

CIFLE Report No. 12
Shigenori Tanaka
COCONe Institute for Language Education

以下の参考文献は CIFLE Report No. 7- No.11 に対応するものです。

References

- Allen, R. (1965). *English grammars and English grammar*. New York: The Mcmillan Company.
- Allen, R. (1966). *The verb system of present-day American English*. The Hague: Mouton.
- Allen, L. (1995). Input enhancement and rule presentation in second language acquisition. In R. Schumits (Ed.), *Attention and awareness in foreign language learning*. Honolulu: University of Hawai's Press.
- Allright, B. (1988). *Observation in the language classroom*. London: Longman.
- Ammon, E. (Ed.) (2001). *The dominance of English as a language of science: Effects on other languages and language communities*. The Hague: Mouton De Gruyter.
- Anderson, J. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
- Anderson, R. (1993). *Rules of the mind*. Hillsdale, NJ: Earlbaum.
- Anglin, J. (1977). *Word, object, and conceptual development*. New York: Norton.
- Armstrong, S., Gleitman, L., and Gleitman, H. (1983). What some concepts might not be. *Cognition*, 13, 1-45.
- Asher, J. (1977). *Learning another language through actions*. Los Gatos, Calif.: Sky Oaks Production.
- Austin, J. (1962). *How to do things with words*. Cambridge, MA.: Harvard University Press.
- Ausubel, D. (1960). The use of advance organizer in the learning and retention of meaningful verbal material. *Journal of Educational Psychology*, 51, 267-272.
- Ausubel, D. (1968). *Educational psychology – a cognitive view*. New York: Holt, Rinehart and Winston.
- Back, K. and Harnish, R. (1979). *Linguistic communication and speech acts*. Cambridge, Mass.: MIT Press.
- Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Barron, A. (2002). *Acquisition in intelanguage pragmatics: Learning how to do things*

- with words in a study abroad context*. New York: John Benjamins.
- Barrs, B. (1987). *The cognitive revolution in psychology*. New York: The Guilford Press.
- Becker, H. (1963). *Outsiders: Studies in the sociology of deviance*. New York: The Free Press.
- Beebe, L. (1983). Risk-taking and the language learner. In H. Selinger and M. Long (Eds.), *Classroom oriented research in second language acquisition*. Rowley, MA: Newbury House Publishers.
- Berry, J. (1970). A functional approach to the relationship between stereotypes and familiarity. *Australian Journal of Psychology*, 22, 29-33.
- Bialystock, E. (1979). Explicit and implicit judgments of L2 grammaticality. *Language Learning*, 29, 81-103.
- Black, M. (1962). *Models and metaphors*. Ithaca, N.Y.: Cornell University Press.
- Blumer, H. (1969). *Symbolic interactionism*. Englewood Cliff, NJ: Prentice-Hall.
- Boas, H. (2003). *A constructional approach to resultatives*. Stanford: Stanford University Press.
- Boers, F. and Littlemore, J. (Eds.) (2003). *Cross-cultural differences in conceptual metaphor: Applied linguistics perspectives*. Hillsdale, NJ: Lawrence Earlbaum Associates.
- Bolinger, D. (1967). Adjectives in English: Attribution and Predication. *Lingua*, 18, 1-34.
- Bolinger, D. (1977). *Meaning and form*. London: Longman.
- Breen, M. (ed.). (2001). *Learner contributions to language learning: New directions in research*. London: Longman.
- Brinton, D., Snow, M. and Wesche, M. (2003). *Content-based second language instruction*. Michigan: University of Michigan Press.
- Brisard, F. (Ed.) (2002). *The epistemic footing of deixis and reference*. The Hague: Mouton de Gruyter.
- Brislin, R. (1981). *Cross-cultural encounters: Face-to-face interaction*. New York: Pergamon.
- Brown, H. (1980, 1987). *Principles of language learning and teaching (1st, 2nd editions)*. Englewood, Cliff, NJ: Prentice-Hall.
- Brown, P. and Levinson, S. (1978). Universals in language usage: Politeness phenomena. In E. Goody (ed.), *Questions and politeness: Strategies in social interaction*. Cambridge: Cambridge University Press.
- Brown, R. (1973). *A first language: The early stages*. Cambridge, Mass.: Harvard University Press.
- Brown, R. and Gilman, J. (1960). The pronoun of power and solidarity. In T. Sebeok (Ed.),

