

Olcay Sert

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1203327/publications.pdf>

Version: 2024-02-01

29
papers

868
citations

759233

12
h-index

610901

24
g-index

38
all docs

38
docs citations

38
times ranked

270
citing authors

#	ARTICLE	IF	CITATIONS
1	Word search sequences in teacher-student interaction in an English as medium of instruction context. <i>International Journal of Bilingual Education and Bilingualism</i> , 2022, 25, 502-521.	2.1	13
2	Topic maintenance in video-mediated virtual exchanges: Rolling the ball back in L2 interactions. <i>System</i> , 2022, 108, 102834.	3.4	5
3	Divergent language choices and maintenance of intersubjectivity: the case of Danish EFL young learners. <i>International Journal of Bilingual Education and Bilingualism</i> , 2021, 24, 107-123.	2.1	21
4	Introduction: CA-SLA and the Diffusion of Innovations. <i>Educational Linguistics</i> , 2021, , 1-18.	0.9	5
5	Student-initiated multi-unit questions in EMI classrooms. <i>Linguistics and Education</i> , 2021, 65, 100980.	1.2	12
6	Transforming CA Findings into Future L2 Teaching Practices: Challenges and Prospects for Teacher Education. <i>Educational Linguistics</i> , 2021, , 259-279.	0.9	17
7	Learning Potentials Afforded by a Film in Task-Based Language Classroom Interactions. <i>Modern Language Journal</i> , 2021, 105, 126-141.	2.3	9
8	A corpus linguistic investigation into online peer feedback practices in CALL teacher education. <i>Applied Linguistics Review</i> , 2020, 11, 55-78.	0.9	5
9	Preference organization in English as a Medium of Instruction classrooms in a Turkish higher education setting. <i>Linguistics and Education</i> , 2019, 49, 72-85.	1.2	28
10	Classroom interaction and language teacher education. , 2019, , 216-238.		31
11	8. Mutual Gaze, Embodied Go-aheads and their Interactional Consequences in Second Language Classrooms. , 2019, , 142-159.		9
12	The Interplay Between Collaborative Turn Sequences and Active Listenership. , 2019, , 142-166.		14
13	A Qualitative Study on CALL Knowledge and Materials Design. , 2019, , 2036-2051.		0
14	Mediating L2 Learning Through Classroom Interaction. <i>Springer International Handbooks of Education</i> , 2019, , 737-755.	0.1	6
15	Orientations to negotiated language and task rules in online L2 interaction. <i>ReCALL</i> , 2018, 30, 355-374.	5.2	33
16	The Affordances of Mobile-App Supported Teacher Observations for Peer Feedback. <i>International Journal of Mobile and Blended Learning</i> , 2018, 10, 36-49.	0.8	20
17	Editorial to the Special Issue 'Conversation Analytic Studies on Teaching and Learning Practices: International Perspectives. <i>Hacettepe Egitim Dergisi</i> , 2018, , 1-3.	0.2	1
18	The coordination of online L2 interaction and orientations to task interface for epistemic progression. <i>Journal of Pragmatics</i> , 2017, 115, 115-129.	1.5	38

#	ARTICLE	IF	CITATIONS
19	Creating opportunities for L2 learning in a prediction activity. <i>System</i> , 2017, 70, 14-25.	3.4	71
20	Development of L2 interactional resources for online collaborative task accomplishment. <i>Computer Assisted Language Learning</i> , 2017, 30, 601-630.	7.1	58
21	A Qualitative Study on CALL Knowledge and Materials Design. <i>International Journal of Computer-Assisted Language Learning and Teaching</i> , 2017, 7, 73-87.	0.8	13
22	Local Contingencies in L2 Tasks: A Comparison of Context-Sensitive Interactional Achievements across Two Different Task Types. <i>Bellaterra Journal of Teaching and Learning Language and Literature</i> , 2017, 10, 9-27.	0.2	7
23	Student smiles and the negotiation of epistemics in L2 classrooms. <i>Journal of Pragmatics</i> , 2015, 77, 97-112.	1.5	61
24	Analysing ELT in the European Arena: Multilingual Practices. , 2015, , 188-207.		6
25	Social Interaction and L2 Classroom Discourse. , 2015, , .		138
26	Plurilingual Repertoires in the <scp>ESL</scp> Classroom: The Case of the European School. <i>TESOL Quarterly</i> , 2013, 47, 643-650.	2.9	7
27	â€Epistemic status checkâ€™™ as an interactional phenomenon in instructed learning settings. <i>Journal of Pragmatics</i> , 2013, 45, 13-28.	1.5	96
28	The interactional management of claims of insufficient knowledge in English language classrooms. <i>Language and Education</i> , 2013, 27, 542-565.	2.1	109
29	Student-initiated use of multilingual resources in English-language classroom interaction: next-turn management. <i>Classroom Discourse</i> , 2012, 3, 187-204.	1.3	25