

文学を使った外国語教育についての文献

リストを徐々によいものにしていきたいと思います。まだ更新中です。

- Abety, P. A. (1991). The notional syllabus in literature. *Review of English Literature*, 3 (1), 93-105.
- Afzali, K., & Tahririan, M. H. (2007). Strategic needs of ESL students in developing their literary competence. *The Asian ESP Journal*, 3 (1), 57-67.
- Agee, J. (1998). Negotiating different conceptions about reading and teaching literature in a preservice literature class. *Research in the Teaching of English*, 33 (1), 85-125.
- Agee, J. (2000). What is effective literary instruction?: A study of experienced high school English teachers in differing grade – and ability – level classes. *Journal of Literacy Research*, 32 (3), 303-348.
- Akyel, A. & Yalçın, E. (1990). Literature in the EFL class: A study of goal-achievement incongruence. *ELT Journal*, 44 (3), 174-180.
- Alan, M. (2001). Literature in the language classroom. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 180-185). Cambridge: Cambridge University Press.
- Alderson, J. C., & Short, M. (1989). Reading literature. In M. Short (Ed.), *Reading, analysing & teaching literature* (pp. 72-119). London: Longman.
- Anagnostopoulos, D. (2003). Testing and student engagement with literature in urban classrooms: A multi-layered perspective. *Research in the Teaching of English*, 38 (2), 177-212.
- Ariyanto, S. (2021). Using intercultural rhetoric to teach poetry: An innovative reading task to build students' critical thinking. *TESOL Journal*, 12(1), 1-5.
- Atler, C., & Ratheiser, U. (2019). A new model of literary competences and the revised CEFR descriptors. *ELT Journal*, 73 (4), 377-386.
- Badran, D. (2007). Stylistics and language teaching: Deviant collocation in literature as a tool for vocabulary expansion. In M. Lambrou & P. Stockwell (Eds.), *Contemporary stylistics* (pp. 180-192). London: Continuum.
- Badran, D. (2012). Metaphor as argument: A stylistic genre-based approach. *Language and Literature*, 21 (2), 119-135.
- Banjo, A. (1985). Issues in the teaching of English literature in Nigeria. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literature* (pp. 200-206). Cambridge: Cambridge University Press.
- Beach, R. (1987). Strategic teaching in literature. In B. F. Jones, A. S. Palincsar, D. S. Ogle, & E. G. Carr (Eds.), *Strategic teaching and learning: Cognitive instruction in the content area* (pp. 135-159). Alexandria, VA: ASCD.
- Beach, R., & Hynds, S. (Eds.). (1990). *Developing discourse practices in adolescence and adulthood*. Norwood, NJ: Ablex.
- Belcher, D., & Hirvela, A. (2000). Literature and L2 composition: Revisiting the debate. *Journal of Second Language Writing*, 9 (1), 21-39.
- Bellard-Thomson, C. (2010). How students learn stylistics: Constructing an empirical study. *Language and Literature*, 19 (1), 35-57.
- Bernhardt, E. (1990). A model of L2 text reconstruction: The recall of literary text by learners of German. In A. Labarca & L. Bailey (Eds.), *Issues in L2: Theory as practice / practice as theory* (pp.21-43). Norwood: Ablex Publishing Corporation.
- Billows, F. (1961). *The technique of language teaching*. London: Longman.
- Bisong, J. O. (1995). An approach to the teaching and learning of poetry in Nigeria. In G. Cook & B. Seidhofer (Eds.), *Principle and practice in applied linguistics: Studies in honor of H. G. Widdowson* (pp. 289-302). Oxford: Oxford University Press.
- Blachowicz, C. L. Z., & Fisher, P. (2004). Keep the “fun” in fundamental: Encouraging word awareness and incidental word learning in the classroom through word play. In J. F. Baumann & E. D. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 218-237). New

- York/London: The Guilford Press.
- Bland, J. (2015). Grammar templates for the future with poetry for children. In J. Bland (Ed.), *Teaching English to young learners: Critical issues in language teaching with 3-12 year olds* (pp. 147–166). London: Bloomsbury.
- Bloemert, J., Paran, A., Jansen, E., & van de Grift, W. (2019). Students' perspective on the benefits of EFL literature education. *The Language Learning Journal*, 47(3), 371–384.
- Bloome, D., & Egan-Robertson, A. (1993). The social construction of intertextuality in classroom reading and writing lessons. *Reading Research Quarterly*, 28 (4), 305-334.
- Boers, F. (2000). Metaphor awareness and vocabulary retention. *Applied Linguistics*, 21 (4), 553-571.
- Boers, F. (2004). Expanding learners' vocabulary through metaphor awareness: What expansion, what learners, what vocabulary? In M. Achard and S. Niemeier (Eds.), *Cognitive linguistics, second language acquisition, and foreign language teaching* (pp. 211-232). Berlin: Mouton de Gruyter.
- Booth, W. C. (1998). The ethics of teaching literature. *College English*, 61 (1), 41-55.
- Bordag, D., & Rogahn, M. (2019). The role of literariness in second language incidental vocabulary acquisition. *Applied Psycholinguistics*, 40(2), 399-425.
- Bouman, L. (1983). Who's afraid of poetry? *Modern English Teacher*, 10 (3), 14-19.
- Boyle, J. P. (1986). Testing language with students of literature in ESL situations. In C. Brumfit & R. Carter (Eds.), *Literature and language teaching* (pp. 199-207). Oxford: Oxford University Press.
- Bredella, L., & Delanoy, W. (Eds.). (1996). *Challenges of literary texts in the foreign language classroom*. Tübingen, Germany: Gunter Narr Verlag.
- Bremner, S. (2008). Intertextuality and business communication textbooks: Why students need more textual support. *English for Specific Purposes*, 27 (3), 306-321.
- Britton, J. N. (1984). Viewpoints: The Distinction between participant and spectator role language in research and practice. *Research in the Teaching of English*, 18 (3), 320-331.
- Brody, P., DeMilo, C., & Purves, A. C. (1989). *The current state of assessment in literature*. Albany, NY: Center for the Learning & Teaching of Literature, State University of New York.
- Broner, M. A., & Tarone, E. E. (2001). Is it fun?: Language play in a fifth-grade Spanish immersion classroom. *The Modern Language Journal*, 85 (3), 363-379.
- Brumfit, C. (Ed.). (1991). *Assessment in literature teaching*. Basingstoke: Palgrave Macmillan.
- Brumfit, C. (1991). Testing literature. In C. Brumfit (Ed.), *Assessment in Literature Teaching* (pp. 1-8). Basingstoke: Palgrave Macmillan.
- Brumfit, C., & Carter, R. A. (Eds.). (1986). *Literature and language teaching*. Oxford: Oxford University Press.
- Brumfit, C. J. & Killam, G. D. (1986). Proposed examination paper. In C. J. Brumfit & R. A. Carter (Eds.), *Literature and language teaching* (pp. 253-255). Oxford: Oxford University Press.
- Burke, M. (2010). Why care about pedagogical stylistics? *Language and Literature*, 19 (1), 7-11.
- Burkett, C., & Goldman, S. R. (2016). "Getting the point" of literature: Relations between processing and interpretation. *Discourse Processes*, 53(5–6), 457–487.
- Burton, B., & Carter, R. (2006). Literature and the language of literature. In K. Brown (ed.), *Encyclopedia of language and linguistics*, Vol. 7 (2nd ed., pp. 267-274). Oxford: Elsevier.
- Carter, R. (2007). Literature and language teaching 1986-2006: A review. *International Journal of Applied Linguistics*, 17 (1), 3-13.
- Carter, R. (2010). Issues in pedagogical stylistics: A coda. *Language and Literature*, 19 (1), 115-122.
- Carter, R., & Long, M. N. (1990). Testing literature in EFL classes: Tradition and innovation. *English Language Teaching Journal*, 44 (3), 215-221.
- Carter, R. A., & Long, M. N. (1991). *Teaching literature*. London/New York: Longman.
- Carter, R., & McCarthy, M. (1995). Discourse and creativity: Bridging the gap between language and literature. In G. Cook & B. Seidlhofer (Eds.), *Principles and practice in applied linguistics: Studies in honor of H. G. Widdowson* (pp. 303-321). Oxford: Oxford University Press.
- Chan, P. (1999). Literature, language awareness and EFL. *Language Awareness*, 8 (1), 38-50.
- Chatman, S. (1957). Linguistics and teaching introductory literature. *Language Learning*, 7 (3-4), 3-10.

