



Title of Project:

A Narrative Ethnography of Teachers' Language Perceptions, Preferences, and Practices in a Multilingual Context, and its Implications for Language-in-Education Policy and Planning

Researcher:

Aziz Khan
Abdul Wali Khan University, Mardan (Current Affiliation)
University of Auckland, New Zealand (Doctoral University)
azizjee75@yahoo.com



Aziz Khan

Research Supervisor:

Dr. Gary Barkhuizen
University of Auckland, New Zealand
g.barkhuizen@auckland.ac.nz

Project Summary

The 2005 Human Development Report of the UN Development Programme gave Pakistan the lowest education index score of any country outside Africa (Hathaway, 2005). The situation eleven years down the line does not seem to have substantially improved. Among various reasons for Pakistan's low educational status, the highly fragmented, segregated and anomalous nature of its education system (Rahman, 2005) features most prominently. The reasons can be thought of in terms of both the media of instruction and type of schooling (Sathar, 2011; Yusuf, 2011). The currently enforced constitution of Pakistan (Government of Pakistan [GoP], 1973) and the National Education Policy (NEP) (GoP, 2009) give some indication of the language-in-education (LiE) policy to be followed in schools. However, a distinct, explicitly written and articulated LiE policy in Pakistan does not currently exist at the macro level. Both the constitution and NEP are heavily tilted towards English and Urdu as the media of instruction (MoIs) in schools, with regional languages largely ignored. Political expediencies, economic injustices, and class prejudices have traditionally remained the determining factors in LiE policy. The impression that English is the language of power, prestige and opportunity, that Urdu is necessary for national integration, and that local languages have no instrumental value, has gathered roots in the thinking of the policy-makers and populace alike. It is therefore of vital significance to see how Pakistani LiE policy translates into the perceptions and practices of teachers. Teachers, being classroom practitioners, are at the heart of language policy (Jones & Barkhuizen, 2010), as classrooms are the actual sites where language policies take place (Martin, 2005; Menken & Garcia, 2010). It is teachers who decide inside a classroom whether to religiously put the government/school LiE policies into practice, or to use the language(s) that they themselves deem appropriate for ensuring optimum learning on the part of students. Their language perceptions and practices can give a clear indication of the problems with LiE policy formulated at the macro-level.



This study, therefore, focuses on teachers to explore how they view and put into practice LiE policy in rural primary schools in the northwest of Pakistan. The narrative ethnographic research was carried out in three schools, all located in the same area but each following a different language as medium of instruction (MoI): English – the official and the most sought after language; Urdu – the national language and the local lingua franca; and Pashto – the indigenous language of the area where the study is based. The central aim of the study was to investigate what language perceptions teachers have, which languages they prefer as subjects and MoI at primary level education, which ones they actually use for teaching in the three schools with different MoI, why they make these choices, and what implications their practices hold for macro-level LiE policy. In order to find answers to these and related questions, the study was carried out using a narrative ethnographic framework.

Ethnography of language policy (Hornberger & Johnson, 2007) – a 21st century approach to researching Language Policy and Planning (LPP) (Johnson & Ricento, 2013) – emphasizes the centrality of teachers’ language perceptions and practices (Valdiviezo, 2013) in understanding the role of their agency (García & Menken, 2010) in bottom-up transformation of language policy (Canagarajah, 2006) through its micro-level appropriation (Ricento, 2006). Teachers make pedagogical decisions (e.g., incorporating the local languages to use multilingualism as a resource) that indicate their power and control over language policy (Ricento & Hornberger, 1996). It is, therefore, necessary to look at teachers’ language perceptions, preferences, and practices at the micro level and to investigate how these perceptions, preferences, and practices reflect on LiE policies formulated at the meso (school) and macro (national) levels. The rationale for this study also comes from the fact that there is a considerable dearth of quality research at the micro level in the education sector in Pakistan, particularly so in the rural areas of the whole country in general and Khyber Pakhtunkhwa province in particular. The little research that has been carried out is mostly deficient in giving a clear picture of how language policies are played out at the classroom level and how the main players, that is the teachers, play them out. Therefore, the need for research that looks into the role of teachers when it comes to LiE practices at the micro level was warranted in Pakistan.

This study was based in the Khyber Pakhtunkhwa province (the erstwhile Northwest Frontier Province) of Pakistan. The province is home to 27 million people, an overwhelming majority of whom are Pashto-speaking Pashtuns. It is pertinent to mention here that Pashtuns also constitute more than 50% of the population of neighbouring Afghanistan. For the purpose of data collection, I selected three boys’ primary schools that were located in the same rural area in the province, but each school followed a different language (English, Urdu, and Pashto) as the MoI. Because it is against cultural norms for men in the area to regularly visit girls’ schools or meet female teachers, I purposefully selected two male teachers at each of the three schools (a total of six teachers). Each of the male teachers had at least 10 years teaching experience. All these teachers spoke Pashto as their first language, as did the students whom they taught. I interviewed each participant eight times during a period of 12 weeks, each interview lasting one hour on average. I also observed and audio-recorded at least eight lessons for each teacher during the data collection period to be able to obtain the best understanding of the teacher-participants’ language practices. Journal entries of the participants, extensive field-notes, and policy documents were also used as research instruments. I used computer software program NVivo for data organization, including assigning labels to the data, coding and categorizing the related codes into sequential themes to get a complete picture of the teachers’ language-related experiences.



The research participants' language perceptions reveal a love-hate relationship with all the three languages, albeit with differing dimensions. Their perceptions indicate a paradoxical blend of aversion and yearning for English. A salient aspect of their negative view of English is its association with colonialism, western culture, American hegemony, power, and elitism. At the same time, they express an instrumental motivation (Baker, 2011) for English and deem it an unavoidable necessity. They refer time and again to the high pragmatic value that English retains because of its association with opportunity, success, power, and prosperity, thereby evoking Bourdieu's (1991) concept of linguistic capital. The teachers, therefore, have a strong inclination for keeping English an integral part of the education system. They view Urdu as a symbol of national integration and identity, as an instrument for keeping communities with different languages united, and as a tool for communication among them. They also associate Urdu with the Islamic religion and consider it necessary for obtaining an Islamic education. However, they point out that Urdu has not been given the status it deserves and that Urdu is for the poor only, whereas the rich continue to receive an education in English. I also found overwhelming support among the participants for keeping Urdu an integral part of the education system right from the start of schooling. The love-hate dimension of the participants' language perceptions equally applies to Pashto. All the participants express a deep love for Pashto as their mother tongue and take pride in the fact that they are Pashto speakers. However, they do not see any instrumental utility of the language in the job market and the domains of power; therefore, they do not see any place for it in the educational system.

The language practices (use of language as MoI) of all the six teachers at the three schools with different MoI were characterized by a teaching-in-translation approach (Bhattacharya, 2013). In other words, the teachers read (and the students chorally repeated) the content from the textbooks and provided a literal translation to the students without actually explaining the content. Although considered ineffective for actual learning (Butzkamm, 1998; Wong-Fillmore, 1985), this teaching-in-translation approach remained the norm across the schools for teaching subject content. Translation from English into Urdu posed a twofold difficulty for the students because they did not have command over either of the languages. The English-medium school students, therefore, appeared to be at a greater disadvantage. Urdu to Pashto translation was also rather mechanical since there were minimal instances where lesson content was actually *explained* in Pashto. In the case of the Pashto-medium school, text was merely read with little translation/explanation provided, although the language variety and vocabulary were quite dissimilar to the colloquial version of Pashto used in the area. The students, therefore, had very little engagement with the content taught or with the language in which it was taught.

The teachers' language teaching practices (teaching of language as the subject) were not any different. They predominantly applied the grammar-translation method (Richards & Rodgers, 2014) to the teaching of all three of the languages. Translation, choral responses, repetition, drills, memorisation, and explicit teaching of grammar points epitomised English and Urdu language teaching. The languages were, therefore, treated as objects rather than tools (Ellis, 2012). Pashto was used to facilitate the talk across the three schools rather than for explaining the language points. The teachers controlled the initiation, direction, and pace of interaction and teaching (Larsen-Freeman, 2000; Nunan, 1991). Because the pedagogy was heavily teacher-centred, not a single effective question was asked by any student in any of the schools I observed during the entire period of data collection (see also Wang & Kirkpatrick, 2013). While the teachers did



demonstrate agency in their classroom decisions, it appeared detrimental rather than beneficial to the teaching and learning process.

The findings pertaining to the teachers' language practices indicate that their language (in) teaching practices were in large part inconsistent with or different from the MoI followed at each school. A distinct policy within the teachers' practices was quite evident (Spolsky, 2004, 2009); this de facto language policy (Shohamy, 2006) was observed to be largely analogous across the three schools, regardless of the official MoI policy followed there. Specifically, the findings revealed that macro-level policy decisions regarding different languages as MoI had little relevance to how the teachers actually employed these languages for teaching and learning at the micro level in their rural primary schools.

The findings of the study indicate the complexity of LiE policy as practised in rural northwest Pakistan and raise a number of implications for Pakistani LiE policy and planning, particularly in the Khyber Pakhtunkhwa province. The findings show that the varying MoIs used in the schools (English, Urdu, and Pashto) are clear indicators of a widening gap between the various strata of society. More importantly, as evident from the teachers' stories, these parallel systems amplify stratification between urban and rural communities along social, economic and linguistic lines. Students educated in urban schools may have a clear advantage over rural students in terms of better content knowledge and more advanced proficiency in the languages that matter. It is evident that languages, as well as the contexts in which they are learned and used, play a vital role in determining the social status of students in Pakistan. Serious measures need to be instituted to reduce the chasm perpetuated by the education system through striking a balance in the LiE policy followed in various streams of education. The state needs to shift its ideological positioning and adopt a linguistically equitable education system through providing equal opportunities to students from different linguistic backgrounds in both urban and rural areas. Considering the multilingual, multi-ethnic, and multicultural nature of Pakistan, only a recognition of diversity and hybridity can sustain its integration.

