

# Ryuko Kubota

## List of Publications by Year in descending order

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65  
papers

3,613  
citations

201674

27  
h-index

155660

55  
g-index

71  
all docs

71  
docs citations

71  
times ranked

999  
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring lived experiences of Black female English teachers in South Korea: understanding travelling intersectionality and subjectivities. <i>Language, Culture and Curriculum</i> , 2023, 36, 21-38.	3.2	11
2	Racialised teaching of English in Asian contexts: introduction. <i>Language, Culture and Curriculum</i> , 2023, 36, 1-6.	3.2	5
3	“Your English is so good” Linguistic experiences of racialized students and instructors of a Canadian university. <i>Ethnicities</i> , 2023, 23, 758-778.	1.0	11
4	Towards critical translanguaging: a review of literature on English as a medium of instruction in South Asia’s school education. <i>Asian Englishes</i> , 2022, 24, 132-146.	1.0	26
5	Language in Education Policies in Japan Versus Transnational Workers’ Voices: Two Faces of Neoliberal Communication Competence. <i>TESOL Quarterly</i> , 2021, 55, 458-485.	2.9	16
6	Critical antiracist pedagogy in ELT. <i>ELT Journal</i> , 2021, 75, 237-246.	1.8	24
7	Antiracism for East Asian students and professionals in TESOL: A response. <i>TESOL Journal</i> , 2021, 12, e619.	0.9	1
8	Linguistic entrepreneurship: Common threads and a critical response. <i>Multilingua</i> , 2021, 40, 251-259.	1.3	7
9	Confronting Epistemological Racism, Decolonizing Scholarly Knowledge: Race and Gender in Applied Linguistics. <i>Applied Linguistics</i> , 2020, 41, 712-732.	2.4	169
10	Race and language teaching. <i>Language Teaching</i> , 2020, 53, 391-421.	2.5	68
11	Bilingualism “But Not Plurilingualism” Promoted by Immersion Education in Canada: Questioning Equity for Students of English as an Additional Language. <i>TESOL Quarterly</i> , 2020, 54, 773-785.	2.9	7
12	Promoting and Problematizing Multi/Plural Approaches in Language Pedagogy. <i>Educational Linguistics</i> , 2020, , 303-321.	0.9	11
13	Critical engagement with teaching EFL. , 2020, , 49-64.		1
14	Elizabeth A. Thomson Motoki Sano Helen de Silva Joyce: Mapping Genres, Mapping Culture: Japanese Texts in Context. <i>Journal of Japanese Linguistics</i> , 2019, 35, 137-140.	0.1	0
15	Unpacking research and practice in world Englishes and Second Language Acquisition. <i>World Englishes</i> , 2018, 37, 93-105.	1.1	29
16	Globalization and Language Education in Japan. , 2017, , 287-299.		4
17	Re-Examining and Re-Envisioning Criticality in Language Studies: Theories and Praxis. <i>Critical Inquiry in Language Studies</i> , 2017, 14, 129-157.	2.9	69
18	The Multi/Plural Turn, Postcolonial Theory, and Neoliberal Multiculturalism: Complicities and Implications for Applied Linguistics. <i>Applied Linguistics</i> , 2016, 37, 474-494.	2.4	267

#	ARTICLE	IF	CITATIONS
19	The social imaginary of study abroad: complexities and contradictions. <i>Language Learning Journal</i> , 2016, 44, 347-357.	2.5	53
20	Neoliberal paradoxes of language learning: xenophobia and international communication. <i>Journal of Multilingual and Multicultural Development</i> , 2016, 37, 467-480.	1.7	62
21	Joint colloquium on plurilingualism and language education: Opportunities and challenges, (AAAL/TESOL). <i>Language Teaching</i> , 2015, 48, 417-421.	2.5	7
22	Introduction: race and language learning in multicultural Canada. <i>Journal of Multilingual and Multicultural Development</i> , 2015, 36, 1-2.	1.7	10
23	Race and language learning in multicultural Canada: towards critical antiracism. <i>Journal of Multilingual and Multicultural Development</i> , 2015, 36, 3-12.	1.7	60
24	Inequalities of Englishes, English Speakers, and Languages: A Critical Perspective on Pluralist Approaches to English. , 2015, , 21-41.		31
25	“We Must Look at Both Sides” But a Denial of Genocide Too?: Difficult Moments on Controversial Issues in the Classroom. <i>Critical Inquiry in Language Studies</i> , 2014, 11, 225-251.	2.9	37
26	Pluralizing English? Variation in high-stakes academic texts and challenges of copyediting. <i>Journal of Second Language Writing</i> , 2014, 24, 71-82.	3.0	90
27	Conceptual confusions and contradictions: A response to Professor Xiaoming Li. <i>Journal of Second Language Writing</i> , 2014, 25, 118-120.	3.0	3
28	“Language is only a tool”: Japanese expatriates working in China and implications for language teaching. <i>Multilingual Education</i> , 2013, 3, .	0.7	54
29	Dislimiting second language writing. <i>Journal of Second Language Writing</i> , 2013, 22, 430-431.	3.0	7
30	14. Racialized Native Speakers: Voices of Japanese American English Language Professionals. , 2013, , 196-206.		43
31	Memories of War: Exploring Victim-Victimizer Perspectives in Critical Content-Based Instruction in Japanese. <i>L2 Journal</i> , 2012, 4, .	0.8	14
32	4. The Politics of EIL: Toward Border-crossing Communication in and beyond English. , 2012, , 55-69.		32
33	Questioning linguistic instrumentalism: English, neoliberalism, and language tests in Japan. <i>Linguistics and Education</i> , 2011, 22, 248-260.	1.2	226
34	Learning a foreign language as leisure and consumption: enjoyment, desire, and the business of <i>eikaiwa</i> . <i>International Journal of Bilingual Education and Bilingualism</i> , 2011, 14, 473-488.	2.1	103
35	Internationalization of Universities: Paradoxes and Responsibilities. <i>Modern Language Journal</i> , 2009, 93, 612-616.	2.3	33
36	Globalization and Language Learning in Rural Japan: The Role of English in the Local Linguistic Ecology. <i>TESOL Quarterly</i> , 2009, 43, 593-619.	2.9	106