- Chesnokova, A. & van Peer, W. (2016). Anyone came to live here some time ago: A cognitive semiotics approach to deviation as a foregrounding device. *Versus: Quaderni di studi semiotici*, 122, 1-18.
- Chesnokova, A., & Yakuba, V. (2011). Using stylistics to teach literature to non-native speakers. In L. Jeffries & D. McIntyre (Eds.), *Teaching stylistics* (pp. 95-108). Basingstoke: Palgrave Macmillan.
- Cohen, D. H. (1968). The effect of literature on vocabulary and reading achievement. *Elementary English*, 45 (2), 209-217.
- Cohen, D. H. (1969). Word meaning and the literary experience in early childhood. *Elementary English*, 46 (7), 914-925.
- Collie, J., & Slater, S. (1987). *Literature in the language classroom: A resource book of ideas and activities*. Cambridge: Cambridge University Press.
- Cook, G. (1998). Literature teaching. In K. Johnson & H. Johnson (Eds.), *Encyclopedic dictionary of applied linguistics* (pp. 204-207). Oxford: Blackwell.
- Cook, G. (2000). *Language play, language learning*. Oxford: Oxford University Press.
- Cook, G. (2001). 'The philosopher pulled the lower jaw of the hen': Ludicrous invented sentences in language teaching. *Applied Linguistics*, 22 (3), 366-387.
- Cooper, C. R. (Ed.). (1985). *Researching responses to literature and the teaching of literature: Points of departure*. Norwood, NJ: Ablex.
- Cushing, I. (2018). Stylistics goes to school. *Language and Literature*, 27 (4), 271-285.
- Cushing, I. (2018). "Suddenly, I am part of the poem": Texts as worlds, reader-response and grammar in teaching poetry. *English Education*, 52(1), 7-19.
- Dasenbrock, R. W. (1999). Why read multicultural literature?: An Arnoldian perspective. *College English*, 61 (6), 691-701.
- Davis, A. (1985). Commentator 1. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literature* (pp. 61-63). Cambridge: Cambridge University Press.
- Davis, J. (1989). *The act of reading* in the foreign language: Pedagogical implications of Iser's reader-response theory. *The Modern Language Journal*, 73 (4), 420-428.
- Davis, J. (1992). Reading literature in the foreign language: The comprehension / response connection. *The French Review*, 65 (3), 359-370.
- Deane, P. (2020). *Building and justifying interpretations of texts: A key practice in the English language arts*. (Research Report No. RR-20-20). Educational Testing Service.
- De Vooght, E., & Nemegeer, G. (2021). Reading and analysing short story collections: An empirical study of readers' interpretation process of Benni's *Il bar sotto il mare*. *Language and Literature*, 30(4), 361-380.
- Diaz-Santos, G. (2000). Technothrillers and English for science and technology. *English for Specific Purposes*, 19 (3), 221-236.
- Donato, R., & Brooks, F. B. (2004). Literary discussions and advanced speaking functions: Researching the (dis)connection. *Foreign Language Annals*, 37 (2), 183-199.
- DuBravac, S., & Dalle, M. (2002). Reader question formation as a tool for measuring comprehension: Narrative and expository textual inferences in a second language. *Journal of Research in Reading*, 25(2), 217-231.
- Durant, A., Mills, S., & Montgomery, M. (1988). Commentary on 'Putting stylistic analysis in its place'. *Critical Quarterly*, 30 (2), 21-23.
- Durrant, A., Mills, S., & Montgomery, M. (1988). New ways of reading: A course innovation at the University of Strathclyde. *Critical Quarterly*, 30 (2), 11-19.
- Earthman, E. (1992). Creating the virtual work: Reader's processes in understanding literary texts. *Research in the Teaching of English*, 26 (4), 351-384.
- Edmondson, W. (1997). The role of literature in foreign language learning and teaching: Some valid assumptions and invalid arguments. *AILA Review*, 12, 42-55.
- Elbow, P. (2002). The cultures of literature and composition: What could each learn from the other? *College English*, 64 (5), 533-546.
- Elliott, R. (1990). Encouraging reader-response to literature in ESL situations. *ELT Journal*, 44 (3), 191-198.

- Elster, C. A., & Hanauer, D. I. (2002). Voicing texts, voicing around texts: Reading poems in elementary school classrooms. *Research in the Teaching of English*, 37 (1), 89-134.
- Enoch, J. (2004). Becoming symbol-wise: Kenneth Burke's pedagogy of critical reflection. *College Composition and Communication*, 56 (2), 272-296.
- Ensslin, A. (2007). *Canonizing hypertext: Explorations and constructions*. London: Continuum.
- Eva-Wood, A. L. (2004). How think-and-feel-aloud instruction influences poetry readers. *Discourse Processes*, 38(2), 173-192.
- Eva-Wood, A. L. (2004). Thinking and feeling poetry: Exploring meanings aloud. *Journal of Educational Psychology*, 96(1), 182-191.
- Eva-Wood, A. L. (2008). Does feeling come first?: How poetry can help readers broaden their understanding of metacognition. *Journal of Adolescent & Adult Literacy*, 51(7), 564-576.
- Fang, Z. (2002). The construction of literate understanding in a literature-based classroom. *Journal of Research in Reading*, 25 (1), 109-126.
- Fecteau, M. (1999). First- and Second-language reading comprehension of literary texts. *The Modern Language Journal*, 83 (4), 475-493.
- Fernando, L. (1985). Commentator 2. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literature* (pp. 197-199). Cambridge: Cambridge University Press.
- Fogal, G. G., (2015). Pedagogical stylistics in multiple foreign language and second language contexts: A synthesis of empirical research. *Language and Literature*, 24 (1), 54-72.
- Gajdusek, L. (1988). Toward wider use of literature in ESL: Why and how. *TESOL Quarterly*, 22 (2), 227-257.
- Galda, L., Ash, G. E., & Cullinan, B. E. (2000). Children's literature. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Volume III, pp. 361-379). London: Lawrence Erlbaum Associates.
- Gavins, J., & Hodson, J. (2007). When the students become the teachers: A practical pedagogy. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp. 27-36). New York: Palgrave Macmillan.
- Gerber, U. (1990). Literary role play. *English Language Teaching Journal*, 44 (1), 199-203.
- Ghosn, I. (2002). Four good reasons to use literature in primary school ELT. *English Language Teaching Journal*, 56 (2), 172-179.
- Gilroy, M. (1995). An investigation into teachers' attitudes to using literature in the language classroom. *Edinburgh Working Papers in Applied Linguistics*, 6, 1-17.
- Gilroy, M., & Parkinson, B. (1997). Teaching literature in a foreign language. *Language Teaching*, 29 (4), 213-225.
- Giovanelli, M., & Mason, J. (2015). 'Well I don't feel that': Schemas, worlds and authentic reading in the classroom. *English in Education*, 49 (1), 41-55.
- Gönen, S. I. K. (2018). Implementing poetry in the language class: A poetry-teaching framework for prospective English language teachers. *Advances in Language and Literary Studies*, 9(5), 28-38.
- Gower, R. (1986). Can stylistic analysis help the EFL learner to read literature? *ELT Journal*, 40 (2), 125-130.
- Gugin, D. L. (2007). From syntax to schema: Teaching Flannery O'Connor in the Persian Gulf. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp. 129-139). New York: Palgrave Macmillan.
- Haas, C., & Flower, L. (1988). Rhetorical reading strategies and the construction of meaning. *College Composition and Communication*, 39 (2), 167-183.
- Hall, G. (2003). Poetry, pleasure, and second language learning classrooms. *Applied Linguistics*, 24 (3), 395-399.
- Hall, G. (2005). *Literature in language education*. New York: Palgrave Macmillan.
- Hall, G. (2007). Stylistics in second language contexts: A critical perspective. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp. 3-14). New York: Palgrave Macmillan.
- Hall, G. (2014). Pedagogical stylistics. In M. Burke (Ed.), *The Routledge handbook of stylistics* (pp.

- 239-252). London: Routledge.
- Hall, G. (2018). Literature, creativity and language awareness. In P. Garrett & J. M. Cots (Eds.), *The Routledge handbook of language awareness* (pp. 141-154). New York: Routledge.
- Hanauer, D. (1997). Reading literature and the world of multiliteracies. *SPIEL*, 16 (1), 152-155.
- Hanauer, D. (1997). Poetry reading in the second language classroom. *Language Awareness*, 6 (1), 2-16.
- Hanauer, D. (1999). Attention and literary education: A model of literary knowledge development. *Language Awareness*, 8 (1), 15-29.
- Hanauer, D. I. (2001). Focus-on-cultural understanding: Literary reading in the second language classroom. *CAUCE: Revista de Filología y su Didáctica*, 24, 389-404.
- Hanauer, D. (2001). The task of poetry reading and second language learning. *Applied Linguistics*, 22 (3), 295-323.
- Hanauer, D. (2001). The new critical method revisited: Explicit modeling, open discussion and the development of literary knowledge. *FRAME: Journal of Literary Studies*, 15, 12-37.
- Hanauer, D. I. (2003). Literature and applied linguistics: New perspectives. *Canadian Modern Language Review*, 60 (1), 1-6.
- Hanauer, D. (2003). Multicultural moments in poetry: The importance of the unique. *The Canadian Modern Language Review*, 60 (1), 69-87.
- Hanauer, D.I. (2004). *Poetry and the meaning of life*. Toronto: Pippin.
- Hanauer, D. I. (2007). Attention-directed literary education: An empirical investigation. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp. 169-180). New York: Palgrave Macmillan.
- Hanauer, D. I. (2011). The scientific study of poetic writing. *Scientific Study of Literature*, 1 (1), 79-87.
- Hanauer, D. I. (2015). Beauty judgements of non-professional poetry: Regression analyses of authorial attribution, emotional response and perceived writing quality. *Scientific Study of Literature*, 5 (2), 183-199.
- Hanauer, D. I. (2018). Intermediate states of literariness: Poetic lining, sociological positioning, and the activation of literariness. *Scientific Study of Literature*, 8 (1), 114-134.
- Hancock, M. R. (1993). Exploring the meaning-making process through the content of literature response journals: A case study investigation. *Research in the Teaching of English*, 27 (4), 335-369.
- Harkin, P. (2005). The reception of reader-response theory. *College Composition and Communication*, 56 (3), 410-425.
- Harper, G. (2016). Teaching creative writing. In R. H. Jones (Ed.), *The Routledge handbook of language and creativity* (pp. 498-512). London: Routledge.
- Haswell, R. H., Briggs, T. L., Fay, J. A., Gillen, N. K., Harrill, R., Shupala, A. M., & Trevino, S. S. (1999). Context and rhetorical reading strategies: Haas and Flower (1988) revisited. *Written Communication*, 16 (1), 3-27.
- Henning, S. D. (1992). Assessing literary interpretation skills. *Foreign Language Annals*, 25 (4), 339-355.
- Henning, S. D. (1993). The integration of language, literature, and culture: Goals and curricular design. *ADFL Bulletin*, 24 (2), 51-55.
- Henrichsen, L. E. (1983). Teacher preparation needs in TESOL: The results of an international survey. *RELC Journal*, 14 (1), 18-45.
- Hess, N. (2003). Real language through poetry: A formula for meaning making. *English Language Teaching Journal*, 44 (3),
- Hillocks, G. (1980). Toward a hierarchy of skills in the comprehension of literature. *The English Journal*, 69(3), 54-59.
- Hillocks, G., & Ludlow, L. H. (1984). A taxonomy of skills in reading and interpreting fiction. *American Educational Research Journal*, 21(1), 7-24.
- Hirvela, A. (1989). Five bad reasons why language teachers avoid literature. *The British Journal of Language Teaching*, 27 (3), 127-132.
- Hirvela, A. (1990). ESP and literature: A reassessment. *English for Specific Purposes*, 9 (3),

