Alison Mackey

List of Publications by Year
in descending order

55 papers	**5,379** citations	147566 **31** h-index	288905 **40** g-index
71 all docs	**71** docs citations	**71** times ranked	**964** citing authors

#	Article	IF	Citations
1	Conversational Interaction and Second Language Development: Recasts, Responses, and Red Herrings?. Modern Language Journal, 1998, 82, 338-356.	1.3	524
2	INPUT, INTERACTION, AND SECOND LANGUAGE DEVELOPMENT. Studies in Second Language Acquisition, 1999, 21, 557-587.	1.8	509
3	HOW DO LEARNERS PERCEIVE INTERACTIONAL FEEDBACK?. Studies in Second Language Acquisition, 2000, 22, 471-497.	1.8	411
4	Feedback, Noticing and Instructed Second Language Learning. Applied Linguistics, 2006, 27, 405-430.	1.1	351
5	Interactional Input and The Incorporation of Feedback: An Exploration of NS-NNS and NNS-NNS Adult and Child Dyads. Language Learning, 2003, 53, 35-66.	1.4	216
6	Input, Interaction and Output. AILA Review, 2006, 19, 3-17.	0.2	204
7	THE CASE AGAINST THE CASE AGAINST RECASTS. Studies in Second Language Acquisition, 2013, 35, 127-165.	1.8	202
8	9. Individual differences in working memory, noticing of interactional feedback and L2 development. Language Learning and Language Teaching, 2002, , 181-209.	0.1	185
9	The Effects of Task Repetition on Linguistic Output. Language Learning, 1999, 49, 549-581.	1.4	171
10	Responses to Recasts: Repetitions, Primed Production, and Linguistic Development. Language Learning, 2006, 56, 693-720.	1.4	168
11	Exploring the Relationship Between Modified Output and Working Memory Capacity. Language Learning, 2010, 60, 501-533.	1.4	167
12	Older Learners in SLA Research: A First Look at Working Memory, Feedback, and L2 Development. Language Learning, 2012, 62, 704-740.	1.4	152
13	The Role of Input and Interaction in Second Language Acquisition <i>Introduction to the Special Issue</i>. Modern Language Journal, 1998, 82, 299-307.	1.3	139
14	Task-Based Interactions in Classroom and Laboratory Settings. Language Learning, 2005, 55, 575-611.	1.4	139
15	Research Methodology in Second Language Studies: Trends, Concerns, and New Directions. Modern Language Journal, 2016, 100, 209-227.	1.3	139
16	Interactional Context and Feedback in Child ESL Classrooms. Modern Language Journal, 2003, 87, 519-533.	1.3	115
17	Interactional feedback and children's L2 development. System, 2002, 30, 459-477.	1.7	97
18	LEARNERS' INTERPRETATIONS OF RECASTS. Studies in Second Language Acquisition, 2006, 28, .	1.8	92

