

Jing Wang

List of Publications by Year in descending order

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17
papers

369
citations

1162889

8
h-index

1058333

14
g-index

17
all docs

17
docs citations

17
times ranked

141
citing authors

#	ARTICLE	IF	CITATIONS
1	The role of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievements. <i>Language Teaching Research</i> , 2023, 27, 207-228.	2.1	100
2	Understanding Hong Kong primary school English teachers'™ continuance intention to teach with ICT. <i>Computer Assisted Language Learning</i> , 2021, 34, 528-551.	4.8	70
3	Hong Kong secondary students'™ self-regulated learning strategy use and English writing: Influences of motivational beliefs. <i>System</i> , 2021, 96, 102404.	1.7	46
4	Self-efficacy, task values and growth mindset: what has the most predictive power for primary school students'™ self-regulated learning in English writing and writing competence in an Asian Confucian cultural context?. <i>Cambridge Journal of Education</i> , 2021, 51, 65-84.	1.6	36
5	The role of social-academic goals in Chinese students'™ self-regulated learning. <i>European Journal of Psychology of Education</i> , 2019, 34, 579-600.	1.3	25
6	Classroom goal structures: Observations from urban and rural high school classes in China. <i>Psychology in the Schools</i> , 2019, 56, 1211-1229.	1.1	18
7	Continuing to teach in a time of crisis: The Chinese rural educational system's™ response and student satisfaction and social and cognitive presence. <i>British Journal of Educational Technology</i> , 2021, 52, 1494-1512.	3.9	18
8	What do Chinese students say about their academic motivational goals'™ reasons underlying academic strivings?. <i>Asia Pacific Journal of Education</i> , 2022, 42, 245-259.	1.2	12
9	An intervention study to improve primary school students'™ self-regulated strategy use in English writing through e-learning in Hong Kong. <i>Computer Assisted Language Learning</i> , 2022, 35, 2265-2290.	4.8	11
10	Motivation and Its Impact on Language Achievement: Sustainable Development of Ethnic Minority Students'™ Second Language Learning. <i>Sustainability</i> , 2022, 14, 7898.	1.6	8
11	Conceptualizing self-regulated reading-to-write in ESL/EFL writing and investigating its relationships to motivation and writing competence. <i>Language Teaching Research</i> , 2023, 27, 1193-1216.	2.1	6
12	Impacts of social and emotional learning (SEL) on English learning achievements in Hong Kong secondary schools. <i>Language Teaching Research</i> , 0, , 136216882110217.	2.1	6
13	Primary school students'™ acceptance of computer-mediated collaboration in English writing: the role of peer and teacher support. <i>Computer Assisted Language Learning</i> , 2022, 35, 2452-2475.	4.8	3
14	Chinese parental academic socialization prior to college entrance examination: insights from urban and rural areas. <i>Journal of Family Studies</i> , 0, , 1-18.	0.9	3
15	Whose goal emphases play a more important role in ESL/EFL learners'™ motivation, self-regulated learning and achievement?: Teachers'™ or parents'™. <i>Research Papers in Education</i> , 2023, 38, 520-542.	1.7	3
16	A Motivation Perspective on College Admission Reform in Shanghai: The Effect of Providing More Choices and Multiple Evaluation Criteria. <i>ECNU Review of Education</i> , 2020, , 209653112094032.	1.3	2
17	Examining the Role of Perceived Classroom Goal Structures and Parents'™ Goals in ESL/EFL Learners'™ Achievement Goals, Engagement and Achievement. <i>Scandinavian Journal of Educational Research</i> , 2023, 67, 820-836.	1.0	2