues in English Language Teaching*. Oxford, Oxford University Press.

Widdowson, H. G. (1993). "Innovation in Teacher Development." *Annual Review of Applied Linguistics* 13: 260-275.

Willis, J. (2007). *Foundations of Qualitative Research*. Thousand Oaks, Sage publications.

Wolcott, H. F. (1990a). *Writing Up Qualitative Research*. Newbury CA, Sage Publications.

Wolcott, W. E. (1990b). On Seeking and Rejecting Validity in Qualitative Research. *Qualitative Inquiry in Education: the Continuing debate*. Eisner E. and. A. Peshkin (Eds.). New York, Teachers College Press.

Woods, D. (1991). "Teachers' Interpretations of Second Language Teaching Curricula." *RELC Journal* 22: 1-19.

Woods, D. (1996). *Teacher Cognition in Language Teaching: Beliefs, Decision-Making and Classroom Practice*. Cambridge, Cambridge University Press.

Wright, T. (1987). *Roles of Teachers and Learners*. Oxford, Oxford University Press.

Wall, D. (1996). Introducing new tests into traditional systems: Insights from general education and from innovation theory. *Language Testing* 13.3, 334–354.

Wall, D. (2000). The impact of high-stakes testing on teaching and learning: Can this be predicted or controlled? *System* 28.4, 499–509.

Wall, D. (2005). The impact of high-stakes examinations on classroom teaching: A case study using insights from testing and innovation theory. Cambridge: Cambridge University Press.

Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press.

Wedell, M. (2003). Giving TESOL change a chance: Supporting key players in the curriculum change process. *System* 31.4, 439–456.

Wedell, M. (2009). Planning for educational change – putting people and their contexts first. London: Continuum.

Weir, C. J. & J. T. Roberts (1994). Evaluation in ELT . Oxford: Blackwell.

White, R. V. (1988). The ELT curriculum: Design, innovation, and management. Oxford: Blackwell.

White, R. V., M. Martin, M. Stimson & R. Hodge (1991). Management in English language teaching. Cambridge: Cambridge University Press.

Widdowson, H. G. (1992). Innovation in teacher development. *Annual Review of Applied Linguistics* 13, 260–275.

Yin, R. K. (1994). *Case Study Research: Design and Methods*. Second edition. London: Sage.

Zeichner, K. M. (1983). Alternative paradigms for teacher education. *Journal of Teacher Education* 34.13: 3-9.

Zahid Akter, M. (2003): Communicative English: A Failure, *The Daily Star, July, 13, 2003*

Documents

- *The World Bank, 1999: Bangladesh Assessing Basic Learning Skills.* The University Press Ltd. Dhaka, Bangladesh.
- *The world Bank, 2000: Bangladesh Education Sector Review. Vol.1, Vol. 2, & Vol. 3;* The University press Ltd. Dhaka, Bangladesh.
- *Campaign for Popular Education, 2001: A Question of Quality. Vol.1, Vol.2 & Vol.3;* The University Press Ltd. Dhaka, Bangladesh.
- *Centre for Policy Dialogue (CPD) Task Force Report, 2001.* Dhaka, Bangladesh.
- *Asian Development Bank, August 2002, TAR: BAN 26061,* Technical Assistance to the People Republic of Bangladesh.
- *APEID (Asia-Pacific Program of Educational Innovation for Development), Report, 1998.* UNESCO-APEID Associated Centre, Hiroshima University, Japan.
- *DFID Country Report, Bangladesh, 2000-2005, EV665*

Newspapers:

The Daily Star, <<http://thedailystar.net>>

The New nation, < <http://nation.ittefaq.com>>

Prothom-Alo < <http://www.prothom-alo.net>>

Modern History Source

Macaulay's Minutes, 1835

< <http://www.fordham.edu/halsall/mod/1833macaulay-india.html>>02/09/2003

<<http://social.chass.ncsu.edu/wyrick/debclass/minute.htm>>02/09/2003

Textbooks:

English For Today, For Classes, 9-10, NCTB, November 2001; Dhaka, Bangladesh

English Grammar and Composition,9-10, NCTB, April,2005; Dhaka, Bangladesh

English For Today, For Classes, 11-12, NCTB, July 2001; Dhaka, Bangladesh