- Style in English*. Bloomington: Indiana University Press.
- Brugman, C. (1988). *The syntax and semantics of HAVE and its complements*. Ph.D. Dissertation, University of California, Berkeley.
- Brumfit, C. (1980). *Problems and principles in English teaching*. Oxford: Pergamon.
- Brumfit, C. (1984). *Communicative methodology in language teaching: The role of fluency and accuracy*. Cambridge: Cambridge University Press.
- Bruner, J. (1960). *The process of education*. Cambridge, Mass.: Harvard University Press.
- Bruner, J. (1966). *Toward a theory of instruction*. New York: W.W. Norton & Winston.
- Bruner, J. (1973). *Beyond the information given: Studies in the psychology of knowing*. New York: W.W. Norton & Company.
- Bruner, J. (1979). *On knowing: essays for the left hand*. Oxford: Oxford University Press.
- Buck, G. (2002). *Assessing listening*. Cambridge: Cambridge University Press.
- Burling, R. (1982). *Sounding right: An introduction to comprehension-based language instruction*. Rowley, Mass.: Newbury House.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Canale, M. and Swain, M. (1981). A theoretical framework for communicative competence. In Palmer, A, Groot, P. and Trostler, S. (Eds.), *The construction validation of tests of communicative competence*. Washington, DC: TESOL.
- Carey, S. (1978). The child as word learner. In M. Halle, . Bresnan, and G.A. Miller (Eds.), *Linguistic theory and psychological reality*. Cambridge: Cambridge University Press.
- Carey, S. (1982). Semantic development: The state of the art. In E. Wanner and L. Gleitman (eds.), *Language acquisition: The state of the art*. London: Cambridge University Press.
- Carrell, P. (1991). Second language reading: Reading ability or language proficiency? *Applied Linguistics*, 12, 159-179.
- Carroll, S., Swain, M. and Y. Roberge. (1992). The role of feedback in adult second language acquisition: Error correction and morphological generalizations. *Applied Psycholinguistics*, 13, 173-198.
- Carter, R. (1987). *Vocabulary: Applied linguistics perspectives*. London: Allen and Unwin.
- Cattell, R. (1984). *Syntax and semantics: Composite predicates in English (17)*. New York: Academic Press.
- Celce-Murcia, M. and Larsen-Freeman, D. (1983). *The grammar book: An ESL/EFL teacher's course*. Rowley, Mass.: Newbury House.
- Chafe, W. (1970). *Meaning and the structure of language*. Chicago: The University of Chicago Press.

- Chafe, W. (1985). Linguistic differences produced by differences between speaking and writing. In D. Olson, N. Torrance, and A. Hildyard (eds.), *Literacy, language and learning*. Cambridge: Cambridge University Press.
- Chamot, A. and O'Malley, J. (1994). Language learner and learning strategies. In N. Ellis (Ed.), *Implicit and explicit learning of language*. New York: Academic Press.
- Chamot, A., Barnhardt, S., El-Dinary, P. and Robbins, J. (1999). *The learning strategies handbook*. New York: Longman.
- Chapelle, C. (2003). *English language learning and technology: Lectures on applied linguistics in the age of information and technology*. New York: J. Benjamins.
- Charniak, E. (1984). Cognitive science is methodologically fine. In W. Kintch, . Miller, and P. Polson (Eds.), *Method and tactics in cognitive science*. Hillsdale, NJ: Earlbaum Associates.
- Chaudron, C. (1988). *Second language classrooms*. Cambridge: Cambridge University Press.
- Cheng, W. (2003). *Intercultural conversation*. New York: John Benjamins.
- Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.
- Chomsky, N. (1965). *Aspects of syntax*. Cambridge, MA: MIT Press.
- Chomsky, N. (1972). *Language and mind (enlarged edition)*. New York: Harcourt Brace Jovanovich, Inc.
- Chomsky, N. (1981). *Lectures on government and binding*. Foris Publications
- Clement, R., Dornyei, Z. and Noels, K. (1994). Motivation, self-confidence, and group cohesion in the foreign language. *Language Learning*, 44, 417-448.
- Colston, H. and Katz, A. (Eds.) (2003). *Figurative language comprehension: Social and cultural influences*. Hillsdale, NJ: Lawrence Earlbaum Associates.
- Corder, P. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5, 161-170.
- Corder, P. (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Cottrell, C. (1999). *The Study skills handbook*. New York: Macmillan.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Couper-Kuhlen, E. and Kortmann, B. (Eds.) (2000). *Cause – condition – contrast – concession : Cognitive and discourse perspectives*. The Hauge : Mouton de Gruyter.
- Croft, W. (2001). Radical construction grammar: Syntactic theory in typological perspective. Oxford: Oxford University Press.
- Cronbach, L. and Meehl, P. (1955). Construct validity of psychological tests. *Psychological Bulletin*, 12, 281-302.

