

Margaret Kettle

List of Publications by Year in descending order

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Version: 2024-02-01

19
papers

211
citations

1307594

7
h-index

1125743

13
g-index

19
all docs

19
docs citations

19
times ranked

115
citing authors

#	ARTICLE	IF	CITATIONS
1	Celebrating the 50th anniversary of APJTE: a reflection on the past, present and future. <i>Asia-Pacific Journal of Teacher Education</i> , 2022, 50, 1-7.	1.9	0
2	Calls to action for teacher education research and practice: voices from the field. <i>Asia-Pacific Journal of Teacher Education</i> , 2022, 50, 115-117.	1.9	0
3	Responsibilisation and acceptable verbal behaviour in schools: Teachers and leaders arbitrating the boundaries of swearing. <i>Linguistics and Education</i> , 2021, 61, 100898.	1.2	1
4	Thinking about cross-border experience in teacher education during the global pandemic. <i>Asia-Pacific Journal of Teacher Education</i> , 2021, 49, 143-147.	1.9	0
5	Examining teacher education research methodology: practices, priorities and politics. <i>Asia-Pacific Journal of Teacher Education</i> , 2021, 49, 245-248.	1.9	0
6	Call for papers: A new agenda for teacher education research. <i>Asia-Pacific Journal of Teacher Education</i> , 2020, 48, 460-462.	1.9	7
7	Teacher education between principle, politics, and practice: A statement from the new editors of the <i>Asia-Pacific Journal of Teacher Education</i> . <i>Asia-Pacific Journal of Teacher Education</i> , 2020, 48, 455-459.	1.9	23
8	From form to function: Mobile language resources in the Vietnamese customs setting. <i>Journal of International and Intercultural Communication</i> , 2019, 12, 344-363.	1.1	3
9	Teachers'™ Reinterpretations of Critical Literacy Policy: Prioritizing Praxis. <i>Critical Inquiry in Language Studies</i> , 2017, 14, 182-209.	2.9	14
10	Mediation of Institutional English Language Policies on Vietnamese University Teachers'™ Classroom Practices. <i>Asia-Pacific Education Researcher</i> , 2016, 25, 791-799.	3.7	5
11	The enactment of formative assessment in English language classrooms in two Chinese universities: teacher and student responses. <i>Assessment in Education</i> , 2014, 21, 271-285.	1.2	23
12	Interpretations of formative assessment in the teaching of English at two Chinese universities: a sociocultural perspective. <i>Assessment and Evaluation in Higher Education</i> , 2013, 38, 831-846.	5.6	40
13	The Pedagogical, Linguistic, and Content Features of Popular English Language Learning Websites in China: A Framework for Analysis and Design. <i>Frontiers of Education in China</i> , 2012, 7, 534-552.	2.2	6
14	Academic practice as explanatory framework: reconceptualising international student academic engagement and university teaching. <i>Discourse</i> , 2011, 32, 1-14.	1.3	16
15	Talking the talk: oracy demands in first year university assessment tasks. <i>Assessment in Education</i> , 2011, 18, 27-39.	1.2	12
16	Critical discourse analysis and hybrid texts: Analysing english as a second language (esl). <i>Critical Studies in Education</i> , 2005, 46, 87-105.	0.2	5
17	Agency as Discursive Practice: From 'nobody' to 'somebody' as an international student in Australia ¹ . <i>Asia Pacific Journal of Education</i> , 2005, 25, 45-60.	2.1	56
18	Scaffolding homework for foreign language and self-regulated learning: lessons from an Australian primary school. <i>Education 3-13</i> , 0, , 1-16.	1.0	0

#	ARTICLE	IF	CITATIONS
19	Tertiary education ESP program delivery in Vietnam and language practices in globalised workplaces: examining the extent of alignment. Language, Culture and Curriculum, 0, , 1-20.	3.2	0