

Mirosław Pawlak

List of Publications by Year in descending order

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Version: 2024-02-01

81
papers

1,512
citations

516681

16
h-index

501174

28
g-index

93
all docs

93
docs citations

93
times ranked

303
citing authors

#	ARTICLE	IF	CITATIONS
1	Boredom as an Aversive Emotion Experienced by English Majors. <i>RELC Journal</i> , 2023, 54, 22-36.	3.9	31
2	Using internet resources in the development of English pronunciation: the case of the past tense <i>-ed</i> ending. <i>Computer Assisted Language Learning</i> , 2023, 36, 205-237.	7.1	2
3	Investigating individual trajectories in experiencing boredom in the language classroom: The case of 11 Polish students of English. <i>Language Teaching Research</i> , 2022, 26, 598-616.	4.0	40
4	Activity-induced boredom in online EFL classes. <i>ELT Journal</i> , 2022, 76, 58-68.	1.8	50
5	The impact of self-regulatory strategy use on self-efficacy beliefs and motivated learning behavior in study abroad contexts: The case of university students in Italy, Poland and Turkey. <i>System</i> , 2022, 105, 102735.	3.4	3
6	Potential sources of foreign language learning boredom: A Q methodology study. <i>Studies in Second Language Learning and Teaching</i> , 2022, 12, 37-58.	2.1	22
7	Examining the underlying structure of after-class boredom experienced by English majors. <i>System</i> , 2022, 106, 102769.	3.4	8
8	Investigating the impact of linguistic and non-linguistic factors on EMI academic success. <i>System</i> , 2022, 107, 102794.	3.4	20
9	The emergence of boredom in an online language class: An ecological perspective. <i>System</i> , 2022, 107, 102803.	3.4	18
10	Investigating language learning strategies: Prospects, pitfalls and challenges. <i>Language Teaching Research</i> , 2021, 25, 817-835.	4.0	35
11	Individual trajectories of boredom in learning English as a foreign language at the university level: insights from three students's self-reported experience. <i>Innovation in Language Learning and Teaching</i> , 2021, 15, 263-278.	2.8	32
12	Corrective Feedback, Developmental Readiness, and Language Proficiency. , 2021, , 733-753.		1
13	Another look at boredom in language instruction: The role of the predictable and the unexpected. <i>Studies in Second Language Learning and Teaching</i> , 2021, 11, 15-40.	2.1	22
14	Working memory as a factor mediating explicit and implicit knowledge of English grammar. <i>Annual Review of Applied Linguistics</i> , 2021, 41, 118-125.	1.5	0
15	Review of Complexity perspectives on researching language learner and teacher psychology; Editors: Richard J. Sampson, Richard S. Pinner; Publisher: Multilingual Matters, 2021; ISBN: 9781788923545; Pages: 304. <i>Studies in Second Language Learning and Teaching</i> , 2021, 11, 165-170.	2.1	0
16	Verbal working memory as a predictor of explicit and implicit knowledge of English passive voice. <i>Contemporary Discourses of Hate and Radicalism Across Space and Genres</i> , 2021, , 93-115.	0.0	0
17	Teaching foreign language grammar: New solutions, old problems. <i>Foreign Language Annals</i> , 2021, 54, 881-896.	1.0	11
18	Boredom in online classes in the Iranian EFL context: Sources and solutions. <i>System</i> , 2021, 101, 102556.	3.4	143