- Crookes, G. and Schmidt, R. (1991). Motivation: Reopening the research agenda. *Language Learning*, 33, 273-191.
- Cruse, A. and Croft, W. (2004). *Cognitive linguistics*. Cambridge: Cambridge University Press.
- Cruse, D. A. (1986). *Lexical semantics*. Cambridge: Cambridge University Press.
- Crystal, D. (2003). *English as a global language (2nd edition)*. Cambridge: Cambridge University Press.
- Cummins, J. (1979). Cognitive / academic language proficiency, linguistic interdependence, the optimal age question and some other matters. *Working Papers on Bilingualism*, 19, 197-205.
- Cummins, J. (1980). The cross-linguistic dimensions of language proficiency: Implications for bilingual education and the optimal age issue. *TESOL Quarterly*, 14, 175-187.
- Cummings, R. (1989). *Meaning and mental representation*. Cambridge, MA: MIT Press.
- Curran, C. (1976). *Counseling-learning in second languages*. Apple River, III: Apple River Press.
- David, B. and Cameron, D. (eds.) (2001). *Globalization and language teaching*. London: Routledge.
- Davidson, D. (1986). A nice derangement of epitaphs. In E. Lepore (Ed.), *Truth and interpretation: Perspectives on the philosophy of Donald Davidson*. Oxford: Basil Blackwell.
- Deese, J. (1965). *The structure of associations in language and thought*. Baltimore: Johns Hopkins Press.
- Dervin, B. (1983). An overview of Sense-Making researcher: Concepts, methods, and results to date. *Paper presented at the annual meeting of the International Communication Association*, Dallas, TX.
- Dervin, B. and Freeman-Wernet, L. (Eds.) (2003). *Sense-Making Methodology reader: Selected writings of Brenda Dervin*. Cresskill, NJ: Hampton Press.
- Derwing, R. (1990). Speech rate is no simple matter. *Studies in Second Language Acquisition*, 12, 303-313.
- Diller, K. (1978). *The language teaching controversy*. Rowley, Mass.: Newbury House.
- Dornyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language Learning*, 40, 45-78.
- Dornyei, Z. (Ed.) (2001). *Motivation and second language acquisition*. Hawaii: University of Hawaii Press.
- Dornyei, Z. (Ed.) (2003). *Attitudes, Orientations, and motivations in language learning*.

- London: Blackwell Publishers.
- Doughty, C. and Long, M. (2003). *The handbook of second language acquisition*. New York: Blackwell.
- Doughty, C. and Williams, J. (Eds.) (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.
- Dulay, H. and Burt, M. (1974). A new perspective on the creative construction processes in child second language acquisition. *Language Learning*, 24, 253-278.
- Dulay, H. and Burt, M. (1980). On acquisition orders. In S. Felix (ed.), *Second language development: Trends and issues*. Tübingen: Gunter Narr Verlag.
- Edge, J. (2002). *Continuing cooperative development: A discourse framework for individuals as colleagues*. Michigan: University of Michigan Press.
- Ek, J.A. van and Trim, J. (1991). *Threshold Level 1990*. Cambridge: Cambridge University Press.
- Ellis, N. (Ed.) (1994). *Implicit and explicit learning of languages*. New York: Academic Press.
- Ellis, R. (1984). *Classroom second language development*. Oxford: Pergamon.
- Ellis, R. (1992). Learning to communicate in the classroom. *Studies in Second Language Acquisition*, 14, 1-23.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2001). *Form-focused instruction and second language learning*. London: Blackwell.
- Ellis, R. (2004). Investigating Form-Focused Instruction: Past and Present. *Dokkyo International Review*, 17, 11-56.
- Farch, C. and Kasper, G. (Eds.) (1983). *Strategies in interlanguage communication*. London: Longman.
- Fauconnier, G. (1983). *Mental spaces: Aspects of meaning construction in natural language*. Cambridge, MA: MIT Press.
- Fauconnier, G. and Turner, M. (2003). *The way we think: Conceptual blending and the mind's hidden complexities*. New York: Basic Books.
- Festinger, L. (1957). *A theory of cognitive dissonance*. Evanston, IL: Row, Peterson.
- Fillmore, C. (1971). *Santa Cruz lectures on deixis*. Unpublished paper available from Indiana University Linguistics Club. Bloomington, Indiana.
- Fillmore, C. (1977). Topics in lexical semantics. In R. Cole (ed.), *Current issues in linguistic theory*. Bloomington: Indiana University Press.
- Finocchiaro, M. and Brumfit, C. (1983). *The functional-notional approach*. Oxford:

Oxford University Press.

