

Ming-Fang Lin

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6413225/publications.pdf>

Version: 2024-02-01

10
papers

37
citations

1937685

4
h-index

1872680

6
g-index

10
all docs

10
docs citations

10
times ranked

18
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 1 | Individual versus pair work on L2 speech acts: production and cognitive processes. <i>Applied Linguistics Review</i> , 2024, 15, 61-82. | 0.9 | 2 |
| 2 | Effects of pragmatic instruction on EFL teenagers' apologetic email writing: Comprehension, production, and cognitive processes. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2022, 60, 759-797. | 0.8 | 5 |
| 3 | Disagreements in casual Taiwanese Mandarin conversations: A gender-based study. <i>Journal of Pragmatics</i> , 2022, 192, 1-18. | 1.5 | 2 |
| 4 | Promoting the Sustainable Development of Rural EFL Learners' Email Literacy through a Facebook Project. <i>Sustainability</i> , 2022, 14, 6209. | 3.2 | 2 |
| 5 | "How Dare You Have Another Relationship!" An analysis of cross-cultural and interlanguage corrections. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2021, 59, 449-489. | 0.8 | 1 |
| 6 | Effects of peer collaboration on EFL learners' comprehension of conversational implicatures. <i>System</i> , 2021, 97, 102441. | 3.4 | 8 |
| 7 | Linking reading and writing with picture books: A literacy buddy approach in rural Taiwan. <i>TESOL Journal</i> , 2019, 10, e00434. | 0.9 | 1 |
| 8 | Developing EFL learners' morphological awareness: Instructional effect, teachability of affixes, and learners' perception. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2019, 57, 289-325. | 0.8 | 6 |
| 9 | Meaning Construction, Co-construction, and Re-construction in an On-line Reading Club: The Perspective from Discourse Analyses. <i>International Journal of English Language Education</i> , 2014, 2, 175. | 0.2 | 0 |
| 10 | An Interlanguage Pragmatic Study on Chinese EFL Learners' Refusal: Perception and Performance. <i>Journal of Language Teaching and Research</i> , 2014, 5, . | 0.3 | 10 |