237-252.

- Hirvela, A. (1996). Reader-response theory and ELT. *English Language Teaching Journal*, 50 (2), 127-134.
- Hirvela A., & Buyle, J. (1988). Literature courses and student attitude. *English Language Teaching Journal*, 57 (1), 19-25.
- Holmes, J. (2004). Intertextuality in EAP: An African context. *Journal of English for Academic Purposes*, 3, 73-84.
- Holmes, V. L., & Moulton, M. R. (2001). *Writing simple poems: Pattern poetry for language acquisition*. Cambridge: Cambridge University Press.
- Horowitz, D. (1990). Fiction and non fiction in ESL. *English for Specific Purposes*, 9 (2), 161-168.
- Hurlbert, C. M. (2003). 'From behind the veil': Teaching the literature of the enemy. *The Canadian Modern Review*, 60 (1), 55-68.
- Iida, A. (2010). Implications for teaching haiku in ESL and EFL contexts. *The Language Teacher*, 34 (3), 56-61.
- Iida, A. (2012). The value of poetry writing: Cross-genre literacy development in a second language. *Scientific Study of Literature*, 2 (1), 60-82.
- Iida, A. (2012). Writing haiku in a second language: Perceptions, attitudes, and emotions of second language learners. *Sino-US English Teaching*, 9 (9), 1472-1485.
- Iida, A. (2013). Critical review of literary reading and writing in a second language. *The Journal of Literature in Language Teaching*, 2, 5-11.
- Isenberg, N. (1990). Literary competence: the EFL reader and the role of the teacher. *English Language Teaching Journal*, 44 (3), 181-190.
- Jameson, G. (1979). Cross-cultural communication through literature: An analysis of the response of foreign students to 'an introduction to English literature', a college general education course. In M. A. Jazayery, E. C. Polmé, & W. Winter (Eds.), *Linguistic and literary studies in honor of Archibald A Hill IV: Linguistics and literature / sociolinguistics and applied linguistics* (pp. 293-308). The Hague/Paris: Mouton.
- Johnson, D. D., von Hoff Johnson, B., & Schlichting, K. (2004). Logology: Word and language play. In J. F. Baumann & E. D. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 179-200). New York/London: The Guilford Press.
- Kachru, B. B. (1995). Transcultural creativity in world Englishes and literary canons. In G. Cook & B. Seidlhofer (Eds.), *Principles and practice in applied linguistics: Studies in honor of H. G. Widdowson* (pp. 271-287). Oxford: Oxford University Press.
- Kim, M. (2004). Literature discussions in adult L2 learning. *Language and Education*, 18 (2), 145-166.
- Koljevic, S. (1985). Commentator 1. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literature* (p. 207). Cambridge: Cambridge University Press.
- Koževniková, K. (1972). The language of literature and foreign language teaching. In V. Fried (Ed.), *The Prague School of Linguistics and language teaching* (pp. 196-210). London: Oxford University Press.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kramsch, C. (1996). Stylistic choice and cultural awareness. In L. Bredella & W. Delanoy (Eds.), *Challenges of literary texts in the foreign language classroom* (pp. 162-184). Tübingen, Germany: Gunter Narr Verlag.
- Lazar, G. (1990). Using novels in the language-learning classroom. *English Language Teaching Journal*, 44 (3), 204-214.
- Lazar, G. (1993). *Literature and language teaching: A guide for teachers and trainers*. Cambridge: Cambridge University Press.
- Lazar, G. (1994). Using literature at lower levels. *English Language Teaching Journal*, 48 (2), 115-124.
- Lazar, G. (1996). Exploring literary texts with the language learner. *TESOL Quarterly*, 30 (4), 773-776.
- Lazar, G. (2016). Literature and language teaching. In R. H. Jones (Ed.), *The Routledge handbook of*

- language and creativity (pp. 468-482). London: Routledge.
- Lee, C. D. (1995). A culturally based cognitive apprenticeship: Teaching African American high school students skills in literary interpretation. *Reading Research Quarterly*, 30(4), 608–630.
- Lee, C. D. (2011). Education and the study of literature. *Scientific Study of Literature*, 1 (1), 49-58.
- Lee, C. D., & Goldman, S. R. (2015). Assessing literary reasoning: Text and task complexities. *Theory Into Practice*, 54(3), 213-227.
- Lee, C. D., Goldman, S. R., Levine, S., & Magliano, J. (2016). Epistemic cognition in literary reasoning. In J. A. Greene, W. A. Sandoval, & I. Bråten (Eds.), *Handbook of epistemic cognition* (pp. 165–183). New York: Routledge.
- Leung, C. (2003). Bicultural perspectives and reader response: Four American readers respond to Jean Fritz's Homesick. *The Canadian Modern Linguistic Review*, 60 (1), 27-54. (Original work published 2002)
- Levine, S. (2019). Using everyday language to support students in constructing thematic interpretations. *Journal of the Learning Sciences*, 28, 1–31.
- Levine, S., & Horton, W. (2015). Heling high school students read like experts: Affective evaluation, salience, and literary interpretation. *Cognition and Instruction*, 33(2), 125-153.
- Levine, S., Trepper, K., Chung, R. H., & Coelho, R. (2021). How feeling supports students' interpretive discussions about literature. *Journal of Literacy Research*, 53(4), 491–515.
- Lin, B. (2006). Exploring the literary text through grammar and the (re-)integration of literature and language teaching. In A. Paran (Ed.), *Literature in language teaching and learning* (pp. 101-116). Alexandria, VA: TESOL.
- Lin, H. (2010). The taming of the immeasurable: An empirical assessment of language awareness. In A. Paran & L. Sercu (Eds.), *Testing the untestable in language education* (pp. 191-214). Bristol, UK: Multilingual Matters.
- Littlemore, J., & Low, G. (2006). Metaphoric competence, second language learning, and communicative language ability. *Applied Linguistics*, 27 (2), 268-294.
- Lott, B. (1988). Language and literature. *Language Teaching*, 21 (1), 1-13.
- Lyman-Hager, M. A. (2000). Bridging the language-literature gap: Introducing literature electronically to the undergraduate language student. *CALICO Journal*, 17 (3), 431-452.
- Mackay, R. (1992). Lexicide and goblin-spotting in the language/literature classroom. *ELT Journal*, 46 (2), 199-208.
- MacKenzie, I. (2000). Institutionalized utterances, literature, and language teaching. *Language and Literature*, 9 (1), 61-78.
- Maestri, F. (1995). Exploring structure and discovering meaning. *Language Awareness*, 4 (2), 89-98.
- Maley, A. (1989). A comeback for literature? *Practical English Teaching*, 10 (1), 59.
- Maley, A. (2001). Literature in the language classroom. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp.180-185). Cambridge: Cambridge University Press.
- Maley, A., & Duff, A. (1989). *The inward ear: Poetry in the language classroom*. Cambridge: Cambridge University Press.
- Maley, A., & Moulding, S. (1998). *Poem into poem*. Cambridge: Cambridge University Press.
- Marshall, M. (1979). Love and death in Eden: Teaching English literature to ESL students. *TESOL Quarterly*, 13 (3), 331-338.
- Mattix, M. (2002). The pleasure of poetry reading and second language learning: A response to David Hanauer. *Applied Linguistics*, 23 (4), 515-518.
- McCarthy, K. S., & Goldman, S. R. (2015). Comprehension of short stories: Effects of task instructions on literary interpretation. *Discourse Processes*, 52(7), 585–608.
- McConochie, J. (1982). All this fiddle: Enhancing language awareness through poetry. In M. Hines & W. Rutherford (Eds.), *On TESOL '81: Selected papers from the Fifteenth Annual Conference of Teachers of English to Speakers of Other Languages, Detroit, Michigan, March 3-8, 1981* (pp. 231-240). Washington, DC: TESOL.
- McIntyre, D. (2003). Using foregrounding theory as a teaching methodology in a stylistics course. *Style*, 37(1), 1–13.
- McKay, S. (1982). Literature in the ESL classroom. *TESOL Quarterly*, 16 (4), 529-229.

