Peter I De Costa

List of Publications by Year in Descending Order

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	Spiral Emotion Labor and Teacher Development Sustainability: A Longitudinal Case Study of Veteran College English Lecturers in China. *Sustainability*, **2022**, 14, 1455	3.6	0
77	When language teacher emotions and language policy intersect: A critical perspective. *System*, **2022**, 105, 102745	3.5	3
76	Chapter 6. Sharing stories around the digital campfire. *Language Learning and Language Teaching*, **2022**, 115-134	0.4	0
75	Colonial narrative of ethics in research: Telling stories and imagining decolonial futures in applied linguistics **2022**, 1, 100016		
74	Identity in SLA and Second Language Teacher Education. *Springer Texts in Education*, **2021**, 537-541	0.3	1
73	Problematizing enterprise culture in global academic publishing: Linguistic entrepreneurship through the lens of two Chinese visiting scholars in a U.S. university. *Multilingua*, **2021**, 40, 225-250	2.3	2
72	Why linguistic entrepreneurship?. *Multilingua*, **2021**, 40, 139-153	2.3	10
71	Reflection as meta-action: Lesson study and EFL teacher professional development. *TESOL Journal*, **2021**, 12,	0.6	6
70	Research tasks on ethics in applied linguistics. *Language Teaching*, **2021**, 54, 58-70	2.7	8
69	The Identity Crisis in Language Motivation Research. *Journal of Language and Social Psychology*, **2021**, 40, 136-153	1.2	11
68	Enhancing Equity for English Learners Through the Seal of Biliteracy: Policy/Practice Pitfalls and Possibilities **2021**, 107-117		
67	Thinking Beyond Languaging in Translanguaging Pedagogies: Exploring Ways to Combat White Fragility in an Undergraduate Language Methodology Course **2021**, 445-462		1
66	Problematizing language policy and practice in EMI and transnational higher education. *Australian Review of Applied Linguistics*, **2021**, 44, 115-128	0.3	2
65	Anti-Asian racism: How it affects TESOL professionals like you and me. *TESOL Journal*, **2021**, 12, e620	0.6	0
64	Indigenous Language Revitalization: How Education Can Help Reclaim Sleeping Languages. *Journal of Language, Identity and Education*, **2021**, 20, 355-361	0.8	
63	Decolonial Struggles in Indigenous Language Education in Neoliberal Times: Identities, Ideologies, and Activism. *Journal of Language, Identity and Education*, **2021**, 20, 291-295	0.8	4
62	Navigating ethical challenges in second language narrative inquiry research. *System*, **2021**, 102, 102599	3.5	2

61	Problematizing EMI language policy in a transnational world: China's entry into the global higher education market. *English Today*, **2020**, 1-8	0.6	19
60	Linguistic racism: its negative effects and why we need to contest it. *International Journal of Bilingual Education and Bilingualism*, **2020**, 23, 833-837	1.7	14
59	Reenvisioning Second Language Teacher Education Through Translanguaging Praxis. *Educational Linguistics*, **2020**, 111-134	0.6	8
58	Language teacher agency for educational justice oriented work: An ecological model. *TESOL Journal*, **2020**, 12, e561	0.6	1
57	You are different and not mainstream An Emotion-Based Case Study of Two South Asian English Language Learners. *International Multilingual Research Journal*, **2019**, 13, 209-221	1	8
56	Elite multilingualism, affect and neoliberalism. *Journal of Multilingual and Multicultural Development*, **2019**, 40, 453-460	1.4	20
55	Exploring the language policy and planning/second language acquisition interface: ecological insights from an Uyghur youth in China. *Language Policy*, **2019**, 18, 65-86	4.1	26
54	Qualitative Classroom Methods **2019**, 111-136		6
53	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	
52	Linguistic entrepreneurship as affective regime: organizations, audit culture, and second/foreign language education policy. *Language Policy*, **2019**, 18, 387-406	4.1	37
51	Social Interaction and English Language Teacher Identity. *ELT Journal*, **2019**, 73, 235-237	0.9	1
50	Refugee Youth Identity Expressions and Multimodal Literacy Practices in a Third Space. *Journal of Research in Childhood Education*, **2019**, 33, 56-70	1.1	12
49	Toward greater diversity and social equality in language education research. *Critical Inquiry in Language Studies*, **2018**, 15, 302-307	0.7	9
48	World Englishes and Second Language Acquisition: Introduction. *World Englishes*, **2018**, 37, 2-4	0.4	3
47	Second Language Acquisition and world Englishes: Dialogue and engagement. *World Englishes*, **2018**, 37, 19-33	0.4	5
46	L2 Teachers Emotions: A Sociopolitical and Ideological Perspective **2018**, 91-106		14
45	Collaborative teaching reflection: insights into a globalized partnership. *ELT Journal*, **2018**, 72, 121-130	0.9	3
44	Broadening the Second Language Teacher Education Agenda: International Perspectives on Teacher Emotions. *Chinese Journal of Applied Linguistics*, **2018**, 41, 401-409	0.4	12

