

Peter I De Costa

List of Publications by Year in descending order

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Version: 2024-02-01

81
papers

1,746
citations

394390

19
h-index

361001

35
g-index

88
all docs

88
docs citations

88
times ranked

615
citing authors

#	ARTICLE	IF	CITATIONS
1	Introduction: Identity, Transdisciplinarity, and the Good Language Teacher. <i>Modern Language Journal</i> , 2017, 101, 3-14.	2.3	184
2	Expanding the Language Teacher Identity Landscape: An Investigation of the Emotions and Strategies of a NNEST. <i>Modern Language Journal</i> , 2017, 101, 76-90.	2.3	135
3	Research tasks on identity in language learning and teaching. <i>Language Teaching</i> , 2018, 51, 90-112.	2.5	96
4	Introduction: Scales analysis, and its uses and prospects in educational linguistics. <i>Linguistics and Education</i> , 2016, 34, 1-10.	1.2	95
5	Language Learning as Linguistic Entrepreneurship: Implications for Language Education. <i>Asia-Pacific Education Researcher</i> , 2016, 25, 695-702.	3.7	74
6	Reenvisioning Language Anxiety in the Globalized Classroom Through a Social Imaginary Lens. <i>Language Learning</i> , 2015, 65, 504-532.	2.7	61
7	Linguistic entrepreneurship as affective regime: organizations, audit culture, and second/foreign language education policy. <i>Language Policy</i> , 2019, 18, 387-406.	0.8	60
8	Using language ideology and positioning to broaden the SLA learner beliefs landscape: The case of an ESL learner from China. <i>System</i> , 2011, 39, 347-358.	3.4	47
9	Problematizing EMI language policy in a transnational world. <i>English Today</i> , 2022, 38, 80-87.	0.8	41
10	From Refugee to Transformer: A Bourdieusian Take on a Hmong Learner's Trajectory. <i>TESOL Quarterly</i> , 2010, 44, 517-541.	2.9	40
11	Language ideologies and standard English language policy in Singapore: responses of a "designer immigrant" student. <i>Language Policy</i> , 2010, 9, 217-239.	0.8	40
12	Making Ethical Decisions in an Ethnographic Study. <i>TESOL Quarterly</i> , 2014, 48, 413-422.	2.9	39
13	Linguistic racism: its negative effects and why we need to contest it. <i>International Journal of Bilingual Education and Bilingualism</i> , 2020, 23, 833-837.	2.1	37
14	TESOL Quarterly Research Guidelines. <i>TESOL Quarterly</i> , 2016, 50, 42-65.	2.9	36
15	The Power of Identity and Ideology in Language Learning. <i>Multilingual Education</i> , 2016, , .	0.4	35
16	Exploring the language policy and planning/second language acquisition interface: ecological insights from an Uyghur youth in China. <i>Language Policy</i> , 2019, 18, 65-86.	0.8	35
17	L2 Teachers' Emotions: A Sociopolitical and Ideological Perspective. , 2018, , 91-106.		30
18	The Identity Crisis in Language Motivation Research. <i>Journal of Language and Social Psychology</i> , 2021, 40, 136-153.	2.3	28