- McKay, S. L. (2001). Literature as content for ESL/EFL. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 319-332). Boston: Heinle & Heinle.
- McRae, J. (1991). *Literature with a small 'l'*. London/Basingstoke: Macmillan Publishers.
- McRae, J. (1996). Representational language learning: From language awareness to text awareness. In R. Carter & J. McRae (Eds.), *Language, literature & the learner: Creative classroom practice* (pp. 16-40). London: Longman.
- Met, M. (1991). Foreign language: On starting early. *Educational Leadership*, 49 (1), 88-89.
- Miall, D. S. (2010). Reading through the machine. In W. van Peer, S. Zyngier, & V. Viana (Eds.), *Literary education and digital learning: Methods and technologies for humanities studies* (pp. 187-198). New York: Information Science Reference.
- Morrow, L. M., & Gambrell, L. B. (2000). In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Volume III, pp. 563-586). London: Lawrence Erlbaum Associates.
- Murdoch, G. (2001). Scheming ways: Preparing lower level EFL learners to interact with literary texts. *CAUCE: Revista de Filología y su Didáctica*, 24, 493-506.
- Murphy, S., Culpeper, J., Gillings, M., & Pace-Sigge, M. (2020). What do students find difficult when they read Shakespeare?: Problems and solutions. *Language and Literature*, 29, 302-326.
- Muyskens, J. A. (1983). Teaching second-language literatures: Past, present and future. *The Modern Language Journal*, 67 (4), 413-423.
- Nance, K. A. (1994). Developing students' sense of literature in the introductory foreign language literature course. *ADFL Bulletin*, 25 (2), 23-29.
- Nash, W. (1984). Composition and creativeness. In W. van Peer & J. Renkema (Eds.), *Pragmatics and stylistics* (pp. 255-290). Leuven, Belg: Uitgeverij Acco.
- Nasr, N. (2001). The use of poetry in TEFL: Literature in the new Lebanese curriculum. *CAUCE: Revista de Filología y su Didáctica*, 24, 345-363.
- Nunn, R., & Nunn, F. (2004). Exchanging 'punches': Narrative jokes in the language classroom. *Modern English Teacher*, 13 (3), 30-35.
- O'Halloran, K. (2015). Creating a film poem with stylistic analysis: A pedagogical approach. *Language and Literature*, 24 (2), 83-107.
- O'Neil, G. P. (1987). Literature. *American Association of Teachers of French National Bulletin*, 13 (Special Issue), 16-17.
- Opitz, M. F. (2000). *Rhymes & reasons: Literature and language play for phonological awareness*. Portsmouth, NH: Heinemann.
- Oster, J. (1989). Seeing with different eyes: Another view of literature in the ESL class. *TESOL Quarterly*, 23 (1), 85-103.
- Ozawa, S. (2002). Process-oriented approach to literature: Facilitating effect of literary works on communicative reading. 『鳴門英語研究』, 16, 27-38.
- Pablos, J. A. P. (1992). The two (or three) L. A. 's: Using literary texts in English in southern Spain. *Language Awareness*, 1 (1), 33-45.
- Paesani, K. (2005). Literary texts and grammar instruction: Revisiting the inductive presentation. *Foreign Language Annals*, 38 (1), 15-24.
- Paran, A. (2006). The stories of literature and language teaching. In A. Paran (Ed.), *Literature in language teaching and learning* (pp. 1-10). Alexandria, VA: TESOL.
- Paran, A. (2008). The role of literature in instructed foreign language learning and teaching: An evidence-based survey. *Language Teaching*, 41 (4), 465-496.
- Paran, A. (2010). Between Scylla and Charybdis: The dilemmas of testing language and literature. In A. Paran & L. Sercu (Eds.), *Testing the untestable in language education* (pp. 143-164). Toronto: Multilingual Matters.
- Paran, A., Spöttl, C., Ratheiser, U., & Eberharter, K. (2021). Measuring literary competences in SLA. In P. Winke & T. Brunfaut (Eds.), *The Routledge handbook of second language acquisition and language testing* (pp. 326-337). London Routledge.
- Parkinson, B., & Thomas, H. R. (2004). *Teaching literature in a second language*. Edinburgh, Scotland: Edinburgh University Press.
- Peskin, J. (1998). Constructing meaning when reading poetry: An expert-novice study. *Cognition*

- and *Instruction*, 16(3), 235–263.
- Peskin, J. (2007). The genre of poetry: Secondary school students' conventional expectations and interpretive operations. *English in Education*, 41(3), 20–36.
- Peskin, J. (2010). The development of poetic literacy during the school years. *Discourse Processes*, 47(2), 77–103.
- Peskin, J., Allen, G., & Wells-Jopling, R. (2010). "The education imagination": Applying instructional research to the teaching of symbolic interpretation of poetry. *Journal of Adolescent & Adult Literacy*, 53(6), 498–507.
- Peskin, J., & Wells-Jopling, R. (2012). Fostering symbolic interpretation during adolescence. *Journal of Applied Developmental Psychology*, 33, 13–23.
- Piasecka, L. (2013). Blending literature and foreign language learning: Current approaches. In D. Gabryś-Barker, E. Piechurska-Kuciel, & J. Zybert (Eds.), *Investigations in teaching and learning languages: Studies in honour of Hanna Komorowska* (pp. 217–232). New York: Springer.
- Picken, J. D. (2005). Helping foreign learners to make sense of literature with metaphor awareness-raising. *Language Awareness*, 14 (2-3), 142–152.
- Pietro, R. J. D. (1982). The multi-ethnicity of American literature: A neglected resource for the EFL teacher. In M. Hines & W. Rutherford (Eds.), *On TESOL'81* (pp. 215–229). Washington, DC: TESOL.
- Pike, K. L. (1988). Bridging language learning, language analysis, and poetry, via experimental syntax. In D. Tannen (Ed.), *Linguistics in context: Connecting observation and understanding (lectures from the 1985 LSA/TESOL and NEH Institutes)* (pp. 221–245). Norwood, NJ: Ablex.
- Politi, J. (1985). Commentator 1. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literature* (pp. 195–196). Cambridge: Cambridge University Press.
- Poole, A. (2016). Comprehending poetry: What literature instructors can learn from students' strategies. *The CEA Critic*, 78(3), 363–374.
- Pope, R. (1995). *Textual intervention: Critical and creative strategies for literary studies*. London: Routledge.
- Povey, J. F. (1967). Literature in TESL programs: The language and the culture. *TESOL Quarterly*, 1 (2), 40–46.
- Preston, W. (1982). Poetry ideas in teaching literature and writing to foreign students. *TESOL Quarterly*, 16 (4), 489–502.
- Probst, R. E. (2004). *Response & analysis: Teaching literature in secondary school* (2nd ed.). Portsmouth, NH: Heinemann.
- Purves, A. C. (1990). Testing literature: The current state of affairs. In Office of Educational Research and Improvement (Ed.), *Testing and assessment, special collection 1* (pp. 1–2). Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills.
- Purves, A. C. (1992). Testing literature. In J. A. Langer (Ed.), *Literature instruction: A focus on student response* (pp. 19–34). Urbana, IL: NCTE.
- Qiping, Y., & Shubo, C. (2002). Teaching English literature in China: Importance, problems and countermeasures. *World Englishes*, 21 (20), 317–324.
- Quirk, R., & Widdowson, H. G. (Eds.). (1985). *English in the world: Teaching and learning the language and literature*. Cambridge: Cambridge University Press.
- Ramsaran, S. (1983). Poetry in the language classroom. *English Language Teaching Journal*, 37 (1), 36–43.
- Richings, V. A. (2017). Student responses to literary text and timed reading activities. *LET Kansai Chapter Collected Papers*, 16, 21–33.
- Rosenblatt, L. (1982). The literary transaction: Evocation and Response. *Theory Into Practice*, 21 (4), 268–277.
- Rosenblatt, P. (1985). Viewpoints: Transaction versus intreraction – A terminological rescue operation. *Research in the Teaching of English*, 19 (1), 96–107.
- Rosenkjar, P. (2006). Learning and teaching how a poem means: Literary stylistics for EFL undergraduates and language teachers in Japan. In A. Paran (Ed.), *Literature in language teaching and learning* (pp. 117–131). Alexandria, VA: TESOL.