As indicated earlier, an explicitly written LiE policy in Pakistan is non-existent. This is not to say that such a policy might have had much effect on the micro-level practices in the rural areas, if the findings of this study are taken into consideration. While a compatible relationship between macro policy and local practices would be an ideal scenario, the findings clearly show that macro-level policy in this case has fallen short of achieving the desired aims at the local level. Therefore, considering the multilingual makeup of Pakistan and the crucial role of the various languages in education, there is a need to develop localised LiE policies, especially in the rural areas. Nobody knows a context better than the local stakeholders, and nothing determines the extent of success of policy implementation better than the teachers and parents as stakeholders (Ali et al., 2011; Garcia, 2009; Kirkpatrick, 2011; Walter & Benson, 2012). These local policymaking bodies therefore must include teachers and parents among the decision-making representatives at both policy and planning level. This collective wisdom of the policy-planners and stakeholders would ensure that localised policies are congruent with the local conditions and represent the future aspirations of the communities. A sense of responsibility in the stakeholders would also make them feel accountable and responsible to implement the policies they collectively develop for the good of their community. Only such grounded policies can enable the rural teachers to teach effectively and encourage parents to get involved in their children's education. Such an involvement will ensure that the rural students gain access to the



linguistic and informational resources they need to break the shackles of poverty in both an economic and educational sense.

Lastly, the findings show that the teachers were not entirely proficient in any of the languages. They were also deficient in the appropriate teaching methodologies that could ensure optimal learning. Therefore, while an all-embracing pre-service training is necessary for newly employed teachers, it is more important that the currently employed teachers receive extensive and sustained in-service training. It is clear that the rural primary teachers “walk a tightrope” (Jones & Barkhuizen, 2011, p. 526) as they balance their language practices and proficiency against the effects of local, national and global influences. Unless they are equipped with the requisite wherewithal to sustain the pressures they have to contend with, the state of education in the rural areas will remain abysmal.



References

- Abbas, S. (1993). The power of English in Pakistan. *World Englishes*, 12(2), 147–156.
- Abbas, A. (2003, May 25). Three paths to nowhere. *Dawn Magazine*. Retrieved from <http://archives.dawn.com/weekly/dmag/archive/030525/dmag1.htm>
- Ager, D. (2005). Prestige and image planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 1035–1054). Mahwah, NJ: Lawrence Erlbaum.
- Alderman, H., Orazem, P. F., & Paterno, E. M. (2001). School quality, school cost, and the public/private school choices of low-income households in Pakistan. *Journal of Human Resources*, 36(2), 304–326.
- Alexander, N. (1999, August). *English unassailable but unattainable: The dilemma of language policy in South African education*. Paper presented at the 14th ELET (English Language Education Trust) Annual Conference for Teachers of English at the University of Cape Town, Cape Town, South Africa. Retrieved from: <https://www.marxists.org/archive/alexander/1999-english-unassailable.pdf>
- Alexander, N. (2003). *An ordinary country*. New York, NY: Berghahn Books.
- Ali, N. L., Hamid, M. O., & Moni, K. (2011). English in primary education in Malaysia: Policies, outcomes and stakeholders' lived experiences. *Current Issues in Language Planning*, 12(2), 147–166.
- Ali, S., & Farah, I. (2007). Schooling in Pakistan. In A. Gupta (Ed.), *Going to school in South Asia* (pp. 143–166). London, England: Greenwood Press.
- Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal*, 47(2), 136–143. doi:10.1093/elt/47.2.136
- Anderson, G. (1990). Toward a critical constructivist approach to school administration: Invisibility, legitimation and the study of non-events. *Educational Administration Quarterly*, 26, 38–59.
- Anderson-Levitt, K. M. (2006). Ethnography. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Handbook of complementary methods of educational research* (pp. 279–295). Mahwah, NJ: Lawrence Erlbaum.
- Andrabi, T., Das, J., & Khwaja, A. I. (2008). A dime a day: The possibilities and limits of private schooling in Pakistan. *Comparative Education Review*, 52(3), 329–355.
- Andrabi, T., Das, J., Khwaja, A., & Zajonc, T. (2006). Religious school enrollment in Pakistan: A look at the data. *Comparative Education Review*, 50(3), 446–477.
- Arthur, J. (1996). Code switching and collusion: Classroom interaction in Botswana primary schools. *Linguistics in Education*, 8, 17–33.



- Arthur, J. (1997). 'There must be something undiscovered which prevents us from doing our work well': Botswana primary teachers' views on educational language policy. *Language and Education*, 11(4), 225–241.
- ASER. (2015). *Annual status of education report: ASER-Pakistan 2014*. Lahore, Pakistan: SAFED.
- Aslam, M. (2009). The relative effectiveness of government and private schools in Pakistan: Are girls worse off? *Education Economics*, 17(3), 329–354.
- Auerbach, E. (1995). The politics of the ESL classroom: Issues of power in pedagogical choices. In J. Tollefson (Ed.), *Power and inequality in language education* (pp. 9–33). Cambridge, England: Cambridge University Press.
- Azhar, M., Khan, A. S., Naz, S., Pastakia, F., Rashid, A., & Shah, S. A. (2014). *The voices of teachers: Learning from teachers across Pakistan*. Islamabad, Pakistan: Society for the Advancement of Education [SAHI] and Alif Ailaan.
- Badakhshani, R. (2005). *Star social studies book 3*. Lahore, Pakistan: New Star Book Depot.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Bristol, England: Multilingual Matters.
- Baldauf, R. B., Jr. (2005). Language planning and policy research: An overview. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 957–970). Mahwah, NJ: Lawrence Erlbaum.
- Baldauf, R. B., Jr. (2006). Rearticulating the case for micro language planning in a language ecology context. *Current Issues in Language Planning*, 7(2&3), 147–170.
- Baldauf, R. B., Jr., Li, M., & Zhao, S. (2008). Language acquisition management inside and outside the school. In B. Spolsky & F. M. Hult (Eds.), *The handbook of educational linguistics* (pp. 233–250). Malden, MA: Blackwell.
- Bamgbose, A. (2004). *Language of instruction policy and practice in Africa*. Paris, France: UNESCO. Retrieved from: http://www.unesco.org/education/languages_2004/languageinstruction_africa.pdf
- Baralt, M. (2012). Coding qualitative data. In A. Mackey & S. M. Gass (Eds.), *Research methods in second language acquisition: A practical guide* (pp. 222–244). Sussex, England: Wiley-Blackwell.
- Barkhuizen, G. P. (2002). Language-in-education policy: Students' perceptions of the status and role of Xhosa and English. *System*, 30, 499–515.
- Barkhuizen, G. (2008). A narrative approach to exploring context in language teaching. *ELT Journal*, 62(3), 231–239.



- Barkhuizen, G. (2009). Topics, aims, and constraints in English teacher research: A Chinese case study. *TESOL Quarterly*, 43(1), 113–135.
- Barkhuizen, G. (2011). Narrative knowledging in TESOL. *TESOL Quarterly*, 45(3), 391–414.
- Barkhuizen, G. (2013). Introduction: Narrative research in applied linguistics. In G. Barkhuizen (Ed.), *Narrative research in applied linguistics* (pp. 1–16). Cambridge, England: Cambridge University Press.
- Barkhuizen, G., & Benson, P. (2008). Narrative reflective writing: “It got easier as I went along”. *Brazilian Journal of Applied Linguistics*, 8(2), 383–400.
- Barkhuizen, G. P., & Gough, D. (1996). Language curriculum development in South Africa: What place for English? *TESOL Quarterly*, 30(3), 453–471.
- Barkhuizen, G., & Knoch, U. (2006). Macro-level policy and micro-level planning: Afrikaans-speaking immigrants in New Zealand. *Australian Review of Applied Linguistics*, 29(1), 1–8.
- Bartell, J., & William, R. (2010). *Gohar English 4*. Lahore, Pakistan: Gohar Publishers.
- Bartell, J., & William, R. (2012). *Gohar English 5*. Lahore, Pakistan: Gohar Publishers.
- Basturkmen, H. (2012). Review of research into the correspondence between language teachers’ stated beliefs and practices. *System*, 40(2), 282–295.
- Baurain, B. (2012). Beliefs into practice: A religious inquiry into teacher knowledge. *Journal of Language, Identity & Education*, 11(5), 312–332. doi:10.1080/15348458.2012.723576
- Bell, J. S. (2002). Narrative Inquiry: More than just telling stories. *TESOL Quarterly*, 36(2), 207–213.
- Bender, P. A. (2006). *Pedagogie convergente (convergent pedagogy): Using participant perspectives to understand the potential of education reform in primary school classrooms in Mali*. East Lansing, MI: Michigan State University.
- Benson, C. (2004). Bilingual schooling in Mozambique and Bolivia: From experimentation to implementation. *Language Policy*, 3, 47–66.
- Benson, C. (2008). Summary overview: Mother tongue-based education in multi-lingual contexts. In C. Haddad (Ed.), *Improving the quality of mother tongue-based literacy and learning: Case studies from Asia, Africa and South America* (pp. 2–11). Bangkok, Thailand: UNESCO.
- Benson, C. (2009). Book review: Nancy Hornberger (Ed.): Can schools save indigenous languages? Policy and practice on four continents. *Language Policy*, 8, 411–413. doi: 10.1007/s10993-009-9128-9



- Benson, P. (2013). Narrative writing as method: Second language identity development in study abroad. In G. Barkhuizen (Ed.), *Narrative research in applied linguistics* (pp. 244–263). Cambridge, England: Cambridge University Press.
- Bhattacharya, U. (2013). Mediating inequalities: Exploring English-medium instruction in a suburban Indian village school. *Current Issues in Language Planning*, 14(1), 164–184. doi: 10.1080/14664208.2013.791236
- Britzman, D. P. (2003). *Practice makes practice: A critical study of learning to teach*. New York, NY: SUNY Press.
- Blommaert, J. (2006). Language ideology. In K. Brown (Ed.), *Encyclopaedia of language and linguistics* (pp. 510–522). Oxford, England: Elsevier.
- Blommaert, J. (2013). Policy, policing and the ecology of social norms: Ethnographic monitoring revisited. *International Journal of the Sociology of Language*, 219, 123–140. doi: 10.1515/ijsl-2013-0007
- Bonacina, F., & Gafarange, J. (2011). ‘Medium of instruction’ vs. ‘medium of classroom interaction’: Language choice in a French complementary school classroom in Scotland. *International Journal of Bilingual Education and Bilingualism*, 14(3), 319–334. doi:10.1080/13670050.2010.502222
- Borg, S. (1998). Data-based teacher development. *ELT Journal*, 52(4), 273–281.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 39(6), 81–109.
- Borg, S. (2005). Experience, knowledge about language and classroom practice in grammar teaching. In N. Bartels (Ed.), *Applied linguistics and language teacher education* (pp. 325–340). New York, NY: Springer.
- Borg, S. (2006). *Teacher cognition and language education*. London, England: Continuum.
- Bosch, K., Tahira, B., & Khan, T. (2008). *Islamic education in Pakistan: Introducing government approved subjects*. LINS Report 2008–2. Oslo University College.
- Bourdieu, P. (1991). *Language and symbolic power (Edited and introduced by J. B. Thompson)*. Cambridge, England: Polity Press.
- Breen, M. P., Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). Making sense of language teaching: Teachers’ principles and classroom practices. *Applied Linguistics*, 11, 470–501.
- Brock-Utne, B. (2001). Education for all: In whose language? *Oxford Education Review*, 27(1), 115–134.