#	ARTICLE	IF	CITATIONS
19	Language Learning Strategies. Springer Texts in Education, 2021, , 207-212.	0.1	1
20	Nauczanie gramatyki jÅ™zyka obcego a podejÅ™cie zadaniowe. Neofilolog, 2021, , 79-100.	0.2	1
21	Boredom in practical English language classes: a longitudinal confirmatory factor analysis-curve of factors model. Applied Linguistics Review, 2021, .	0.9	8
22	The Role of Grit Among Polish EFL Majors: A Comparative Study of 1st-, 2nd-, and 3rd-Year University Students. Journal for the Psychology of Language Learning, 2021, 3, 118-132.	1.4	8
23	Grammar learning strategies as a key to mastering second language grammar: A research agenda. Language Teaching, 2020, 53, 358-370.	2.5	15
24	Interrelationships of motivation, self-efficacy and self-regulatory strategy use: An investigation into study abroad experiences. System, 2020, 93, 102300.	3.4	12
25	The neglected emotion of boredom in teaching English to advanced learners. International Journal of Applied Linguistics, 2020, 30, 497-509.	0.9	29
26	Boredom in the Foreign Language Classroom. Second Language Learning and Teaching, 2020, , .	0.5	44
27	Individual Differences and Good Language Teachers. , 2020, , 121-132.		9
28	Grammar and Good Language Teachers. , 2020, , 219-231.		5
29	Investigating factors responsible for boredom in English classes: The case of advanced learners. System, 2020, 91, 102259.	3.4	83
30	Review of Research methods for complexity theory in applied linguistics by Phil Hiver and Ali H. Al-Hoorie. Studies in Second Language Learning and Teaching, 2020, 10, 391-395.	2.1	1
31	Review of Directed motivational currents and language education: Exploring implications for pedagogy; Author: Christine Muir; Publisher: Multilingual Matters, 2020; ISBN: 978-1-78892-884-7; Pages: 252. Studies in Second Language Learning and Teaching, 2020, 10, 807-811.	2.1	2
32	Tapping the Distinction Between Explicit and Implicit Knowledge: Methodological Issues. Second Language Learning and Teaching, 2019, , 45-60.	0.5	11
33	Teaching stylistic inversion to advanced learners of English: Interaction of input manipulation and individual difference variables. IRAL-International Review of Applied Linguistics in Language Teaching, 2019, 57, 497-526.	0.8	3
34	Verbal working memory as a predictor of explicit and implicit knowledge of English passive voice. Journal of Second Language Studies, 2019, 2, 258-280.	1.0	2
35	HOW TEACHERS DEAL WITH INDIVIDUAL DIFFERENCES IN THE LANGUAGE CLASSROOM: RESULTS OF A STUDY. Neofilolog, 2019, , 179-195.	0.2	3
36	Review of English-medium instruction and pronunciation: Exposure and skills development; Author: Karin Richter; Publisher: Multilingual Matters, 2019; ISBN: 9781788922456; Pages: 202. Studies in Second Language Learning and Teaching, 2019, 9, 429-432.	2.1	1

#	ARTICLE	IF	CITATIONS
37	SKUTECZNE OCENIANIE GRAMATYKI: OD TRADYCYJNYCH TESTÓW DO ZADAŃ KOMUNIKACYJNYCH. <i>Neofilolog</i> , 2019, , 315-328.	0.2	1
38	EWALUACJA NARZĘDZI BADANIA NUDY NA ZAJĘCIACH PRAKTYCZNEJ NAUKI JĘZYKA ANGIELSKIEGO Z PERSPEKTYWY MAKRO I MIKRO. <i>Neofilolog</i> , 2019, , 299-314.	0.2	0
39	Polish Nonword Span (PNWSPAN): A new tool for measuring phonological loop capacity. <i>Glottodidactica an International Journal of Applied Linguistics</i> , 2018, 45, 309-327.	0.1	1
40	The use of language learning strategies in a second and third language: The case of foreign language majors. <i>Studies in Second Language Learning and Teaching</i> , 2018, 8, 427-443.	2.1	10
41	Conclusion: The future of research into language learning strategies. <i>Studies in Second Language Learning and Teaching</i> , 2018, 8, 525-535.	2.1	27
42	Investigating the use of speaking strategies in the performance of two communicative tasks: The importance of communicative goal. <i>Studies in Second Language Learning and Teaching</i> , 2018, 8, 269-291.	2.1	9
43	Researching pronunciation learning strategies: An overview and a critical look. <i>Studies in Second Language Learning and Teaching</i> , 2018, 8, 293-323.	2.1	10
44	Grammar Learning Strategy Inventory (GLSI): Another look. <i>Studies in Second Language Learning and Teaching</i> , 2018, 8, 351-379.	2.1	18
45	Tracing the Motivational Trajectories in Learning English as a Foreign Language. The Case of Two English Majors. <i>Second Language Learning and Teaching</i> , 2018, , 185-207.	0.5	2
46	The Role of Autonomy in Learning and Teaching Foreign Language Grammar. <i>Second Language Learning and Teaching</i> , 2017, , 3-19.	0.5	3
47	Individual Difference Variables as Mediating Influences on Success or Failure in Form-Focused Instruction. <i>Second Language Learning and Teaching</i> , 2017, , 75-92.	0.5	9
48	Polish Listening SPAN: A new tool for measuring verbal working memory. <i>Studies in Second Language Learning and Teaching</i> , 2017, 7, 601-618.	2.1	5
49	Willingness to Communicate in Instructed Second Language Acquisition. , 2017, , ,		36
50	Review of Demotivation in second language acquisition: Insights from Japan; Author: Keita Kikuchi; Publisher: Multilingual Matters, 2015; ISBN: 9781138783093946; Pages: 162. <i>Studies in Second Language Learning and Teaching</i> , 2017, 7, 721-725.	2.1	0
51	New conceptualizations of linguistic giftedness. <i>Language Teaching</i> , 2016, 49, 151-185.	2.5	64
52	Designing a Tool for Measuring the Interrelationships between L2 WTC, Confidence, Beliefs, Motivation, and Context. <i>Second Language Learning and Teaching</i> , 2016, , 19-37.	0.5	15
53	Investigating the nature of classroom willingness to communicate (WTC): A micro-perspective. <i>Language Teaching Research</i> , 2016, 20, 654-671.	4.0	68
54	The interface between research on individual difference variables and teaching practice: The case of cognitive factors and personality. <i>Studies in Second Language Learning and Teaching</i> , 2016, 6, 395-422.	2.1	16

