

Judit Kormos

List of Publications by Year in descending order

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Version: 2024-02-01

71
papers

4,338
citations

147801

31
h-index

128289

60
g-index

73
all docs

73
docs citations

73
times ranked

1540
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring measures and perceptions of fluency in the speech of second language learners. <i>System</i> , 2004, 32, 145-164.	3.4	375
2	The role of individual and social variables in oral task performance. <i>Language Teaching Research</i> , 2000, 4, 275-300.	4.0	312
3	Age-Related Differences in the Motivation of Learning English as a Foreign Language: Attitudes, Selves, and Motivated Learning Behavior. <i>Language Learning</i> , 2008, 58, 327-355.	2.7	265
4	Systems of Goals, Attitudes, and Self-related Beliefs in Second-Language-Learning Motivation. <i>Applied Linguistics</i> , 2011, 32, 495-516.	2.4	222
5	Phonological short-term memory, working memory and foreign language performance in intensive language learning. <i>Bilingualism</i> , 2008, 11, 261-271.	1.3	203
6	The role of individual differences in L2 writing. <i>Journal of Second Language Writing</i> , 2012, 21, 390-403.	3.0	197
7	5. Learning Experiences, Selves and Motivated Learning Behaviour: A Comparative Analysis of Structural Models for Hungarian Secondary and University Learners of English. , 2009, , 98-119.		158
8	Task complexity and linguistic and discourse features of narrative writing performance. <i>Journal of Second Language Writing</i> , 2011, 20, 148-161.	3.0	148
9	The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups. <i>TESOL Quarterly</i> , 2014, 48, 275-299.	2.9	145
10	TASK REPETITION AND SECOND LANGUAGE SPEECH PROCESSING. <i>Studies in Second Language Acquisition</i> , 2017, 39, 167-196.	2.6	139
11	PROBLEM-SOLVING MECHANISMS IN L2 COMMUNICATION. <i>Studies in Second Language Acquisition</i> , 1998, 20, 349-385.	2.6	124
12	Complexity, Accuracy, and Fluency in Task-based L2 Research: Toward More Developmentally Based Measures of Second Language Acquisition. <i>Applied Linguistics</i> , 2014, 35, 607-614.	2.4	112
13	Monitoring and Self-Repair in L2. <i>Language Learning</i> , 1999, 49, 303-342.	2.7	110
14	Creativity and Narrative Task Performance: An Exploratory Study. <i>Language Learning</i> , 2004, 54, 277-310.	2.7	107
15	Syntactic and lexical development in an intensive English for Academic Purposes programme. <i>Journal of Second Language Writing</i> , 2015, 29, 3-15.	3.0	99
16	The Role of Task Complexity, Modality, and Aptitude in Narrative Task Performance. <i>Language Learning</i> , 2012, 62, 439-472.	2.7	97
17	Chapter 2. Speech production and the Cognition Hypothesis. <i>Task-based Language Teaching</i> , 2011, , 39-60.	1.5	91
18	The role of socio-economic factors in motivation to learn English as a foreign language: The case of Chile. <i>System</i> , 2013, 41, 399-412.	3.4	77