- Brock-Utne, B. (2005). Language-in-education policies and practices in Africa with a special focus on Tanzania and South Africa: Insights from research in progress. In A. Lin & P. Martin (Eds.), *Decolonisation, globalisation: Language-in-education* (pp. 175–195). Clevedon, England: Multilingual Matters.
- Brock-Utne, B. (2007). Learning through a familiar language versus learning through a foreign language: A look into some secondary school classrooms in Tanzania. *International Journal of Educational Development* 27(5), 487–498. doi:<http://dx.doi.org/10.1016/j.ijedudev.2006.10.004>
- Brock-Utne, B. (2015). Language-in-education policies and practices in Africa with a special focus on Tanzania and South Africa: Insights from research in progress. In J. Zajda (Ed.), *Second international handbook on globalisation, education and policy research* (pp. 615–632). Melbourne, Australia: Springer.
- Brown, H. D. (2006). *Principles of language learning and teaching*. White Plains, NY: Longman.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Pearson Education.
- Brown, J. D. (2004). Research methods for applied linguistics: Scope, characteristics, and standards. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (3rd ed.) (pp. 476–499). Oxford, England: Blackwell.
- Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford, England: Oxford University Press.
- Bunyi, G. W. (2005). Language classroom practices in Kenya. In A. M. Y. Lin & P. M. Martin (Eds.), *Decolonisation, globalisation: Language-in-education policy and practice* (pp. 131–152). Clevedon, England: Multilingual Matters.
- Burki, S. J. (2005). Educating the Pakistani masses. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 15–31). Washington, DC: Woodrow Wilson International Center for Scholars.
- Burns, A. (1992). Teacher beliefs and their influence on classroom practice. *Prospect*, 7(3), 56–66.
- Butzkamm, W. W. (1998). Code-switching in a bilingual history lesson: The mother tongue as a conversational lubricant. *International Journal of Bilingual Education and Bilingualism*, 1(2), 81–99. doi: 10.1080/13670059808667676
- Cabrera, M. P. M. (2014). Textbook use training in EFL teacher education. *Utrecht Studies in Language and Communication*, 27, 267–286. Retrieved from <http://connection.ebscohost.com/c/articles/94592417/textbook-use-training-efl-teacher-education>



- Camilleri, A. (1996). Language values and identities: Code-switching and secondary classrooms in Malta. *Linguistics and Education*, 8, 85–103.
- Canagarajah, S. (1996). From critical research practice to critical research reporting. *TESOL Quarterly*, 30(2), 321–331.
- Canagarajah, S. (1999). *Resisting linguistic imperialism in language teaching*. Oxford, England: Oxford University Press.
- Canagarajah, S. (2001). Constructing hybrid postcolonial subjects: Codeswitching in Jaffna classrooms. In M. Heller & M. Martin-Jones (Eds.), *Voices of authority: Education and linguistic difference* (pp. 193–212). London, England: Ablex.
- Canagarajah, S. (2005). Introduction. In S. Canagarajah (Ed.), *Reclaiming the local in policy and practice* (pp. xiii–xxx). Mahwah, NJ: Lawrence Erlbaum.
- Canagarajah, S. (2006). Ethnographic methods in language policy. In T. Ricento (Ed.), *An introduction to language policy: Theory and method* (pp. 153–169). Oxford, England: Blackwell.
- Caroe, O. (1958). *The pathans: 550 B.C. – A. D. 1957*. London, England: Macmillan & Company.
- Chand, V. (2011). Elite positionings towards Hindi: Language policies, political stances and language competence in India. *Journal of Sociolinguistics*, 15(1), 6–35.
- Chang, J. (2006). Globalization and English in Chinese higher education. *World Englishes*, 25(3-4), 513–525. doi: 10.1111/j.1467-971X.2006.00484.x
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London, England: Sage.
- Chase, S. E. (2003). Taking narrative seriously: Consequences for method and theory in interview studies. In Y. S. Lincoln & N. K. Denzin (Eds.), *Turning points in qualitative research: Tying knots in a handkerchief* (pp. 273–296). Oxford, England: Altimira Press.
- Chase, S. E. (2005). Narrative inquiry: Multiple lenses, approaches, voices. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed.) (pp. 651-679). Thousand Oaks, CA: Sage.
- Chick, K. (1996). Safe-talk: Collusion in apartheid education. In H. Coleman (Ed.), *Society and the language classroom* (pp. 21–39). Cambridge, England: Cambridge University Press.
- Choi, T-H. (2015). The impact of the ‘Teaching English through English’ policy on teachers and teaching in South Korea. *Current Issues in Language Planning*, 16(3), 201–220. doi: 10.1080/14664208.2015.970727



- Chua, C. S. K., & Baldauf, R. B., Jr. (2011). Micro language planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 937–951). London, England: Routledge.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass.
- Coelho, F. O., & Henze, R. (2014). English for what? Rural Nicaraguan teachers' local responses to national education policy. *Language Policy*, 13, 145–163. doi: 10.1007/s10993-013-9309-4
- Coleman, H. (2010). *Teaching and learning in Pakistan: The role of language in education*. Islamabad, Pakistan: The British Council.
- Coleman, H. (2012). Profile of Pakistan. In H. Coleman & T. Capstick (Eds.), *Language in education in Pakistan: Recommendations for policy and practice* (pp. 13–17). Islamabad, Pakistan: The British Council.
- Coleman, H., & Capstick, T. (Eds.). (2012). *Language in education in Pakistan: Recommendations for policy and practice*. Islamabad, Pakistan: The British Council.
- Cooper, R. L. (1989). *Language planning and social change*. Cambridge, England: Cambridge University Press.
- Corson, D. (1999). *Language policy in schools: A resource for teachers and administrators*. Mahwah, NJ: Lawrence Erlbaum.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Cummins, J., & Swain, M. C. (1986). *Bilingualism in education: Aspects of theory, research, and practice*. London, England: Longman.
- Cunningham, C. (2000). *Translation in the classroom: A useful tool for second language acquisition*. Retrieved April, 13, 2014 from <http://www.cels.bham.ac.uk/resources/essays/cindyc2.pdf>
- David, M. K., & Powell, R. (2014). Preface. *International Journal of the Sociology of Language*, 229, 1–8. doi: 10.1515/ijsl-2014-0014
- Denzin, N. K., & Lincoln, Y. S. (2003). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (2nd ed.) (pp. 1–45). Thousand Oaks, CA: Sage.



- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed.) (pp. 1–32). Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2011). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed.) (pp. 1–19). Thousand Oaks, CA: Sage.
- Dimitriadis, G., & McCarthy, C. (2001). *Reading & teaching the postcolonial: From Baldwin to Basquiat and beyond*. New York, NY: Teachers College Press.
- Doiz, A., Lasagabaster, D., & Sierra, J. M. (Eds.). (2012). *English-medium instruction at universities: Global challenges*. Toronto, Canada: Multilingual Matters.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford, England: Oxford University Press.
- Du Plessis, T. (2010). Language planning from below: The case of the Xhariep District of the Free State Province. *Current Issues in Language Planning*, 11(2), 130–151. doi: 10.1080/14664208.2010.505069
- Dyers, C., & Abongdia, J. A. (2010). An exploration of the relationship between language attitudes and ideologies in a study of Francophone students of English in Cameroon. *Journal of Multilingual and Multicultural Development*, 12(3), 119–134.
- Elbaz, F. (1981). The teacher's "practical knowledge": A report of a case study. *Curriculum Inquiry*, 1(1), 43–71.
- Ellis, R. (2012). *Language teaching research and language pedagogy*. Malden, MA: Wiley-Blackwell.
- Ellis, R., & Barkhuizen, G. (2005). *Analysing learner language*. Oxford, England: Oxford University Press.
- Erickson, F. (2011). A history of qualitative inquiry in social and educational research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed.) (pp. 43–59). Thousand Oaks, CA: Sage.
- Fairclough, N. (1989). *Language and power*. London, England: Longman.
- Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47–65.
- Farah, I., & Rizvi, S. (2007). Public–private partnerships: Implications for primary schooling in Pakistan. *Social Policy and Administration*, 41(4), 339–354.
- Farrell, T. S. C. (1999). The reflective assignment: Unlocking pre-service teachers' beliefs on grammar teaching. *RELC Journal*, 30(2), 1–17.



