

# ピーター・マッキャグ先生の主要業績

McCAGG, Peter B.

## Bibliography

### ESL Related Publications

1. 2000. Embodiment and the adult foreign language learner: A look at emotion. In *The Japan Cognitive Linguistics Journal*, 1, 67-76.
2. 1999. Foreign bodies in foreign minds: SLA and the embodiment of metaphor (with Paul Hays). *ICU Language Research Bulletin* 14, eds. Timothy Riney, Kathie Era, Patricia Galien, and Ikumi Ozawa. 33-44.
3. 1997. *Speaking Metaphorically*. Kenkyusha. 92 pages. (ESL textbook for Japanese college-level market)
4. 1997. English language education in Japan: Problems, progress, perspectives. In *Communicative English Education in Asian Context*, eds. Jaehyeon Han, Yong-Jin Kim, and Jun-Eon Park. 31-53. Hankuk Publishing, Seoul
5. 1996. If you can lead a horse to water, you don't have to make it drink: Some comments on reader and writer responsibilities. *MULTILINGUA*, 15, No. 3, 239-256.
6. 1991. A survey on the use of English in ICU's academic programs: Implications for the ELP and the CLA (with A. Chenoweth, K. Era, P. Hays and L. Stein). *ICU Language Research Bulletin*, 6, No. 1, 48-74.
7. 1990. "Toward Understanding Coherence: A Response Proposition Taxonomy". In *Coherence: Research and Pedagogical Perspectives*. Ulla Connor and Ann Johns, Editors. TESOL: Washington D.C. 111-127.
8. 1990. Features of discourse and perceptions of coherence. *ICU Language Research Bulletin*, 5, No. 1, 21-36.
9. 1990. Kokusai Kirisutokyo Daigaku ni okeru eigo kyoiku (English language education at International Christian University) *IDE No.* 317, 43-46.
10. 1989. The social and academic contexts for English language learning at ICU with special emphasis on the Study English Abroad Programs", *ICU Language Research Bulletin*, 4, 21-37.
11. 1989. Staff development activities in ICU's English Language Program. Faculty Development Program Study Reports Series No. 2: 1-35. (Translated and reprinted in *Daigaku Kyoin no Miryoku Kaihatsu*, Inter-University Seminar House, 1990, 167-203.)
12. 1987. "A Contrastive Study of English Expository Prose Paragraphs", (with Ulla Connor) in *Writing Across Languages: Analysis of L2 Text*. Addison-Wesley, 73-84.
13. 1986. Toward establishing placement criteria: Predicting success in the current FEP. *ICU Language Research Bulletin*, 1, 57-68.
14. 1986. The analysis of inference in expository prose summaries. *Descriptive and Applied Linguistics*, 19, 151-162.
15. 1983. Cross-cultural differences and perceived quality in written paraphrases of English expository prose (With Ulla Connor). *Applied Linguistics*, 4, No. 3, 259-268.

## Academic Publications (Since 2000: Full list available upon request)

1. 2006. Young children's implicit and explicit understanding of speaker knowledge (with Tomoko Matsui and Taeko Yamamoto). *Proceedings of the 28th Annual Cognitive Science Society*, 1789–1794.
2. 2006. On the role of language in children's early understanding of others as epistemic beings (with Tomoko Matsui and Taeko Yamamoto). *Cognitive Development*, 21, 158–173.
3. 2005. Who can you trust? A closer look at developing sensitivity to epistemic expressions (with Tomoko Matsui and Taeko Yamamoto) *Proceedings of the 29th Annual Boston University Conference on Language Development*, 376–388.
4. 2005. Little Persuaders: Japanese Children's Use of Datte (but-because) and Their Developing Theories of Mind (with Tomoko Matsui and Taeko Yamamoto) in *Language in Use* (Andrea Tyler, Mari Takada, Yiyoun Kim and Diana Marinova (Eds.). Georgetown University Press: Washington, D.C. 36–49.
5. 2005. Use of the connective 'datte' and development of theory of mind (with Taeko Yamamoto and Tomoko Matsui) *Studies in Language Sciences*, 4, 83–98.
6. 2004. Japanese preschoolers' early understanding of (un)certainly: A cultural perspective on the role of language in development of theory of mind (with Tomoko Matsui, Taeko Yamamoto and Yohko Murakami). *Proceedings of the 28th annual Boston University Conference on Language Development*, 350–362.
7. 2002. What can children's uses of the Japanese discourse connective 'datte' tell us about their ability to read minds? (with Tomoko Matsui and Taeko Yamamoto). *ICU Language Research Bulletin*, 17, 89–103.
8. 2001. Young children's uses of dakara: Casting doubt on the primary-to-extended sense view of category development (with Tomoko Matsui and Taeko Yamamoto). *ICU Language Research Bulletin*, 16, 69–83.
9. 2000. Embodiment and the adult foreign language learner: A look at emotion. In *The Japan Cognitive Linguistics Journal*, 1, 67–76.