43	Faith - Based Teacher Emotional Experiences: A Case Study of a Veteran English Lecturer in China. *Chinese Journal of Applied Linguistics*, **2018**, 41, 532-551	0.4	3
42	Research tasks on identity in language learning and teaching. *Language Teaching*, **2018**, 51, 90-112	2.7	54
41	Applied Linguistics Research: Current Issues, Methods, and Trends **2018**, 5-29		1
40	Ethical Applied Linguistics Research **2018**, 163-182		2
39	A Critical Praxis: Narrowing the Gap Between Identity, Theory, and Practice. *TESOL Journal*, **2017**, 8, 4-27	0.6	10
38	Metadiscourse and Identity Construction in Teaching Philosophy Statements: A Critical Case Study of Two MATESOL Students. *TESOL Quarterly*, **2017**, 51, 868-896	2.1	5
37	Introduction: Identity, Transdisciplinarity, and the Good Language Teacher. *Modern Language Journal*, **2017**, 101, 3-14	4.7	104
36	Expanding the Language Teacher Identity Landscape: An Investigation of the Emotions and Strategies of a NNEST. *Modern Language Journal*, **2017**, 101, 76-90	4.7	67
35	Developing Mutual Intelligibility and Conviviality in the 21st Century Classroom: Insights from English as a Lingua Franca and Intercultural Communication. *TESOL Quarterly*, **2017**, 51, 450-460	2.1	8
34	Learner beliefs for successful study abroad experience: A case study. *System*, **2017**, 71, 113-121	3.5	6
33	Introduction: Methodological diversity and innovation in study abroad research. *System*, **2017**, 71, 1-6	3.5	7
32	Ingrid Piller , Linguistic diversity and social justice: An introduction to applied sociolinguistics. Oxford: Oxford University Press, 2016. Pp. 282. Pb. $29.93.. *Language in Society*, **2017**, 46, 739-742	0.7	
31	Professional Survival in a Neoliberal Age : A Case Study of an EFL Teacher in China. *Journal of Asia TEFL*, **2017**, 14, 277-291	1.1	4
30	Qualitative Research Methods **2017**, 522-540		6
29	Scaling emotions and identification: Insights from a scholarship student. *Linguistics and Education*, **2016**, 34, 22-32	1.2	18
28	Introduction: Scales analysis, and its uses and prospects in educational linguistics. *Linguistics and Education*, **2016**, 34, 1-10	1.2	70
27	Reflexivity and transnational habitus. *AILA Review*, **2016**, 29, 173-198	0.5	7
26	Looking Back and Moving Forward. *Multilingual Education*, **2016**, 163-172	0.2	

25	Constructing the global citizen. *Journal of Asian Pacific Communication*, **2016**, 26, 238-259	0.1	7
24	The Power of Identity and Ideology in Language Learning. *Multilingual Education*, **2016**,	0.2	27
23	How do foreign language teachers maintain their proficiency? A grounded theory investigation. *System*, **2016**, 57, 98-108	3.5	14
22	Ideologizing age in an era of superdiversity: A heritage language learner practice perspective. *Applied Linguistics Review*, **2016**, 7, 1-25	1.2	6
21	Unpacking the Ideology of Cosmopolitanism in Language Education: Insights from Bakhtin and Systemic Functional Linguistics. *Critical Inquiry in Language Studies*, **2016**, 13, 73-97	0.7	6
20	Language Learning as Linguistic Entrepreneurship: Implications for Language Education. *Asia-Pacific Education Researcher*, **2016**, 25, 695-702	1.7	42
19	Examining the English language policy for ethnic minority students in a Chinese university: a language ideology and language regime perspective. *Current Issues in Language Planning*, **2016**, 17, 311-331	1.8	18
18	TESOL Quarterly Research Guidelines. *TESOL Quarterly*, **2016**, 50, 42-65	2.1	26
17	Reenvisioning Language Anxiety in the Globalized Classroom Through a Social Imaginary Lens. *Language Learning*, **2015**, 65, 504-532	5.1	24
16	Reframing graduate student writing strategies from an Activity Theory perspective. *Language and Sociocultural Theory*, **2015**, 2, 25-50	1.3	6
15	Literacy as Translingual Practice: Between Communities and Classrooms A. Suresh Canagarajah (ed.) (2013) London and New York, Routledge. pp. 256 ISBN-13, 978-0415524674. *Writing and Pedagogy*, **2015**, 7, 181-186	0.3	1
14	Ethics in Applied Linguistics Research **2015**, 1-11		4
13	Making Ethical Decisions in an Ethnographic Study. *TESOL Quarterly*, **2014**, 48, 413-422	2.1	24
12	Constructing SLA differently: the value of ELF and language ideology in an ASEAN case study. *International Journal of Applied Linguistics*, **2012**, 22, 205-224	2.5	13
11	Using language ideology and positioning to broaden the SLA learner beliefs landscape: The case of an ESL learner from China. *System*, **2011**, 39, 347-358	3.5	32
10	Exploring identity in SLA: A dialogue about methodologies. *Language Teaching*, **2011**, 44, 540-542	2.7	
9	Research in the Doctoral Program in Second Language Acquisition at the University of Wisconsin-Madison. *Language Teaching*, **2011**, 44, 542-548	2.7	1
8	From Refugee to Transformer: A Bourdieusian Take on a Hmong Learner's Trajectory. *TESOL Quarterly*, **2010**, 44, 517-541	2.1	32