

Barry Bai

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3412747/publications.pdf>

Version: 2024-02-01

36
papers

946
citations

516561

16
h-index

552653

26
g-index

38
all docs

38
docs citations

38
times ranked

325
citing authors

#	ARTICLE	IF	CITATIONS
1	The role of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievements. <i>Language Teaching Research</i> , 2023, 27, 207-228.	2.1	100
2	Validating the Instruments to Measure <scp>ESL</scp>/<scp>EFL</scp> Learners' Self-Efficacy Beliefs and Self-Regulated Learning Strategies. <i>TESOL Quarterly</i> , 2017, 51, 931-947.	1.5	71
3	Understanding Hong Kong primary school English teachers's continuance intention to teach with ICT. <i>Computer Assisted Language Learning</i> , 2021, 34, 528-551.	4.8	70
4	The Relationship Between Use of Writing Strategies and English Proficiency in Singapore Primary Schools. <i>Asia-Pacific Education Researcher</i> , 2014, 23, 355-365.	2.2	59
5	Psychometric properties of a self-efficacy scale for English language learners in China. <i>System</i> , 2014, 44, 24-33.	1.7	54
6	Influences of Self-Regulated Learning Strategy Use on Self-Efficacy in Primary School Students' English Writing in Hong Kong. <i>Reading and Writing Quarterly</i> , 2018, 34, 523-536.	0.6	49
7	Motivation and self-regulated strategy use: Relationships to primary school students's English writing in Hong Kong. <i>Language Teaching Research</i> , 2021, 25, 378-399.	2.1	47
8	Hong Kong secondary students's self-regulated learning strategy use and English writing: Influences of motivational beliefs. <i>System</i> , 2021, 96, 102404.	1.7	46
9	Understanding primary school students's use of self-regulated writing strategies through think-aloud protocols. <i>System</i> , 2018, 78, 15-26.	1.7	43
10	The Relationship between Social Support, Self-Efficacy, and English Language Learning Achievement in Hong Kong. <i>TESOL Quarterly</i> , 2019, 53, 208-221.	1.5	42
11	The effects of peer assessment on learner autonomy: An empirical study in a Chinese college English writing class. <i>Studies in Educational Evaluation</i> , 2020, 64, 100821.	1.2	41
12	The effects of strategy-based writing instruction in Singapore primary schools. <i>System</i> , 2015, 53, 96-106.	1.7	39
13	Self-efficacy, task values and growth mindset: what has the most predictive power for primary school students's self-regulated learning in English writing and writing competence in an Asian Confucian cultural context?. <i>Cambridge Journal of Education</i> , 2021, 51, 65-84.	1.6	36
14	Self-efficacy and Self-concept as Predictors of Language Learning Achievements in an Asian Bilingual Context. <i>Asia-Pacific Education Researcher</i> , 2019, 28, 139-147.	2.2	34
15	Hong Kong primary students's self-regulated writing strategy use: Influences of gender, writing proficiency, and grade level. <i>Studies in Educational Evaluation</i> , 2020, 65, 100839.	1.2	31
16	EFL teachers's beliefs and practices about pronunciation teaching. <i>ELT Journal</i> , 2019, 73, 134-143.	1.0	30
17	Academic self-efficacy, task importance and interest: relations with English language learning in an Asian context. <i>Journal of Multilingual and Multicultural Development</i> , 2022, 43, 438-451.	1.0	24
18	Enhancing in-service teachers's professional learning through a school-based professional development programme in Hong Kong. <i>Journal of Education for Teaching</i> , 2014, 40, 434-436.	1.1	14

#	ARTICLE	IF	CITATIONS
19	Effects of self-regulated learning strategy use on motivation in EFL writing: A comparison between high and low achievers in Hong Kong primary schools. <i>Applied Linguistics Review</i> , 2022, 13, 117-139.	0.4	13
20	An intervention study to improve primary school students' self-regulated strategy use in English writing through e-learning in Hong Kong. <i>Computer Assisted Language Learning</i> , 2022, 35, 2265-2290.	4.8	11
21	The Barriers of Technology Integration in Hong Kong Primary School English Education: Preliminary Findings and Recommendations for Future Practices. <i>International Journal of Languages Literature and Linguistics</i> , 2018, 4, 290-297.	0.0	11
22	Chinese university students' self-regulated writing strategy use and EFL writing performance: influences of self-efficacy, gender, and major. <i>Applied Linguistics Review</i> , 2024, 15, 161-188.	0.4	11
23	Influences of process-based instruction on students' use of self-regulated learning strategies in EFL writing. <i>System</i> , 2021, 101, 102578.	1.7	9
24	Unpacking vulnerability in academic writing and publishing: a tale of two non-native English speaker scholars in China. <i>Higher Education Research and Development</i> , 2022, 41, 981-995.	1.9	9
25	Facilitating university teachers' continuing professional development through peer-assisted research and implementation team work in China. <i>Journal of Education for Teaching</i> , 2019, 45, 476-480.	1.1	8
26	Exploring Hong Kong primary students' English writing motivation: relationships between writing self-efficacy and task value. <i>Journal of Multilingual and Multicultural Development</i> , 2020, , 1-15.	1.0	7
27	Conceptualizing self-regulated reading-to-write in ESL/EFL writing and investigating its relationships to motivation and writing competence. <i>Language Teaching Research</i> , 2023, 27, 1193-1216.	2.1	6
28	Impacts of social and emotional learning (SEL) on English learning achievements in Hong Kong secondary schools. <i>Language Teaching Research</i> , 0, , 136216882110217.	2.1	6
29	Relationships between struggling EFL writers' motivation, self-regulated learning (SRL), and writing competence in Hong Kong primary schools. <i>Applied Linguistics Review</i> , 2024, 15, 135-159.	0.4	6
30	Catering for teachers' individual teaching differences in China: the case of forming reciprocal coaching circles supported by university-based teacher educators. <i>Journal of Education for Teaching</i> , 2019, 45, 214-218.	1.1	3
31	Primary school students' acceptance of computer-mediated collaboration in English writing: the role of peer and teacher support. <i>Computer Assisted Language Learning</i> , 2022, 35, 2452-2475.	4.8	3
32	Whose goal emphases play a more important role in ESL/EFL learners' motivation, self-regulated learning and achievement?: Teachers' or parents'. <i>Research Papers in Education</i> , 2023, 38, 520-542.	1.7	3
33	School writing in Hong Kong: Current status and issues. , 2021, , 58-77.		2
34	Academic subject and gender differences in high school students' self-regulated learning of language and mathematics. <i>Current Psychology</i> , 0, , 1.	1.7	2
35	Examining the Role of Perceived Classroom Goal Structures and Parents' Goals in ESL/EFL Learners' Achievement Goals, Engagement and Achievement. <i>Scandinavian Journal of Educational Research</i> , 2023, 67, 820-836.	1.0	2
36	Are public lessons in China teachers' shows?: an investigation of English teachers' beliefs. <i>Journal of Education for Teaching</i> , 2019, 45, 608-610.	1.1	0