

# S Susan Marandi

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2323607/publications.pdf>

Version: 2024-02-01

20  
papers

277  
citations

933447

10  
h-index

996975

15  
g-index

20  
all docs

20  
docs citations

20  
times ranked

212  
citing authors

#	ARTICLE	IF	CITATIONS
1	Examining effectiveness of communities of practice in online English for academic purposes (EAP) assessment in virtual classes. <i>Computers and Education</i> , 2014, 70, 291-300.	8.3	38
2	CALL teacher professional growth through lesson study practice: an investigation into EFL teachers' perceptions. <i>Computer Assisted Language Learning</i> , 2016, 29, 658-682.	7.1	38
3	Computer-aided argument mapping in an EFL setting: does technology precede traditional paper and pencil approach in developing critical thinking?. <i>Educational Technology Research and Development</i> , 2016, 64, 339-357.	2.8	30
4	Interaction in a discussion list: An exploration of cognitive, social, and teaching presence in teachers'™ online collaborations. <i>ReCALL</i> , 2018, 30, 375-398.	5.2	27
5	Iranian EFL teachers'™ perceptions of the difficulties of implementing CALL. <i>ReCALL</i> , 2014, 26, 298-314.	5.2	25
6	Evaluating novice and experienced EFL teachers'™ perceived TPACK for their professional development. <i>Cogent Education</i> , 2019, 6, 1632010.	1.5	24
7	Wikis as discussion forums: exploring students'™ contribution and their attention to form. <i>Computer Assisted Language Learning</i> , 2014, 27, 483-508.	7.1	23
8	Podcasting in a virtual English for academic purposes course: learner motivation. <i>Interactive Learning Environments</i> , 2016, 24, 875-896.	6.4	15
9	Learner reflections in virtual vs. blended EAP classes. <i>Computers in Human Behavior</i> , 2014, 41, 533-543.	8.5	13
10	Triumph through texting: Restoring learners'™ interest in grammar. <i>ReCALL</i> , 2017, 29, 357-372.	5.2	10
11	Rhetoric-specific features of interactive metadiscourse in introduction moves: A case of discipline awareness. <i>Southern African Linguistics and Applied Language Studies</i> , 2019, 37, 1-14.	0.5	10
12	Concordancing as a Tool in Learning Collocations: The Case of Iranian EFL Learners. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 98, 940-949.	0.5	6
13	Social Software in the Classroom: The Case of Wikis for Scaffolding. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 98, 100-108.	0.5	4
14	Digital literacy and netiquette: Awareness and perception in EFL learning context. , 2014, , .		4
15	FOSTERING LANGUAGE LEARNER AUTONOMY THROUGH INTERDEPENDENCE: THE POWER OF WIKIS. <i>Turkish Online Journal of Distance Education</i> , 2020, 22, 194-208.	1.0	4
16	Factors affecting pre-service teachers'™ participation in asynchronous discussion: The case of Iran. <i>Australasian Journal of Educational Technology</i> , 0, , .	3.5	3
17	Teaching English to Students With Dyslexia in Iran: A Multiple-Case Study. <i>Reading and Writing Quarterly</i> , 2020, 36, 19-33.	1.4	1
18	Layers of CALL hegemonies: an Iranian experience. , 2015, , .		1

#	ARTICLE	IF	CITATIONS
19	Individual Differences among Student Teachers in Taking an Online Corpus Linguistics Course. Advances in Educational Technologies and Instructional Design Book Series, 0, , 71-93.	0.2	1
20	Using WebQuests as idea banks for fostering autonomy in online language courses. , 2016, , 403-407.		0