

Peter I De Costa

List of Publications by Citations

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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.

78
papers

971
citations

18
h-index

28
g-index

88
ext. papers

1,313
ext. citations

1.6
avg, IF

5.66
L-index

#	Paper	IF	Citations
78	Introduction: Identity, Transdisciplinarity, and the Good Language Teacher. <i>Modern Language Journal</i> , 2017 , 101, 3-14	4.7	104
77	Introduction: Scales analysis, and its uses and prospects in educational linguistics. <i>Linguistics and Education</i> , 2016 , 34, 1-10	1.2	70
76	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	4.7	67
75	Research tasks on identity in language learning and teaching. <i>Language Teaching</i> , 2018 , 51, 90-112	2.7	54
74	Language Learning as Linguistic Entrepreneurship: Implications for Language Education. <i>Asia-Pacific Education Researcher</i> , 2016 , 25, 695-702	1.7	42
73	Linguistic entrepreneurship as affective regime: organizations, audit culture, and second/foreign language education policy. <i>Language Policy</i> , 2019 , 18, 387-406	4.1	37
72	Language ideologies and standard English language policy in Singapore: responses of a Designer immigrant student. <i>Language Policy</i> , 2010 , 9, 217-239	4.1	34
71	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	3.5	32
70	From Refugee to Transformer: A Bourdieusian Take on a Hmong Learner's Trajectory. <i>TESOL Quarterly</i> , 2010 , 44, 517-541	2.1	32
69	The Power of Identity and Ideology in Language Learning. <i>Multilingual Education</i> , 2016 ,	0.2	27
68	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	4.1	26
67	TESOL Quarterly Research Guidelines. <i>TESOL Quarterly</i> , 2016 , 50, 42-65	2.1	26
66	Making Ethical Decisions in an Ethnographic Study. <i>TESOL Quarterly</i> , 2014 , 48, 413-422	2.1	24
65	Reenvisioning Language Anxiety in the Globalized Classroom Through a Social Imaginary Lens. <i>Language Learning</i> , 2015 , 65, 504-532	5.1	24
64	Elite multilingualism, affect and neoliberalism. <i>Journal of Multilingual and Multicultural Development</i> , 2019 , 40, 453-460	1.4	20
63	Problematizing EMI language policy in a transnational world: China's entry into the global higher education market. <i>English Today</i> , 2020 , 1-8	0.6	19
62	Scaling emotions and identification: Insights from a scholarship student. <i>Linguistics and Education</i> , 2016 , 34, 22-32	1.2	18

61	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	1.8	18
60	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	1.7	14
59	L2 Teachers' Emotions: A Sociopolitical and Ideological Perspective 2018 , 91-106		14
58	How do foreign language teachers maintain their proficiency? A grounded theory investigation. <i>System</i> , 2016 , 57, 98-108	3.5	14
57	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	2.5	13
56	Broadening the Second Language Teacher Education Agenda: International Perspectives on Teacher Emotions. <i>Chinese Journal of Applied Linguistics</i> , 2018 , 41, 401-409	0.4	12
55	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	1.1	12
54	The Identity Crisis in Language Motivation Research. <i>Journal of Language and Social Psychology</i> , 2021 , 40, 136-153	1.2	11
53	A Critical Praxis: Narrowing the Gap Between Identity, Theory, and Practice. <i>TESOL Journal</i> , 2017 , 8, 4-27	0.6	10
52	Why linguistic entrepreneurship?. <i>Multilingua</i> , 2021 , 40, 139-153	2.3	10
51	Toward greater diversity and social equality in language education research. <i>Critical Inquiry in Language Studies</i> , 2018 , 15, 302-307	0.7	9
50	A Sociolinguistics of the South		9
49	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	2.1	8
48	'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	8
47	Reenvisioning Second Language Teacher Education Through Translanguaging Praxis. <i>Educational Linguistics</i> , 2020 , 111-134	0.6	8
46	Research tasks on ethics in applied linguistics. <i>Language Teaching</i> , 2021 , 54, 58-70	2.7	8
45	Introduction: Methodological diversity and innovation in study abroad research. <i>System</i> , 2017 , 71, 1-6	3.5	7
44	The Sociopolitics of English Language Testing		7

