

# Mirosław Pawlak

## List of Publications by Citations

**Source:** <https://exaly.com/author-pdf/1172039/miroslaw-pawlak-publications-by-citations.pdf>

**Version:** 2024-04-28

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.

The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

65  
papers

709  
citations

14  
h-index

23  
g-index

93  
ext. papers

1,051  
ext. citations

1.8  
avg, IF

5.43  
L-index

#	Paper	IF	Citations
65	Investigating the dynamic nature of L2 willingness to communicate. <i>System</i> , <b>2015</b> , 50, 1-9	3.5	54
64	New conceptualizations of linguistic giftedness. <i>Language Teaching</i> , <b>2016</b> , 49, 151-185	2.7	53
63	Boredom in online classes in the Iranian EFL context: Sources and solutions. <i>System</i> , <b>2021</b> , 101, 102556	3.5	53
62	Investigating the nature of classroom willingness to communicate (WTC): A micro-perspective. <i>Language Teaching Research</i> , <b>2016</b> , 20, 654-671	3.3	44
61	Error Correction in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , <b>2014</b> ,	0.1	36
60	Investigating factors responsible for boredom in English classes: The case of advanced learners. <i>System</i> , <b>2020</b> , 91, 102259	3.5	35
59	The dynamic nature of motivation in language learning: A classroom perspective. <i>Studies in Second Language Learning and Teaching</i> , <b>2016</b> , 2, 249	3.4	34
58	Willingness to Communicate in Instructed Second Language Acquisition <b>2017</b> ,		27
57	Applying Cognitive Grammar in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , <b>2013</b> ,	0.1	25
56	Boredom in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , <b>2020</b> ,	0.1	22
55	Investigating individual trajectories in experiencing boredom in the language classroom: The case of 11 Polish students of English. <i>Language Teaching Research</i> , <b>2020</b> , 136216882091400	3.3	21
54	Fluctuations in Learners' Willingness to Communicate During Communicative Task Performance: Conditions and Tendencies. <i>Research in Language</i> , <b>2014</b> , 12, 245-260	0.2	19
53	Grammar Learning Strategies and Language Attainment: Seeking a Relationship. <i>Research in Language</i> , <b>2009</b> , 7, 43-60	0.2	15
52	Individual trajectories of boredom in learning English as a foreign language at the university level: insights from three students' self-reported experience. <i>Innovation in Language Learning and Teaching</i> , <b>2021</b> , 15, 263-278	1.3	15
51	Conclusion: The future of research into language learning strategies. <i>Studies in Second Language Learning and Teaching</i> , <b>2018</b> , 8, 525-535	3.4	14
50	Investigating language learning strategies: Prospects, pitfalls and challenges. <i>Language Teaching Research</i> , <b>2019</b> , 136216881987615	3.3	13
49	Boredom as an Aversive Emotion Experienced by English Majors. <i>RELC Journal</i> , 003368822097373	0.9	13

48	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> , <b>2016</b> , 6, 395-422	3.4	11
47	Another look at boredom in language instruction: The role of the predictable and the unexpected. <i>Studies in Second Language Learning and Teaching</i> , <b>2021</b> , 11, 15-40	3.4	11
46	Boredom in online English language classes: Mediating variables and coping strategies. <i>Language Teaching Research</i> , 136216882110649	3.3	10
45	Cultural Differences in Perceptions of Form-Focused Instruction: The Case of Advanced Polish and Italian Learners <b>2011</b> , 77-94		10
44	Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , <b>2012</b> ,	0.1	10
43	The neglected emotion of boredom in teaching English to advanced learners. <i>International Journal of Applied Linguistics</i> , <b>2020</b> , 30, 497-509	2.5	9
42	Individual Difference Variables as Mediating Influences on Success or Failure in Form-Focused Instruction. <i>Second Language Learning and Teaching</i> , <b>2017</b> , 75-92	0.1	9
41	Anxiety as a Factor Influencing the Use of Language Learning Strategies. <i>Second Language Learning and Teaching</i> , <b>2011</b> , 149-165	0.1	9
40	Comparing Learners' and Teachers' Beliefs About Form-Focused Instruction. <i>Second Language Learning and Teaching</i> , <b>2013</b> , 109-131	0.1	8
39	Instructional Mode and the Use of Grammar Learning Strategies. <i>Second Language Learning and Teaching</i> , <b>2012</b> , 263-287	0.1	8
38	Tapping the Distinction Between Explicit and Implicit Knowledge: Methodological Issues. <i>Second Language Learning and Teaching</i> , <b>2019</b> , 45-60	0.1	8
37	Researching pronunciation learning strategies: An overview and a critical look. <i>Studies in Second Language Learning and Teaching</i> , <b>2018</b> , 8, 293-323	3.4	7
36	Grammar Learning Strategy Inventory (GLSI): Another look. <i>Studies in Second Language Learning and Teaching</i> , <b>2018</b> , 8, 351-379	3.4	7
35	Chapter 2. Overview of learner individual differences and their mediating effects on the process and outcome of L2 interaction. <i>AILA Applied Linguistics Series</i> , 20-40		7
34	Designing a Tool for Measuring the Interrelationships between L2 WTC, Confidence, Beliefs, Motivation, and Context. <i>Second Language Learning and Teaching</i> , <b>2016</b> , 19-37	0.1	7
33	Interrelationships of motivation, self-efficacy and self-regulatory strategy use: An investigation into study abroad experiences. <i>System</i> , <b>2020</b> , 93, 102300	3.5	6
32	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> , <b>2018</b> , 8, 427-443	3.4	5
31	Principles of Instructed Language Learning Revisited: Guidelines for Effective Grammar Teaching in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , <b>2013</b> , 199-220	0.1	5

