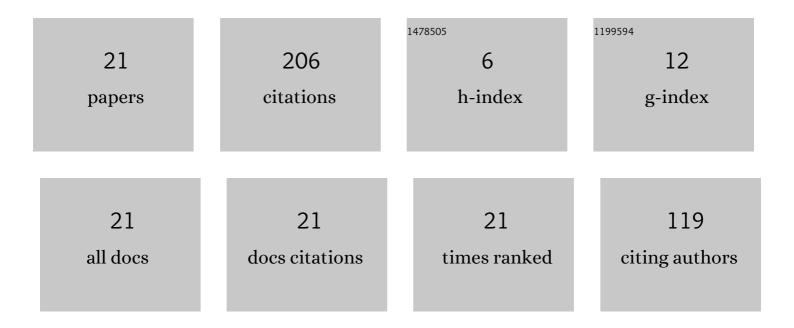


## List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/7080820/publications.pdf Version: 2024-02-01



KE 7440

#	Article	IF	CITATIONS
1	Fostering collective and individual learning through knowledge building. International Journal of Computer-Supported Collaborative Learning, 2014, 9, 63-95.	3.0	61
2	The motivation and professional self of teachers teaching languages other than English in a Chinese university. Journal of Multilingual and Multicultural Development, 2019, 40, 633-646.	1.7	22
3	Chinese Business English Students' Epistemological Beliefs, Self-Regulated Strategies, and Collaboration in Project-Based Learning. Asia-Pacific Education Researcher, 2014, 23, 273-286.	3.7	19
4	Chinese business students' changes in beliefs and strategy use in a constructively aligned PBL course. Teaching in Higher Education, 2017, 22, 785-804.	2.6	14
5	Language Learning as Investment or Consumption? A Case Study of Chinese University Students' Beliefs about the Learning of Languages Other than English. Sustainability, 2020, 12, 2156.	3.2	13
6	Beginner CFL learners' perceptions of language difficulty in a task-based teaching and learning (TBTL) environment in Denmark. System, 2017, 69, 108-120.	3.4	11
7	How first-year students perceive and experience assessment of academic literacies. Assessment and Evaluation in Higher Education, 2020, 45, 266-278.	5.6	10
8	Experiences of and preparedness for Intercultural Teacherhood in Higher Education: non-specialist English teachers' positioning, agency and sense of legitimacy in China. Language and Intercultural Communication, 2022, 22, 68-84.	1.3	10
9	Towards a multilayered and multidimensional analysis of multilingual education: ideologies of multilingualism and language planning in Chinese higher education. Current Issues in Language Planning, 2020, 21, 320-343.	2.1	8
10	The Collective Agency of Language Teachers under the Scheme of Research Excellence: Using a social network approach. Circulo De Linguistica Aplicada A La Comunicacion, 0, 84, 13-25.	0.2	8
11	Agency in meso-level language policy planning in the face of macro-level policy shifts: a case study of multilingual education in a Chinese tertiary institution. Current Issues in Language Planning, 2021, 22, 136-156.	2.1	7
12	Developing subject knowledge co-construction and specific language use in a technology-enhanced CLIL programme: effectiveness and productive patterns. International Journal of Bilingual Education and Bilingualism, 2022, 25, 2172-2185.	2.1	7
13	Technology-Enhanced Content and Language Integrated Learning in Chinese Tertiary English Classes: Potentials and Challenges. , 2017, , 89-113.		4
14	Using student-instructor co-constructed rubrics in signature assessment for business students: benefits and challenges. Assessment in Education, 0, , 1-21.	1.2	4
15	Student engagement for intercultural learning in multicultural project groups via the use of English as a lingua franca. Language, Culture and Curriculum, 2021, 34, 438-457.	3.2	3
16	Enhancing Metacognitive Language Learning Strategy Use and Business Language Proficiency in Technology-Enhanced Collaborative Learning Environment. International Journal of Computer-Assisted Language Learning and Teaching, 2016, 6, 68-78.	0.8	2
17	Scaffolding Role of Computer-Supported Collaborative Learning Environment on Collaboration and Academic Literacy. , 2013, , 54-73.		2
18	The Shanghai alliance of multilingual researchers: Fudan University, Tongji University, Shanghai University of Finance and Economics, and Shanghai International Studies University, China. Language Teaching, O, , 1-5.	2.5	1

КЕ ΖНАО

#	Article	IF	CITATIONS
19	Enhancing Metacognitive Language Learning Strategy Use and Business Language Proficiency in Technology-Enhanced Collaborative Learning Environment. , 2019, , 399-410.		0
20	Scaffolding Role of Computer-Supported Collaborative Learning Environment on Collaboration and Academic Literacy. , 0, , 474-494.		0
21	Social formation for interaction in international mobility programmes: a case of Danish students in China. Research in Post-Compulsory Education, 2022, 27, 198-218.	0.7	0