#	Article	IF	Citations
19	Data Elicitation for Second and Foreign Language Research. , 0, , .		86
20	Beyond production: learners' perceptions about interactional processes. International Journal of Educational Research, 2002, 37, 379-394.	1.2	79
21	Interactional tasks and English L2 learning by immigrant children in Singapore. System, 2005, 33, 239-260.	1.7	74
22	Creativity and EFL Students' Language Use During a Group Problem-Solving Task. TESOL Quarterly, 2015, 49, 188-199.	1.5	74
23	FREQUENCY EFFECTS AND SECOND LANGUAGE ACQUISITION. Studies in Second Language Acquisition, 2002, 24, 249-260.	1.8	71
24	SYNTACTIC PRIMING AND ESL QUESTION DEVELOPMENT. Studies in Second Language Acquisition, 2008, 30, .	1.8	67
25	Communicative Tasks, Conversational Interaction and Linguistic Form: An Empirical Study of Thai^1. Foreign Language Annals, 2000, 33, 82-92.	0.6	65
26	The impact of planning time on children's task-based interactions. System, 2006, 34, 547-565.	1.7	64
27	Task Familiarity and Interactional Feedback in Child ESL Classrooms. TESOL Quarterly, 2007, 41, 285-312.	1.5	62
28	Stimulated Recall Methodology in Applied Linguistics and L2 Research. , 0, , .		59
29	The relationship between experience, education and teachers' use of incidental focus-on-form techniques. Language Teaching Research, 2004, 8, 301-327.	2.1	53
30	Teachers' Intentions and Learners' Perceptions about Corrective Feedback in the L2 Classroom. Innovation in Language Learning and Teaching, 2007, 1, 129-152.	1.5	53
31	Interactional feedback in learner-learner interactions in a task-based EFL classroom. IRAL-International Review of Applied Linguistics in Language Teaching, 2009, 47, .	0.5	37
32	Interaction as practice. , 0, , 85-110.		36
33	Investigating learners reports about the L2 classroom. IRAL-International Review of Applied Linguistics in Language Teaching, 2001, 39, .	0.5	33
34	Conversational Interaction and Second Language Development: Recasts, Responses, and Red Herrings?. , 1998, 82, 338.		33
35	2. Peer interaction and metacognitive instruction in the EFL classroom. Language Learning and Language Teaching, 2016, , 63-89.	0.1	30
36	IRIS: A new resource for second language research. Linguistic Approaches To Bilingualism, 2014, 4, 125-130.	0.6	27

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37	The relationship between experience, education and teachers' use of incidental focus-on-form techniques. Language Teaching Research, 2004, 8, 301-327.	2.1	20
38	Task‐Based Interactions in Classroom and Laboratory Settings. Language Learning, 2011, 61, 189-220.	1.4	20
39	Practice and progression in Second Language Research methods. AILA Review, 2014, 27, 80-97.	0.2	18
40	Mixed Methodology. , 2018, , 103-121.		16
41	Chapter 8. Task complexity, uptake of recasts, and L2 development. Task-based Language Teaching, 2011, , 203-236.	1.5	13
42	EPILOGUE: From Introspections, Brain Scans, and Memory Tests to the Role of Social Context: Advancing Research on Interaction and Learning. Studies in Second Language Acquisition, 2006, 28, .	1.8	10
43	Second Language Acquisition Research Methods. , 2017, , 183-193.		3
44	Second Language Acquisition Research Methods. , 2016, , 1-12.		2
45	Theory and Approaches in Research into Interaction, Corrective Feedback, and Tasks in L2 Learning. , 2020, , 1-26.		0
46	Designing Studies of the Roles of Interaction, Feedback, and Tasks in Second Language Learning. , 2020, , 27-53.		0
47	Investigating Individual Differences in Interaction, Feedback, and Task Studies: Aptitude, Working Memory, Cognitive Creativity, and New Findings in L2 Learning. , 2020, , 54-70.		0
48	Collecting Introspective Data in Interaction, Feedback, and Task Research. , 2020, , 71-82.		0
49	Creating and Using Surveys, Interviews, and Mixed Methods for Research into Interaction, Corrective Feedback, Tasks, and L2 Learning. , 2020, , 83-105.		0
50	Doing Meta-Analytic and Synthetic Research on Interaction, Feedback, Tasks, and L2 Learning. , 2020, , 106-131.		0
51	Investigating Interaction, Feedback, Tasks, and L2 Learning in Instructional Settings. , 2020, , 132-149.		0
52	Choosing and Using Eye-Tracking, Imaging, and Prompted Production Measures to Investigate Interaction, Feedback, and Tasks in L2 Learning. , 2020, , 150-169.		0
53	Working with Data in Interaction, Feedback, and Task Research. , 2020, , 170-194.		0
54	Common Problems, Pitfalls, and How to Address Them in Research on Interaction, Corrective Feedback, and Tasks in L2 Learning. , 2020, , 195-205.		0

#	ARTICLE	IF	CITATIONS
55	Tools to Measure the Effectiveness of Feedback. , 2021, , 111-129.		0