- Farrell, T. S. C., & Bennis, K. (2013). Reflecting on ESL teacher beliefs and classroom practices: A case study. *RELC Journal*, 44(2), 163–176. doi: 10.1177/0033688213488463
- Farrell, T. S. C., & Lim, P. C. P. (2005). Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices. *TESL-EJ*, 9(2), 1–13.
- Fasold, R. W. (1992). Vernacular-language education reconsidered. In K. Bolton & H. Kwok (Eds.), *Sociolinguistics today: International perspectives* (pp. 281–299). London, England: Routledge.
- Ferguson, G. (2006). *Language planning and education*. Edinburgh, Scotland: Edinburgh University Press.
- Ferguson, G. (2009). What next? Towards an agenda for classroom codeswitching research. *International Journal of Bilingual Education and Bilingualism*, 12(2), 231–241. doi: 10.1080/13670050802153236
- Ferguson, G. (2012). The practice of ELF. *Journal of English as a Lingua Franca*, 1(1), 177–180.
- Ferguson, G. (2013). The language of instruction issue: Reality, aspiration and the wider context. In H. McIlwraith (Ed.), *Multilingual education in Africa: Lessons from the Juba language-in-education conference* (pp. 17–22). London, England: British Council.
- Ferrer, V. (2011). *The mother tongue in the classroom: Cross-linguistic comparisons, noticing and explicit knowledge*. Retrieved from www.teachenglishworldwide.com
- Fettes, M. (1997). Language planning and education. In R. Wodak & D. Corson (Eds.), *Encyclopaedia of language and education: Language policy and political issues in education* (Vol. 1, pp. 13–22). Dordrecht, Netherlands: Kluwer.
- Fillmore, L. W. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323–346. Retrieved from <http://psych.stanford.edu/~babylab/pdfs/sdarticle.pdf>
- Fishman, J. A. (1973). Language modernization and planning in comparison with other types of national modernization and planning. *Language in Society*, 2, 23–42.
- Fishman, J. A. (1974). Language modernization and planning in comparison with other types of national modernization and planning. In J. Fishman (Ed.), *Advances in Language Planning* (pp. 79–102). The Hague, Netherlands: Mouton.
- Fishman, J. A. (1989). *Language and ethnicity in minority sociolinguistic perspective*. Clevedon, England: Multilingual Matters.
- Fishman, J. A. (2000). The status agenda in corpus planning. In R. D. Lambert & E. Shohamy (Eds.), *Language policy and pedagogy: Essays in honor of A. Ronald Walton* (pp. 43–51). Philadelphia, PA: John Benjamins.
- Fishman, J. A. (2001). If threatened languages can be saved, then can dead languages be revived? *Current Issues in Language Planning*, 2, 222–230.



- Fishman, J. A., & Fishman, S. G. (2000). Rethinking language defense. In R. Phillipson (Ed.), *Rights to language: Equality, power and education* (pp. 23–27). Mahwah, NJ: Lawrence Erlbaum.
- Flyman-Mattsson, A., & Burenhult, N. (1999). *Code-switching in second language teaching of French. Lund University, Dept. of Linguistics Working Papers, 47*, 59–72.
- Fortune, J. (2012). The forbidden fruit: Using the mother tongue in a Bogota university EFL programme. *Columbia Applied Linguistics Journal, 14*(2), 70–87. Retrieved from: <http://www.scielo.org.co/pdf/calj/v14n2/v14n2a06.pdf>
- Freeman, D. (1996a). Dual-language planning at Oyster bilingual school: “It’s much more than language”. *TESOL Quarterly, 30*(3), 557–582.
- Freeman, D. (1996b). Renaming experience/reconstructing practice: Developing new understandings of teaching. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 221–241). Cambridge, England: Cambridge University Press.
- Freeman, M. (2006). Life ‘on holiday’? In defense of big stories. *Narrative Inquiry, 16*(1), 131–138.
- Freeman, D., & Johnson, K. E. (1998). Reconceptualising the knowledge-base of language teacher education. *TESOL Quarterly, 32*(3), 397–417. doi: 10.2037/3588114
- Freire, P. (2004). The banking concept of education. In A. S. Canestrari & B. A. Marlowe (Eds.), *Educational foundations: An anthology of critical readings* (pp. 99–111). Thousand Oaks, CA: Sage.
- Gan, Z. (2009) ‘Asian learners’ re-examined: An empirical study of language learning attitudes, strategies and motivation among mainland Chinese and Hong Kong students. *Journal of Multilingual and Multicultural Development, 30*(1), 41–58.
- Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Oxford, England: Wiley-Blackwell.
- Garcia, O., & Menken, K. (2010). Stirring the onion: Educators and the dynamics of language education policies (looking ahead). In K. Menken & O. Garcia (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 249–268). New York, NY: Routledge.
- Gass, S. M., & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah, NJ: Lawrence Erlbaum.
- Georgakopoulou, A. (2007). Thinking big with small stories in narrative and identity analysis. In M. Bamberg (Ed.), *Narrative: State of the art* (pp. 145–154). Amsterdam, the Netherlands: John Benjamins.



- Gerald, G. (1999, April). *Participant journals as data source: An unbiased method for eliciting and comparing participant experience*. Paper presented at the Annual Meeting of the American Educational Research Association, Quebec, Canada.
- Giri, R. A. (2010). Cultural anarchism: The consequences of privileging languages in Nepal. *Journal of Multilingual and Multicultural Development*, 31(1), 87–100. doi: 10.1080/01434630903398103
- Giri, R. A. (2011). Languages and language politics: How invisible language politics produces visible results in Nepal. *Language Problems & Language Planning*, 35(3), 197–221.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory*. Chicago, IL: Aldine.
- Goodall, H. L., Jr. (2007). Commentary: Narrative ethnography as applied communication research. *Journal of Applied Communication Research*, 32(3), 185–194.
- Government of Khyber Pakhtunkhwa. (2012). *Notification: Regional languages implementation strategy*. Peshawar, Pakistan: Elementary & Secondary Education Department.
- Government of Khyber Pakhtunkhwa. (n.d.). *Aqli Science: Paanchwein jamaat [Practical science: Year five]*. Peshawar, Pakistan: NWFP Textbook Board.
- Government of Khyber Pakhtunkhwa. (n.d.). *Aqli Science: Teesri jamaat [Practical science: Year three]*. Peshawar, Pakistan: NWFP Textbook Board.
- Government of Khyber Pakhtunkhwa. (n.d.). *Islamiyat: Peenzam jumaat da paara. [Islamic studies: For year five]*. Peshawar, Pakistan: Khyber Pakhtunkhwa Textbook Board.
- Government of Khyber Pakhtunkhwa. (n.d.). *Zama da Pukhto kitaab: Peenzam jumaat da paara. [My Pashto book: For year five]*. Peshawar, Pakistan: Khyber Pakhtunkhwa Textbook Board.
- Government of Pakistan (1978). *Development of education in Pakistan (1970–1980)*. Islamabad, Pakistan: Ministry of Education.
- Government of Pakistan. (1973). *Constitution of Pakistan*. Islamabad, Pakistan: Ministry of Law.
- Government of Pakistan. (2004). *The development of education: National report of Pakistan*. Islamabad, Pakistan: Ministry of Education.
- Government of Pakistan (2009). *National education policy*. Islamabad, Pakistan: Ministry of Education.
- Government of Pakistan. (2010). *Constitution (eighteenth amendment) act, 2010*. Islamabad, Pakistan: Ministry of Law.
- Graham, B. E. (2010). Mother tongue education: Necessary? Possible? Sustainable? *Language and Education*, 24(4), 309–321.



- Grin, F. (2003). Language planning and economics. *Current Issues in Language Planning*, 4(1), 1–66.
- Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. New York, NY: Teachers College Press.
- Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17–30). Newbury Park, CA: Sage.
- Gubrium, J. F., & Holstein, J. A. (2008). Narrative ethnography. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods* (pp. 241–264). New York, NY: The Guildford Press.
- Gubrium, J. F., & Holstein, J. A. (2009). *Analyzing narrative reality*. Thousand Oaks, CA: Sage.
- Gubrium, J. F., & Holstein, J. A. (2012). Narrative practice and the transformation of interview subjectivity. In J. F. Gubrium, J. A. Holstein, A. B. Marvasti, & K. D. McKinney (Eds.), *The Sage handbook of interview research: Complexity of the craft* (2nd ed.) (pp. 27–44). New York, NY: The Guildford Press.
- Gupta, A. F. (1997). When mother-tongue education is not preferred. *Journal of Multilingual and Multicultural Development*, 18(6), 496–506.
- Haarmann, H. (1990). Language planning in the light of a general theory of language: A methodological framework. *International Journal of the Sociology of Language*, 86, 103–126.
- Hakala, W. N. (2012). Languages as a key to understanding Afghanistan’s cultures. *Education about Asia*, 17(2), 42–46.
- Hallberg, D. G. (1992). *Sociolinguistic survey of Northern Pakistan: Pashto, Waneci, Ormuri*. Islamabad, Pakistan: National Institute of Pakistan Studies.
- Hamel, R. E. (2007). The dominance of English in the international scientific periodical literature and the future of language use in science. *AILA Review*, 20, 53–71.
- Hamid, M. O., Jahan, I., & Islam, M. M. (2013). Medium of instruction policies and language practices, ideologies and institutional divides: Voices of teachers and students in a private university in Bangladesh. *Current Issues in Language Planning*, 14(1), 144–163. doi: 10.1080/14664208.2013.771417
- Hamid, M. O., Nguyen, H. T. M., & Baldauf, R. B., Jr. (2013). Medium of instruction in Asia: Context, processes and outcomes. *Current Issues in Language Planning*, 14(1), 1–15. doi: 10.1080/14664208.2013.792130
- Hamied, F. A. (2012). English in multicultural and multilingual Indonesian education. In A. Kirkpatrick & R. Sussex (Eds.), *English as an international language in Asia: Implications for language education* (pp. 63–78). London, England: Springer.



- Hammond, L., & Spindler, G. (2006). Preface. In G. Spindler & L. Hammond (Eds.), *Innovations in educational ethnography* (pp. ix–xx). Mahwah, NJ: Lawrence Erlbaum.
- Hathaway, R. M. (2005). Introduction. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 1–13). Washington, DC: Woodrow Wilson International Center for Scholars.
- Hayes, D. (2009). Non-native English speaking teachers, context and English language teaching. *System*, 37, 1–11. doi:10.1016/j.system.2008.06.001
- Heugh, K., Benson, C., Gebre Yohannes, M. A., & Bogale, B. (2012). Implications for multilingual education: Student achievements in different methods of education in Ethiopia. In T. Skutnabb-Kangas & K. Heugh (Eds.), *Multilingual education and sustainable diversity work: From periphery to center* (pp. 239–262). New York, NY: Routledge.
- Holliday, A. R. (1994). *Appropriate methodology and social context*. Cambridge, England: Cambridge University Press.
- Holliday, A. R. (2003). *Social autonomy: Addressing the dangers of culturism in TESOL*. In D. Palfreyman & R. Smith (Eds.), *Learner autonomy across cultures* (pp. 110–126). Basingstoke, England: Palgrave Macmillan.
- Holliday, A. R. (2005). *The struggle to teach English as an international language*. Oxford, England: Oxford University Press.
- Holliday, A., & Aboshiha, P. (2009). The denial of ideology in perceptions of “nonnative speaker” teachers. *TESOL Quarterly*, 43, 669–689.
- Holstein, J. A., & Gubrium, J. F. (2011). The constructionist analytics of interpretative practice. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed.) (pp. 341–357). Thousand Oaks, CA: Sage.
- Holstein, J. A., & Gubrium, J. F. (2012). Introduction: Establishing a balance. In J. A. Holstein & J. F. Gubrium (Eds.), *Varieties of narrative analysis* (pp. 1–11). Thousand Oaks, CA: Sage.
- Hornberger, N. H. (2002). Multilingual language policies and the continua of biliteracy: An ecological approach. *Language Policy*, 1, 27–51.
- Hornberger, N. H. (2006). Frameworks and models in language policy and planning. In T. Ricento (Ed.), *An introduction to language policy: Theory and method* (pp. 24–41). Malden, MA: Blackwell.
- Hornberger, N. H. (2013). Negotiating methodological rich points in the ethnography of language policy. *International Journal of the Sociology of Language*, 219, 101–122. doi: 10.1515/ijsl-2013-0006