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19	Elite multilingualism, affect and neoliberalism. <i>Journal of Multilingual and Multicultural Development</i> , 2019, 40, 453-460.	1.7	27
20	Scaling emotions and identification: Insights from a scholarship student. <i>Linguistics and Education</i> , 2016, 34, 22-32.	1.2	26
21	Why linguistic entrepreneurship?. <i>Multilingua</i> , 2021, 40, 139-153.	1.3	25
22	Refugee Youth's Identity Expressions and Multimodal Literacy Practices in a Third Space. <i>Journal of Research in Childhood Education</i> , 2019, 33, 56-70.	1.0	24
23	A Sociolinguistics of the South. , 0, , .		23
24	When language teacher emotions and language policy intersect: A critical perspective. <i>System</i> , 2022, 105, 102745.	3.4	22
25	Embracing Diversity, Inclusion, Equity and Access in EMI-TNHE: Towards a Social Justice-Centered Reframing of English Language Teaching. <i>RELC Journal</i> , 2021, 52, 227-235.	3.9	21
26	Examining the English language policy for ethnic minority students in a Chinese university: a language ideology and language regime perspective. <i>Current Issues in Language Planning</i> , 2016, 17, 311-331.	2.1	20
27	Reenvisioning Second Language Teacher Education Through Translanguaging Praxis. <i>Educational Linguistics</i> , 2020, , 111-134.	0.9	20
28	Research tasks on ethics in applied linguistics. <i>Language Teaching</i> , 2021, 54, 58-70.	2.5	19
29	A Critical Praxis: Narrowing the Gap Between Identity, Theory, and Practice. <i>TESOL Journal</i> , 2017, 8, 4-27.	0.9	18
30	Broadening the Second Language Teacher Education Agenda: International Perspectives on Teacher Emotions. <i>Chinese Journal of Applied Linguistics</i> , 2018, 41, 401-409.	0.7	18
31	Constructing SLA differently: the value of ELF and language ideology in an ASEAN case study. <i>International Journal of Applied Linguistics</i> , 2012, 22, 205-224.	0.9	17
32	How do foreign language teachers maintain their proficiency? A grounded theory investigation. <i>System</i> , 2016, 57, 98-108.	3.4	17
33	Reflection as meta-action: Lesson study and EFL teacher professional development. <i>TESOL Journal</i> , 2021, 12, .	0.9	17
34	Decolonial Struggles in Indigenous Language Education in Neoliberal Times: Identities, Ideologies, and Activism. <i>Journal of Language, Identity and Education</i> , 2021, 20, 291-295.	2.4	15
35	Metadiscourse and Identity Construction in Teaching Philosophy Statements: A Critical Case Study of Two <sc>MATESOL</sc> Students. <i>TESOL Quarterly</i> , 2017, 51, 868-896.	2.9	14
36	Developing Mutual Intelligibility and Conviviality in the 21st Century Classroom: Insights from English as a Lingua Franca and Intercultural Communication. <i>TESOL Quarterly</i> , 2017, 51, 450-460.	2.9	14

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37	Language teacher agency for educational justice-oriented work: An ecological model. <i>TESOL Journal</i> , 2021, 12, e561.	0.9	14
38	“You are different and not mainstream”: An Emotion-Based Case Study of Two South Asian English Language Learners. <i>International Multilingual Research Journal</i> , 2019, 13, 209-221.	1.3	13
39	Problematizing language policy and practice in EMI and transnational higher education. <i>Australian Review of Applied Linguistics</i> , 2021, 44, 115-128.	1.1	13
40	Navigating ethical challenges in second language narrative inquiry research. <i>System</i> , 2021, 102, 102599.	3.4	13
41	Reframing graduate student writing strategies from an Activity Theory perspective. <i>Language and Sociocultural Theory</i> , 2015, 2, 25-50.	0.3	12
42	Toward greater diversity and social equality in language education research. <i>Critical Inquiry in Language Studies</i> , 2018, 15, 302-307.	2.9	11
43	Reflexivity and transnational habitus. <i>AILA Review</i> , 2016, 29, 173-198.	0.5	11
44	Contributions of a Professional Development Course to Language Teacher Identity Development: Critical Incidents in Focus. <i>Journal of Teacher Education</i> , 2022, 73, 366-380.	3.5	11
45	Spiral Emotion Labor and Teacher Development Sustainability: A Longitudinal Case Study of Veteran College English Lecturers in China. <i>Sustainability</i> , 2022, 14, 1455.	3.2	11
46	Cultivating Critical Translingual Awareness: Challenges and Possibilities for Teachers and Teacher Educators. <i>RELC Journal</i> , 2022, 53, 452-459.	3.9	11
47	Constructing the global citizen. <i>Journal of Asian Pacific Communication</i> , 2016, 26, 238-259.	0.3	10
48	Qualitative Classroom Methods. , 2019, , 111-136.		10
49	Learner beliefs for successful study abroad experience: A case study. <i>System</i> , 2017, 71, 113-121.	3.4	9
50	Language Teacher Emotions. , 2019, , 1-4.		9
51	Problematizing enterprise culture in global academic publishing: Linguistic entrepreneurship through the lens of two Chinese visiting scholars in a U.S. university. <i>Multilingua</i> , 2021, 40, 225-250.	1.3	9
52	Unpacking the Ideology of Cosmopolitanism in Language Education: Insights from Bakhtin and Systemic Functional Linguistics. <i>Critical Inquiry in Language Studies</i> , 2016, 13, 73-97.	2.9	8
53	Introduction: Methodological diversity and innovation in study abroad research. <i>System</i> , 2017, 71, 1-6.	3.4	8
54	Qualitative Research Methods. , 2017, , 522-540.		7