- Fotos, S. and Ellis, R. (1991). Communicating about grammar: A task-based approach. *TESOL Quarterly*, 25, 605-628.
- Fries, C. (1945). *Teaching and learning English as a foreign language*. Ann Arbor, MI: University of Michigan Press.
- Fukaya, M. and S. Tanaka (1996). *Sense-making theory of words in real-life communication*. [kotoba no imizukeron—nitijyogenngo niokeru sei no itonami (written in Japanese)]. Kinokuniya Publishing Company.
- Furnham, A. and Bochner, S. (1986). *Culture shock*. New York: Methuen.
- Gagne, R. (1977). *The conditions of learning (3rd edition)*. New York: Holt, Rinehart, and Winston.
- Gallagher, M. (1969). *Have and the perfect in English*. Ph.D Dissertation, University of Illinois, Urbana Illinois.
- Galbraith, V. and Gardner, R. (1988). *Individual differences correlates of second-language achievement: An annotated bibliography*. London: University of Western Ontario.
- Gardner, R. and Lambert, W. (1972). *Attitudes and Motivation in second language acquisition*. Rowley, Mass: Newbury House.
- Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliff, NJ: Prentice-Hall.
- Gattegno, C. (1976). *The common sense of teaching foreign languages*. New York: Educational Solutions.
- Gibson, J. (1979). *The ecological approach to visual perception*. New York: Houghton Mifflin.
- Givon, T. (1984). Deductive vs. pragmatic processing in natural language. In W. Kintch, J. Miller, and P. Polson (Eds.), *Method and tactics in cognitive science*. Hillsdale, NJ: Lawrence Earlbaum Associates.
- Goffman, E. (1963). *Stigma*. Englewood Cliff, N.J.: Prentice-Hall.
- Goffman, E. (1969). *The presentation of self in everyday life*. Garden City: Doubleday Anchor Books.
- Goffman, E. (1981). *Forms of talks*. Philadelphia: University of Pennsylvania Press.
- Goldberg, A. (1995). *Constructions: A construction grammar approach to argument structure*. Chicago: University of Chicago Press.
- Goldstein, T. (2003). *Learning and teaching in a multilingual school: Choices, risks, and dilemmas*. Mahwah, N.J.: Lawrence Earlbaum
- Grant, C. (Ed.) (2003). *Rethinking communicative interaction: New disciplinary horizons*. John Benamins.

- Grice, P. (1975). Logic and conversation. In P. Cole and J. Morgan (Eds.), *Syntax and semantics (3): Speech acts*. New York: Academic Press.
- Haiman, J. (1983). Iconic and economic motivation. *Language*, 59, 781-819.
- Halliday, M.A.K. (1973). *Explorations in the functions of language*. London: Edward Arnold.
- Halliday, M.A.K. (1974). *Language and social man*. London: Longman.
- Hamilton, D. (Ed.) (1981). *Cognitive processes in stereotyping and intergroup behavior*. Hillsdale, NJ: Earlbaum.
- Harkins, J. and Wierzbicka, A. (Eds.) (2001). *Emotions in crosslinguistic perspective*. The Hague: Mouton de Gruyter.
- Herskovits, A. (1986). *Language and spatial cognition*. Cambridge: Cambridge University Press.
- Hofstede, G. (1980). *Cultures consequences: International differences in work-related values*. Newbury Park, Sage.
- Hornstein, N. and Lightfoot, D. (Eds.) (1981). *Explanations in linguistics: The logical problem of language acquisition*. London: Longman.
- Hubert, C., Dirven, R. and Taylor, J. (Eds.) (2003). *Cognitive approaches to lexical semantics*. The Hague: Mouton de Gruyter.
- Hudon, R. (1992). *Teaching grammar: A guide for the national curriculum*. London: Blackwell.
- Hymes, D. (1972). On communicative competence. In J. Pride and J. Holmes (eds.), *Sociolinguistics*. London: Harmondsworth, Penguin.
- Iwaki, Y. (1986). *A comparative study of Japanese and Thai cultures [nittai bunka hikakukou]* (written in Japanese). Tokyo: Keiso Shobo.
- Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V. and Hughey, J. (1981). *Testing ESL composition: A practical approach*. Rowley, MA: Newbury House.
- Jacobson, R. (1972). *Selected writings: Word and language*. The Hague: Mouton.
- Jackendoff, R. (1983). *Semantics and cognition*. Cambridge, Mass.: MIT.
- Jackendoff, R. (1990). *Semantic structures*. Cambridge, Mass.: MIT Press.
- Johnson, K. (1982). *Communicative syllabus design and methodology*. Oxford: Pergamon.
- Johnson, K. (1996). *Language teaching and skill learning*. Oxford: Blackwell.
- Johnson, K. (2002). *Designing language teaching tasks*. New York: Palgrave Mcmillan.
- Johnson, M. (1987). *The body in the mind: The bodily basis of meaning*. University of Chicago Press.
- Johnson-Laird, P. (1983). *Mental models*. Cambridge: Cambridge University Press.
- Joos, M. (1963). *The five clocks*. New York: Harcourt Brace and World, Inc.