43	Reflexivity and transnational habitus. <i>AILA Review</i> , 2016 , 29, 173-198	0.5	7
42	Constructing the global citizen. <i>Journal of Asian Pacific Communication</i> , 2016 , 26, 238-259	0.1	7
41	Learner beliefs for successful study abroad experience: A case study. <i>System</i> , 2017 , 71, 113-121	3.5	6
40	Qualitative Classroom Methods 2019 , 111-136		6
39	Reframing graduate student writing strategies from an Activity Theory perspective. <i>Language and Sociocultural Theory</i> , 2015 , 2, 25-50	1.3	6
38	Qualitative Research Methods 2017 , 522-540		6
37	Ideologizing age in an era of superdiversity: A heritage language learner practice perspective. <i>Applied Linguistics Review</i> , 2016 , 7, 1-25	1.2	6
36	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	0.7	6
35	Reflection as meta-action: Lesson study and EFL teacher professional development. <i>TESOL Journal</i> , 2021 , 12,	0.6	6
34	Metadiscourse and Identity Construction in Teaching Philosophy Statements: A Critical Case Study of Two MATESOL Students. <i>TESOL Quarterly</i> , 2017 , 51, 868-896	2.1	5
33	Second Language Acquisition and world Englishes: Dialogue and engagement. <i>World Englishes</i> , 2018 , 37, 19-33	0.4	5
32	Professional Survival in a Neoliberal Age : A Case Study of an EFL Teacher in China. <i>Journal of Asia TEFL</i> , 2017 , 14, 277-291	1.1	4
31	Ethics in Applied Linguistics Research 2015 , 1-11		4
30	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	0.8	4
29	World Englishes and Second Language Acquisition: Introduction. <i>World Englishes</i> , 2018 , 37, 2-4	0.4	3
28	Collaborative teaching reflection: insights into a globalized partnership. <i>ELT Journal</i> , 2018 , 72, 121-130	0.9	3
27	When language teacher emotions and language policy intersect: A critical perspective. <i>System</i> , 2022 , 105, 102745	3.5	3
26	Faith - Based Teacher Emotional Experiences: A Case Study of a Veteran English Lecturer in China. <i>Chinese Journal of Applied Linguistics</i> , 2018 , 41, 532-551	0.4	3

25	Contributions of a Professional Development Course to Language Teacher Identity Development: Critical Incidents in Focus. <i>Journal of Teacher Education</i> ,002248712110591	2.8	3
24	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	2.3	2
23	Becoming Uyghur Elites: How Uyghur Women in a Mainstream Chinese University Negotiate Their Gendered Identities. <i>Journal of Language, Identity and Education</i> ,1-16	0.8	2
22	Ethical Applied Linguistics Research 2018 , 163-182		2
21	Problematizing language policy and practice in EMI and transnational higher education. <i>Australian Review of Applied Linguistics</i> , 2021 , 44, 115-128	0.3	2
20	Navigating ethical challenges in second language narrative inquiry research. <i>System</i> , 2021 , 102, 102599	3.5	2
19	Research in the Doctoral Program in Second Language Acquisition at the University of Wisconsin-Madison. <i>Language Teaching</i> , 2011 , 44, 542-548	2.7	1
18	Identity in SLA and Second Language Teacher Education. <i>Springer Texts in Education</i> , 2021 , 537-541	0.3	1
17	Literacy as Translingual Practice: Between Communities and Classrooms 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	0.3	1
16	Language teacher agency for educational justice-oriented work: An ecological model. <i>TESOL Journal</i> , 2020 , 12, e561	0.6	1
15	Social Interaction and English Language Teacher Identity. <i>ELT Journal</i> , 2019 , 73, 235-237	0.9	1
14	Thinking Beyond "Languaging" In Translanguaging Pedagogies: Exploring Ways to Combat White Fragility in an Undergraduate Language Methodology Course 2021 , 445-462		1
13	Applied Linguistics Research: Current Issues, Methods, and Trends 2018 , 5-29		1
12	Spiral Emotion Labor and Teacher Development Sustainability: A Longitudinal Case Study of Veteran College English Lecturers in China. <i>Sustainability</i> , 2022 , 14, 1455	3.6	0
11	Chapter 6. Sharing stories around the digital campfire. <i>Language Learning and Language Teaching</i> , 2022 , 115-134	0.4	0
10	Anti-Asian racism: How it affects TESOL professionals like you and me. <i>TESOL Journal</i> , 2021 , 12, e620	0.6	0
9	Ingrid Piller , Linguistic diversity and social justice: An introduction to applied sociolinguistics. Oxford: Oxford University Press, 2016. Pp. 282. Pb. \$29.93.. <i>Language in Society</i> , 2017 , 46, 739-742	0.7	
8	Exploring identity in SLA: A dialogue about methodologies. <i>Language Teaching</i> , 2011 , 44, 540-542	2.7	

- 7 English as an International Language: Perspectives and Pedagogical Issues edited by Farzad Sharifian. *World Englishes*, **2009**, 28, 552-554 0.4
- 6 Disinventing and Reconstituting Languages. *TESOL Quarterly*, **2009**, 43, 161-163 2.1
- 5 Looking Back and Moving Forward. *Multilingual Education*, **2016**, 163-172 0.2
- 4 Preparing teachers to teach English as an international language. Edited by Aya Matsuda 2017. Bristol: Multilingual Matters, xxi + 254. *World Englishes*, **2019**, 38, 675-677 0.4
- 3 Enhancing Equity for English Learners Through the Seal of Biliteracy: Policy/Practice Pitfalls and Possibilities **2021**, 107-117
- 2 Indigenous Language Revitalization: How Education Can Help Reclaim Sleeping Languages. *Journal of Language, Identity and Education*, **2021**, 20, 355-361 0.8
- 1 Colonial narrative of ethics in research: Telling stories and imagining decolonial futures in applied linguistics **2022**, 1, 100016