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55	Ethics in Applied Linguistics Research. , 2015, , 1-11.		7
56	Ideologizing age in an era of superdiversity: A heritage language learner practice perspective. Applied Linguistics Review, 2016, 7, 1-25.	0.9	6
57	Second Language Acquisition and world Englishes: Dialogue and engagement. World Englishes, 2018, 37, 19-33.	1.1	6
58	Applied Linguistics Research: Current Issues, Methods, and Trends. , 2018, , 5-29.		6
59	Faith - Based Teacher Emotional Experiences: A Case Study of a Veteran English Lecturer in China. Chinese Journal of Applied Linguistics, 2018, 41, 532-551.	0.7	6
60	Collaborative teaching reflection: insights into a globalized partnership. ELT Journal, 2018, 72, 121-130.	1.8	5
61	Anti-Asian racism: How it affects TESOL professionals like you and me. TESOL Journal, 2021, 12, e620.	0.9	5
62	Professional Survival in a Neoliberal Age : A Case Study of an EFL Teacher in China. Journal of Asia TEFL, 2017, 14, 277-291.	0.2	5
63	Colonial narrative of ethics in research: Telling stories and imagining decolonial futures in applied linguistics. , 2022, 1, 100016.		5
64	World Englishes and Second Language Acquisition: Introduction. World Englishes, 2018, 37, 2-4.	1.1	4
65	Ethical Applied Linguistics Research. , 2018, , 163-182.		4
66	Becoming Uyghur Elites: How Uyghur Women in a Mainstream Chinese University Negotiate Their Gendered Identities. Journal of Language, Identity and Education, 0, , 1-16.	2.4	3
67	Social Interaction and English Language Teacher Identity. ELT Journal, 2019, 73, 235-237.	1.8	2
68	Thinking Beyond "Languaging" in Translanguaging Pedagogies: Exploring Ways to Combat White Fragility in an Undergraduate Language Methodology Course. , 2021, , 445-462.		2
69	Identity work and the symbolic power of language in the ELT classroom: advancing the intercultural citizenship and ELF agenda. Journal of English As A Lingua Franca, 2022, 11, 117-124.	0.3	2
70	<i>English as an International Language: Perspectives and Pedagogical Issues</i>, edited by Farzad Sharifian. World Englishes, 2009, 28, 552-554.	1.1	1
71	Disinventing and Reconstituting Languages. TESOL Quarterly, 2009, 43, 161-163.	2.9	1
72	Research in the Doctoral Program in Second Language Acquisition at the University of Wisconsin-Madison. Language Teaching, 2011, 44, 542-548.	2.5	1

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73	Indigenous Language Revitalization: How Education Can Help Reclaim "Sleeping" Languages. <i>Journal of Language, Identity and Education</i> , 2021, 20, 355-361.	2.4	1
74	<i>Literacy as Translingual Practice: Between Communities and Classrooms</i> A. Suresh Canagarajah (ed.) (2013) London and New York, Routledge. pp. 256 ISBN-13, 978-0415524674. <i>Writing and Pedagogy</i> , 2015, 7, 181-186.	0.2	1
75	Chapter 6. Sharing stories around the digital campfire. <i>Language Learning and Language Teaching</i> , 2022, , 115-134.	0.2	1
76	Identity in SLA and Second Language Teacher Education. <i>Springer Texts in Education</i> , 2021, , 537-541.	0.1	1
77	Exploring identity in SLA: A dialogue about methodologies. <i>Language Teaching</i> , 2011, 44, 540-542.	2.5	0
78	Ingrid Piller , <i>Linguistic diversity and social justice: An introduction to applied sociolinguistics</i> . Oxford: Oxford University Press, 2016. Pp. 282. Pb. \$29.93.. <i>Language in Society</i> , 2017, 46, 739-742.	0.5	0
79	Preparing teachers to teach English as an international language. Edited by Aya Matsuda. 2017. Bristol: <i>Multilingual Matters</i> , xxi + 254. <i>World Englishes</i> , 2019, 38, 675-677.	1.1	0
80	Enhancing Equity for English Learners Through the Seal of Biliteracy: Policy/Practice Pitfalls and Possibilities. , 2021, , 107-117.		0
81	Looking Back and Moving Forward. <i>Multilingual Education</i> , 2016, , 163-172.	0.4	0