- Kachru, B. (1976). Models of English for the third world: White man's linguistic burdern or language pragmatics? *TESOL Quarterly*, 10, 221-239.
- Kachru, B. (1987). *The alchemy of English: The spread, functions and models of non-native Englishes*. Oxford: Pergamon.
- Keil, F. (1979). *Semantic and conceptual development: An ontological perspective*. Cambridge, MA: Harvard University Press.
- Kellerman, E. (1979). Transfer and non-transfer: Where we are now. *Studies in Second Language Acquisition*, 2, 37-57.
- Kerlinger, F. (1973). *Foundations of behavioral research (2nd edition)*. New York: Holt, Rinehart and Winston, Inc.
- Kingsley, B. and Kachru, B. (Eds.) 2004. *World Englishes: Critical concepts in linguistics* (6 vols.). London: Routledge.
- Kosslyn, S.M. (1980). *Image and mind*. Cambridge, MA: Harvard University Press.
- Krashen, S. (1978). The monitor model for second language acquisition. In R. Gingras (Ed.), *Second-language acquisition and foreign language teaching*. Arlington: Center for Applied Linguistics.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon.
- Krashen, S. and Terrell, T. (1983). *The Natural Approach: Language acquisition in the classroom*. Oxford: Pergamon Press.
- Lado, R. (1957). *Linguistics across cultures*. Ann Arbor: University of Michigan Press.
- Lakoff, G. (1987). *Women, fire and dangerous things: What categories reveal about the mind*. Chicago: University of Chicago Press.
- Lakoff, G. and Johnson, M. (1980). *Metaphors we live by*. Chicago: University of Chicago Press.
- Lakoff, R. (1976). Language and society. In R. Wardaugh and H. Brown (Eds.), *A survey of applied linguistics*. Ann Arbor, MI: University of Michigan Press.
- Laing, R.D. (1967). *The politics of experience and the bird of paradise*. London: Penguin Books.
- Labov, W. (1972). *Language in the inner city*. Philadelphia, PA: University of Pennsylvania.
- Labov, W. (1973). The boundaries of words and their meanings. In C. Bailey and Ro. Shuy (Eds.), *New ways of analyzing variation in English (1)*. Washington, DC: Georgetown University Press.
- Langacker, R. (1987). *Foundations of cognitive grammar*. Stanford: Stanford University Press.

- Langacker, R. (2000). *Grammar and conceptualization*. The Hague: Mouton de Gruyter.
- Langacker, R. (2002). *Concept, image, and symbol: The cognitive bases of grammar*. The Hague: Mouton de Gruyter.
- Larson, M. (1984). *Meaning-based translation: A guide to cross-language equivalence*. New York: University Press of America.
- Leech, G. and Svartvik, J. (1975). *A communicative grammar of English*. London: Longman.
- Lehrer, A. (1974). *Semantic fields and lexical structure*. Amsterdam: North Holland.
- Lenneberg, E. (1967). *The biological foundations of language*. New York: John Wiley & Sons.
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg and Kramsch (eds.), *Foreign language research in cross-cultural perspective*. Amsterdam: John Benjamin.
- Lyons, J. (1977). *Semantics*. London: Cambridge University Press.
- Mackey, W. (1965). *Language teaching analysis*. London: Longman.
- Makarovam V. (Ed.). 2001. *ELT: The Case of Japan*. Lincom Europa.
- Malinowski, B. (1923). The problem of meaning in primitive languages. In C. Ogden and I. Richards, *The meaning of meaning*. London: Allen and Unwin.
- Mendelsohn, D. (1998). Teaching listening. *Annual Review of Applied Linguistics*, 18, 81-101.
- Mewman, J. (1996). *Give: A cognitive linguistic study*. The Hague: Mouton de Gruyter.
- Miller, G. (1956). The magical number seven, plus or minus two: Some limits on our capacity for processing information. *Psychological Review*, 63: 81-97.
- Miller, G. (1978). Semantic relations among words. In H. Halle, J. Bresnan, and G. Miller (Eds.), *Linguistic theory & psychological reality*. Cambridge, Mass: MIT Press.
- Miller, G. and Johnson-Laird, P. (1976). *Language and perception*. Cambridge, Mass: Harvard University Press.
- Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- Neimeier, S. and Achard, M. (2004). *Cognitive linguistics, second language acquisition, and foreign language teaching*. The Hague: Mouton de Gruyter.
- Neisser, U. (1976). *Cognition and reality*. San Francisco: W. H. Freeman.
- Nelson, K. (1985). *Making sense: The acquisition of shared meaning*. New York: Academic Press.