- Hornberger, N. H., & Johnson, D. C. (2007). Slicing the onion ethnographically: Layers and spaces in multilingual language education policy and practice. *TESOL Quarterly*, 41(3), 509–532.
- Hornberger, N. H., & Johnson, D. C. (2011). The ethnography of language policy. In T. L. McCarty (Ed.), *Ethnography and language policy* (pp. 273–289). New York, NY: Routledge.
- Hu, G. (2007). The juggernaut of Chinese–English bilingual education. In A. W. Feng (Ed.), *Bilingual education in China: Practices, policies and concepts* (pp. 94–126). Clevedon, England: Multilingual Matters.
- Hu, G., Li, L., & Lei, J. (2014). English-medium instruction at a Chinese university: Rhetoric and reality. *Language Policy*, 13(1), 21–40. doi: 10.1007/s10993-013-9298-3
- Hussain, R., & Ali, S. (2010). Improving public school teachers in Pakistan: Challenges and opportunities. *Improving Schools*, 13(1), 70–80.
- Hymes, D. (1982). What is ethnography? In P. Gilmore & A. A. Glatthorn (Eds.), *Children in and out of school* (Vol. 2, pp. 21–32). Washington, DC: Center for Applied Linguistics.
- Ingram, D. E. (1989). Language-in-education planning. *Annual Review of Applied Linguistics*, 10, 53–78.
- Iyamu, E. O. S., & Ogiegbaen, S. E. A. (2007). Parents and teachers' perceptions of mother-tongue medium of instruction policy in Nigerian primary schools. *Language, Culture and Curriculum*, 20(2), 97–108. doi:10.2167/lcc328.0
- Jernudd, B. H., & Das Gupta, J. (1971). Towards a theory of language planning. In J. Rubin (Ed.), *Can language be planned?* (pp. 195–216). Honolulu, HI: The University Press of Hawaii.
- Jernudd, B. H., & Nekvapil, J. (2012). History of the field: A sketch. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 16–36). Cambridge, England: Cambridge University Press.
- Johnson, D. C., & Ricento, T. (2013). Conceptual and theoretical perspectives in language planning and policy: Situating the ethnography of language policy. *International Journal of the Sociology of Language*, 219, 7–21. doi: 10.1515/ijsl-2013-0002
- Johnson, K. E. (1996). The vision versus the reality: The tensions of the TESOL practicum. In D. Freeman & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 30–49). Cambridge, England: Cambridge University Press.
- Jones, J. M. (2012). Language at the brink of conflict: Micro-language planning in one western Kenyan school. *Language Policy*, 11(2), 119–143. doi:10.1007/s10993-011-9221-8



- Jones, J. M. (2014). The 'ideal' vs. the 'reality': Medium of instruction policy and implementation in different class levels in a western Kenyan school. *Current Issues in Language Planning*, 15(1), 22–38. doi: 10.1080/14664208.2014.857565
- Jones, J. M., & Barkhuizen, G. (2011). 'It is two-way traffic': Teachers' tensions in the implementation of the Kenyan language-in-education policy. *International Journal of Bilingual Education and Bilingualism*, 14(5), 513–530. doi: 10.1080/13670050.2010.532540
- Kachru, B. B. (1986). *The alchemy of English: The spread, functions, models of non-native Englishes*. Oxford, England: Pergamon Press.
- Kachru, B. B. (1992). Teaching world Englishes. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (pp. 355–365). Urbana, IL: University of Illinois Press.
- Kachru, Y. (2005). Teaching and learning of world Englishes. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 155–173). London, England: Routledge.
- Kakar, P. (2005). *Tribal law of Pashtunwali and women's legislative authority*. Retrieved from <http://www.law.harvard.edu/programs/ilsp/research/kakar.pdf>
- Kamwangamalu, N. M. (2011). Language planning: Approaches and methods. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 888–904). London, England: Routledge.
- Kanno, Y. (2003). Imagined communities, school visions, and the education of bilingual students in Japan. *Journal of Language, Identity & Education*, 2(4), 285–300.
- Kanno, Y., & Norton, B. (2003). Imagined communities and educational possibilities: Introduction. *Journal of Language, Identity & Education*, 2(4), 241–249.
- Kaplan, R. B. (2011). Macro language planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 924–936). London, England: Routledge.
- Kaplan, R. B., & Baldauf, R. B., Jr. (1997). *Language planning from practice to theory*. Clevedon, England: Multilingual Matters.
- Kaplan, R. B., Baldauf, R. B., Jr., & Kamwangamalu, N. M. (2012). Why educational language plans sometimes fail. In R. B. Baldauf, Jr., R. B. Kaplan, N. M. Kamwangamalu, & P. Bryant (Eds.), *Language planning in primary schools in Asia* (pp. 1–20). New York, NY: Routledge.
- Khan, A. (2014). *A study of the language attitudes and practices in the context of two elite English-medium schools in Pakistan*. (Unpublished doctoral thesis). University of Auckland, New Zealand.



- Kirkpatrick, A. (2011). English as a medium of instruction in Asian education (from primary to tertiary): Implications for local languages and local scholarship. *Applied Linguistics Review*, 2, 99–120. doi:10.1515/9783110239331.99
- Kloss, H. (1969). *Research possibilities on group bilingualism: A report*. Quebec, Canada: International Center for Research on Bilingualism.
- Kramp, M. K. (2004). Exploring life and experiences through narrative inquiry. In K. deMarrais & S. D. Lapan (Eds.), *Foundations for research: Methods of inquiry in education and the social sciences* (pp. 103–121). Mahwah, NJ: Lawrence Erlbaum.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York, NY: Longman.
- Kugelman, M. (2011). Pakistan's demographics: Possibilities, perils, and prescriptions. In M. Kugelman & R. M. Hathaway (Eds.), *Reaping the dividend: Overcoming Pakistan's demographic challenges* (pp. 4–31). Washington, DC: Woodrow Wilson International Center for Scholars.
- Kumar, K. (1988). Origins of India's "textbook culture". *Comparative Education Review*, 32, 452–464. Retrieved from: <http://www.jstor.org/stable/1188251>
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. London, England: Yale University Press.
- Kumaravadivelu, B. (2008). *Cultural globalization and language education*. Princeton, NJ: Yale University Press.
- Langman, J. (2014). Translanguaging, identity, and learning: Science teachers as engaged language planners. *Language Policy*, 13(2), 183–200. doi: 10.1007/s10993-013-9312-9
- Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. New York, NY: Open University Press.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford, England: Oxford University Press.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford, England: Oxford University Press.
- Lee, E., & Norton, B. (2009). The English language, multilingualism, and the politics of location. *International Journal of Bilingual Education and Bilingualism*, 12(3), 277–290.
- Lewis, M. P. (Ed.). (2009). *Ethnologue: Languages of the world* (16th ed). Dallas, TX: SIL International.
- Liddicoat, A. J. (2012). Language planning and religion. *Current Issues in Language Planning*, 13(2), 73–75. doi:10.1080/14664208.2012.678805



- Liddicoat, A. J., & Baldauf, R. B., Jr. (Eds.). (2008). *Language planning in local contexts*. Clevedon, England: Multilingual Matters.
- Liddicoat, A. J., & Taylor-Leech, K. (2014). Micro language planning for multilingual education: Agency in local contexts. *Current Issues in Language Planning*, 15(3), 237–244. doi:10.1080/14664208.2014.915454
- Lin, A. M. Y., & Martin, P. W. (Eds.). (2005). *Decolonisation, globalisation: Language-in-education policy and practice*. Clevedon, England: Multilingual Matters.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed.) (pp. 97–128). Thousand Oaks, CA: Sage.
- Lingard, B., & Ali, S. (2009). Contextualising education in Pakistan, a white paper: Global/national articulations in education policy. *Globalisation, Societies, and Education*, 7(3), 237–256.
- Littlewood, W. T. (1981). *Communicative language teaching: An introduction*. Cambridge, England: Cambridge University press.
- Lo, Y. Y., & Macaro, E. (2012). The medium of instruction and classroom interaction: Evidence from Hong Kong secondary schools. *International Journal of Bilingual Education and Bilingualism*, 15(1), 29–52. doi: 10.1080/13670050.2011.588307
- Lo Bianco, J. (2004). Language planning as applied linguistics. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 738–762). Malden, MA: Blackwell.
- Lo Bianco, J. (2010). Language policy and planning. In N. H. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and language education* (pp. 143–174). Bristol, England: Multilingual Matters.
- Lonsmann, D. (2015). Language ideologies in a Danish company with English as a corporate language: ‘It has to be English’. *Journal of Multilingual and Multicultural Development*, 36(4), 339–356, doi: 10.1080/01434632.2014.921187
- Lortie, D. (1975). *Schoolteacher: A sociological study*. London, England: University of Chicago Press.
- Lynd, D. (2007). *The education system in Pakistan: Assessment of the national education census*. Islamabad, Pakistan: UNESCO.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.



