

Nigel Harwood

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

31
papers

939
citations

15
h-index

30
g-index

36
ext. papers

1,070
ext. citations

1.9
avg, IF

5.15
L-index

#	Paper	IF	Citations
31	Coda: An Expanding Research Agenda for the Use of Instructional Materials. <i>Modern Language Journal</i> , 2021 , 105, 175-184	4.7	9
30	Adaptive master's dissertation supervision: a longitudinal case study. <i>Teaching in Higher Education</i> , 2020 , 25, 68-83	1.4	5
29	L2 Writing Task Representation in Test-Like and Non-Test-Like Situations. <i>Written Communication</i> , 2019 , 36, 578-632	2.1	1
28	‘I Have to Hold Myself Back from Getting into All That’ Investigating Ethical Issues Associated with the Proofreading of Student Writing. <i>Journal of Academic Ethics</i> , 2019 , 17, 17-49	1.5	5
27	‘The Snowball of Emails We Deal With’ Citing in Multinational Companies. <i>Business and Professional Communication Quarterly</i> , 2019 , 82, 5-37	0.8	1
26	Helping international master's students navigate dissertation supervision: Research-informed discussion and awareness-raising activities. <i>Journal of International Students</i> , 2019 , 9, 150-171	1.3	2
25	What Do Proofreaders of Student Writing Do to a Master's Essay? Differing Interventions, Worrying Findings. <i>Written Communication</i> , 2018 , 35, 474-530	2.1	6
24	What Can We Learn from Mainstream Education Textbook Research?. <i>RELC Journal</i> , 2017 , 48, 264-277	0.9	18
23	Writing in Test and Non-test Situations: Process and Product. <i>Journal of Writing Research</i> , 2015 , 6, 233-278	1.8	12
22	Content, Consumption, and Production: Three Levels of Textbook Research 2014 , 1-41		19
21	Teachers' Conceptualization and Use of the Textbook on a Medical English Course 2014 , 145-177		12
20	An Experienced Teacher's Use of the Textbook on an Academic English Course: A Case Study 2014 , 178-204		8
19	Task requirements, task representation, and self-reported citation functions: An exploratory study of a successful L2 student's writing. <i>Journal of English for Academic Purposes</i> , 2013 , 12, 110-124	2	44
18	Performance in the Citing Behavior of Two Student Writers. <i>Written Communication</i> , 2012 , 29, 55-103	2.1	54
17	Cleaner, helper, teacher? The role of proofreaders of student writing. <i>Studies in Higher Education</i> , 2012 , 37, 569-584	2.6	15
16	Ethics and integrity in proofreading: Findings from an interview-based study. <i>English for Specific Purposes</i> , 2010 , 29, 54-67	1.8	10
15	Proofreading in a UK university: Proofreaders' beliefs, practices, and experiences. <i>Journal of Second Language Writing</i> , 2009 , 18, 166-190	2.8	33

14	An interview-based study of the functions of citations in academic writing across two disciplines. <i>Journal of Pragmatics</i> , 2009 , 41, 497-518	1.9	139
13	This Is Too Formal for Us...: A Case Study of Variation in the Written Products of a Multinational Consortium. <i>Journal of Business and Technical Communication</i> , 2008 , 22, 38-64	1.9	17
12	Publication outlets and their effect on academic writers' citations. <i>Scientometrics</i> , 2008 , 77, 253-265	3	20
11	Citers' use of citees' names: Findings from a qualitative interview-based study. <i>Journal of the Association for Information Science and Technology</i> , 2008 , 59, 1007-1011		21
10	Political scientists on the functions of personal pronouns in their writing: An interview-based study of <i>I</i> and <i>We</i> . <i>Text and Talk</i> , 2007 , 27,	0.6	14
9	(In)appropriate Personal Pronoun Use in Political Science: A Qualitative Study and a Proposed Heuristic for Future Research. <i>Written Communication</i> , 2006 , 23, 424-450	2.1	44
8	<i>We</i> Do Not Seem to Have a Theory [The Theory I Present Here Attempts to Fill This Gap] Inclusive and Exclusive Pronouns in Academic Writing. <i>Applied Linguistics</i> , 2005 , 26, 343-375	2.4	161
7	<i>I</i> hoped to counteract the memory problem, but I made no impact whatsoever [discussing methods in computing science using <i>I</i> . <i>English for Specific Purposes</i> , 2005 , 24, 243-267	1.8	34
6	<i>Nowhere</i> has anyone attempted [In this article I aim to do just that] <i>Journal of Pragmatics</i> , 2005 , 37, 1207-1231	1.9	110
5	What do we want EAP teaching materials for?. <i>Journal of English for Academic Purposes</i> , 2005 , 4, 149-161		51
4	Demystifying institutional practices: critical pragmatism and the teaching of academic writing. <i>English for Specific Purposes</i> , 2004 , 23, 355-377	1.8	9
3	Demystifying institutional practices: critical pragmatism and the teaching of academic writing*1. <i>English for Specific Purposes</i> , 2004 , 23, 355-377	1.8	47
2	Taking a lexical approach to teaching: principles and problems. <i>International Journal of Applied Linguistics</i> , 2002 , 12, 139-155	2.5	15
1	Understandings of the Role of the One-to-One Writing Tutor in a U.K. University Writing Centre: Multiple Perspectives. <i>Written Communication</i> , 074108832110690	2.1	1