- Nieto, S. (2002). *Language, culture and teaching: Critical perspectives for a new century*. New York: Laurence Earlbaum Associates.
- Norman, D. and Rumelhart, D. (1975). *Explorations in cognition*. San Francisco: W.H. Freeman.
- Nostrand, H. (1966). Describing and teaching the sociocultural context of a foreign language and literature. In A. Valdman (Ed.), *Trends in Language Teaching*. New York: McGraw-Hill Book Co.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- O'Malley, . and Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Ong, W. (1982). *Orality and Literacy: The technologizing of the world*. New York: Methuen & Co. Ltd.
- Oehrle, R. (1976). *The grammatical status of the English dative alternation*. Ph.D. Dissertation, MIT.
- Ortony, A. (1979). *Metaphor and thought*. Cambridge: Cambridge University Press.
- Oxford, R. and Eharman, M. (1989). Second language research on individual differences. *Annual Review of Applied Linguistics*, 13, 197-216.
- Palfreyman, D. and Smith, R. (Ed.) (2003). *Learner autonomy across cultures: Language education perspectives*. New York: Palgrave Macmillan.
- Parsons, T. (1951). *The social system*. Glence, III.:Free Press.
- Piaget, J. (1963). *The origins of intelligence in child*. New York: Norton.
- Piaget, J. and Inhelder, B. (1956). *The child's conception of space*. London: Routledge and Kegan, Paul.
- Pienemann, M. (1985). Learnability and syllabus construction. In K. Hyltenstam and M. Pienemann (eds.), *Modeling and assessing second language acquisition*. Clevedon, Avon: Multilingual Matters.
- Rimes, A. (1987). Language proficiency, writing ability, and composing strategies: A study of ESL college student writers. *Language Learning*, 37, 439-468.
- Randal, H. (2001). *Mind, metaphor and language teaching*. New York: Palgrave Mcmillan.
- Ravin, Y. and Leacock, C. (Eds.) (2002). *Polysemy: Theoretical and computational approaches*. Oxford: Oxford University Press.
- Richards, J. (Ed.) (1974). *Error analysis: Perspectives on second language acquisition*. London: Longman.
- Richards, J. (1983). Listening comprehension: Approach, design, procedure. *TESOL*

Quarterly, 17, 219-240.

- Richards, J. and Rogers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Rivers, W. (1964). *The psychologist and the foreign language teacher*. Chicago: University of Chicago Press.
- Rivers, W. (1981). *Teaching foreign language skills (2nd edition)*. Chicago: University of Chicago Press.
- Rivers, W. (1983). *Communicating naturally in a second language: theory and practice in language teaching*. New York: Cambridge University Press.
- Rivers, W. (Ed.). (1987). *Interactive language teaching*. Cambridge: Cambridge University Press.
- Rogers, C. (1951). *Client Centered Therapy*. Boston: Houghton Mifflin Company.
- Rogers, C. (1961). *On becoming a person*. Boston: Houghton Mifflin Company.
- Rorty, R. (1979). *Philosophy and the mirror of nature*. Princeton: Princeton University Press.
- Rorty, R. (1991). *Objectivity, relativism, and truth*. Cambridge :Cambridge University Press.
- Rosch, E. (1973). On the internal structure of perceptual and semantic categories. In T. Moore (Ed.), *Cognitive development and the acquisition of language*. New York: Academic Press.
- Rosch, E. (1978). Principles of categorization. In E. Rosch and B. Lloyd (eds.), *Cognition and categorization*. Hillsdale, NJ: Lawrence Earlbaum Associates.
- Rosch, E. (1981). Prototype classification and logical classification: The two systems. In E. Schlnick (Ed.), *New trends in cognitive representation: Challenges to Piaget's theory*. Hillsdale, NJ: Lawrence Earlbaum Associates.
- Rosch, E. and Mervis, C. (1975). Family resemblance: Studies in the mental structures of categories. *Cognitive Psychology*, 7, 573-605.
- Rubin, J. (1994). A review of second language listening comprehension research. *The Modern Language Journal*, 78, 199-221.
- Ruhl, C. (1989). *On monosemy: A study in linguistic semantics*. New York: State University of New York Press.
- Rumelhart, D. and Norman, D. (1983). *Representation in memory: CHIP Technical Paper (No. 16)*. San Diego: Center for Human Information Processing. University of California.
- Rutherford and M. Sharwood Smith (Eds.) (1989). *Grammar and second language teaching: A book of readings*. Rowley, MA: Newbury House Publishers.

