

# Okim Kang

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6090725/publications.pdf>

Version: 2024-02-01

26  
papers

1,031  
citations

687363

13  
h-index

642732

23  
g-index

26  
all docs

26  
docs citations

26  
times ranked

342  
citing authors

#	ARTICLE	IF	CITATIONS
1	Relative salience of suprasegmental features on judgments of L2 comprehensibility and accentedness. <i>System</i> , 2010, 38, 301-315.	3.4	187
2	Reverse Linguistic Stereotyping: Measuring the Effect of Listener Expectations on Speech Evaluation. <i>Journal of Language and Social Psychology</i> , 2009, 28, 441-456.	2.3	184
3	Suprasegmental Measures of Accentedness and Judgments of Language Learner Proficiency in Oral English. <i>Modern Language Journal</i> , 2010, 94, 554-566.	2.3	172
4	Impact of Rater Characteristics and Prosodic Features of Speaker Accentedness on Ratings of International Teaching Assistants' Oral Performance. <i>Language Assessment Quarterly</i> , 2012, 9, 249-269.	2.0	85
5	Empirical Approaches to Measuring the Intelligibility of Different Varieties of English in Predicting Listener Comprehension. <i>Language Learning</i> , 2018, 68, 115-146.	2.7	69
6	Mitigating U.S. Undergraduates' Attitudes Toward International Teaching Assistants. <i>TESOL Quarterly</i> , 2015, 49, 681-706.	2.9	62
7	Functional Loads of Pronunciation Features in Nonnative Speakers' Oral Assessment. <i>TESOL Quarterly</i> , 2014, 48, 176-187.	2.9	55
8	Learners' Perceptions Toward Pronunciation Instruction in Three Circles of World Englishes. <i>TESOL Journal</i> , 2015, 6, 59-80.	0.9	28
9	The Effects of International Accents and Shared First Language on Listening Comprehension Tests. <i>TESOL Quarterly</i> , 2019, 53, 56-81.	2.9	28
10	The effect of training and rater differences on oral proficiency assessment. <i>Language Testing</i> , 2019, 36, 481-504.	3.2	24
11	Considering interlocutors in university discourse communities: Impacting U.S. undergraduates' perceptions of ITAs through a structured contact program. <i>English for Specific Purposes</i> , 2014, 35, 54-65.	2.8	22
12	Which Features of Accent affect Understanding? Exploring the Intelligibility Threshold of Diverse Accent Varieties. <i>Applied Linguistics</i> , 2020, 41, 453-480.	2.4	22
13	The roles of suprasegmental features in predicting English oral proficiency with an automated system. <i>Language Assessment Quarterly</i> , 2018, 15, 150-168.	2.0	19
14	Social judgement of L2 accented speech stereotyping and its influential factors. <i>Journal of Multilingual and Multicultural Development</i> , 0, , 1-16.	1.7	12
15	Automatic prominent syllable detection with machine learning classifiers. <i>International Journal of Speech Technology</i> , 2015, 18, 583-592.	2.2	9
16	Automatic prosodic tone choice classification with Brazil's intonation model. <i>International Journal of Speech Technology</i> , 2016, 19, 95-109.	2.2	9
17	Improved automatic English proficiency rating of unconstrained speech with multiple corpora. <i>International Journal of Speech Technology</i> , 2016, 19, 755-768.	2.2	8
18	ESL students' reverse linguistic stereotyping of English teachers. <i>ELT Journal</i> , 2021, 75, 330-340.	1.8	8

#	ARTICLE	IF	CITATIONS
19	LONGITUDINAL L2 DEVELOPMENT IN THE PROSODIC MARKING OF PRAGMATIC MEANING. <i>Studies in Second Language Acquisition</i> , 2022, 44, 843-858.	2.6	7
20	PROFICIENCY AS A MEDIATING VARIABLE OF INTELLIGIBILITY FOR DIFFERENT VARIETIES OF ACCENTS. <i>Studies in Second Language Acquisition</i> , 2020, 42, 471-487.	2.6	6
21	The interplay of proficiency and study abroad experience on the prosody of L2 speech acts. <i>Journal of Second Language Pronunciation</i> , 2021, 7, 343-369.	0.7	5
22	Comparison of algorithms to divide noisy phone sequences into syllables for automatic unconstrained English speaking proficiency scoring. <i>Artificial Intelligence Review</i> , 2019, 52, 1781-1804.	15.7	4
23	Learners'™ Self-perception of Target Language Study in Overseas Immersion. <i>Journal of Language Teaching and Research</i> , 2016, 7, 819.	0.3	3
24	Listener Background in L2 Speech Evaluation. , 0, , .		2
25	Effect of classroom assessment stakes on English language learners'™ oral performance. <i>TESOL Journal</i> , 2019, 10, e00392.	0.9	1
26	Impact of L2 learners' background factors on the perception of L1 Spanish speech. <i>Foreign Language Annals</i> , 2022, 55, 155-174.	1.0	0