- Mahboob, A. (2002). “No English, no future!”: Language policy in Pakistan’, in S. G. Obeng & B. Hartford (Eds.), *Political independence with linguistic servitude: The politics about languages in the developing world* (pp. 15–39). New York, NY: Nova Science.
- Mahboob, A. (2003). The English language in Pakistan: A brief overview of its history and linguistics. *Pakistan Journal of Languages*, 4, 1–28.
- Mahboob, A. (2009). English as an Islamic language: A case study of Pakistani English. *World Englishes*, 28(2), 175–189.
- Makoni, S., Makoni, B., & Nyika, N. (2008). Language planning from below: The case of the Tonga in Zimbabwe. *Current Issues in Language Planning*, 9(4), 413–439. doi: 10.1080/14664200802354419
- Manan, S. A., & David, M. K. (2014). Mapping ecology of literacies in educational setting: The case of local mother tongues vis-à-vis Urdu and English languages in Pakistan. *Language and Education*, 28(3), 203–222.
- Manan, S. A., David, M. K., & Dumanig, F. P. (2014). Language management: A snapshot of governmentality within the private schools in Quetta, Pakistan. *Language Policy*, 1–24. doi:10.1007/s10993-014-9343-x
- Mansoor, S. (2004). The medium of instruction dilemma: Implications for language planning in education. In S. Mansoor (Ed.), *Language policy, planning and practice: A South Asian perspective* (pp. 53–78). Karachi, Pakistan: Oxford University Press.
- Mansoor, S. (2005). *Language planning in higher education: A case study of Pakistan*. Karachi, Pakistan: Oxford University Press.
- Mansoor, S. (2010). The status and role of regional languages in higher education in Pakistan. *Journal of Multilingual and Multicultural Development*, 25(4), 333–353.
- Martin, P. (2005). “Safe” language practices in two rural schools in Malaysia: Tensions between policy and practice. In A. M. Y. Lin & P. W. Martin (Eds.), *Decolonisation, globalisation: Language-in-education policy and practice* (pp. 74–97). Clevedon, England: Multilingual Matters.
- May, S. (2001). *Language and minority rights: Ethnicity, nationalism and the politics of language*. Essex, England: Pearson Education.
- May, S. (2008, August). *Language rights: Linking the local and the global*. Paper presented at the International Conference on Globalisation and languages: Building on our rich heritage. Tokyo, Japan.
- McCarty, T. L. (2011). Entry into conversation: Introducing ethnography and language policy. In T. L. McCarty (Ed.), *Ethnography and language policy* (pp. 1–28). New York, NY: Routledge.



- McCarty, T. L., Skutnabb-Kangas, T., & Magga, O. H. (2008). Education for speakers of endangered languages. In B. Spolsky & F. Hult (Eds.), *The handbook of educational linguistics* (pp. 297–312). Malden, MA: Blackwell.
- McCreary, M., Slavin, L., & Berry, E. (1996). Predicting problem behavior and self-esteem among African-American adolescents. *Journal of Adolescent Research, 11*, 194–215.
- McGlynn, C., & Martin, P. (2009). ‘No vernacular’: Tensions in language choice in a sexual health lesson in the Gambia. *International Journal of Bilingual Education and Bilingualism, 12*(2), 137–155. doi: 10.1080/13670050802153145
- McGroarty, M. (2010). Language and ideologies. In N. Hornberger & S. McKay (Eds.), *Sociolinguistics and language education* (pp. 3–39). Clevedon, England: Multilingual Matters.
- McKay, S. L. (2002). *Teaching English as an international language*. Oxford, England: Oxford University Press.
- McKay, S. L. (2003a). Teaching English as an international language: The Chilean context. *ELT Journal, 57*(2), 139–147. doi: 10.1093/elt/57.2.139
- McKay, S. L. (2003b). The cultural basis of teaching English as an international language, *TESOL Matters, 13*(4), 1–2. Retrieved from http://www.tesol.org/s_tesol/sec_document.asp?CID=192&DID=1000
- McKay, S. L., & Bokhorst-Heng, W. D. (2008). *International English in its sociolinguistic contexts: Towards a socially sensitive EIL pedagogy*. New York, NY: Routledge.
- Menken, K. (2008). *English learners left behind: Standardized testing as language policy*. Clevedon, England: Multilingual Matters.
- Menken, K., & Garcia, O. (2010). Introduction. In K. Menken & O. Garcia (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 1–10). New York, NY: Routledge.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons.
- Mirhosseini, S-A, & Samar, R. G. (2015). Ideologies of English language teaching in Iranian academic research: Mainstream, alternative, and beyond. *Critical Inquiry in Language Studies, 12*(2), 110–136. doi:10.1080/15427587.2015.1032071
- Mitchell, J., Humayun, S., & Muzaffar, I. (2005). Education sector reforms in Pakistan: Demand generation as an alternative recipe. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 107–122). Washington, DC: Woodrow Wilson International Center for Scholars.



- Mohamed, N. (2013). The challenge of medium of instruction: A view from Maldivian schools. *Current Issues in Language Planning, 14*(1), 185–203, doi:10.1080/14664208.2013.789557
- Mohammad, F., & Hiraj, M. (n.d.). *Millat advance series: English book 3*. Charsadda, Pakistan: Millat Publishing Company.
- Mohanty, A.K. (2004). *Multilingualism of the unequals: The 'Killer Language' and anti-predatory strategies of minority mother tongues*. Keynote address, International Conference on Multilingualism, Southern African Applied Linguistics Association, University of the North, South Africa, July 13-15.
- Mohanty, A., Panda, M., & Pal, R. (2010). Language policy in education and classroom practices in India: Is the teacher a cog in the policy wheel? In K. Menken & O. Garcia (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 211–231). New York, NY: Routledge.
- Montagnes, I. (2001). *Textbooks and learning materials: 1990–99*. Paris, France: UNESCO.
- Mruck, K., & Breuer, F. (2003, May). Subjectivity and reflexivity in qualitative research. *Forum: Qualitative Social Research, 4*(2). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/view/696/1505>
- Mustafa, Z. (2011). *Tyranny of language in education: The problem and its solution*. Karachi, Pakistan: Ushba Publishing International.
- Nekvapil, J. (2011). The history and theory of language planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 871–887). New York, NY: Routledge.
- Nekvapil, J., & Sherman, T. (2015). An introduction: Language management theory in language policy and planning. *International Journal of Sociology of Language, 232*, 1–12. doi:10.1515/ijsl-2014-0039
- Nelson, M. J. (2006). Muslims, markets, and the meaning of a “good” education in Pakistan. *Asian Survey, 46*(5), 699–720.
- Nero, S. J. (2014). De facto language education policy through teachers’ attitudes and practices: A critical ethnographic study in three Jamaican schools. *Language Policy, 13*(2), 221–242. doi:10.1007/s10093-013-9311-x
- Ng, C. H. (2012). Teacher cognition and grammar teaching approaches. *Southeast Asia: A Multidisciplinary Journal, 12*, 17–31.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, England: Longman.



- Norton, B. (2001). Non-participation, imagined communities and the language classroom. In M. P. Breen (Ed.), *Learner contributions to language learning: New directions in research* (pp. 159–171). Harlow, England: Pearson.
- Norton, B. (2010a). Identity, literacy, and English language teaching. *TESL Canada Journal*, 28(1), 1–13.
- Norton, B. (2010b). Language and identity. In N. H. Hornberger & S. L. McKay (Eds.), *Sociolinguistics and language education* (pp. 349–369). Clevedon, England: Multilingual Matters.
- Norton, B., & Kamal, F. (2003). The imagined communities of English language learners in a Pakistani school. *Journal of Language, Identity, and Education*, 2(4), 301–317.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York, NY: Prentice Hall.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge, England: Cambridge University Press.
- Nunan, D. (1999). *Second language teaching and learning*. Boston, MA: Heinle & Heinle.
- 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., & Choi, J. (2011). Shifting sands: The evolving story of “voice” in qualitative research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 222–236). New York, NY: Taylor & Francis.
- Oral, Y. (2013). “The right things are what I expect them to do”: Negotiation of power relations in an English classroom. *Journal of Language, Identity & Education*, 12(2), 96–115., doi:10.1080/15348458.2013.775877
- Opoku-Amankwa, K. (2009). ‘Teacher only calls her pets’: Teacher’s selective attention and the invisible life of a diverse classroom in Ghana. *Language and Education*, 23(3), 249–262. doi:10.1080/09500780802582539
- Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The Qualitative Report*, 13(4), 695–705. Retrieved from <http://www.nova.edu/ssss/QR/QR13-4/ortlipp.pdf>
- Paciotto, C., & Delany-Barmann, G. (2011). Planning micro-level language education reform in new diaspora sites: Two-way immersion education in the rural Midwest. *Language Policy*, 10, 221–243. doi:10.1007/s10993-011-9203-x
- Pajares, F. (1992). Teachers’ beliefs and educational research: Clearing up a messy construct. *Review of Educational Research*, 62(2), 307–332.



- Parveen, S. (2008). An evaluative study of primary education in the light of policies and plans in Pakistan (1947-2006). *Journal of College Teaching & Learning* 5(7), 17–26.
- Pavlenko, A. (2002). Narrative study: Whose story is it, anyway? *TESOL Quarterly*, 36(2), 213–218.
- Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics*, 28(2), 163–188.
- Pavlenko, A., & Norton, B. (2007). Imagined communities, identity, and English language learning. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 669–680). New York, NY: Springer.
- Payne, M. (2006). Foreign language planning in England: The pupil perspective. *Current Issues in Language Planning*, 7(2&3), 189–213.
- Peacock, A. (1995). An agenda for research on text material in primary science for second language learners of English in developing countries. *Journal of Multilingual and Multicultural Development*, 16(5), 389–401.
- Pearson, P. (2014). Policy without a plan: English as a medium of instruction in Rwanda. *Current Issues in Language Planning*, 15(1), 39–56. doi:10.1080/14664208.2013. 857286
- Pease-Alvarez, L., & Thompson, A. (2014). Teachers working together to resist and remake educational policy in contexts of standardization. *Language Policy*, 13(2), 165–181. doi:10.1007/s10993-013-9313-8
- Pecorari, D., Shaw, P., Irvine, A., & Malmstom, H. (2011). English for academic purposes at Swedish universities: Teachers' objectives and practices. *Iberica*, 22, 55–78.
- Pennycook, A. (1994). *The cultural politics of English as an international language*. Harlow, England: Longman.
- Pennycook, A. (1995). English in the world/the world in English. In J. W. Tollefson (Ed.), *Power and inequality in language education* (pp. 34–58). Cambridge, England: Cambridge University Press.
- Pennycook, A. (1998). *English and the discourses of colonialism*. London, England: Routledge.
- Pennycook, A. (2000a). Language, ideology and hindsight: Lessons from colonial language policies. In T. Ricento (Ed.), *Ideology, politics and language policies* (pp. 49–66). Amsterdam, the Netherlands: John Benjamins.
- Pennycook, A. (2000b). English, politics, ideology: From colonial celebration to postcolonial performativity. In T. Ricento (Ed.), *Ideology, politics and language policies* (pp. 107–120). Amsterdam, the Netherlands: John Benjamins.
- Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. Mahwah, NJ: Lawrence Erlbaum.