- Rudzka, B., Channell, J., and Putseys, Y. (1981). *The words you need*. New York: Macmillan.
- Ryle, C. (1949). *The concept of mind*. London: Huchinson's University Library.
- Sacks, H. (1992). Lectures on conversation. In G. Jefferson (Ed.), *Lectures on conversation, Vol 1. (Harvey Sacks)*. Cambridge, MA: Blackwell.
- Savignon, S. (1972). *Communicative competence: An experiment in foreign language teaching*. Philadelphia: The Center for Curriculum Development, Inc.
- Savignon, C. (Ed.) (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. Yale University Press.
- Schank, R. and Abelson, R. (1977). *Scripts, plans, goals, and understanding*. Hillsdale, NJ: Lawrence Earlbaum Associates.
- Schank, R. (1990). *Tell me a story: A new look at real and artificial memory*. New York: Macmillan Publishing Company.
- Schiffrin, D. (1987). *Discourse markers*. Cambridge: Cambridge University Press.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11, 129-158.
- Schmidt, R. (Ed.). (1995). *Attention and awareness in foreign language learning*. Honolulu: University of Hawaii Press.
- Schmidt-Rinehart, B. (1994). The effects of topic familiarity in second language listening comprehension. *The Modern Language Journal*, 78, 179-189.
- Schumann, J. (1976). Social distance as a factor in second language acquisition. *Language Learning*, 26, 135-143.
- Searle, J. (1969). *Speech acts*. Cambridge: Cambridge University Press.
- Searle, J. (1983). *Intentionality*. Cambridge: Cambridge University Press.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10, 209-231.
- Sharwood Smith, M. (1993). Input enhancement in instructed SLA. *Studies in Second Language Acquisition*, 15, 165-179.
- Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge: Cambridge University Press.
- Singleton, D. and Ryan, L. (2004). *Language acquisition: The age factor (2nd edition)*. Multilingual Matters.
- Skinner, B.F. (1957). *Verbal Behavior*. New York: Appleton-Century-Crofts.
- Slobin, D. (1979). *Psycholinguistics (2nd edition)*. Illinois: Scott, Foresman and company.
- Smith, L. (Ed.) (1987). *Discourse across cultures: Strategies in world Englishes*. Oxford: Pergamon.

- Smith, R. (Ed.) (2003). *Teaching English as a foreign language, 1912-36: Pioneers of ELT*. London: Routledge.
- Smith, R. (Ed.) (2005). *Teaching English as a foreign language, 1936 to 1961: Foundations of ELT*. London: Routledge.
- Smith, E. and Madin, D. (1981). *Categories and concepts*. Cambridge, MA: Harvard University Press.
- Smith, F. (1976). *Understanding reading*. Rowley, Mass.: Newbury House Publishers.
- Somers, H. (1987). *Valency and case in computational linguistics*. Edinburgh: Edinburgh University Press.
- Spector, M. and Kitsuse, . (1977). *Constructing social problems*. Menlo Park, CA: Cummings.
- Sperber, D. and Wilson, D. (1995). *Relevance: Cognition and communication (2nd edition)*. Oxford: Blackwell.
- Stern, H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.
- Stevick, E. (1974). The meaning of drills and exercises. *Language Learning*, 24, 1-22.
- Stevick, E. (1976). *Memory, meaning and method*. Rowley, Mass.: Newbury House Publishers.
- Stevick, E. (1980). *Teaching languages: A way and ways*. Rowley, Mass.: Newbury House Publishers.
- Stevick, E. (1982). *Teaching and Learning languages*. London: Cambridge University Press.
- Swan, M. and Smith, B. (Eds.) (2001). *Learner English: A teacher's guide to interference and other problems (2nd edition)*. Cambridge: Cambridge University Press.
- Takahashi, T. (1984). *A study of semantic transfer*. Unpublished doctoral dissertation. Teachers College, Columbia University.
- Talbot, M., Atkinson, K. and Atkinson, D. (Eds.) (2003). *Language and power in the modern world: A reader*. Edinburgh: Edinburgh University Press.
- Talmy, L. (2003). *Toward a cognitive semantics: Concept structuring system (Vol.1)*. Cambridge, MA: MIT Press.
- Tanaka, S. (1987). The selective use of specific exemplars in second-language performance: The case of the dative alternation. *Language Learning*, 37, 63-88.
- Tanaka, S. (1990). *Data-based usage of English Grammatical Constructions [data ni miru eigo hyougen / koubun no tukaikata]* (written in Japanese). Tokyo: ALC Publishing Company.
- Tanaka, S. and S. Kawade. (1982). Politeness strategies in second language acquisition.

