

2018年度 ELFセンター 出版物

Summary of publications by CELF faculty (n =18)

Type (○=Peer-reviewed) & Reference	Author(s)
<p>Article</p> <p>Milliner, B., & Dimoski, B. (2018). A report on faculty development and research at the Center for English as a Lingua Franca. <i>The Center for English as a Lingua Franca Journal</i>, 4, 56-81. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final4_06.pdf</p>	Brett Milliner & Blagoja Dimoski
<p>Book Chapter ○</p> <p>Oda, M., & Toh, G. (2018). Significant encounters and consequential eventualities: A joint narrative of collegiality marked by struggles against reductionism, essentialism and exclusion in ELT. In B. Yazan & N. Rudolph (Eds.), <i>Criticality, Teacher Identity, and (In)equity in English Language Teaching: Issues and Implications</i> (pp. 219-216). Cham: Springer.</p>	Masaki Oda & Glenn Toh
<p>Book Chapter</p> <p>Oda, M. (2019). Beyond Global English(es): university English program in transition. In K. Murata (Ed.), <i>English-Medium Instruction from an English as a Lingua Franca Perspective: Exploring the Higher Education Context</i> (pp. 259-270). London: Routledge. 259-270.</p>	Masaki Oda
<p>Article (○)</p> <p>Oda, M. (2018). A Post-EFL approach to the administration of English language programs. <i>JACET ELF SIG Journal</i>, 2, 30-38.</p>	Masaki Oda
<p>Article (○)</p> <p>Milliner, B., & Chaikul, R. (2018). Extensive listening in the ELF Classroom with ELLLO. <i>The Center for English as a Lingua Franca Journal</i>, 4, 36-50. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final3.pdf</p>	Brett Milliner & Rasami Chaikul
<p>Article (○)</p> <p>Okada, T. (2018). Voices of language learners in improvisations. <i>The Center for English as a Lingua Franca Journal</i>, 4, 26-35. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final4_03.pdf</p>	Tricia Okada
<p>Article (○)</p>	Satomi Mishina-Mori,

Mishina-Mori, S., Nagai, Y., & Yujobo, Y. J. (2018). Cross-linguistic influences in the use of referring expressing in school-age Japanese-English bilinguals. In A. B. Bertolini & M. J. Kaplan (Eds.), <i>Proceedings of the 42nd Annual Boston University Conference on Language Development, Volume 2</i> (pp. 546-557). Boston, USA: Cascadilla Press.	Yuki Nagai & Yuri Jody Yujobo
Article Mishina-Mori, S., Nagai, Y., & Yujobo, Y. J. (2018). Referent Introduction and Maintenance in the English Narratives of Monolingual and Bilingual Children. <i>Intercultural Communication Review - Rikkyo Graduate School of Intercultural Communications, 16</i> , 5-16.	Satomi Mishina-Mori, Yuki Nagai & Yuri Jody Yujobo
Article (o) Ishikawa, T. (2018). From native-speakerism to multilingualism: A conceptual note. <i>JACET ELF SIG Journal, 2</i> , 9-17.	Tomokazu Ishikawa
Article Ishikawa, T. (2018). Cutting-edge research 英語教育研究最前線 第13回 English within multilingualism for transcultural communication. <i>The English Teachers' Magazine 英語教育 (Taishukan 大修館書店)</i> , 6, 70-71.	Tomokazu Ishikawa
Article (o) Murata, K., Ishikawa, T., & Konakahara, M. (2018). Introduction: ELF and assessment. <i>Waseda Working Papers in ELF, 7</i> , 1-10.	Kumiko Murata, Tomokazu Ishikawa & Mayu Konakahara
Article (o) Ishikawa, T. (2018). Review: The Routledge Handbook of English as a Lingua Franca. <i>ELT Journal, 72</i> (4), 455-458. Doi: https://doi.org/10.1093/elt/ccy032 .	Tomokazu Ishikawa
Article (o) Leichsenring, A. (2018). Japanese learners' self-perceptions of their L2 English user identity development. <i>International Conference on Education, Psychology and Learning, ICEPL Summer 2018</i> (pp. 17-30). Tokyo, Japan: ICEPL.	Andrew Leichsenring
Article (o) Mishina-Mori, S., Kawanishi, Y., Nagai, Y., & Yujobo, Y. J. (2018). Telling Stories in the Socially non-dominant language- An analysis of referring expressions among Japanese-English simultaneous and successive bilinguals. <i>JSLS 2018</i> , 188-189.	Satomi Mishina-Mori, Yumiko Kawanishi, Yuki Nagai & Yuri Jody Yujobo
Article (o)	Daniel Hougham, Blair

<p>Hougham, D., Barr, B., Milliner, B., & Cowie, N. (2018). JALTCALL 2018: Reflections on the Learner Development SIG forum. <i>Learning Learning</i>, 25(2), 66-71. Retrieved from http://ld-sig.org/wp-content/uploads/2018/11/LL25.2_WHOLE-ISSUE.pdf</p>	<p>Barr, Brett Milliner & Neil Cowie</p>
<p>Article (o) Yujobo., Y. (2108) When ELF Meets BELF: Building business communication into ELF-informed curriculum. In S. Madya, F. A. Hamied, W. A. Renandya, C. Coombe, & Y. Basthomi (Eds.), <i>ELT in Asia in the Digital Era: Global Citizenship and Identity: Proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference on English</i> (pp. 153-160). London, England: Routledge. Doi: https://doi.org/10.1201/9781351217064</p>	<p>Yuri Jody Yujobo</p>
<p>Article (o) Cote, T., & Milliner, B. (2018). A survey of EFL teachers digital literacy: A report from a Japanese university. <i>The Journal of Teaching English with Technology</i>, 18(4), 71-89.</p>	<p>Travis Cote & Brett Milliner</p>
<p>Article Milliner, B.(2018). Foreword to special issue-JALT Yokohama Technology MyShare. <i>Accents Asia</i>, 11(1),1-1. Retrieved from http://www.issues.accentasia.org/issues/10-2/Milliner%20.pdf</p>	<p>Brett Milliner</p>