

# Maria Economidou-Kogetsidis

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5172181/publications.pdf>

Version: 2024-02-01

20  
papers

633  
citations

759233

12  
h-index

794594

19  
g-index

21  
all docs

21  
docs citations

21  
times ranked

130  
citing authors

#	ARTICLE	IF	CITATIONS
1	“Please answer me as soon as possible”: Pragmatic failure in non-native speakers’ e-mail requests to faculty. <i>Journal of Pragmatics</i> , 2011, 43, 3193-3215.	1.5	156
2	“I just need more time”: A study of native and non-native students’ requests to faculty for an extension. <i>Multilingua</i> , 2010, 29, 77-118.	1.3	62
3	Variation in evaluations of the (im)politeness of emails from L2 learners and perceptions of the personality of their senders. <i>Journal of Pragmatics</i> , 2016, 106, 1-19.	1.5	54
4	Internal and external mitigation in interlanguage request production: The case of Greek learners of English. <i>Journal of Politeness Research</i> , 2008, 4, .	1.1	49
5	Cross-cultural and situational variation in requesting behaviour: Perceptions of social situations and strategic usage of request patterns. <i>Journal of Pragmatics</i> , 2010, 42, 2262-2281.	1.5	49
6	Strategies, modification and perspective in native speakers’ requests: A comparison of WDCT and naturally occurring requests. <i>Journal of Pragmatics</i> , 2013, 53, 21-38.	1.5	47
7	Interlanguage request modification: The use of lexical/phrasal downgraders and mitigating supportive moves. <i>Multilingua</i> , 2009, 28, 79-111.	1.3	41
8	“Yes, tell me please, what time is the midday flight from Athens arriving?”: Telephone service encounters and politeness. <i>Intercultural Pragmatics</i> , 2005, 2, .	1.3	40
9	Teaching email politeness in the EFL/ESL classroom. <i>ELT Journal</i> , 2015, 69, 415-424.	1.8	40
10	“Mr Paul, please inform me accordingly”. <i>Pragmatics</i> , 2018, 28, 489-516.	1.0	26
11	Young Greek Cypriot and Norwegian EFL learners: Pragmalinguistic development in request production. <i>Journal of Pragmatics</i> , 2021, 180, 15-34.	1.5	16
12	Teaching pragmatics: Nonnative-speaker teachers’ knowledge, beliefs and reported practices. <i>Intercultural Communication Education</i> , 2019, 2, 39-58.	1.1	16
13	Modifying oral requests in a foreign language. <i>Pragmatics and Beyond New Series</i> , 2012, , 163-202.	0.5	14
14	Developing spoken requests during UK study abroad. <i>Study Abroad Research in Second Language Acquisition and International Education</i> , 2022, 7, 23-53.	1.1	6
15	Non-native EFL teachers’ email production and perceptions of e-(im)politeness. <i>Journal of Politeness Research</i> , 2021, 17, 155-187.	1.1	5
16	Developing Pragmatic Competence in an Instructed Setting: The Effectiveness of Pedagogical Intervention in Greek EFL Learners’ Request Production. <i>L2 Journal</i> , 2018, 10, .	0.8	4
17	Chapter 6. The effect of first language pragmatics on second language email performance. <i>Pragmatics and Beyond New Series</i> , 2021, , 151-178.	0.5	4
18	Japanese learners’ spoken requests in the study abroad context: appropriateness, speech rate and response time. <i>Language Learning Journal</i> , 2022, 50, 506-520.	2.5	2

#	ARTICLE	IF	CITATIONS
19	Second language email pragmatics. <i>Pragmatics and Beyond New Series</i> , 2021, , 1-12.	0.5	1
20	Lived experiences as a resource for scaffolding metapragmatic understandings with young language learners. <i>Language Learning Journal</i> , 2022, 50, 475-490.	2.5	1