- Phillipson, R. (1992). *Linguistic imperialism*. New York, NY: Oxford University Press.
- Phillipson, R. (1998). Globalizing English: Are linguistic human rights an alternative to linguistic imperialism? *Language Sciences*, 20(1), 101–112.
- Phillipson, R. (2009). *Linguistic imperialism continued*. New York, NY: Routledge.
- Phillipson, R. (2012). Imperialism and colonialism. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 203–225). Cambridge, England: Cambridge University Press.
- Phillipson, R., & Skutnabb-Kangas, T. (1996). English only worldwide or language ecology. *TESOL Quarterly*, 30(3), 429–452.
- Phipps, S., & Borg, S. (2007). Exploring relationship between teachers' beliefs and their classroom practice. *The Teacher Trainer*, 21(3), 17–19.
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37, 380–390.
- Phyak, P. B. (2011). Beyond the façade of language planning for Nepalese primary education: Monolingual hangover, elitism and displacement of local languages? *Current Issues in Language Planning*, 12(2), 265–287.
- Phyak, P. (2013). Language ideologies and local languages as the medium-of-instruction policy: A critical ethnography of a multilingual school in Nepal. *Current Issues in Language Planning*, 14(1), 127–143. doi: 10.1080/14664208.2013.775557
- Pickering, A. (2005). Harnessing influences for change: Some implications from research for teacher educators. In L. Clandfield (Ed.), *Affect and self-esteem in teacher education* (pp. 17–26). Kent, England: IATEFL.
- Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education*, 8(1), 5–23.
- Powel, R. (2002). Language planning and the British Empire: Comparing Pakistan, Malaysia and Kenya. *Current Issues in Language Planning*, 3(3), 205–279.
- Probyn, M. (2001). Teachers voices: Teachers' reflections on learning and teaching through the medium of English as an additional language in South Africa. *International Journal of Bilingual Education and Bilingualism*, 4(4), 249–266. doi:10.1080/13670050108667731
- Probyn, M. (2009). 'Smuggling the vernacular into the classroom': Conflicts and tensions in classroom codeswitching in township/rural schools in South Africa. *International Journal of Bilingual Education and Bilingualism*, 12(2), 123–136. doi:10.1080/13670050802153137
- Provincial Ministry of Education. (2012). *My English reader: For class V*. Peshawar, Pakistan: Khyber Pakhtunkhwa Textbook Board.



- Qasim, A., & Qasim, Z. (2009). The role of language in education: An analytical review of Pakistan's education policy 2009. *Journal of Education and Practice*, 5(4), 159-164.
- Rahman, T. (1995). Pashto language and identity formation in Pakistan. *Contemporary South Asia*, 4(2), 1-23.
- Rahman, T. (1998). *Language and politics in Pakistan*. Karachi, Pakistan: Oxford University Press.
- Rahman, T. (1999). *Language, education and culture*. Karachi, Pakistan: Oxford University Press.
- Rahman, T. (2001). English teaching institutions in Pakistan. *Journal of Multilingual and Multicultural Development*, 22(3), 242-261.
- Rahman, T. (2002). *Language, ideology and power: Language learning among the Muslims of Pakistan and North India*. Karachi, Pakistan: Oxford University Press.
- Rahman, T. (2004). *Denizens of alien worlds: A study of education, inequality and polarization in Pakistan*. Oxford, England: Oxford University Press.
- Rahman, T. (2005). Reasons for rage: Reflections on the education system of Pakistan with special reference to English. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 87-106). Washington, DC: Woodrow Wilson International Center for Scholars.
- Rahman, T. (2007). The role of English in Pakistan. In A. B. M. Tsui & J. W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts* (pp. 1-21). Mahwah, NJ: Lawrence Erlbaum.
- Rahman, T. (2010). *Language policy, identity and religion: Aspects of the civilisation of the Muslims of Pakistan and North India*. Islamabad, Pakistan: Quaid-i-Azam University.
- Rahman, T. [Tania]. (2010). A multilingual language-in-education policy for indigenous minorities in Bangladesh: Challenges and possibilities, *Current Issues in Language Planning*, 11(4), 341-359.
- Ramanathan, V. (2005). *The English-vernacular divide: Post-colonial language policies and practice*. Cleveland, England: Multilingual Matters.
- Ramanathan, V., & Kaplan, R. (1996). Audience and voice in current L1 composition texts: Some implications for ESL student writers. *Journal of Second Language Writing*, 41(3), 447-463.
- Ramanathan, V., & Morgan, B. (2007). TESOL and policy enactments: Perspectives from practice. *TESOL Quarterly*, 5, 21-34.



- Rao, G. (2013). The English-only myth: Multilingual education in India. *Language Problems & Language Planning*, 37(3), 271–279. doi:10.1075/lplp.37.3.04rao
- Raschka, C., Sercombe, O., & Chi-Ling, H. (2009). Conflicts and tensions in codeswitching in a Taiwanese EFL classroom. *International Journal of Bilingual Education and Bilingualism*, 12(2), 157–171. doi: 10.1080/13670050802153152
- Ricento, T. K. (2000a). Historical and theoretical perspectives of language policy and planning. *Journal of Sociolinguistics*, 4(2), 196–213.
- Ricento, T. K. (2000b). Ideology, politics and language policy: Introduction. In T. Ricento (Ed.), *Ideology, politics and language policy: Focus on English* (pp. 1–8). Amsterdam, the Netherlands: John Benjamins.
- Ricento, T. (2006). Language policy: Theory and practice – An introduction. In T. Ricento (Ed.), *An introduction to language policy: Theory and method* (pp. 10–23). Malden, MA: Blackwell.
- Ricento, T. (2008). Researching historical perspectives on language, education and ideology. In K. A. King & N. Hornberger (Eds.), *Encyclopedia of language and education: Research methods in language and education* (2nd ed., Vol. 10), (pp. 41–54). New York, NY: Springer.
- Ricento, T., & Hornberger, N. (1996). Unpeeling the onion: Language planning and policy and the ELT professional. *TESOL Quarterly*, 30(3), 401–427.
- Richards, J. C. (1993). Beyond the textbook: The role of commercial materials in language teaching. *RELC Journal*, 24(1), 1–14.
- Richards, J. C. (1996). Teachers' maxims in language teaching. *TESOL Quarterly*, 30(2), 281–296.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge, England: Cambridge University Press.
- Riessman, C. K. (2008). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.
- Rubin, J. (1971). Evaluation and language planning. In J. Rubin (Ed.), *Can language be planned?* (pp. 217–252). Honolulu, HI: The University Press of Hawaii.
- Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
- Saleem, A. (2005). Against the tide: Role of the citizens foundation in Pakistani education. In R. M. Hathaway (Ed.), *Education reform in Pakistan: Building for the future* (pp. 71–85). Washington, DC: Woodrow Wilson International Center for Scholars.
- Sathar, Z. A. (2011). Demographic doom or demographic dreams: Pakistan at the crossroads. In M. Kugelman & R. M. Hathaway (Eds.), *Reaping the dividend: Overcoming Pakistan's*



- demographic challenges* (pp. 32–45). Washington, DC: Woodrow Wilson International Center for Scholars.
- Seargeant, P. (2009). *The idea of English in Japan: Ideology and the evolution of a global language*. Clevedon, England: Multilingual Matters.
- Seo, K-H. (2009). Teachers' experiences of reconstructing national curriculum. *Journal of Curriculum Studies*, 27(3), 159–189.
- Shackle, C. (2007). Pakistan. In A. Simpson (Ed.), *Language and national identity in Asia* (pp. 1–30). Oxford, England: Oxford University Press.
- Shah, M. I. (2013). Role of mother tongue in primary schooling of young learners in Punjab. *International Journal of Linguistics*, 5(5), 15-21. doi:10.5296/ijl.v5i5.4441
- Shamim, F. (2008). Trends, issues and challenges in English language education in Pakistan. *Asia Pacific Journal of Education*, 28(3), 235–249. doi: 10.1080/0218879080 2267324
- Shin, J., Eslami, Z. R., & Chen, W-C. (2011). Presentation of local and international culture in current international English-language teaching textbooks. *Language, Culture and Curriculum*, 24(3), 253–268. doi: 10.1080/07908318.2011.614694
- Society for the Protection of the Rights of the Child [SPARK]. (2012). *The state of Pakistan's children: 2011*. Islamabad, Pakistan: SPARK. Retrieved from <http://www.sparcpk.org/SOPC/SOPC%20pdf%20final.pdf>
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. London, England: Routledge.
- Shohamy, E. (2010). Cases of language policy resistance in Israel's centralized educational system. In K. Menken & O. Garcia (Eds.), *Negotiating language policies in schools: Educators as policymakers* (pp. 182–197). New York, NY: Routledge.
- Shohel, M. M. C., & Howes, A. J. (2008). Informality of teaching and learning in nonformal schools: Sociocultural processes as mesosystems of student development. *Education*, 36, 293–309.
- Shrestha, P. (2013). English language classroom practices: Bangladeshi primary school children's perceptions. *RELC Journal*, 44(2), 147–162.
- Siddiqui, S. (2012). *Education, inequalities, and freedom: A sociopolitical critique*. Islamabad, Pakistan: Narratives.
- Siddiqui, S. (2013). *Language, gender and power: The politics of representation and hegemony in South Asia*. Karachi, Pakistan: Oxford University Press.
- Silver, R. E., & Skuja-Steele, R. (2005). Priorities in English language education policy and classroom implementation. *Language Policy*, 4, 107–128.