Studies in Second Language Acquisition, 5, 38-58.

- Tanaka, S. and Abe, H. (1985). Conditions on interlingual transfer. In P. Larson, E. Judd, and D. Messerschmitt (Eds.), *On TESOL '84: A brave new world for TESOL*. Washington, D.C.: TESOL.
- Tanaka, S. and Abe, H. (2004). Constructing a pedagogical grammar in English—A lexically-based grammar of BE and HAVE. *Dokkyo International Review*, 17, 83-114.
- Tanaka, S. and Matsumoto, Y. (1997). *Spatial Expressions and Movement Expressions [kuukan to idou no hyougen]* (written in Japanese). Tokyo: Kenkyusha Publishing Company.
- Tanaka, S. and Fukaya, M. (1989). *Further exploration of sense-making theory [imizukeron no tenkai]*. (written in Japanese). Tokyo: Kinokuniya Publishing Company.
- Tannen, D. (1989). *Talking voices: Repetition, dialogue, and imagery in conversational discourse*. Cambridge: Cambridge University Press.
- Taylor, B. (1975). The use of overgeneralization and transfer learning strategies by elementary and intermediate students in ESL. *Language Learning*, 25, 73-108.
- Taylor, G. (2002). *Cognitive grammar*. Oxford: Oxford University Press
- Taylor, G. (2003). *Linguistic categorization (2nd edition)*. Oxford: Oxford University Press.
- Taylor, G. (2004). Cognitive linguistics and language teaching. *Dokkyo International Review*, 17, 115-137.
- Tomasello, M. (Ed.) (2003). *The new psychology of language: Cognitive and functional approaches to language structure*, Vol. II. Hillsdale, NJ: Lawrence Earlbaum Associates.
- Trim, J. (1978). *Developing a unit / credit scheme of adult language learning*. New York: Pergamon.
- Tudor, I. (2002). *The dynamics of the language classroom*. Cambridge: Cambridge University Press.
- Tulving, E. (1972). Episodic and semantic memory. In E. Tulving and W. Donaldson (Eds.), *Organization of memory*. London: Academic Press.
- Tulving, E. (1983). *Elements of episodic memory*. Oxford: Oxford University Press.
- Ullmann, S. (1962). *Semantics*. Oxford: Blackwell and Mott.
- Van Dijk, T. and Kintch, W. (1983). *Strategies of discourse comprehension*. New York: Academic Press.
- Van EK, J. (1976). *The threshold level of modern language learning in schools*. New York: Pergamon.

- Van Ek, J., Alexander, L., and Fitzpatrick, M. (1977). *Waystage English*. Oxford: Pergamon Press.
- VanPatten, B. (1996). *Input processing and grammar instruction in second language acquisition*. Norwood, N.J.: Ablex.
- Vygotsky, L. (1988). *Thought and language (revised edition)*. Cambridge, Mass: MIT Press.
- Weigle, S. (2002). *Assessing writing*. Cambridge: Cambridge University Press.
- Wenden, A. (2001). Metacognitive knowledge and language learning. *Applied Linguistics*, 19, 515-537.
- Widdowson, H. (1978). *Teaching English as communication*. Oxford: Oxford University Press.
- Widdowson, H. (1986). Design principles for a communicative grammar. In C. Brumfit (Ed.), *The practice of communicative teaching. ELT Documents:124*. The British Council.
- Widdowson, H. (1998). Context, community and authentic language. *TESOL Quarterly*, 32, 708-716.
- Wierzbicka, A. (1988). *The semantics of grammar*. Amsterdam: John Benjamins.
- Wilkins, D. (1974). *Second language learning and teaching*. London: Edward Arnold.
- Wilkins, D. (1976). *Notional syllabuses*. Oxford: Oxford University Press.
- Winitz, H. (Ed.) (1981). *The comprehension approach to foreign language instruction*. Rowley, MA: Newbury House.
- Wittgenstein, L. (1953). *Philosophical investigations*. Oxford: Blackwell.
- Wode, H. (1980). Phonology in L2 acquisition. In S. Felix (Ed.), *Second language development: Trends and issues*. Tübingen: Gunter Narr Verlag.
- Yoshida, K. and Yanase, K. (2003). *Effective use of Japanese for English teaching*. [nihongo no eigo zyugyou niokeru susume] (written in Japanese). Tokyo: Taishukan Publishing Company.
- Yule, G. (1997). *Referential communication tasks*. Mahwah, N.J.: Lawrence Earlbaum.