BIBLIOGRAPHY

- Altbach, P. G. (1971). Education and Neocolonialism. *Teachers College Record*, 72 (1), 543-558.
- Anderson, B. (1983). Imagined Communities: Reflections on the Origin and Spread of Nationalism. London: Verso.
- Apple, M. (1990). Ideology and Curriculum. New York: Routledge.
- Bakhtin, M.M. (1981). Dialogic Imagination. Austin: The University of Texas Press.
- Block, D. (2002). Negotiation for meaning as McCommunication: A problem in the frame. In D. Block and D. Cameron (eds.), *Globalization and Language Teaching* (pp. 117-133). London: Routledge.
- ———. (2003). The SocialTurn in Second Language Acquisition. Edinburgh: Edinburgh University Press.
- -----. (2007). Second Language Identities. London: Continuum.
- Bowles, S. and Gintis, H. (1976). Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life. New York: Basic Books.
- Bourdieu, P. (1977). Cultural Reproduction and Social Reproduction in J. Karabel and A. H. Halsey (eds.), *Power and Ideology in Education*. Oxford: Oxford University Press.
- Bourdieu, P. (1991). Language and Symbolic Power. Cambridge: Polity Press.
- Bucholtz, M. (1999). Bad Examples: Transgression and progress in language and gender studies. In M. Bucholtz, A. Liang, and L. A. Sutton (Eds.), *Reinventing Identities: The Gendered Self in Discourse* (pp. 3-24). Oxford: Oxford University Press.
- Butler, J. (1999). Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge.
- Canagarajah, A. S. (1999). Resisting Linguistic Imperialism in English Teaching.
 Oxford: Oxford University Press.

- ———. (2004). Language rights and postmodern conditions. *Journal of Language, Identity, and Education* 3(2), 140-145.
- ———. (2005). Reclaiming the Local in Language Policy and Practice. Mahwali, NJ: Lawrence Erlbaum Associates, Publishers.
- Cohen, Oxford and Chi. (2005). Language Strategy Use Inventory. (June 2014). http://www.carla.umn.edu/maxsa/documents/langstratuse_inventory.pdf
- Connelly, F.M. and Clandinin, D.J. (1988). *Teachers as curriculum planners:*Narratives of experience. New York: Teachers College Press.
- Cook, V. (2001). Second Language Learning and Language Teaching. London: Arnold.
- Creswell, J. W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. London: Sage Publications.
- Danziger, K. (1998). Constructing the Subject: Historical origins of psychological research. Cambridge: Cambridge University Press.
- Deleuze, G., and Guattari, F. (1987). A Thousand Plateaus: capitalism and schizophrenia. Minneapolis: University of Minnesota Press.
- Donato, R. (2000). Sociocultural contributions to understanding the foreign and Second language classroom. In *Sociocultural Theory and Second Language Learning*. Lantolf, J. (ed.) Oxford: Oxford University Press.
- Dörnyei, Z. (2001). Teaching and Researching Motivation. Essex: Pearson Educational Limited.
- ———. (2008). The L2 Motivational Self System. In Z. Dörnyei, and E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 9-42). Bristol: Multilingual Matters.
- Ellis, C. (2004). The Ethnographic I: A methodological novel about autoethnography. Walnut Creek, CA: Rowman and Littlefield Publishers, Inc.
- Feyerabend, P. (1975). Against Method. London: New Left Books.
- Firth, A., and Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal* (81), 285-300.
- Foucault, M. (1990). Interview and other writing, 1977-1984. London: Harvester.
- Freire, P. (2005, 1970). Pedagogy of the Opressed. London: Continuum.
- Gatto, C. Weapons of Mass Instruction. Canada: New Society Publishers.

- Gardner, R. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei, and R. Schimdt (Eds.), *Motivation and Second Language Acquisition* (pp. 1-20). Honolulu: University of Hawaii Press.
- Gardner, R., and Lambert, W. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.
- Giroux, H. (1981). *Ideology, Culture, and the Process of Schooling*. Philadelphia: Temple University Press.
- Gopnik, A. (2001). Theories, language, and culture: Whorf without wincing. In M. Bowerman, and S. C. Levinson (Eds.), Language Acquisition and Conceptual Development (pp. 45-69). Cambridge: Cambridge University Press.
- Graddol, D. (2006). English Next. British Council Learning.
- Gramsei, A. (1971). Selections from the Prison Notebooks (Q. Hoare and G. Smith, Trans.). New York: International Publishers.
- Griffiths, Carol. (2004). Language Learning Strategies: Theory and Research.