- Rossiter, P. (1997). Pleasure as a second language: Creative writing and language learning. *Language, Information, Text*, 4, 25-48.
- Rossiter, P. (1998). Metaphors and Martians: Creative writing and cross-cultural discourse in the language classroom. *Language, Information, Text*, 5, 51-82.
- Rossiter, P. (2003). Language, literature, and creativity in the classroom. In 斎藤兆史 (編), 『文体論理論における英語・英文学研究の再編成』(平成 11 年度～平成 14 年度科学研究費補助金(基盤研究(B)(2))研究成果報告書, 課題番号 11410120).
- Sauro, S., & Sundmark, B. (2016). Report from Middle-Earth: Fan fiction tasks in the EFL classroom. *ELT Journal*, 70 (4), 414-423.
- Schofer, P. (1990). Literature and communicative competence: A springboard for the development of critical thinking and aesthetic appreciation of literature in the land of language. *Foreign Language Annals*, 23 (4), 325-334.
- Schultz, J. M. (1995). Making the transition from language to literature. In M. Haggstrom, L. Z. Morgan, & J. A. Wiczorek (Eds.), *The foreign language classroom: Bridging theory and practice* (pp. 3-20). London: Garland.
- Schulz, R. (1981). Literature and readability: Bridging the gap in foreign language reading. *The Modern Language Journal*, 65 (1), 43-53.
- Scott, J. A., & Nagy, W. E. (2004). Developing word consciousness. In J. F. Baumann & E. D. Kame'enui (Eds.), *Vocabulary instruction: Research to practice* (pp. 201-217). New York/London: The Guilford Press.
- Scott, V. M., & Huntington, J. A. (2007). Literature, the interpretive mode, and novice learners. *The Modern Language Journal*, 91 (1), 3-14.
- Sell, R. D. (1995). Why is literature central? *Review of English Language Teaching*, 5 (1), 4-20.
- Sell, R. D. (1995). Literature in a university language department. *Review of English Language Teaching*, 5 (1), 93-116.
- Sell, R. D. (Ed.). (2002). *Children's literature as communication: The ChiLPA project*. Amsterdam/Philadelphia: John Benjamins.
- Shackleton, M. (1995). Some literature-based activities: Intermediate and advanced levels (2). *Review of English Language Teaching*, 5 (1), 87-92.
- Shanahan, D. (1997). Articulating the relationship between language, literature, and culture: Toward a new agenda for foreign language teaching and research. *The Modern Language Journal*, 81 (2), 164-174.
- Sharwood Smith, M. (1972). Some thoughts on the place of literature in a practical English syllabus. *English Language Teaching Journal*, 26 (3), 274-278.
- Shelton-Strong, S. J. (2011). Literature circles in ELT. *ELT Journal*, 66 (2), 214-223.
- Shook, D. J. (1996). Foreign language literature and the beginning learner-reader. *Foreign Language Annals*, 29 (2), 201-216.
- Short, M., & Breen, M. P. (1988). Putting stylistic analysis in its place. *Critical Quarterly*, 30 (2), 3-10.
- Short, M., & Breen, M. P. (1988). Commentary on 'New ways of reading'. *Critical Quarterly*, 30 (2), 24-26.
- Short, M., Busse, B., & Plummer, P. (2007). Investigating student reactions to a web-based stylistics course in different national and educational settings. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp. 106-125). New York: Palgrave Macmillan.
- Sigvardsson, A. (2017). Teaching poetry reading in secondary education: Findings from a systematic literature review. *Scandinavian Journal of Educational Research*, 61(5), 584-599.
- Sigvardsson, A. (2020). Don't fear poetry!: Secondary teachers' key strategies for engaging pupils with poetic texts. *Scandinavian Journal of Educational Research*, 64(6), 953-966.
- Simatupang, M. (1985). Commentator 2. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literature* (pp. 208-209). Cambridge: Cambridge University Press.
- Simpson, P. (2007). Non-standard grammar in the teaching of language and style. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp.

- 140-154). New York: Palgrave Macmillan.
- Soalt, J. (2005). Bringing together fictional and informational texts to improve comprehension. *The Reading Teacher*, 58 (7), 680-683.
- Sonmez, S. (2007). An overview of the studies on the use of authentic texts in language classrooms. *Third International Online Conference on Second and Foreign Language Teaching and Research, March 2-4, 2007. "Coming Together": The Shrinking Global Village*.
- Sosa, T., Hall, A. H., Goldman, S. R., & Lee, C. D. (2016). Developing symbolic interpretation through literary argumentation. *Journal of the Learning Sciences*, 25(1), 93-132.
- Spack, R. (1985). Literature, reading, writing, and ESL: Bridging the gaps. *TESOL Quarterly*, 19 (4), 703-725.
- Spiro, J. (2010). Crossing the bridge from appreciative reader to reflective writer: The assessment of creative process. In A. Paran & L. Sercu (Eds.), *Testing the untestable in language education* (pp. 165-190). Bristol, UK: Multilingual Matters.
- Sposet, B. (2008). *The role of music in second language acquisition: A bibliographical review of seventy years of research, 1937-2007*. New York: The Edwin Mellen Press.
- Stern, S. L. (1991). An integrated approach to literature in ESL/EFL. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (2nd ed., pp. 328-346). Boston: Heinle & Heinle.
- Sterponi, L. (2007). Clandestine interactional reading: Intertextuality and double-voicing under the desk. *Linguistics and Education*, 18, 1-23.
- Stockwell, P. (2007). On teaching literature itself. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp. 15-24). New York: Palgrave Macmillan.
- Takahashi, K. (2007). Is the English of literary works really "unique"? Doubts about its exclusion from second language learning. 『言語情報科学』, 5, 113-126.
- Takai, O. (2002). The use of haiku in teaching English (1). 『小樽商科大学人文研究』, 104, 59-71.
- Takai, O. (2003). The use of haiku in teaching English (2). 『小樽商科大学人文研究』, 106, 113-125.
- Talib, I. (1992). Why not teach non-native English literature? *English Language Teaching Journal*, 46 (1), 51-55.
- Tarone, E. (2000). Getting serious about language play: Language play, interlanguage variation and second-language acquisition. In B. Swierzbins, F. Morris, M. E. Anderson, C. A. Klee, & E. Tarone (Eds.), *Social and cognitive factors in second language acquisition: Selected proceedings of the 1999 Second Language Research Forum* (pp.31-54). Somerville: Cascadia Press.
- Teranishi, M. (1997). From text to context: The possibility teaching social and historical context using a language-based approach to literature. *Guidelines*, 19 (2), 32-44.
- Teranishi, M., Saito, A., Sakamoto, K., & Nasu, M. (2012). The role of stylistics in Japan: A Pedagogical perspective. *Language and Literature*, 21 (2), 226-244.
- Tesser, C. C., & Long, D. R. (2000). The teaching of Spanish literature: A necessary partnership between the language and literature sections of traditional departments. *Foreign Language Annals*, 33 (6), 605-613.
- Tin, T. B. (2016). Creativity in second-language learning. In R. H. Jones (Ed.), *The Routledge handbook of language and creativity* (pp. 433-451). New York: Routledge.
- Tomlinson, B. (1986). Using poetry with mixed ability language classes. *English Language Teaching Journal*, 40 (1), 33-41.
- Tomlinson, B. (1998). And now for something not completely different: An approach to language through literature. *Reading in a Foreign Language*, 11 (2), 177-189.
- Topping, D. (1968). Linguistics or literature: An approach to language. *TESOL Quarterly*, 2 (2), 95-100.
- Tsang, A., Paran, A., & Lau, W. W. F. (2020). The language and non-language benefits of literature in foreign language education: An exploratory study of learners' views. *Language Teaching Research*, 1-22. <https://doi.org/10.1177/1362168820972345>
- van Peer, W. (Ed.). (2008). *The quality of literature: Linguistic studies in literary education*. Amsterdam: John Benjamins.
- van Peer, W., & Chesnoko, A. (2018). Reading and rereading: Insights into literary evaluation.

