

2023 年度 ELF センター出版物

Summary of publications by CELF faculty (n=21)

Type (○=Peer-reviewed) & Reference	Author(s)
Research article ○ Kim, M. (2023). Decolonizing ELT materials: A sociomaterial orientation. <i>ELT Journal</i>, 77(3), 316-326. https://doi.org/10.1093/elt/ccad013	Miso Kim
Edited book / book chapter 黒嶋智美 (2023). 「第 3 章 合意形成における経験, 知識, 権利—住民座談会の事例をもとにして」 『実践の論理を描く—相互行為のなかの知識・身体・こころ』 勁草書房, pp. 59-76.	Satomi Kuroshima (co editor)
Book chapter 黒嶋智美 (2023). 「第 14 章 行為連鎖組織」 『エスノメソドロジー・会話分析ハンドブック』 新曜社, pp. 173-188.	Satomi Kuroshima
Book chapter Kuroshima, S. (2024). Disfluency and preference organization in a requesting turn at a service encounter. In T. Sadanobu, T. Maruyama, T. Endo, M. Funahashi, R. Hayashi, and A. Mokhtari, (Eds.). <i>Fluency and Disfluency</i>. Hituzi Shobo.	Satomi Kuroshima
Book review Kuroshima, S. (2024). Book review of multimodal approaches to healthcare communication research: Visualising interactions for resilient healthcare in the UK and Japan. <i>Journal of Pragmatics</i>, 222, 23-24.	Satomi Kuroshima
Book chapter ○ Ng, P.C.L., Matikainen, T., & Glasgow, G. P. (2023). Multilingualism in global Englishes language teaching: Narrative insights from three TESOL practitioners in Japan. In K. Raza, D. Reynolds, & C. Coombe, C. (Eds.), <i>Handbook of Multilingual TESOL in Practice</i> (pp. 147-161). Springer, https://doi.org/10.1007/978-981-19-9350-3_10	Tiina Matikainen, Patrick Chin Leong Ng, Gregory Paul Glasgow
Book chapter Okada, T. (2023). Outsider teachers? Filipino teachers' reflections on English teaching and raising intercultural awareness in Japan. In G. P. Glasgow (Ed.), <i>Multiculturalism, language, and race in English education in Japan: Agency, pedagogy, and reckoning</i> (pp. 204–225). Candlin & Mynard e-publishing. https://doi.org/10.47908/26	Tricia Okada

Journal article Kuroshima, S., Dimoski, B., Okada, T., Yujobo, Y. J., & Chaikul, R. (2023). Linguistic expertise in extended other-initiated repair sequences in ELF interactions. <i>The Center for English as a Lingua Franca Forum</i> , 3, 1-14.	Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo & Rasami Chaiku
Book chapter Stevenson, R., & Bennett, P. A. (2023). Reflective practice for transformative learning in a MOOC course. In N. Curry, P. Lyon, & J. Mynard (Eds.), <i>Promoting reflection on language learning: Lessons from a university setting</i> . Multilingual Matters.	Robert Stevenson, Phillip A. Bennett
Book Leichsenring, A. (2023). <i>Accounts of preservice teachers' experiences: Relationships and teaching practice through teacher training in schools</i> . Amazon.	Andrew Leichsenring
Book Leichsenring, A. (2023). <i>Accounts of preservice teachers' experiences: Sense of belonging and philosophy of teaching through teacher training in schools</i> . Amazon.	Andrew Leichsenring
Book chapter ○ Suzuki, A. (2023). Pre-service teachers' difficulty understanding English as a lingua franca for intercultural awareness development. In A. Sahlane, & R. Pritchard (Eds.), <i>English as an International Language Education</i> . <i>English Language Education</i> , 33. Springer, Cham. https://doi.org/10.1007/978-3-031-34702-3_12	Ayako Suzuki
Book Chapter ○ Toh, G., & McBride, P. (2023). A reflexive account of an English as a lingua franca program. In Z. Tajeddin, & C. Griffiths (Eds.), <i>Language Education Programs</i> . <i>Language Policy</i> , 34. Springer, Cham. https://doi.org/10.1007/978-3-031-38754-8_12	Glenn Toh, Paul McBride
Journal article ○ Matikainen, T., Ng, P. C. L., & Glasgow, G. P. (2023). Teachers' attitudes toward primary school English teaching reform in Japan: Implications for second language teacher education. <i>Second Language Teacher Education</i> , 2(1), 43–66. https://doi.org/10.1558/slte.24476	Tiina Matikainen, Patrick C.L. Ng, Gregory Paul Glasgow
Book ○ Nakamura, S. (2023). <i>Emotion regulation and strategy instruction in learning</i> . Springer. https://doi.org/10.1007/978-3-031-42116-7	Sachiko Nakamura

Journal Article ○ Kim, M., Cho, E., & Kim, S. (2023). Going beyond boundaries: A collaborative autoethnographic study of three teachers' negotiation of cognitive/emotional dissonances. Language Teaching Research. https://doi.org/10.1177/13621688231195317	Miso Kim, Eunhae Cho, Sungwoo Kim
Research article ○ Matthews, J., Milliner, B., & McLean, S. (2023). Can learners understand words with derivational affixes, and does the presence of context make a difference? RELC Journal, 1-14. https://doi.org/10.1177/0033688223122203	Joshua Matthews, Brett Milliner, Stuart McLean
Research article ○ Milliner, B., Lange, K., Matthews, J., & Umeki, R. (2024). Examining EFL learners' comprehension of derivational forms: The role of overlap with base word knowledge, word frequency, and contextual support. Language Teaching Research. https://doi.org/10.1177/13621688231225704	Brett Milliner, Kriss Lange, Joshua Matthews, Riko Umeki
Journal Article ○ Matikainen, T. (2024). Academic writing in English: Lessons from an EMI program in Japan. Journal of English for Academic Purposes, 68. https://doi.org/10.1016/j.jeap.2024.101358	Tiina Matikainen
Book Chapter 김미소. (2024). 내 언어는 나를 배신하고, 나는 언어로 억압자를 배신하고. 벨 훅스 함께 읽기. 동녘. 49-76. Kim, M. (2024). Nae eoneoneun nareul baesinhago, naneun eoneoro eogapjareul baesinhago [My language betrays me, and I betray my oppressors through language]. In Fepe Lab (Ed.), Bel hukseu gachi ikgi [Reading bell hooks together] (pp. 49-76). Dongnyok.	Miso Kim
Book 김미소. (2024). 긴 인생을 위한 짧은 일어 책. 동양북스. Kim, M. (2024). Gin insaengeul wihan jjalbeun ireo chaek [A little book for lifelong Japanese learners]. Dongyangbooks.	Miso Kim