 Occasional Paper No. 1, School of Foundations Studies. AIS St. Helens,

 Auckland, New Zealand.
- Hadley, Alice Omaggio. (2001). *Teaching Language in Context*. Boston: Heinle and Heinle Piblishers.
- Hafernik, J. J., Messerschmitt, D. S., and Vandrick, S. (2002). *Ethical Issues for ESL Faculty*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Hall, D. E. (2006). Gender and Queer Theory. In S. Malpas, and P. Wake (Eds.), The Routledge Companion to Critical Theory, (pp. 102-114). New York: Routledge.
- Hall, J. K. (1995) (Re)creating our worlds with words: A sociohistorical perspective of face-to-face interaction. *Applied Linguistics*, 16, 206-232.
- Hail, S. (Ed.). (1980). Culture, Media, Language. London: Hutchinson and Co.
- Hatch, J. A., and Wisniewski, R. (1995). *Life History and Narrative*. London: The Falmer Press.
- Hedge, Tricia. (2000). Teaching and Learning in the Language Classroom. New York: Oxford University Press.
- Higgins, E. (1987). Self-discrepancy: A theory relating self and affect. *Psychological Review* (94), 319-340.
- Hinenoya and Gatbonton. (2000). Ethnocentrism, cultural traits, beliefs, and English

- Proficiency: a Japanese Sample. *The Modern Language Journal*, 84: pp. 225-240.
- Holliday, A. (2005). The Struggle to Teach English as an International Language. Oxford: Oxford University Press.
- hooks, b. (1994) Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge.
- Illich, I. (1971) Deschooling Society. Harmondsworth: Penguin.
- Iwai, Y. (2008). The perceptions of Japanese students toward academic English reading: Implications for effective ESL reading strategies. *Multicultural Education*, 15 (4), 45-50.
- Jenkins, J. (2000). The Phonology of English as an International Language. Oxford: Oxford University Press.
- Jenkins, R. (2008). Social Identity. London: Routledge.
- Kanpol, B. (1999) *Critical Pedagogy: An Introduction*. Westport, Connecticut: Bergin and Garvey.
- Kelsky, K. (1999) Gender, modernity, and eroticized internationalism in Japan. Cultural Anthropology 14 (2) (pp. 229-255).
- Kincheloc, J. (2008). Critical pedagogy primer (2nd ed.). New York: Peter Lang
- -----. (2008b). Critical pedagogy and the knowledge wars of the twenty-first century. *International Journal of Critical Pedagogy*, 1 (1).
- ——. (2008c). Knowledge and Critical Pedagogy: An introduction. Montreal: Springer
- Kincheloe, J. and Berry, K. (2004). Rigour and Complexity in Educational Research: Conceptualizing the bricolage. Berkshire: Open University Press.
- Kiss and Nikolov. (2005). Developing, piloting, and validating an instrument to measure young learners' aptitude. *Language Learning*, 55: pp. 99-150.
- Kobayashi, Y. (2007). Japanese working women and English study abroad. *World Englishes*, 26 (1), 62-71.
- Korzybski, Alfred (1933). Science and Sanity: An Introduction to Non-aristotelian Systems and General Semantics. Chicago: Non-Aristotelian Library Publishing Co.
- Kramsch, C. (1993). *Context and culture in language teaching.* Oxford: Oxford University Press.