- Silverman, D. (2013). *Doing qualitative research: A practical handbook* (4th ed.). London, England: Sage.
- Simpson, A. (2007). Language and national identity in Asia: A thematic introduction. In A. Simpson (Ed.), *Language and national identity in Asia* (pp. 1–30). Oxford, England: Oxford University Press.
- Skutnabb-Kangas, T. (1998). Human rights and language wrongs: A future for diversity? *Language Sciences*, 20(1), 5–28.
- Slaughter, Y. (2007). *The study of Asian languages in two Australian states: Considerations for language-in-education policy and planning* (Unpublished doctoral thesis). University of Melbourne, Australia.
- Smith-Sullivan, K. (2008). Diaries and journals. In L. M. Given (Ed.), *The Sage encyclopedia of qualitative research methods* (pp. 213–215). Thousand Oaks, CA: Sage.
- Sosniak, L. A., & Perlman, C. L. (1990). Secondary education by the book. *Journal of Curriculum Studies*, 22(5), 427–442.
- Spolsky, B. (2004). *Language policy*. Cambridge, England: Cambridge University Press.
- Spolsky, B. (2009). *Language management*. Cambridge, England: Cambridge University Press.
- Spolsky, B. (2012). What is language policy? In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 3–15). Cambridge, England: Cambridge University Press.
- Spolsky, B., & Lambert, R. D. (1997). Language planning and policy models. In R. Wodak & D. Corson (Eds.), *Encyclopaedia of language and education: Language policy and political issues in education* (Vol. 1, pp. 561–575). Dordrecht, the Netherlands: Kluwer.
- Starks, D., & Barkhuizen, G. (2003). Students as fact gatherers in language-in-education planning. In R. Barnard & T. Glynn (Eds.), *Bilingual children's language and literacy development* (pp. 247–272). Clevedon, England: Multilingual Matters.
- Stritikus, T. T., & Wiese, A. (2006). Reassessing the role of ethnographic methods in education policy research: Implementing bilingual education policy at local levels. *Teachers College Record*, 108(6), 1106–1131.
- Sugiyama, A. (2003). *Beliefs and reality: How educational experiences in the United States affect teaching practices of Japanese EFL teachers*. (Unpublished doctoral dissertation). State University of New York at Buffalo, Buffalo, New York.
- Sulehria, F. (2014, February 25). Demonising Pakhtuns. *The News International*. Retrieved from <http://www.thenews.com.pk>
- Tayabaly, S. (2013, July 17). I am Macaulay's child. *The Daily Dawn Blog*, 7. Retrieved from <http://dawn.com/news/1029443/i-am-macaulays-child>



- Tedlock, B. (1991). From participant observation to the observation of participation: The emergence of narrative ethnography. *Journal of Anthropological Research*, 47(1), 69–94.
- Tedlock, B. (2011). Bridging narrative ethnography with memoir and creative nonfiction. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed.) (pp. 331–340). Thousand Oaks, CA: Sage.
- Temple, B., & Young, A. (2004). Qualitative research and translation dilemmas. *Qualitative Research*, 4(2), 161–178.
- Tickoo, M. L. (2006). Language in education. *World Englishes*, 25(1), 176–176.
- Tien, C. (2009). Conflict and accommodation in classroom codeswitching in Taiwan. *International Journal of Bilingual Education and Bilingualism*, 12(2), 173–192. doi: 10.1080/13670050802153160
- Tollefson, J. W. (2000). Policy and ideology in the spread of English. In J. K. Hall & W. G. Eggington (Eds.), *The sociopolitics of English language teaching* (pp. 7–21). Clevedon, England: Multilingual Matters.
- Tollefson, J. W. (2006). Critical theory in language policy. In T. Ricento (Ed.), *An introduction to language policy* (pp. 42–59). Malden, MA: Blackwell.
- Tollefson, J. W. (2013). Language policy in a time of crisis and transformation. In J. W. Tollefson (Ed.), *Language policies in education: Critical issues* (pp. 11–34). Mahwah, NJ: Lawrence Erlbaum.
- Tollefson, J. W., & Tsui, A. B. M. (2004). Contexts of medium-of-instruction policy. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda, whose agenda?* (pp. 283–294). Mahwah, NJ: Lawrence Erlbaum.
- Tomlinson, B. (2010). Principles of effective materials development. In N. Harwood (Ed.), *English language teaching materials: Theory and practice* (pp. 81–98). Cambridge, England: Cambridge University Press.
- Tomlinson, B. (2011). Introduction: Principles and procedures of materials development. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 1–15). Cambridge, England: Cambridge University Press.
- Toohy, K. (2007). Autonomy/agency through socio-cultural lenses. In A. Barfield & S. Brown (Eds.), *Reconstructing autonomy in language education* (pp. 231–242). Basingstoke, England: Palgrave Macmillan.
- Tsui, A. B. M. (1996). Reticence and anxiety in second language learning. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom* (pp. 145–167). New York, NY: Cambridge University Press.



- Tsui, A. B. M., & Tollefson, J. W. (2004). The centrality of medium-of-instruction policy in socio-political processes. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda, whose agenda?* (pp. 1–18). Mahwah, NJ: Lawrence Erlbaum.
- Tsui, A. B. M., & Tollefson, J. W. (Eds.). (2007). *Language policy, culture and identity in Asian contexts*. Mahwah, NJ: Lawrence Erlbaum.
- van Dijk, T. (2006). Ideology and discourse analysis. *Journal of Political Ideologies*, 11(2), 115–140.
- van Lier, L. (2011). Language learning: An ecological-semiotic approach. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 383–394). London, England: Routledge.
- Victor, M. (1999). Learning English in Gabon: The question of cultural content. *Language, Culture and Curriculum*, 12(1), 23–30. doi:10.1080/07908319908666566
- Wang, L., & Kirkpatrick, A. (2013). Trilingual education in Hong Kong primary schools: A case study. *International Journal of Bilingual Education and Bilingualism*, 16(1), 100–116. doi:10.1080/13670050.2012.689479
- Walter, S. L., & Benson, C. (2012). Language policy and medium of instruction in formal education. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 278–300). Cambridge, England: Cambridge University Press.
- Watson, D. (2005). *Capacity building for decentralised education service delivery in Ethiopia and Pakistan: A comparative analysis*. Maastricht, the Netherlands: ECDPM.
- Watson-Gegeo, K. A. (1988). Ethnography in ESL: Defining essentials. *TESOL Quarterly*, 22(4), 575–592.
- Wee, L. (2006). The semiotics of language ideologies in Singapore. *Journal of Sociolinguistics*, 10(3), 344–361.
- Wee, L. (2011). Language policy and planning. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 11–23). London, England: Routledge.
- Wei, L., & Martin, P. (2009). Conflicts and tensions in classroom codeswitching: An introduction. *International Journal of Bilingual Education and Bilingualism*, 12(2), 117–122. doi:10.1080/13670050802153111
- Wei, M. (2007). An examination of vocabulary learning of college-level learners of English in China. *The Asian EFL Journal*, 9(2), 93–114.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, England: Cambridge University Press.



- White, K. R. (2010). Asking sacred questions: Understanding religion's impact on teacher belief and action. *Religion & Education, 37*(1), 40–59.
- Whittemore, R., Chase, S. K., & Mandle, C. L. (2001). Validity in qualitative research. *Qualitative Health Research, 11*, 522–537.
- Wilkinson, R. (2013). English-medium instruction at a Dutch university: Challenges and pitfalls. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-medium instruction at universities: Global challenges* (pp. 3–24). Bristol, England: Multilingual Matters.
- Willans, F. (2011). Classroom codeswitching in a Vanautu secondary school: Conflict between policy and practice. *International Journal of Bilingual Education and Bilingualism, 14*(1), 23–38. doi:10.1080/13670050903576038
- Wolcott, H. F. (2002). Ethnography? Or educational travel writing? In Y. Zou & E. T. Trueba (Eds.), *Ethnography and schools: Qualitative approaches to the study of education* (pp. 27–48). Lanham, MD: Rowman & Littlefield.
- Wolcott, H. F. (2008). *Ethnography: A way of seeing* (2nd ed.). Lanham, MD: Altamira.
- Wong-Fillmore, L. (1985). Learning a second language: Chinese children in the American classroom. In J. Alatis & J. Staczek (Eds.), *Perspectives on bilingualism and bilingual education* (pp. 436–452). Washington, DC: Georgetown University Press.
- Woods, D. (1996). *Teacher cognition in language teaching*. Cambridge, England: Cambridge University Press.
- World Bank. (2015). *World development indicators: Population dynamics*. Retrieved May 2, 2015, from <http://wdi.worldbank.org/table/2.1>
- WordPress. (n.d.). *US policy in a big world: Pashtun ethnic map*. Retrieved May 13, 2015, from: <http://www.uspolicyinabigworld.com/wordpress/wp-content/uploads/Pashtun-Ethnic-Map3.jpg>
- Young, A. S. (2014). Unpacking teachers' language ideologies: Attitudes, beliefs, and practiced language policies in schools in Alsace, France. *Language Awareness, 23*(1-2), 157–171. doi:10.1080/09658416.2013.863902
- Yuen, K-M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal, 65*(4), 458–466. doi:10.1093/elt/ccq089
- Yusuf, M. (2011). A society on the precipice? Examining the prospects of youth radicalization in Pakistan. In M. Kugelman & R. M. Hathaway (Eds.), *Reaping the dividend: Overcoming Pakistan's demographic challenges* (pp. 76–105). Washington, DC: Woodrow Wilson International Center for Scholars.
- Valdiviezo, L. A. (2013). Vertical and horizontal approaches to ethnography of language policy in Peru. *International Journal of the Sociology of Language, 219*, 23–46.



- Zacharias, N. T. (2013). Navigating through the English-medium-of-instruction policy: Voices from the field. *Current Issues in Language Planning*, 14(1), 93–108.
- Zahid, Z., Ghani, M., Khan, A., & Ali, A. (2014). A debate on Pakistan's education policy of 2009 with special reference to English language teaching: Drawbacks and negation of ground realities. *European Academic Research*, 1(10), 3745-3759.
- Zalmay, K. (2013, May 7). *Pakistan: The case of Pashtun genocide in the country*. Retrieved from <http://www.humanrights.asia/opinions/columns/AHRC-ETC-019-2013>.
- Zhao, S. (2011). Actors in language planning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 905–923). London, England: Routledge.
- Zhao, S., & Baldauf, R. B. Jr. (2012). Individual agency in language planning: Chinese script reform as a case study. *Language Problems & Language Planning*, 36(1), 1–24. doi:10.1075/lplp.36.1. 01zha
- Zheng, H. (2013). Teachers' beliefs and practices: A dynamic and complex relationship. *Asia-Pacific Journal of Teacher Education*, 41(3), 331–343. doi:10/1080/1359866 X.2013.809051