#	ARTICLE	IF	CITATIONS
37	Spanish Only for Foreign Language in the Elementary School (FLES): Competing Discourses in Local Language Policy. <i>Foreign Language Annals</i> , 2008, 41, 102-118.	1.0	5
38	Patterns of rhetorical organization in Canadian and American language arts textbooks: An exploratory study. <i>English for Specific Purposes</i> , 2007, 26, 180-202.	2.8	31
39	CRITICAL APPROACHES TO WORLD LANGUAGE EDUCATION IN THE UNITED STATES: AN INTRODUCTION. <i>Critical Inquiry in Language Studies</i> , 2007, 4, 73-83.	2.9	18
40	Race and TESOL: Introduction to Concepts and Theories. <i>TESOL Quarterly</i> , 2006, 40, 471.	2.9	224
41	Hard Times: Arab TESOL Students' Experiences of Racialization and Othering in the United Kingdom. <i>TESOL Quarterly</i> , 2006, 40, 615.	2.9	29
42	Instruction and reading samples for opinion writing in L1 junior high school textbooks in China and Japan. <i>Journal of Asian Pacific Communication</i> , 2005, 15, 97-127.	0.3	12
43	Response to Ulla Connor's comments. <i>Journal of Second Language Writing</i> , 2005, 14, 137-143.	3.0	7
44	Toward critical contrastive rhetoric. <i>Journal of Second Language Writing</i> , 2004, 13, 7-27.	3.0	173
45	Women Faculty of Color in TESOL: Theorizing Our Lived Experiences. <i>TESOL Quarterly</i> , 2004, 38, 487.	2.9	56
46	The Politics of Cultural Difference in Second Language Education. <i>Critical Inquiry in Language Studies</i> , 2004, 1, 21-39.	2.9	46
47	Critical multiculturalism and second language education. , 2004, , 30-52.		164
48	New approaches to gender, class, and race in second language writing. <i>Journal of Second Language Writing</i> , 2003, 12, 31-47.	3.0	47
49	Diversity and Inclusion of Sociopolitical Issues in Foreign Language Classrooms: An Exploratory Survey. <i>Foreign Language Annals</i> , 2003, 36, 12-24.	1.0	57
50	Critical Teaching of Japanese Culture. <i>Japanese Language and Literature</i> , 2003, 37, 67.	0.1	42
51	The Author Responds: (Un)Raveling Racism in a Nice Field like TESOL. <i>TESOL Quarterly</i> , 2002, 36, 84.	2.9	92
52	Learning Diversity from World Englishes. <i>The Social Studies</i> , 2001, 92, 69-72.	0.7	7
53	Discursive Construction of the Images of U.S. Classrooms. <i>TESOL Quarterly</i> , 2001, 35, 9.	2.9	125
54	Teaching world Englishes to native speakers of English in the USA. <i>World Englishes</i> , 2001, 20, 47-64.	1.1	87

#	ARTICLE	IF	CITATIONS
55	Exploring Linguistic Diversity through World Englishes. <i>English Journal</i> , 2000, 89, 80.	0.1	20
56	Comments on Ryuko Kubota's "Japanese Culture Constructed by Discourses: Implications for Applied Linguistics Research and ELT": Postmodern Applied Linguistics: Problems and Contradictions. <i>The Author Responds. TESOL Quarterly</i> , 1999, 33, 749.	2.9	4
57	English and the Discourses of Colonialism. <i>TESOL Quarterly</i> , 1999, 33, 771.	2.9	0
58	Japanese Culture Constructed by Discourses: Implications for Applied Linguistics Research and ELT. <i>TESOL Quarterly</i> , 1999, 33, 9.	2.9	236
59	Learning Japanese via Satellite in an American High School: A Case Study. <i>Foreign Language Annals</i> , 1999, 32, 329-347.	1.0	4
60	Word Processing and WWW Projects in a College Japanese Language Class. <i>Foreign Language Annals</i> , 1999, 32, 205-217.	1.0	14
61	Ideologies of English in Japan. <i>World Englishes</i> , 1998, 17, 295-306.	1.1	161
62	An investigation of L1→L2 transfer in writing among Japanese university students: Implications for contrastive rhetoric. <i>Journal of Second Language Writing</i> , 1998, 7, 69-100.	3.0	123
63	An Investigation of Japanese and English L1 Essay Organization: Differences and Similarities. <i>Canadian Modern Language Review</i> , 1998, 54, 475-508.	0.7	27
64	Voices from the Margin: Second and Foreign Language Teaching Approaches from Minority Perspectives. <i>Canadian Modern Language Review</i> , 1998, 54, 394-412.	0.7	10
65	A Reevaluation of the Uniqueness of Japanese Written Discourse. <i>Written Communication</i> , 1997, 14, 460-480.	1.3	62