

John Trent

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11755844/publications.pdf>

Version: 2024-02-01

40
papers

961
citations

430874

18
h-index

477307

29
g-index

42
all docs

42
docs citations

42
times ranked

461
citing authors

#	ARTICLE	IF	CITATIONS
1	From learner to teacher: practice, language, and identity in a teaching practicum. <i>Asia-Pacific Journal of Teacher Education</i> , 2013, 41, 426-440.	1.9	85
2	Teacher education as identity construction: insights from action research. <i>Journal of Education for Teaching</i> , 2010, 36, 153-168.	2.0	73
3	“Four years on, I’m ready to teach”: teacher education and the construction of teacher identities. <i>Teachers and Teaching: Theory and Practice</i> , 2011, 17, 529-543.	1.9	72
4	Becoming a Teacher Educator. <i>Journal of Teacher Education</i> , 2013, 64, 262-275.	3.5	57
5	The Discursive Positioning of Teachers: Native-speaking English Teachers and Educational Discourse in Hong Kong. <i>TESOL Quarterly</i> , 2012, 46, 104-126.	2.9	55
6	Understanding mainland Chinese students' motivations for choosing teacher education programmes in Hong Kong. <i>Journal of Education for Teaching</i> , 2009, 35, 145-159.	2.0	48
7	Learning, teaching, and constructing identities: ESL pre-service teacher experiences during a short-term international experience programme. <i>Asia Pacific Journal of Education</i> , 2011, 31, 177-194.	2.1	47
8	Teacher identity construction across the curriculum: promoting cross-curriculum collaboration in English-medium schools. <i>Asia Pacific Journal of Education</i> , 2010, 30, 167-183.	2.1	33
9	Discourse, agency and teacher attrition: exploring stories to leave by amongst former early career English language teachers in Hong Kong. <i>Research Papers in Education</i> , 2017, 32, 84-105.	3.0	33
10	“My Two Masters”: Conflict, Contestation, and Identity Construction Within a Teaching Practicum. <i>Australian Journal of Teacher Education</i> , 2010, 35, .	0.6	31
11	Technology, identity, and community: the role of electronic teaching portfolios in becoming a teacher. <i>Technology, Pedagogy and Education</i> , 2013, 22, 3-20.	5.4	26
12	“At least I’m the type of teacher I want to be”: Second-career English language teachers' identity formation in Hong Kong secondary schools. <i>Asia-Pacific Journal of Teacher Education</i> , 2009, 37, 253-270.	1.9	23
13	Becoming a teacher: the identity construction experiences of beginning English language teachers in Hong Kong. <i>Australian Educational Researcher</i> , 2012, 39, 363-383.	2.3	22
14	Constructing professional identities in shadow education: perspectives of private supplementary educators in Hong Kong. <i>Educational Research for Policy and Practice</i> , 2016, 15, 115-130.	1.9	22
15	Research engagement as identity construction: Hong Kong preservice teachers’ experiences of a compulsory research project. <i>Teacher Development</i> , 2012, 16, 145-160.	0.7	21
16	“I’m teaching, but I’m not really a teacher”: Teaching assistants and the construction of professional identities in Hong Kong schools. <i>Educational Research</i> , 2014, 56, 28-47.	1.8	21
17	The identity construction experiences of early career English language teachers in Hong Kong. Great expectations and practical realities. <i>Research Papers in Education</i> , 2016, 31, 316-336.	3.0	21
18	The professional development of teacher identities in Hong Kong: can a short-term course make a difference?. <i>Professional Development in Education</i> , 2011, 37, 613-632.	2.8	19