- Advanced Education*, 9, 39–46.
- van Peer, W., & Nousi, A. (2007). What reading does to readers: Stereotypes, foregrounding and language learning. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp. 181-193). New York: Palgrave Macmillan.
- van 't Jagt, R. K., Hoeks, J. C. J., Dorleijn, G., & Hendricks, P. (2014). Look before you leap: How enjambment affects the processing of poetry. *Scientific Study of Literature*, 4 (1), 3-24.
- Viana, V., & Zyngier, S. (2017). Exploring new territories in pedagogical stylistics: An investigation of high-school EFL students' assessments. *Language and Literature*, 26 (4), 300-322.
- Warren, J. E. (2011). "Generic" and "specific" expertise in English: An expert/expert study in poetry interpretation and academic argument. *Cognition and Instruction*, 29(4), 349–374.
- Weist, V. D. (2004). Literature in lower-level courses: Making progress in both language and reading skills. *Foreign Language Annals*, 37 (2), 209-223.
- Whitin, P. (2005). The interplay of text, and visual representation in expanding literary interpretation. *Research in the Teaching of English*, 39 (4), 365-397.
- Widdowson, H. G. (1974). Stylistics. In J. P. B. Allen & P. Corder (Eds.), *The Edinburgh course in applied linguistics, vol. 3: Techniques in applied linguistics* (pp. 202-231). London: Oxford University Press.
- Widdowson, H. G. (1975). *Stylistics and the teaching of literature*. Essex: Longman.
- Widdowson, H. G. (1982). The use of literature. In M. Hines & W. Rutherford (Eds.), *On TESOL '81: Selected papers from the Fifteenth Annual Conference of Teachers of English to Speakers of Other Languages, Detroit, Michigan, March 3-8, 1981* (pp. 203-214). Washington, DC: TESOL.
- Widdowson, H. G. (1983). Talking shop: H.G. Widdowson on literature and ELT. *English Language Teaching Journal*, 37 (1), 30-35.
- Widdowson, H. G. (1984). *Explorations in applied linguistics 2*. Oxford: Oxford University Press.
- Widdowson, H. G. (1985). The teaching, learning and study of literature. In R. Quirk & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literature* (pp. 180-194). Cambridge: Cambridge University Press.
- Widdowson, H. G. (1988). Poetry and pedagogy. In D. Tannen (Ed.), *Linguistics in context: Connecting observation and understanding (Lectures from the 1985 LSA/TESOL and NEH Institutes)* (pp.185-197). Norwood, NJ: Ablex.
- Widdowson, H. G. (1992). *Practical stylistics*. Oxford: Oxford University Press.
- Widdowson, H. G. (2000). Essay on literature and language teaching: An epistle to Dr Edmondson. In C. Riemer (Ed.), *Kognitive Aspekte des Lehrens und Lernens von Fremdsprachen: Festschrift für Willis J. Edmondson zum 60. Geburtstag* (pp. 387-394). Tübingen: Gunter Narr.
- Widdowson, H. G. (2003). 'So the meaning escapes': On literature and the representation of linguistic realities. *The Canadian Modern Language Review*, 60 (1), 89-97.
- Widdowson, H. G. (2008). Language creativity and the poetic function. A response to Swann and Maybin (2007). *Applied Linguistics*, 29 (3), 503-508.
- Wilhelm, J. D. (1995). Reading is seeing: Using visual response to improve the literary reading of reluctant readers. *Journal of Reading Behavior*, 27 (4), 167-503.
- Williams, L. (1995). Literature-based activities in a foreign-language nursery school. *Review of English Language Teaching*, 5 (1), 21-35.
- Wollman-Bonilla, J. E. (1994). Why don't they "just speak?": Attempting literature discussion with more and less able readers. *Research in the Teaching of English*, 28 (3), 231-258.
- Wright, E. (1968). The other way round. *TESOL Quarterly*, 2 (2), 101-107.
- Yáñez Prieto, M. C. (2010). Authentic instruction in literary worlds: Learning the stylistics of concept-based grammar. *Language and Literature*, 19 (1), 59-75.
- Yang, A. (2001). Reading and the non-academic learner: A mystery solved. *System*, 29 (4), 451-466.
- Yang, A. (2002). Science fiction in the EFL class. *Language, Culture, and Curriculum*, 15 (1), 50-60.
- Yorke, M. (1980). Encountering the novel: Problems and a possible solution. *English Language Teaching Journal*, 34 (4), 314-315.
- Zapata, G. C. (2005). Literature in L2 Spanish classes: An examination of focus-on-cultural understanding. *Language Awareness*, 14 (4), 261-273.

- Zerkowitz, J. (2007). Language teaching through Gricean glasses. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp. 155-165). New York: Palgrave Macmillan.
- Zyngier, S. (1994). Introducing literary awareness. *Language Awareness*, 3 (2), 95-108.
- Zyngier, S. (1994). *Occasional Papers 6: Literature in the EFL classroom: Making a comeback?* PALA.
- Zyngier, S. (1999). The unheard voices: A reader model for students. *Language Awareness*, 8 (1), 30-37.
- Zyngier, S., & Fialho, O. (2010). Pedagogical stylistics, literary awareness and empowerment: A critical perspective. *Language and Literature*, 19 (1), 13-33.
- Zyngier, S., & Fialho, O. (2016). Pedagogical stylistics: Charting outcomes. In V. Sotirova (Ed.), *The Bloomsbury companion to stylistics* (pp. 208-230). London: Bloomsbury.
- Zyngier, S., Fialho, O., & do Prado Rios, P. A. (2007). Revisiting literary awareness. In G. Watson & S. Zyngier (Eds.), *Literature and stylistics for language learners: Theory and practice* (pp. 194-209). New York: Palgrave Macmillan.
- Zyzik, E., & Polio, C. (2008). Incidental focus on form in university Spanish literature courses. *The Modern Language Journal*, 92 (1), 53-70.
- 青柳宏 (2002). 「レイーズ・ローゼンブラットの文学教育論ー「美的経験」から「カリキュラム」へー」. 『宇都宮大学教育学部紀要第1部』, 52 (1), 1-15.
- 秋田喜代美 (1991). 「物語の詳しさがおもしろさに及ぼす効果」. 『教育心理学研究』, 39 (2), 133-142.
- 秋田喜代美 (1998). 『読書の発達心理学ー子どもの発達と読書環境』. 国土社.
- 池上嘉彦 (1981). 「コミュニケーションの二つの型と教育」. 『教育と医学』, 29 (9), 2-3.
- 石井俊彦 (1991). 「英語教科書における教材内容の変容と日本文学」. 『日本英語教育史研究』, 14, 105-120.
- 石川慎一郎 (1997). 「教室の中の詩ーリーディング教材としての英詩の応用可能性ー」. In 江利川春雄・東川直樹・林浩士 (編), 『青木庸效教授退官記念論文集ー英語科授業学の今日的課題』 (pp. 71-84). 金星堂.
- 石川慎一郎 (2010). 「文学テキストの語彙と文体ーコーパス研究の視点からー」. In 岡田伸夫・南出康世・梅咲敦子 (編), 『英語研究と英語教育: ことばの研究を教育に活かす』 (pp. 193-210). 大修館書店.
- 石川有香 (1997). 「リーディング指導の新視点ー改作と原作の対照による精読の指導ー」 In 江利川春雄・東川直樹・林浩士 (編), 『青木庸效教授退官記念論文集ー英語科授業学の今日的課題』 (pp. 157-168). 金星堂.
- 石川淑子 (2000). 「教育的文体論」. 『相模英米文学』, 18, 39-46.
- 石原千秋 (2002). 『大学受験のための小説講義』. 筑摩書房.
- 後中陽子 (2014). 「協同学習をとりいれた文学教材を用いたリーディング授業の実践報告ーイギリス文学の散文の場合ー」. 『外国語教育フォーラム』, 13, 79-98.
- 内田伸子 (1989). 「非具象的絵画ストーリーの構成的理解における“欠如ー補充” 枠組みの発達」. 『教育心理学研究』, 37 (4), 327-336.
- エイバソールド, J. A., & フィールド, M. L. (2010). 『読みの学習者から読みの教師へ: 第2言語 (英語) 教育の問題点とその術策』 (多田稔・石野はるみ・菅田浩一・古荘智子・西田晴美・小林清子・依岡道子・安田優 (訳)). 英宝社. (原著は1997年出版)
- 江口誠 (2013). 「英語教育における文学教材の活用」. 『愛知教育大学研究報告人文・社会科学編』, 62, 77-84.
- 江利川春雄 (1992). 「戦後の英語教科書にみる異文化理解の変遷」. 『日本英語教育史研究』, 7, 113-145.
- 江利川春雄 (1998). 「教科書にみる文学作品の変遷史」. 『英語教育』, 47 (2), 8-10.
- 江利川春雄 (2004). 「英語教科書から消えた文学」. 『英語教育増刊号』, 53 (8), 15-18.
- 大内善一 (1988). 「国語科教材分析の基礎論構築のために (II)ー国語科教育への文体論