- Kramsch, C. (Ed.). (2002). Language Acquisition and Language Socialization: ecological perspectives. London: Continuum.
- acquisition and their relevance in multilingual contexts. *The Modern Language Journal* (91), 907-922.
- ----. (2009). The Multilingual Subject. New York: Oxford University Press.
- Kumaravadivelu, B. (2003). Beyond methods: Macrostrategies for language teaching. New Haven, CT: Yale University Press.
- Lakoff, G. and Johnson, M. (1980) Metaphors we Live by. Chicago: University of Chicago.
- Lantolf, J. (2000) (ed.) Sociocultural Theory and Second Language Learning. Oxford: Oxford University Press.
- Lantolf, J., and Thorne, S. (2006). Sociocultural Theory and the Genesis of Second Language Development. Oxford: Oxford University Press.
- Larsen-Freeman, Diane. (2002). Language acquisition and language use from a chaos/complexity theory perspective. In Kramsch (ed.) Language Acquisition and Language Socialization: Ecological Perspectives. London: Continuum.
- Leather, J., and van Dam, J. (2003). Towards an ecology of language acquisition. In J. Leather, and J. van Dam (Eds.), *Ecology of language acquisition* (pp. 1-29). Dordrecht: Kluwer.
- Lin, A., Wang, W., Akamatsu, N., and Riazi, A. M. (2002). Appropriating English, expanding identities, and re-visioning the field: From TESOL to teaching English for glocalized communication (TEGCOM). *Journal of Language, Identity, and Education*, 1(4), 295-316.
- Lyons, N., and LaBoskey, V. K. (2002). Narrative Inquiry in Practive: advancing the knowledge of teaching. New York: Teachers College Press.
- Malott, C.S. (2011). Critical Pedagogy and Cognition: An introduction to a postformal educational psychology. Montreal: Springer.
- Mandel, E. (1975) *Late Capitalism*. (trans. Joris De Bres). London: Lowe and Brydone.
- Masny, D. (2006). Learning and Creative processes: a Poststructural Perspective on Language and multiple Literacies. (Draft) International Journal of Learning, 12(5), 147-155.

- Markus, H., and Nurius, P. (1986). Possible selves. *American Psychologist* (41), 147-155.
- McCrostie, James (2010). The TOEIC in Japan: A scandal made in heaven. In Shiken: JALT Testing and Evaluation SIG Newsletter 14(1), (pp. 2-10).
- McLaren, Peter (1995). Critical Pedagogy and Predatory Culture: Oppositional politics in a postmodern era. London: Routledge.
- McLaren, P. (2000). Che Guevara, Paulo Freire, and the Pedagogy of Revolution. Lanham, Maryland: Rowman and Littlefield.
- McNeill, D. (2004) McEnglish for the masses. (DOA 28 June, 2014), http://www.japantimes.co.jp/community/2004/02/24/issues/mcenglish-for-the-masses/
- Mead, G. H. (1934). Mind Self and Society. Chicago: University of Chicago Press.
- Mizuta, A. (2009). The unchanged images of English in changing Japan: From codernization to globalization. *Intercultural Communication Studies* 18 (2), 38-53.
- Motha, S. (2006). Decolonizing ESOL: Negotiating linguistic power in U.S. public school classrooms. *Critical Inquiry in Language Studies: An International Journal*, 3 (2 and 3), 75-100.
- Nakajima, Y. (1993). Eigo konpulekkusu wo saguru [Exploring the English-complex]. In Y. Tsuda (ed.) *Eigo shihai heno iron* (236-288). Tokyo: Daisanshokan.
- Nietzsche, F. W. (2002). *Beyond Good and Evil*. Cambridge: Cambridge University Press.
- Norton Peirce, B. (1995). Social identity, investment and language learning. *TESOL Ouarterly*, 29(1), 9-31.
- Norton, B. (Ed.). (1997). Language and identity [Special issue]. *TESOL Quarterly*, 31(3).
- ———. (2000). *Identity and language learning: Gender, ethnicity and educational change.* Harlow, England: Longman/Pearson Education.
- Norton, B., and Toohey, K. (2004). *Critical Pedagogies and Language Learning*.

 Cambridge: Cambridge University.
- Ochs, E. and Schieffelin, B. (1979). *Developmental Pragmatics*. New York: Academic Press.