#	ARTICLE	IF	CITATIONS
19	The NESTâ€œNNEST Divide and Teacher Identity Construction in Hong Kong Schools. <i>Journal of Language, Identity and Education</i> , 2016, 15, 306-320.	2.4	16
20	Crossing boundaries and constructing identities: the experiences of early career mainland Chinese English language teachers in Hong Kong. <i>Asia-Pacific Journal of Teacher Education</i> , 2011, 39, 65-78.	1.9	15
21	Language Teacher Education in a Multilingual Context. <i>Multilingual Education</i> , 2014, , .	0.4	14
22	Innovation as identity construction in language teaching and learning: case studies from Hong Kong. <i>Innovation in Language Learning and Teaching</i> , 2014, 8, 56-78.	2.8	14
23	â€œFitting inâ€™ or â€œbeing differentâ€™? Integration, separation, and identity construction during a teaching practicum in Hong Kong. <i>Teacher Development</i> , 2018, 22, 571-586.	0.7	14
24	â€œItâ€™s like starting all over againâ€œ: The struggles of second-career teachers to construct professional identities in Hong Kong schools. <i>Teachers and Teaching: Theory and Practice</i> , 2018, 24, 931-950.	1.9	11
25	Why some graduating teachers choose not to teach: teacher attrition and the discourse-practice gap in becoming a teacher. <i>Asia-Pacific Journal of Teacher Education</i> , 2019, 47, 554-570.	1.9	11
26	Community perceptions as a source of knowledge for transforming teaching and teacher education in Vietnam. <i>Journal of Education for Teaching</i> , 2020, 46, 281-295.	2.0	9
27	The gendered, hierarchical construction of teacher identities: exploring the male primary school teacher voice in Hong Kong. <i>Journal of Education Policy</i> , 2015, 30, 500-517.	2.8	8
28	Wither teacher professional development? The challenges of learning teaching and constructing identities across boundaries in China. <i>Asia Pacific Journal of Education</i> , 2020, 40, 315-329.	2.1	8
29	From campus to classroom: a critical perspective on approximations of practice in teacher education. <i>Research Papers in Education</i> , 2013, 28, 571-594.	3.0	7
30	The Discursive Positioning of Primary School English Language Teachers: An Exploration of the Perspectives of Teachers in Vietnam. <i>Asia-Pacific Education Researcher</i> , 2021, 30, 71-81.	3.7	7
31	Teacher professional development through a school-university partnership. What role does teacher identity play?. <i>Australian Journal of Teacher Education</i> , 2012, 37, .	0.6	6
32	Stultification and the negotiation of meaning: drama for second language education in Hong Kong schools. <i>Research in Drama Education</i> , 2016, 21, 524-534.	0.4	5
33	Ongoing Doctoral Study Process to Live by: A Narrative Inquiry into the Doctoral Identity Construction Experiencesâ€œA Chinese Case. <i>Frontiers of Education in China</i> , 2020, 15, 422-452.	2.2	4
34	Promoting agentic feedback engagement through dialogically minded approaches in doctoral writing supervision. <i>Innovations in Education and Teaching International</i> , 2022, 59, 387-397.	2.5	4
35	"Inclusive and Different?"â€œDiscourse, Conflict, and the Identity Construction Experiences of Preservice Teachers of English Language Learners in Australia. <i>Australian Journal of Teacher Education</i> , 2015, 40, .	0.6	3
36	Shaping a sustainable doctoral pathway: a critical analysis of reflexive mediation between structure and agency in the PhD experience. <i>Higher Education Research and Development</i> , 2023, 42, 468-482.	2.9	2

#	ARTICLE	IF	CITATIONS
37	Ambiguities and Tensions in English Language Teaching: Portraits of EFL Teachers as Legitimate Speakers Peter Sayer. New York: Routledge, 2012. Pp. xviii + 240.. TESOL Quarterly, 2013, 47, 435-437.	2.9	0
38	It Is Not a Bad Idea for Me to Be a Language Teacher!. Multilingual Education, 2014, , 17-33.	0.4	0
39	The positioning of English-medium of instruction. Journal of Immersion and Content-Based Language Education, 2020, 8, 5-27.	0.8	0
40	EMI as discursive positioning. Journal of Immersion and Content-Based Language Education, 0, , .	0.8	0