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19	The Role of Attention in Monitoring Second Language Speech Production. <i>Language Learning</i> , 2000, 50, 343-384.	2.7	70
20	Revisiting problems with foreign language aptitude. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2008, 46, .	0.8	66
21	Simulating conversations in oral-proficiency assessment: a conversation analysis of role plays and non-scripted interviews in language exams. <i>Language Testing</i> , 1999, 16, 163-188.	3.2	63
22	How do utterance measures predict raters'™ perceptions of fluency in French as a second language?. <i>Language Testing</i> , 2016, 33, 53-73.	3.2	60
23	The Dynamics of Language Learning Attitudes and Motivation: Lessons From an Interview Study of Dyslexic Language Learners. <i>Modern Language Journal</i> , 2010, 94, 470-487.	2.3	45
24	LINGUISTIC DIMENSIONS OF COMPREHENSIBILITY AND PERCEIVED FLUENCY: AN INVESTIGATION OF COMPLEXITY, ACCURACY, AND FLUENCY IN SECOND LANGUAGE ARGUMENTATIVE SPEECH. <i>Studies in Second Language Acquisition</i> , 2020, 42, 143-167.	2.6	45
25	The Relationship of Intercultural Contact and Language Learning Motivation among Hungarian Students of English and German. <i>Journal of Multilingual and Multicultural Development</i> , 2008, 29, 30-48.	1.7	44
26	An interview study of inter-cultural contact and its role in language learning in a foreign language environment. <i>System</i> , 2007, 35, 241-258.	3.4	42
27	Inclusive practices in teaching students with dyslexia: Second language teachers'™ concerns, attitudes and self-efficacy beliefs on a massive open online learning course. <i>Teaching and Teacher Education</i> , 2017, 68, 30-41.	3.2	41
28	Modelling the Role of Inter-Cultural Contact in the Motivation of Learning English as a Foreign Language. <i>Applied Linguistics</i> , 2009, 30, 166-185.	2.4	39
29	The Relationship Between Task Difficulty and Second Language Fluency in French: A Mixed Methods Approach. <i>Modern Language Journal</i> , 2015, 99, 96-112.	2.3	37
30	THE TIMING OF SELF-REPAIRS IN SECOND LANGUAGE SPEECH PRODUCTION. <i>Studies in Second Language Acquisition</i> , 2000, 22, 145-167.	2.6	36
31	Affective factors influencing fluent performance: French learners'™ appraisals of second language speech tasks. <i>Language Teaching Research</i> , 2017, 21, 699-716.	4.0	36
32	ATTENTIONAL PROCESSING OF INPUT IN EXPLICIT AND IMPLICIT CONDITIONS. <i>Studies in Second Language Acquisition</i> , 2017, 39, 401-430.	2.6	36
33	The role of working memory in processing L2 input: Insights from eye-tracking. <i>Bilingualism</i> , 2018, 21, 355-374.	1.3	36
34	The Relationship Between Utterance and Perceived Fluency: A Meta-Analysis of Correlational Studies. <i>Modern Language Journal</i> , 2021, 105, 435-463.	2.3	36
35	Pragmatic aspects of task-performance: the case of argumentation. <i>Language Teaching Research</i> , 2001, 5, 213-240.	4.0	35
36	The effect of dual task demands and proficiency on second language speech production. <i>Bilingualism</i> , 2012, 15, 782-796.	1.3	35

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37	A mixed-method study of language-learning motivation and intercultural contact of international students. <i>Journal of Multilingual and Multicultural Development</i> , 2014, 35, 151-166.	1.7	33
38	Chapter 10. Working memory capacity and narrative task performance. <i>Task-based Language Teaching</i> , 2011, , 267-286.	1.5	33
39	The role of working memory in young second language learners' written performances. <i>Journal of Second Language Writing</i> , 2019, 45, 31-45.	3.0	32
40	New conceptualizations of language aptitude in second language attainment. <i>Language Learning and Language Teaching</i> , 2013, , 131-152.	0.2	31
41	The Effects of Specific Learning Difficulties on Processes of Multilingual Language Development. <i>Annual Review of Applied Linguistics</i> , 2017, 37, 30-44.	1.5	27
42	Creativity and Narrative Task Performance: An Exploratory Study. <i>Language Learning</i> , 2011, 61, 73-99.	2.7	24
43	A qualitative analysis of perceptions of fluency in second language French. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2016, 54, .	0.8	22
44	The effect of read-aloud assistance on the text comprehension of dyslexic and non-dyslexic English language learners. <i>Language Testing</i> , 2019, 36, 51-75.	3.2	22
45	Differences across modalities of performance. <i>Task-based Language Teaching</i> , 2014, , 193-216.	1.5	22
46	Verbal Reports in L2 Speech Production Research. <i>TESOL Quarterly</i> , 1998, 32, 353.	2.9	20
47	The multidimensionality of second language oral fluency: Interfacing cognitive fluency and utterance fluency. <i>Studies in Second Language Acquisition</i> , 2023, 45, 38-64.	2.6	20
48	The language learning experiences of students with dyslexia: lessons from an interview study. <i>Innovation in Language Learning and Teaching</i> , 2009, 3, 115-130.	2.8	19
49	Language wants of English majors in a non-native context. <i>System</i> , 2002, 30, 517-542.	3.4	18
50	A comparison of the foreign language learning motivation of Hungarian dyslexic and non-dyslexic students. <i>International Journal of Applied Linguistics</i> , 2010, 20, 232-250.	0.9	16
51	<i>Language Learners with Special Needs</i> . , 2008, , .		15
52	The impact of textual enhancement on EFL learners' grammatical awareness of future plans and intentions. <i>International Journal of Applied Linguistics</i> , 2015, 25, 46-66.	0.9	14
53	The Effect of Mode of Response on a Semidirect Test of Oral Proficiency. <i>Language Assessment Quarterly</i> , 2011, 8, 342-360.	2.0	13
54	Specific learning difficulties in second language learning and teaching. <i>Language Teaching</i> , 2020, 53, 129-143.	2.5	12

