

Miroslaw Pawlak

List of Publications by Year in Descending Order

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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	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	3.5	0
64	Potential sources of foreign language learning boredom: A Q methodology study. <i>Studies in Second Language Learning and Teaching</i> , 2022 , 12, 37-58	3.4	4
63	Examining the underlying structure of after-class boredom experienced by English majors. <i>System</i> , 2022 , 106, 102769	3.5	0
62	Investigating the impact of linguistic and non-linguistic factors on EMI academic success. <i>System</i> , 2022 , 107, 102794	3.5	0
61	The emergence of boredom in an online language class: An ecological perspective. <i>System</i> , 2022 , 102803	3.5	1
60	Language Learning Strategies. <i>Springer Texts in Education</i> , 2021 , 207-212	0.3	1
59	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	3.4	11
58	Working memory as a factor mediating explicit and implicit knowledge of English grammar. <i>Annual Review of Applied Linguistics</i> , 2021 , 41, 118-125	3.6	
57	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	0.1	
56	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> , 2021 , 15, 263-278	1.3	15
55	Teaching Foreign Language Grammar to Children: The Role of Individual Differences. <i>Second Language Learning and Teaching</i> , 2021 , 55-71	0.1	1
54	Beliefs About Grammar Instruction and the Mastery of the English Passive Voice. <i>Second Language Learning and Teaching</i> , 2021 , 173-188	0.1	1
53	Corrective Feedback, Developmental Readiness, and Language Proficiency 2021 , 733-753		1
52	Boredom in online classes in the Iranian EFL context: Sources and solutions. <i>System</i> , 2021 , 101, 102556	3.5	53
51	Boredom in practical English language classes: a longitudinal confirmatory factor analysis-curve of factors model. <i>Applied Linguistics Review</i> , 2021 ,	1.2	1
50	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> , 2021 , 3, 118-132	2.3	3
49	Interrelationships of motivation, self-efficacy and self-regulatory strategy use: An investigation into study abroad experiences. <i>System</i> , 2020 , 93, 102300	3.5	6

48	The neglected emotion of boredom in teaching English to advanced learners. <i>International Journal of Applied Linguistics</i> , 2020 , 30, 497-509	2.5	9
47	Boredom in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , 2020 ,	0.1	22
46	Individual Differences and Good Language Teachers 2020 , 121-132		3
45	Grammar and Good Language Teachers 2020 , 219-231		2
44	Grammar learning strategies as a key to mastering second language grammar: A research agenda. <i>Language Teaching</i> , 2020 , 53, 358-370	2.7	5
43	Investigating individual trajectories in experiencing boredom in the language classroom: The case of 11 Polish students of English. <i>Language Teaching Research</i> , 2020 , 136216882091400	3.3	21
42	Investigating factors responsible for boredom in English classes: The case of advanced learners. <i>System</i> , 2020 , 91, 102259	3.5	35
41	Investigating language learning strategies: Prospects, pitfalls and challenges. <i>Language Teaching Research</i> , 2019 , 136216881987615	3.3	13
40	Verbal working memory as a predictor of explicit and implicit knowledge of English passive voice. <i>Journal of Second Language Studies</i> , 2019 , 2, 258-280	5.1	2
39	Tapping the Distinction Between Explicit and Implicit Knowledge: Methodological Issues. <i>Second Language Learning and Teaching</i> , 2019 , 45-60	0.1	8
38	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> , 2019 , 57, 497-526	1.4	3
37	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	3.4	5
36	Conclusion: The future of research into language learning strategies. <i>Studies in Second Language Learning and Teaching</i> , 2018 , 8, 525-535	3.4	14
35	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	3.4	4
34	Researching pronunciation learning strategies: An overview and a critical look. <i>Studies in Second Language Learning and Teaching</i> , 2018 , 8, 293-323	3.4	7
33	Grammar Learning Strategy Inventory (GLSI): Another look. <i>Studies in Second Language Learning and Teaching</i> , 2018 , 8, 351-379	3.4	7
32	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	0.1	0
31	The Role of Autonomy in Learning and Teaching Foreign Language Grammar. <i>Second Language Learning and Teaching</i> , 2017 , 3-19	0.1	