30	Grammar learning strategies as a key to mastering second language grammar: A research agenda. <i>Language Teaching</i> , <b>2020</b> , 53, 358-370	2.7	5
29	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> , <b>2018</b> , 8, 269-291	3.4	4
28	The Effect of Explicit and Implicit Corrective Feedback on Eliminating Pronunciation Errors. <i>Second Language Learning and Teaching</i> , <b>2013</b> , 85-101	0.1	4
27	Potential sources of foreign language learning boredom: A Q methodology study. <i>Studies in Second Language Learning and Teaching</i> , <b>2022</b> , 12, 37-58	3.4	4
26	Individual Differences and Good Language Teachers <b>2020</b> , 121-132		3
25	Polish Listening SPAN: A new tool for measuring verbal working memory. <i>Studies in Second Language Learning and Teaching</i> , <b>2017</b> , 7, 601-618	3.4	3
24	Another Look at Temporal Variation in Language Learning Motivation: Results of a Study. <i>Second Language Learning and Teaching</i> , <b>2014</b> , 89-109	0.1	3
23	Exploring Advanced Learners' Beliefs About Pronunciation Instruction and Their Relationship with Attainment. <i>Second Language Learning and Teaching</i> , <b>2015</b> , 3-22	0.1	3
22	Teaching stylistic inversion to advanced learners of English: Interaction of input manipulation and individual difference variables. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , <b>2019</b> , 57, 497-526	1.4	3
21	Teaching foreign language grammar: New solutions, old problems. <i>Foreign Language Annals</i> ,	2.1	3
20	The Role of Grit Among Polish EFL Majors: A Comparative Study of 1st-, 2nd-, and 3rd-Year University Students. <i>Journal for the Psychology of Language Learning</i> , <b>2021</b> , 3, 118-132	2.3	3
19	Grammar and Good Language Teachers <b>2020</b> , 219-231		2
18	A longitudinal study of the subdomains of boredom in practical English language classes in an online setting: A factor of curves latent growth modeling. <i>Journal of Multilingual and Multicultural Development</i> , 1-15	1.4	2
17	Verbal working memory as a predictor of explicit and implicit knowledge of English passive voice. <i>Journal of Second Language Studies</i> , <b>2019</b> , 2, 258-280	5.1	2
16	Language Learning Strategies. <i>Springer Texts in Education</i> , <b>2021</b> , 207-212	0.3	1
15	Teaching Foreign Language Grammar to Children: The Role of Individual Differences. <i>Second Language Learning and Teaching</i> , <b>2021</b> , 55-71	0.1	1
14	Beliefs About Grammar Instruction and the Mastery of the English Passive Voice. <i>Second Language Learning and Teaching</i> , <b>2021</b> , 173-188	0.1	1
13	Corrective Feedback, Developmental Readiness, and Language Proficiency <b>2021</b> , 733-753		1

12	Boredom in practical English language classes: a longitudinal confirmatory factor analysis-curve of factors model. <i>Applied Linguistics Review</i> , <b>2021</b> ,	1.2	1
11	The emergence of boredom in an online language class: An ecological perspective. <i>System</i> , <b>2022</b> , 102803,	3.5	1
10	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> , <b>2022</b> , 105, 102735	3.5	0
9	Tracing the Motivational Trajectories in Learning English as a Foreign Language. The Case of Two English Majors. <i>Second Language Learning and Teaching</i> , <b>2018</b> , 185-207	0.1	0
8	A longitudinal study of foreign language enjoyment and boredom: A latent growth curve modeling. <i>Language Teaching Research</i> ,136216882210823	3.3	0
7	Examining the underlying structure of after-class boredom experienced by English majors. <i>System</i> , <b>2022</b> , 106, 102769	3.5	0
6	Investigating the impact of linguistic and non-linguistic factors on EMI academic success. <i>System</i> , <b>2022</b> , 107, 102794	3.5	0
5	The Role of Autonomy in Learning and Teaching Foreign Language Grammar. <i>Second Language Learning and Teaching</i> , <b>2017</b> , 3-19	0.1	
4	Review of doctoral research in second language acquisition, language learning and teaching in Poland (2006-2010). <i>Language Teaching</i> , <b>2012</b> , 45, 347-375	2.7	
3	Working memory as a factor mediating explicit and implicit knowledge of English grammar. <i>Annual Review of Applied Linguistics</i> , <b>2021</b> , 41, 118-125	3.6	
2	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> , <b>2021</b> , 93-115	0.1	
1	Using internet resources in the development of English pronunciation: the case of the past tense -ed ending. <i>Computer Assisted Language Learning</i> ,1-33	2.9	