- の受容－」.『読書科学』, 32 (4), 1-16.
- 大津由紀雄 (1998).「学校英語教育が本当にやらなくてはならないこと」.『関西英語教育学会紀要』, 21, 1-8.
- 岡本有里 (1992).「中学校の英語教科書にみられる文学作品の変遷」.『KELT』, 8, 62-76.
- 岡本有里 (1993).「中学校の英語科における文学教材」. In 伊原巧・江利川春雄・林浩士 (編), 『青木庸效教授還暦記念論文集 英語科授業学の諸相』 (pp. 130-141). 三省堂.
- 沖田知子 (2010).「意味論・語用論・文体論と読解指導」. In 岡田伸夫・南出康世・梅咲敦子 (編), 『英語研究と英語教育：ことばの研究を教育に活かす』 (pp. 59-77). 大修館書店.
- 奥聡一郎 (2000).「文体論の言語教育への応用－言語教育学の構築を基礎に－」.『科学／人間』, 29, 96-134.
- 荻野俊哉 (1998).「生徒の達成感を引き出す『読破』のススメ」.『英語教育』, 47 (2), 11-13.
- 小田桐清美 (1987).「文学作品へのアプローチ－Enoch Arden を中心に」.『現代英語教育』, 24 (3), 14-15.
- 音在謙介 (1990).「教科書に現れたヘミングウェイ」.『日本英語教育史研究』, 5, 101-129.
- 音在謙介 (1991).「教科書に現れたヘミングウェイ『老人と海』の場合」.『日本英語教育史研究』, 6, 203-220.
- 音在謙介 (1992).「教科書に現れたヘミングウェイ：その他の作品の場合」.『日本英語教育史研究』, 7, 161-182.
- 音在謙介 (1997).「教材としてのヘミングウェイ試論－自己のアイデンティティーから捉え直す英語教材－」. In 江利川春雄・東川直樹・林浩士 (編), 『青木庸效教授退官記念論文集 英語科授業学の今日的課題』 (pp. 85-98). 金星堂.
- 小野章 (2001).「『内容学』から『英語教育内容学』へ」.『英語と英語教育』, 6, 37-45.
- 小野章 (2002).「英語教育に文学を活用するための実践提案－ジェンダーの視点から『ジェイン・エア』を教材化した場合」.『中国地区英語教育学会研究紀要』, 32, 21-29.
- 笠谷知代 (1994).「英語教材の中の文学作品」.『日本英語教育史研究』, 9, 77-106.
- 笠原順路 (2017).「英詩を文法的に読む楽しみ」.『第 89 回大会 Proceedings : The 89th General Meeting of The English Literary Society of Japan, 20-21 May 2017 (付 2016 年度支部大会 Proceedings)』 (pp. 51-52). 日本英文学会.
- 川口厚子 (2000).「高等学校の教科書に現れた文学教材」.『鳴門英語研究』, 14, 73-84.
- 川畑彰 (2008).「文学テキストによる言語教育の意義と可能性」. In 村田久美子・原田哲男 (編), 『コミュニケーション能力育成再考－ヘンリー・ウィドウソンと日本の応用言語学・言語教育』 (pp. 53-77). ひつじ書房.
- 木下雅仁 (2001).「物語教材を使ったクライマックスを意識する読みの指導」.『英語教育』, 50 (2), 8-9.
- 久世恭子 (2011).「文学教材を用いた授業－大学の英語教育における事例研究－」.『言語情報科学』, 9, 63-79.
- 久世恭子 (2012).「コミュニケーション能力育成についての一考察－文学教材を用いた英語授業から－」.『言語情報科学』, 10, 73-89.
- 久世恭子 (2016).「精読の授業における文学的テキストの特徴－*A Room of One's Own* に対する学習者の関心と反応－」. In 斎藤兆史・北和丈・城座沙蘭・高橋和子 (編), 『英語へのまなざし－斎藤英学塾 10 周年記念論集』 (pp. 317-344). ひつじ書房.
- 倉橋洋子・芝垣茂 (2010).「英語英米文学研究と読解指導」. In 岡田伸夫・南出康世・梅咲敦子 (編), 『英語研究と英語教育：ことばの研究を教育に活かす』 (pp. 211-228). 大修館書店.
- 小林夏子 (1990).「物語産出における人称表現の役割」.『教育心理学研究』, 38 (4), 379-388.
- 小林夏子 (1990).「読みの心理学的研究における方法の検討」.『人間文化研究年報』, 14, 221-229.

- 小林夏子・大村彰道 (1988). 「読解における文章形式の効果－辞典的形式と詩的形式の比較－」. 『東京大学教育学部紀要』, 28, 307-316.
- 齋藤安以子・玉井史絵・藤岡千伊奈・松田早恵 (2010). 「文学教材論－英文学研究と文学教材づくり－」. In 岡田伸夫・南出康世・梅咲敦子 (編), 『英語研究と英語教育：ことばの研究を教育に活かす』 (pp. 229-245). 大修館書店.
- 斎藤兆史 (編). (2003). 『英語の教え方学び方』. 東京大学出版会.
- 斎藤兆史 (2004). 「文学を読まずして何が英語教育か」. 『英語教育』, 53 (4), 30-32.
- 斎藤兆史 (2005). 「文体論と認知言語学の接点」. 『英語青年』, 151 (9), 23-26.
- 斎藤兆史・室井美稚子・中村哲子・海木幸登 (2004). 「文学こそ最良の教材：英語の授業にどう活かすか?」. 『英語教育増刊号』, 53 (8), 6-14.
- 鹿内信義 (1989). 『[創造的読み] への手引き 詩の授業理論へ』. 勁草書房.
- 佐藤喬・片山七三雄・信田勇・小平俊樹・長嶋浩一 (1997). 『基礎からベスト 基本問題集 英文読解』. 学習研究社.
- 佐藤英幸・幡山秀明 (2007). 「分析の試み：英語教育と文学的教材[6]」. 『宇都宮大学教育学部教育実践総合センター紀要』, 30, 405-409.
- 清水英之 (1996). 『英詩朗読の研究 <英語教育と英文学研究の融合>』. 近代文藝社.
- 白須泰子 (2004). 「中学校の英語教育における絵本・児童文学の活用」. 『人文研究』 (神奈川大学人文学会), 154, 83-111.
- 鈴木鉦治 (1993). 「伝承文学の重要性」. 『英語教育』, 41 (11), 73.
- 鈴木英夫 (1998). 「文学作品の映画化ビデオ利用の一提案 - 見たままを書くために」. 『英語教育』, 47 (2), 14-16.
- 清家佐保 (2004). 「文学を教材にした授業実践 (中学)」. 『英語教育増刊号』, 53 (8), 19-21.
- 関戸冬彦 (2011). 「英語教材としての文学作品の可能性－ヘミングウェイ作品の場合－」. 『横浜国立大学大学教育総合センター紀要』, 1, 28-35.
- たかきかずひこ (1998). 「語彙・文法を確かめて作品を読む、ということ」. 『国文学：解釈と鑑賞』, 63 (7), 53-64.
- 高橋和子 (2008). 「英語教育に向けた文学教材－大学英語の授業を中心に－」. 『言語情報科学』, 6, 189-205.
- 高橋和子 (2009). 「文学と言語教育－英語教育の事例を中心に－」. In 斎藤兆史 (編), 『言語と文学』 (pp. 148-171). 朝倉書店.
- 高橋和子 (2010). 「短編小説を用いた大学英語の授業－Katherine Mansfield をを中心に－」. 『言語情報科学』, 8, 101-117.
- 高橋和子 (2015). 『日本の英語教育における文学教材の可能性』. ひつじ書房.
- 高橋和子 (2016). 「「コミュニケーション英語 I」・「読むことを中心とした活動」と文学教材－物語文を中心に－」. In 斎藤兆史・北和丈・城座沙蘭・高橋和子 (編), 『英語へのまなざし－斎藤英学塾 10 周年記念論集』 (pp. 345-375). ひつじ書房.
- 高橋和子 (2018). 「小学校英語教育における物語教材－その可能性と大学リメディアル教育への示唆」. 『関東英文学研究』, 10, 9-20.
- 高田智子 (2006). 「高校リーディング授業における文学作品の多角的利用」. 『ARELE』, 17, 243-252.
- 田口誠一 (2015). 「英語教育における文学教材の意義について－O. Henry の “After Twenty Years” をめぐって－」. 『尚絅大学 人文・社会科学編』, 47, 1-14.
- 田口誠一 (2016). 「英語教育における文学教材－O. Henry の “A Retrieved Reformation” とそのリトルド版を中心に」. 『尚絅大学研究紀要 人文・社会科学編』, 48, 71-84.
- 田口誠一 (2017). 「中学校英語教科書のリーディング教材研究」. 『尚絅大学研究紀要 A. 人文・社会科学編』, 49, 1-14.
- 田口孝夫 (1992). 「英詩とパラフレーズ」. 『英語教育』, 41 (3), 89.
- 田尻芳樹 (2017). 「批評を教える」. 『第 89 回大会 Proceedings: The 89th General Meeting of The