30	Polish Listening SPAN: A new tool for measuring verbal working memory. <i>Studies in Second Language Learning and Teaching</i> , 2017 , 7, 601-618	3-4	3
29	Willingness to Communicate in Instructed Second Language Acquisition 2017 ,		27
28	Individual Difference Variables as Mediating Influences on Success or Failure in Form-Focused Instruction. <i>Second Language Learning and Teaching</i> , 2017 , 75-92	0.1	9
27	Investigating the nature of classroom willingness to communicate (WTC): A micro-perspective. <i>Language Teaching Research</i> , 2016 , 20, 654-671	3-3	44
26	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	3-4	11
25	The dynamic nature of motivation in language learning: A classroom perspective. <i>Studies in Second Language Learning and Teaching</i> , 2016 , 2, 249	3-4	34
24	New conceptualizations of linguistic giftedness. <i>Language Teaching</i> , 2016 , 49, 151-185	2-7	53
23	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	0.1	7
22	Investigating the dynamic nature of L2 willingness to communicate. <i>System</i> , 2015 , 50, 1-9	3-5	54
21	Exploring Advanced Learners' Beliefs About Pronunciation Instruction and Their Relationship with Attainment. <i>Second Language Learning and Teaching</i> , 2015 , 3-22	0.1	3
20	Fluctuations in Learners' Willingness to Communicate During Communicative Task Performance: Conditions and Tendencies. <i>Research in Language</i> , 2014 , 12, 245-260	0.2	19
19	Error Correction in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , 2014 ,	0.1	36
18	Another Look at Temporal Variation in Language Learning Motivation: Results of a Study. <i>Second Language Learning and Teaching</i> , 2014 , 89-109	0.1	3
17	Applying Cognitive Grammar in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , 2013 ,	0.1	25
16	Comparing Learners' and Teachers' Beliefs About Form-Focused Instruction. <i>Second Language Learning and Teaching</i> , 2013 , 109-131	0.1	8
15	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	0.1	5
14	The Effect of Explicit and Implicit Corrective Feedback on Eliminating Pronunciation Errors. <i>Second Language Learning and Teaching</i> , 2013 , 85-101	0.1	4
13	Review of doctoral research in second language acquisition, language learning and teaching in Poland (2006-2010). <i>Language Teaching</i> , 2012 , 45, 347-375	2-7	

12	Instructional Mode and the Use of Grammar Learning Strategies. <i>Second Language Learning and Teaching</i> , 2012 , 263-287	0.1	8
11	Production-oriented and Comprehension-based Grammar Teaching in the Foreign Language Classroom. <i>Second Language Learning and Teaching</i> , 2012 ,	0.1	10
10	Anxiety as a Factor Influencing the Use of Language Learning Strategies. <i>Second Language Learning and Teaching</i> , 2011 , 149-165	0.1	9
9	Cultural Differences in Perceptions of Form-Focused Instruction: The Case of Advanced Polish and Italian Learners 2011 , 77-94		10
8	Grammar Learning Strategies and Language Attainment: Seeking a Relationship. <i>Research in Language</i> , 2009 , 7, 43-60	0.2	15
7	Boredom in online English language classes: Mediating variables and coping strategies. <i>Language Teaching Research</i> ,136216882110649	3.3	10
6	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
5	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
4	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	
3	Boredom as an Aversive Emotion Experienced by English Majors. <i>RELC Journal</i> ,003368822097373	0.9	13
2	Teaching foreign language grammar: New solutions, old problems. <i>Foreign Language Annals</i> ,	2.1	3
1	A longitudinal study of foreign language enjoyment and boredom: A latent growth curve modeling. <i>Language Teaching Research</i> ,136216882210823	3.3	0