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55	The Role of Low-level First Language Skills in Second Language Reading, Reading-While-Listening and Listening Performance: A Study of Young Dyslexic and Non-dyslexic Language Learners. <i>Applied Linguistics</i> , 2019, 40, 834-858.	2.4	10
56	Chapter 8. Hungarian Teachers's Perceptions of Dyslexic Language Learners. , 2008, , 189-213.		9
57	Modelling Changes in the Cognitive Processing of Grammar in Implicit and Explicit Learning Conditions: Insights From an Eye-tracking Study. <i>Language Learning</i> , 2018, 68, 669-708.	2.7	8
58	Motivational Factors in Computer-administered Integrated Skills Tasks: A Study of Young Learners. <i>Language Assessment Quarterly</i> , 2020, 17, 43-59.	2.0	8
59	Task Motivation. , 2019, , 267-286.		8
60	'Great Expectations'. <i>Arts and Humanities in Higher Education</i> , 2008, 7, 65-82.	1.4	7
61	The role of modality and awareness in language learning. <i>Applied Psycholinguistics</i> , 2021, 42, 703-737.	1.1	6
62	The structure of self-repairs in the speech of Hungarian learners of English. <i>Acta Linguistica Hungarica: an International Journal of Linguistics</i> , 2006, 53, 53-76.	0.3	5
63	Inclusion of Research Materials When Submitting an Article to <i>Language Learning</i> . <i>Language Learning</i> , 2019, 69, 795-801.	2.7	4
64	Testing young foreign language learners's reading comprehension: Exploring the effects of working memory, grade level, and reading task. <i>Language Testing</i> , 2021, 38, 356-377.	3.2	4
65	How Does Creativity Affect Second Language Speech Production? The Moderating Role of Speaking Task Type. <i>TESOL Quarterly</i> , 2022, 56, 1320-1344.	2.9	4
66	The role of input modality and vocabulary knowledge in alignment in reading-to-speaking tasks. <i>System</i> , 2022, 108, 102854.	3.4	3
67	Introduction of Methods Showcase Articles in <i>Language Learning</i> . <i>Language Learning</i> , 2020, 70, 5-10.	2.7	1
68	Title is missing!. <i>TESOL Quarterly</i> , 2003, 37, 773.	2.9	0
69	A munkamemria's nyelvi'rz's szerepe az intenz'v nyelvtanul'sban. <i>Magyar Pszichologiai Szemle</i> , 2006, 61, 557-580.	0.2	0
70	The Effects of Read-aloud Assistance on Second Language Oral Fluency in Text Summary Speech. , 0, , .		0
71	The effects of read-aloud assistance, vocabulary and background knowledge on comprehension of health-related texts of Sri-Lankan English as second language speakers. <i>Journal of the European Second Language Association</i> , 2021, 5, 133-147.	0.7	0