- English Literary Society of Japan, 20-21 May 2017 (付 2016 年度支部大会 Proceedings)』(pp. 201-202). 日本英文学会.
- 多田昌美 (2008). 「英語教材としての幼年文学作品の可能性—Anne Fine 作 The Jamie and Angus Stories を一例に—」. 『美作大学・美作大学短期大学部紀要』, 53, 51-56.
- 田中英史 (1993). 「文学教材の意義再考 - 結びとして」. 『英語教育』, 41 (12), 89.
- 谷田恵司 (1992). 「文学教材とビデオ」. 『英語教育』, 41 (9), 81.
- 谷田恵司 (1992). 「長編小説を授業に」. 『英語教育』, 41 (7), 89.
- 丹藤博文 (1994). 「テキストの〈空白〉とその読み」. 『読書科学』, 38 (2), 58-66.
- 千代田夏夫 (2014). 「中学校英語教育教材としての米国文学作品—大学学部教育におけるテキスト選定作業を中心に—」. 『鹿児島大学教育学部教育実践研究紀要』, 23, 95-102.
- 津田正 (2017). 「教室の英文学：英文学会が教育について語ることに」. 『第 89 回大会 Proceedings : The 89th General Meeting of The English Literary Society of Japan, 20-21 May 2017 (付 2016 年度支部大会 Proceedings)』 (pp. 203-204). 日本英文学会.
- 土屋結城・伊澤高志 (2015). 「文学という行為と英語教育」. 『実践英文学』, 67, 1-16.
- 長岡政憲 (1992). 「Retold 版テキストの効用」. 『英語教育』, 41 (8), 89.
- 中川泰成 (1991). 「教科書に現れたコールドウェル—文学作品の扱いをめぐる—」. 『日本英語教育史研究』, 6, 21-58.
- 中嶋洋一・幸若晴子・大津由紀雄・柳瀬陽介・佐藤礼恵 (2006). 『15 フォフティーン—中学生の英詩が教えてくれること—かつて 15 歳だった全ての大人たちへ』. ベネッセ.
- 永田達三 (2000). 『永田の難関大対策 長文読解 英語の神髄』. 東進ブックス.
- 中村愛人 (2005). 「文学教材におけるイメージリーの有効性」. 『広島大学大学院教育学研究科紀要第二部』, 54, 151-155.
- 成田成寿 (1976). 「文化の指導と教材」. 『英語教育』, 25 (6), 21-23.
- 新倉俊一 (1998). 「高められた言葉としての詩」. 『英語教育』, 41 (7), 20-22.
- Barnaby, R. (2017). 「教室の英文学を考える：A Room for One's Own」. 『第 89 回大会 Proceedings : The 89th General Meeting of The English Literary Society of Japan, 20-21 May 2017 (付 2016 年度支部大会 Proceedings)』 (pp. 207-208). 日本英文学会.
- 幡山秀明 (2005). 「英語教育と文学的教材 [1]」. 『宇都宮大学教育学部教育実践総合センター紀要』, 28, 493-498.
- 幡山秀明 (2006). 「英語教育と文学的教材[2]—映画 Dogville の活用—」. 『宇都宮大学教育学部教育実践総合センター紀要』, 29, 493-497.
- 幡山秀明 (2008). 「英語教育と文学的教材[7]—英語教科書分析の試み—」. 『宇都宮大学教育学部教育実践総合センター紀要』, 31, 143-147.
- 濱口脩 (2005). 「高等学校「リーディング」における読解過程に関する推論研究」. 『広島大学大学院教育学研究科紀要第二部』, 53, 147-155.
- 濱口脩 (2005). 「文学を利用した英語教育—高等学校「リーディング」における推理小説の教材化—」. 『学校教育実践学研究』, 11, 203-212.
- ハフ, G. (1972). 『文体と文体論』(四宮満 (訳)). 松柏社. (原著は 1969 年出版)
- 原田範行 (2017). 「「教室の英文学」を考える：「教室の英文学」という方法論」. 『第 89 回大会 Proceedings : The 89th General Meeting of The English Literary Society of Japan, 20-21 May 2017 (付 2016 年度支部大会 Proceedings)』 (pp. 199-200). 日本英文学会.
- 張替涼子 (2017). 「教室の中の英文学：教室に英文学を」. 『第 89 回大会 Proceedings : The 89th General Meeting of The English Literary Society of Japan, 20-21 May 2017 (付 2016 年度支部大会 Proceedings)』 (pp. 205-206). 日本英文学会.
- 廣井政男 (2004). 「文学を教材にした授業実践 (高校)」. 『英語教育増刊号』, 53 (8), 24-26.
- 福田勉・幡山秀明 (2006). 「英語教育と文学的教材[3]—文学を授業で扱うことの意義と可能性 (上) —」. 『宇都宮大学教育学部教育実践総合センター紀要』, 29, 499-513.
- 福田勉・幡山秀明 (2007). 「英語教育と文学的教材[4]—文学を授業で扱うことの意義と可

- 能性（中）－」．『宇都宮大学教育学部教育実践総合センター紀要』, 30, 411-420.
- 福田勉・幡山秀明（2008）．「英語教育と文学的教材[5]－文学を授業で扱うことの意義と可能性（下）－」．『宇都宮大学教育学部教育実践総合センター紀要』, 31, 149-156.
- 藤原顕（1995）．「教育内容としての言語表現の詩的機能（その 1）－詩的言語教育論（2）－」．『年報いわみざわ：初等教育・教師教育研究』, 16, 21-32.
- 藤原顕（1996）．「教育内容としての言語表現の詩的機能（その 2）－詩的言語教育論（3）－」．『年報いわみざわ：初等教育・教師教育研究』, 17, 25-36.
- 前田竜一（1992）．「戦後高等学校用検定教科書におけるモームの取り扱い方」．『日本英語教育史研究』, 7, 87-112.
- 前田竜一（1993）．「高等学校用英語検定教科書におけるモームの短編小説 “The Luncheon” についての一考察」．『日本英語教育史研究』, 8, 141-149.
- 松崎洋子（1992）．「長編小説の実践 - Anne Tyler の作品を用いて」．『英語教育』, 41 (7), 73.
- 松崎洋子（1993）．「文学教材とライティング」．『英語教育』, 41 (10), 81.
- 松村昌家（1998）．「今こそ英文学に学ぶべきとき」．『英語教育』, 47 (2), 23-25.
- 真野泰（2004）．「文学を教材にした授業実践（大学）」．『英語教育増刊号』, 53 (8), 27-29.
- 南精一（1991）．「英語教科書に現れた英詩について：明治・大正期を中心として」．『日本英語教育史研究』, 6, 185-202.
- 南精一（1993）．「英語教科書に現れた英詩について：昭和・平成期を中心として」．『日本英語教育史研究』, 8, 1-21.
- 三宅美鈴（2008）．「Manga に見るに日英語比較：数量的分析と転移比較の観点から」．In 日英言語文化研究会（編）, 『日英の言語・文化・教育：多様な視座を求めて』 (pp. 71-80). 三修社.
- 村上淑郎（1998）．「シェイクスピアを読んではいけませんか？」．『英語教育』, 47 (2), 17-19.
- 村田夏子（1994）．「まんが記号の読みとりに熟達度を与える影響」．『読書科学』, 38 (2), 48-57.
- 村田夏子（1997）．「読書習慣が登場人物像に与える影響」．『文京女子短期大学英語英文学科紀要』, 30, 175-183.
- 村田夏子（1999）．『読書の心理学 読書で開く心の世界への扉』. サイエンス社.
- 村田夏子（2001）．「文学を味わう」．In 大村彰道（監修）・秋田喜代美・久野雅樹（編）, 『文章理解の心理学 認知、発達、教育の広がりの中で』 (pp.190-201). 北大路書房.
- 村山晴穂（2001）．「『文学作品』のリーディングにおける読み手の解釈表現としてのライティング－文学教育と英語教育の統合による読みの深化をめざして－」．In 松本憲尚先生御退官記念事業会（編）, 『松本憲尚先生御退官記念 英語教育内容学と英語教育学研究』 (pp.167-184). 松本憲尚先生御退官記念事業会.
- 室井美稚子（2006）．「教科書が描いてきた『世界』は...：人権・地球環境・平和ってどれくらい定番？」．『英語教育』(大修館書店), 55(11), 25-27.
- 森一生（2009）．「感動的な物語教材を用いることが高校生の情意面や意見・考えに与える影響」．In 大下邦幸（編）, 『意見・考え重視の英語授業－コミュニケーション能力養成へのアプローチ』 (pp. 188-198). 高陵社書店.
- 森田茂之・山下幸・北山裕槻・梶禎行・堀裕嗣・菅又隆之・桑原直人（1994）．「「詩的言語の受容」試論－小学校・中学校、共通指導案作成と実践結果から－」．『年報いわみざわ：初等教育・教師教育研究』, 15, 55-69.
- 安河内哲也（1996）．『安河内哲也の英語：魔法の長文解法』. 学習研究社.
- 安田優（2014）．「文学・映像作品を用いた英語教育の可能性について」．『北陸大学紀要』, 37, 183-206.
- 柳義和（1986）．「英語教育の中の文化教授における文学の役割について」．In 垣田直巳先生御退官記念事業会（編）, 『垣田直巳先生退官記念英語教育学研究』 (pp.104-113). 大修館書店.
- 山内啓子（1993）．「高等学校の英語教科書に現れた文学教材」．In 伊原巧・江利川春雄・林

- 浩士（編），『青木庸效教授還暦記念論文集 英語科授業学の諸相』（pp. 142-154）．三省堂．
- 山口陽弘（2001）．「マンガの表現内容・表現構造と読み」．In 大村彰道（監修）・秋田喜代美・久野雅樹（編），『文章理解の心理学 認知、発達、教育の広がりの中で』（pp.214-231）．北大路書房．
- 山田佳代子（2013）．「英語の授業における文学作品の教材化：高等学校「英語Ⅱ」の授業を例に」．『英語教育学研究』，4，21-26．
- 山田信也（1977）．「英語教育における文学教育の諸問題」．『大阪教育大学英文学会誌』，22，91-106．
- 山田信也（1981）．「文学教材としての O. ヘンリー」．『新英語教育』，144，9-11．
- 山元隆春（2005）．『文学教育基礎論の構築 読者反応を核としたリテラシー実践に向けて』．溪水社．
- 山本博樹（1994）．「物語の理解過程—どのように読み手は時間因果的な一貫性を構成するか」．『読書科学』，38 (2)，67-82．
- 吉村俊子・安田優・石本哲子・齋藤安以子・坂本輝世・寺西雅之・幸重美津子（編）．（2013）．『文学教材実践ハンドブック—英語教育を活性化する—』．英宝社．
- ランドウ，G. P.（1996）．『ハイパーテキスト：活字とコンピュータが出会うとき』（若島正・板倉巖一郎・河田学（訳））．ジャストシステム．（原著は 1992 年出版）
- 渡部祥子（1992）．「文学を利用した英語教育」．『英語教育』，41 (1)，73．