- Oda, M., and Takada, T. (2005). English language teaching in Japan. In G. Braine (Ed.), *Teaching English to the World: History, Curriculum, and Practice* (pp. 93-101). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ogasawara, Y. (1998). Office Ladies and Salaried Men: Power, Gender, and Work in Japanese Companies. Berkeley: University of California Press.
- Ordinance of the Ministry of Justice No. 18. (1990/2009). Ministerial Ordinance to Provide for Criteria Pursuant to Article 7, paragraph (1), item (ii) of the Immigration Control and Refugee Recognition Act.
- Oxford, R. (1990). The 50-item Strategy Inventory for Language Learning Questionaire v. 7, In (Oxford, R.) Language Learning Strategies: What every Teacher Should Know. Boston: Heinle and Heinle.
- Pavlenko, A. (2002). Poststructuralist approaches to the study of social factors in second language learning and usc. In V. Cook, *Portraits of the L2 User* (pp. 277-302). Clevedon: Multilingual Matters Ltd.
- ———. (2004). Negotiation of Identities in Multilingual Contexts. Clevedon: Multilingual Matters.
- Pavlenko, A., and Norton, B. (2005). Imagined communities, identity and English language learning. In J. Cummins, and C. Davison (Eds.), *Kluwer handbook of English language teaching* (pp. 589-600). Dordecht: Kluwer.
- Peirce, B. N. (1995). Social Identity, Investment, and Language Learning. *TESOL Quarterly*, 29 (1), 9-31.
- Pennycook, A. (1998). English and the Discourse of Colonialism. London: Routledge.
- ———. (1994). The cultural politics of English as an international language. New York: Longman.
- Phillipson, R. (1992). Linguistic Imperialism. Oxford: Oxford University Press.
- ———. (1998). Globalizing English: Are linguistic human rights an alternative to linguistic imperialism? In P. Benson, P. Grundy, and T. Skutnabb-Kangas (Eds). Language Rights [Special issue]. Language Sciences, 20(1), 101-112.
- ———. (2009). The tension between linguistic diversity and dominant English. In T. Skutnabb-Kangas and R. Phillipson and A. Mohanty and M. Panda (Eds.) Social Justice Through Multilingual Education. (pp. 85-102).
- Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. In J. A. Hatch, and R. Wisniewski (Eds.), *Life History and Narrative* (pp. 5-24). London: The Falmer Press.

- Reagan, T. (2005). Non-Western educational traditions: Indigenous approaches to educational thought and practice. Mahwah, NJ: Lawrence Erlbaum Associates.
- Reagan, T. G., and Osborn, T. A. (2002). The Foreign Language Educator in Society: Toward a critical pedagogy. Mahway, NJ: Lawrence Erlbaum Associates.
- Richardson, L. (1997). Fields of play. Constructing an academic life. New Brunswick, NJ: Rutgers University Press.
- Ritzer, G. (1993). The McDonaldization of Society. Thousand Oaks, CA: Pine Forge Press.
- Roebuck, R. (2000) Subjects speak out: How learners position themselves in a psycholinguistic task. In Lantolf (ed.), *Sociocultural Theory and Second Language Learning* (pp. 51-78).
- Said, E. (1978). Orientalism. London: Routledge.
- Seargeant, P. The Idea of English in Japan: Ideology and the evolution of a global language. Bristol: Multilingual Matters.
- Sinclair, U. (1923). The Goose Step. Pasadena, CA: The Author.
- Skehan, P. (1998). A Cognitive Approach to Language Learning. Oxford: Oxford University Press.
- Skutnabb-Kangas, T. (2009). Multilingual Education for Global Justice: Issues, Approaches, Opportunities. In T. Skutnabb-Kangas and R. Phillipson and A. Mohanty and M. Panda (eds.) *Social Justice Through Multilingual Education*. (pp. 36-62).
- Tokuhiro, Y. (2010). Marriage in Contemporary Japan. New York: Routledge.
- Tsuda, Y. (1990). *Eigo shihai no kouzou* [The system of English dominance]. Tokyo: Daisanshokan.
- Ushioda, E. (2009). A Person-in-Context Relational View of Emergent Motivation, Self and Identity. In Z. Dörnyei, and E. Ushioda (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 215-228). Bristol: Multilingual Matters.
- Ushioda, E. (2011). Motivating Learners to Speak as Themselves. In G. Murray and X. Gao and T. Lamb (Eds.) *Identity, Motivation and Autonomy in Language Learning*. Bristol: Multilingual Matters.
- van Lier, Leo. (2000). From input to affordance: Social-interactive learning from an Ecological Perspective. In Lantolf (ed.), *Sociocultural Theory and Second Language Learning*. (pp. 245-259). Oxford: Oxford University Press.

- Webster, L., and Mertova, P. (2007). Using Narrative Inquiry as a Research Method: an introduction to using critical event narrative analysis in research on learning and teaching. London: Routledge.
- Wenger, E. (1998). Communities of Practice: Learning, Meaning, and Identity. New York: Cambridge University Press.
- Widdowson, H. G. (1994). The ownership of English. TESOL Quarterly, 28, 377-381.
- Widdowson, H. G. (1996). Authenticity and autonomy in ELT. ELT Journal, 50, 67-68.
- Zinn, H. (1980/2012). A People's History of the United States: 1492 to present. HarperCollins e-books.

RESUME

Name: Zakary Josef Holmes

Institutions attended: Payap University 2014 (MA), University of Missouri, Columbia

2003 (BA).

Contact details: zakary.j.holmes@gmail.com