

Nigel Harwood

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6928850/publications.pdf>

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34
papers

1,302
citations

471061

17
h-index

525886

27
g-index

36
all docs

36
docs citations

36
times ranked

462
citing authors

#	ARTICLE	IF	CITATIONS
1	Coda: An Expanding Research Agenda for the Use of Instructional Materials. <i>Modern Language Journal</i> , 2021, 105, 175-184.	1.3	17
2	Adaptive masterâ€™s dissertation supervision: a longitudinal case study. <i>Teaching in Higher Education</i> , 2020, 25, 68-83.	1.7	14
3	L2 Writing Task Representation in Test-Like and Non-Test-Like Situations. <i>Written Communication</i> , 2019, 36, 578-632.	0.7	4
4	â€œI Have to Hold Myself Back from Getting into All Thatâ€™: Investigating Ethical Issues Associated with the Proofreading of Student Writing. <i>Journal of Academic Ethics</i> , 2019, 17, 17-49.	1.5	7
5	â€œThe Snowball of Emails We Deal Withâ€™: CCing in Multinational Companies. <i>Business and Professional Communication Quarterly</i> , 2019, 82, 5-37.	0.3	4
6	Helping international masterâ€™s students navigate dissertation supervision: Research-informed discussion and awareness-raising activities. <i>Journal of International Students</i> , 2019, 9, 150-171.	0.4	4
7	What Do Proofreaders of Student Writing Do to a Masterâ€™s Essay? Differing Interventions, Worrying Findings. <i>Written Communication</i> , 2018, 35, 474-530.	0.7	8
8	What Can We Learn from Mainstream Education Textbook Research?. <i>RELC Journal</i> , 2017, 48, 264-277.	1.9	26
9	Writing in Test and Non-test Situations: Process and Product. <i>Journal of Writing Research</i> , 2015, 6, 233-278.	0.6	19
10	Content, Consumption, and Production: Three Levels of Textbook Research. , 2014, , 1-41.		30
11	Teachersâ€™ Conceptualization and Use of the Textbook on a Medical English Course. , 2014, , 145-177.		14
12	An Experienced Teacherâ€™s Use of the Textbook on an Academic English Course: A Case Study. , 2014, , 178-204.		14
13	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.	1.2	56
14	Cleaner, helper, teacher? The role of proofreaders of student writing. <i>Studies in Higher Education</i> , 2012, 37, 569-584.	2.9	16
15	Performance in the Citing Behavior of Two Student Writers. <i>Written Communication</i> , 2012, 29, 55-103.	0.7	67
16	Ethics and integrity in proofreading: Findings from an interview-based study. <i>English for Specific Purposes</i> , 2010, 29, 54-67.	1.2	15
17	Proofreading in a UK university: Proofreadersâ€™ beliefs, practices, and experiences. <i>Journal of Second Language Writing</i> , 2009, 18, 166-190.	1.4	41
18	An interview-based study of the functions of citations in academic writing across two disciplines. <i>Journal of Pragmatics</i> , 2009, 41, 497-518.	0.8	180

#	ARTICLE	IF	CITATIONS
19	Publication outlets and their effect on academic writers' citations. <i>Scientometrics</i> , 2008, 77, 253-265.	1.6	27
20	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.	2.6	21
21	This Is Too Formal for Us.... <i>Journal of Business and Technical Communication</i> , 2008, 22, 38-64.	1.4	21
22	Political scientists on the functions of personal pronouns in their writing: An interview-based study of "I" and "we". <i>Text and Talk</i> , 2007, 27, .	0.2	22
23	(In)appropriate Personal Pronoun Use in Political Science. <i>Written Communication</i> , 2006, 23, 424-450.	0.7	66
24	What do we want EAP teaching materials for?. <i>Journal of English for Academic Purposes</i> , 2005, 4, 149-161.	1.2	79
25	"We 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.	1.1	222
26	"I hoped to counteract the memory problem, but I made no impact whatsoever": discussing methods in computing science using I. <i>English for Specific Purposes</i> , 2005, 24, 243-267.	1.2	46
27	"Nowhere has anyone attempted In this article I aim to do just that". <i>Journal of Pragmatics</i> , 2005, 37, 1207-1231.	0.8	159
28	Demystifying institutional practices: critical pragmatism and the teaching of academic writing. <i>English for Specific Purposes</i> , 2004, 23, 355-377.	1.2	26
29	Demystifying institutional practices: critical pragmatism and the teaching of academic writing*1. <i>English for Specific Purposes</i> , 2004, 23, 355-377.	1.2	51
30	Taking a lexical approach to teaching: principles and problems. <i>International Journal of Applied Linguistics</i> , 2002, 12, 139-155.	0.4	21
31	English for academic purposes. , 0, , .		1
32	Understandings of the Role of the One-to-One Writing Tutor in a U.K. University Writing Centre: Multiple Perspectives. <i>Written Communication</i> , 0, , 074108832110690.	0.7	3
33	Teachers' Conceptualization and Use of the Textbook on a Medical English Course. , 0, , .		0
34	An Experienced Teacher's Use of the Textbook on an Academic English Course. , 0, , .		0