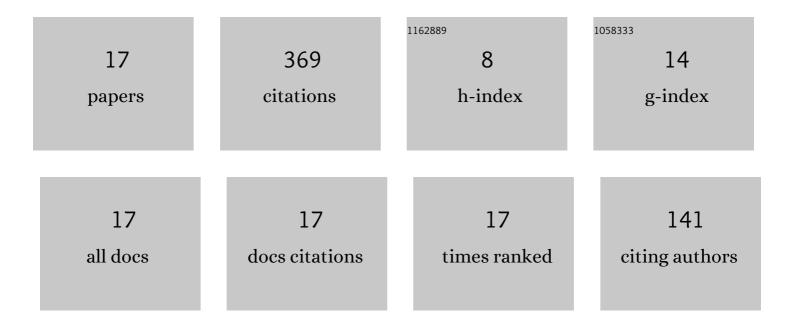
Jing Wang

List of Publications by Year in descending order

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| # | Article | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | The role of growth mindset, self-efficacy and intrinsic value in self-regulated learning and English language learning achievements. Language Teaching Research, 2023, 27, 207-228. | 2.1 | 100 |
| 2 | Understanding Hong Kong primary school English teachers' continuance intention to teach with ICT. Computer Assisted Language Learning, 2021, 34, 528-551. | 4.8 | 70 |
| 3 | Hong Kong secondary students' self-regulated learning strategy use and English writing: Influences of motivational beliefs. System, 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?. Cambridge Journal of Education, 2021, 51, 65-84. | 1.6 | 36 |
| 5 | The role of social-academic goals in Chinese students' self-regulated learning. European Journal of Psychology of Education, 2019, 34, 579-600. | 1.3 | 25 |
| 6 | Classroom goal structures: Observations from urban and rural high school classes in China. Psychology in the Schools, 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. British Journal of Educational Technology, 2021, 52, 1494-1512. | 3.9 | 18 |
| 8 | What do Chinese students say about their academic motivational goals—reasons underlying academic strivings?. Asia Pacific Journal of Education, 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. Computer Assisted Language Learning, 2022, 35, 2265-2290. | 4.8 | 11 |
| 10 | Motivation and Its Impact on Language Achievement: Sustainable Development of Ethnic Minority Students' Second Language Learning. Sustainability, 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. Language Teaching Research, 2023, 27, 1193-1216. | 2.1 | 6 |
| 12 | Impacts of social and emotional learning (SEL) on English learning achievements in Hong Kong secondary schools. Language Teaching Research, 0, , 136216882110217. | 2.1 | 6 |
| 13 | Primary school students' acceptance of computer-mediated collaboration in English writing: the role of peer and teacher support. Computer Assisted Language Learning, 2022, 35, 2452-2475. | 4.8 | 3 |
| 14 | Chinese parental academic socialization prior to college entrance examination: insights from urban and rural areas. Journal of Family Studies, 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'. Research Papers in Education, 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. ECNU Review of Education, 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. Scandinavian Journal of Educational Research, 2023, 67, 820-836. | 1.0 | 2 |