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55	The dynamic nature of motivation in language learning: A classroom perspective. <i>Studies in Second Language Learning and Teaching</i> , 2016, 2, 249.	2.1	56
56	Review of Introduction to Instructed Second Language Acquisition; Editor: Shawn Loewen; Publisher: Routledge, 2015; ISBN: 97804155295549; Pages: 210. <i>Studies in Second Language Learning and Teaching</i> , 2016, 6, 183-188.	2.1	0
57	Review of Written corrective feedback for L2 development; Authors: John Bitchener, Neomy Storch; Publisher: Multilingual Matters, 2016; ISBN: 9781783095032; Pages: 156. <i>Studies in Second Language Learning and Teaching</i> , 2016, 6, 717-723.	2.1	0
58	Investigating the dynamic nature of L2 willingness to communicate. <i>System</i> , 2015, 50, 1-9.	3.4	77
59	Exploring Advanced Learners' Beliefs About Pronunciation Instruction and Their Relationship with Attainment. <i>Second Language Learning and Teaching</i> , 2015, , 3-22.	0.5	9
60	Multiple perspectives on the self in SLA, Editors: Sarah Mercer and Marion Williams, Publisher: Multilingual Matters, 2014, ISBN: 978-1-78309-134-8, Pages: 188.. <i>Studies in Second Language Learning and Teaching</i> , 2015, 5, 179-186.	2.1	0
61	Fluctuations in Learners' Willingness to Communicate during Communicative Task Performance: Conditions and Tendencies. <i>Research in Language</i> , 2014, 12, 245-260.	0.1	27
62	Error Correction in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , 2014, , .	0.5	44
63	Another Look at Temporal Variation in Language Learning Motivation: Results of a Study. <i>Second Language Learning and Teaching</i> , 2014, , 89-109.	0.5	3
64	Applying Cognitive Grammar in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , 2013, , .	0.5	32
65	Comparing Learners' and Teachers' Beliefs About Form-Focused Instruction. <i>Second Language Learning and Teaching</i> , 2013, , 109-131.	0.5	8
66	Principles of Instructed Language Learning Revisited: Guidelines for Effective Grammar Teaching in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , 2013, , 199-220.	0.5	7
67	The Effect of Explicit and Implicit Corrective Feedback on Eliminating Pronunciation Errors. <i>Second Language Learning and Teaching</i> , 2013, , 85-101.	0.5	5
68	Reconsidering the role of practice in foreign language teaching and learning. <i>Poznan Studies in Contemporary Linguistics</i> , 2012, 48, .	0.3	1
69	Review of doctoral research in second language acquisition, language learning and teaching in Poland (2006-2010). <i>Language Teaching</i> , 2012, 45, 347-375.	2.5	1
70	Instructional Mode and the Use of Grammar Learning Strategies. <i>Second Language Learning and Teaching</i> , 2012, , 263-287.	0.5	12
71	Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , 2012, , .	0.5	13
72	Anxiety as a Factor Influencing the Use of Language Learning Strategies. <i>Second Language Learning and Teaching</i> , 2011, , 149-165.	0.5	12

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73	Cultural Differences in Perceptions of Form-Focused Instruction: The Case of Advanced Polish and Italian Learners. , 2011, , 77-94.		11
74	Grammar Learning Strategies and Language Attainment: Seeking a Relationship. Research in Language, 0, 7, 43-60.	0.1	23
75	Chapter 2. Overview of learner individual differences and their mediating effects on the process and outcome of L2 interaction. AILA Applied Linguistics Series, 0, , 20-40.	0.1	13
76	A longitudinal study of the subdomains of boredom in practical English language classes in an online setting: A factor of curves latent growth modeling. Journal of Multilingual and Multicultural Development, 0, , 1-15.	1.7	15
77	Boredom in online English language classes: Mediating variables and coping strategies. Language Teaching Research, 0, , 136216882110649.	4.0	51
78	A longitudinal study of foreign language enjoyment and boredom: A latent growth curve modeling. Language Teaching Research, 0, , 136216882210823.	4.0	17
79	Positive and negative emotions, L2 grit and perceived competence as predictors of L2 motivated behaviour. Journal of Multilingual and Multicultural Development, 0, , 1-17.	1.7	29
80	Investigating grit in second language learning: The role of individual difference factors and background variables. Language Teaching Research, 0, , 136216882211057.	4.0	11
81	Classroom social climate, growth language mindset, and student engagement: the mediating role of boredom in learning English as a foreign language. Journal of Multilingual and Multicultural Development, 0, , 1-19.	1.7	60