

Jian Xu

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3484902/publications.pdf>

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17
papers

117
citations

1684188

5
h-index

1474206

9
g-index

17
all docs

17
docs citations

17
times ranked

31
citing authors

#	ARTICLE	IF	CITATIONS
1	Chinese University Students's L2 Writing Feedback Orientation and Self-Regulated Learning Writing Strategies in Online Teaching During COVID-19. <i>Asia-Pacific Education Researcher</i> , 2021, 30, 563-574.	3.7	21
2	The Mediating Effect of Listening Metacognitive Awareness Between Listening Test Anxiety and Listening Test Performance. <i>Asia-Pacific Education Researcher</i> , 2018, 27, 313-324.	3.7	18
3	Incremental Intelligence Matters: How L2 Writing Mindsets Impact Feedback Orientation and Self-Regulated Learning Writing Strategies. <i>Assessing Writing</i> , 2022, 51, 100593.	3.4	15
4	The Mediating Effect of Listening Metacognitive Awareness between Test-Taking Motivation and Listening Test Score: An Expectancy-Value Theory Approach. <i>Frontiers in Psychology</i> , 2017, 8, 2201.	2.1	13
5	Surviving the performance management of academic work: evidence from young Chinese academics. <i>Higher Education Research and Development</i> , 2020, 39, 704-718.	2.9	13
6	Defining Oracy: Second Language Listening and Speaking Motivation in Higher Education and the Role of Demographic Factors. <i>Psychological Reports</i> , 2023, 126, 332-360.	1.7	6
7	Facing Rootlessness: Language and Identity Construction in Teaching and Research Practices Among Bilingual Returnee Scholars in China. <i>Journal of Language, Identity and Education</i> , 0, , 1-16.	2.4	6
8	Study abroad experiences count: Motivational profile of EFL listeners and its impact on top-down and bottom-up processing. <i>Applied Linguistics Review</i> , 2023, 14, 145-172.	0.9	5
9	Differential washback effects of a high-stakes test on students's English learning process: evidence from a large-scale stratified survey in China. <i>Asia Pacific Journal of Education</i> , 2023, 43, 252-269.	2.1	4
10	Engaging L2 Learners in Information-gap Tasks: How Task Type and Topic Familiarity Affect Learner Engagement. <i>RELC Journal</i> , 0, , 003368822110616.	3.9	4
11	Exploring L2 Listening Instruction, Self-Efficacy, and Strategy Use: A Mediation Analysis. <i>Frontiers in Psychology</i> , 2021, 12, 758757.	2.1	3
12	Immersing learners in English listening classroom: does self-regulated learning instruction make a difference?. <i>Applied Linguistics Review</i> , 2024, 15, 219-240.	0.9	3
13	Effects of social support on English reading amount in Hong Kong primary schools: the mediating role of reading confidence. <i>Educational Studies</i> , 2020, , 1-16.	2.4	2
14	The wolf is coming: how secondary teachers regulate emotional experiences when facing Chinese education reform. <i>Educational Studies</i> , 0, , 1-18.	2.4	2
15	Guoxing Yu and Yan Jin (eds): <i>Assessing Chinese Learners of English: Language Constructs, Consequences and Conundrums.. Applied Linguistics</i> , 0, , amw036.	2.4	1
16	Enlarging English reading amount in Hong Kong primary schools: do social support and goal orientation matter?. <i>Journal of Multilingual and Multicultural Development</i> , 2020, 41, 686-701.	1.7	1
17	Relationship Between Test-Taking Motivation and Listening Metacognitive Awareness in EFL Listening Context. <i>European Journal of Psychology Open</i> , 0, , .	1.1	0