

Dina Tsagari

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5690337/publications.pdf>

Version: 2024-02-01

21
papers

357
citations

1040056

9
h-index

839539

18
g-index

22
all docs

22
docs citations

22
times ranked

163
citing authors

#	ARTICLE	IF	CITATIONS
1	Assessment Literacy of Foreign Language Teachers: Findings of a European Study. <i>Language Assessment Quarterly</i> , 2014, 11, 374-402.	2.0	180
2	Linking Learners's Perspectives on Language Assessment Practices to Teachers's Assessment Literacy Enhancement (TALE): Insights from Four European Countries. <i>Language Assessment Quarterly</i> , 2020, 17, 410-433.	2.0	28
3	What Do Teachers Think They Want? A Comparative Study of In-Service Language Teachers's Beliefs on LAL Training Needs. <i>Language Assessment Quarterly</i> , 2020, 17, 386-409.	2.0	22
4	Washback, Impact, and Consequences Revisited. , 2017, , 359-372.		21
5	English as a foreign language teacher training needs and perceived preparedness to include dyslexic learners: The case of Greece, Cyprus, and Poland. <i>Dyslexia</i> , 2018, 24, 357-379.	1.5	19
6	Teacher Educators's Conceptions of Language Assessment Literacy in Norway. <i>Journal of Language Teaching and Research</i> , 2021, 12, 222.	0.3	14
7	EFL course book evaluation in Greek primary schools: Views from teachers and authors. <i>System</i> , 2014, 45, 211-226.	3.4	11
8	Emotional literacy in EFL classes: The relationship between teachers' trait emotional intelligence level and the use of emotional literacy strategies. <i>System</i> , 2018, 78, 38-53.	3.4	11
9	Parents's New Role and Needs During the COVID-19 Educational Emergency. <i>Interchange</i> , 2022, 53, 429-455.	1.8	10
10	Profiling of English language teachers as trainees in an online course and ensuing implications. <i>Computers and Education</i> , 2018, 126, 1-12.	8.3	9
11	The longitudinal stability of rating characteristics in an EFL examination: Methodological and substantive considerations. <i>Language Testing</i> , 2021, 38, 273-301.	3.2	7
12	Re-evaluating the use of the L1 in the L2 classroom: students vs. teachers. <i>Applied Linguistics Review</i> , 2020, 11, 151-181.	0.9	5
13	The practice of assessing Norwegian and English language proficiency in multilingual elementary school classrooms in Norway. <i>Language Assessment Quarterly</i> , 2020, 17, 519-540.	2.0	4
14	Washback, Impact, and Consequences Revisited. , 2016, , 1-14.		3
15	Cross-country comparison of EFL teacher preparedness to include dyslexic learners: Validation of a questionnaire. <i>Studies in Second Language Learning and Teaching</i> , 2020, 10, 779-805.	2.1	3
16	Language Beliefs of English Teachers in Norway: Trajectories in Transition?. <i>Languages</i> , 2022, 7, 141.	0.6	3
17	Exploring EFL Teachers's Perceptions of the Use of Peer Assessment in External Exam-Dominated Writing Classes. <i>Languages</i> , 2022, 7, 16.	0.6	2
18	Effects of Recasts, Metalinguistic Feedback, and Students's Proficiency on the Acquisition of Greek Perfective Past Tense. <i>Languages</i> , 2022, 7, 40.	0.6	2

#	ARTICLE	IF	CITATIONS
19	Evaluating Perceptions towards the Consequential Validity of Integrated Language Proficiency Assessment. <i>Languages</i> , 2022, 7, 65.	0.6	2
20	Early Language Learning in Private Language Schools in the Republic of Cyprus: Teaching Methods in Modern Times. <i>Mediterranean Language Review</i> , 2018, 25, 53.	0.1	1
21	Language Assessment Literacy Enhancement: Any Room for Technology-Enhanced Language Learning?., 2016, , .		0