

Joseph J Lee

List of Publications by Year in Descending Order

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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.

18
papers

317
citations

9
h-index

17
g-index

21
ext. papers

415
ext. citations

2
avg, IF

4.33
L-index

| # | Paper | IF | Citations |
|----|--|-----|-----------|
| 18 | (Un)attended this/these in undergraduate student writing: A corpus analysis of high- and low-rated L2 writers. <i>Journal of English for Academic Purposes</i> , 2021 , 50, 100967 | 2 | 1 |
| 17 | Syntactic complexity and writing quality in assessed first-year L2 writing. <i>Journal of Second Language Writing</i> , 2019 , 44, 51-62 | 2.8 | 30 |
| 16 | Breaking the rules? A corpus-based comparison of informal features in L1 and L2 undergraduate student writing. <i>System</i> , 2019 , 80, 143-153 | 3.5 | 5 |
| 15 | Citation practices of L2 university students in first-year writing: Form, function, and stance. <i>Journal of English for Academic Purposes</i> , 2018 , 33, 1-11 | 2 | 29 |
| 14 | Discourse Studies and Technology 2018 , 1-7 | | |
| 13 | Corpus-Based Studies of Learner Talk: Conclusion and Future Directions 2017 , 263-275 | | |
| 12 | Learner (and Teacher) Talk in EAP Classroom Discourse 2017 , 67-75 | | |
| 11 | You, I, and We: Personal Pronouns in EAP Classroom Discourse 2017 , 95-113 | | 1 |
| 10 | This/That, Here/There: Spatial Deixis in EAP Classroom Discourse 2017 , 115-128 | | |
| 9 | Hedging and Boosting in EAP Classroom Discourse 2017 , 77-93 | | |
| 8 | At the same time: Lexical bundles in L1 and L2 university student argumentative writing. <i>Journal of English for Academic Purposes</i> , 2017 , 30, 38-52 | 2 | 32 |
| 7 | Interactions in L1 and L2 undergraduate student writing: Interactional metadiscourse in successful and less-successful argumentative essays. <i>Journal of Second Language Writing</i> , 2016 , 33, 21-34 | 2.8 | 58 |
| 6 | There's intentionality behind it – A genre analysis of EAP classroom lessons. <i>Journal of English for Academic Purposes</i> , 2016 , 23, 99-112 | 2 | 25 |
| 5 | Teachers are not empty vessels – A Reception Study of Freeman and Johnson (1998) Reconceptualization of the Knowledge Base of Second Language Teacher Education. <i>TESOL Canada Journal</i> , 2016 , 33, 1 | 1 | 7 |
| 4 | Metadiscourse in the classroom: A comparative analysis of EAP lessons and university lectures. <i>English for Specific Purposes</i> , 2015 , 37, 52-62 | 1.8 | 45 |
| 3 | Metadiscourse in results and discussion chapters: A cross-linguistic analysis of English and Spanish thesis writers in engineering. <i>System</i> , 2014 , 46, 39-54 | 3.5 | 39 |
| 2 | The Uniqueness of EFL Teachers: Perceptions of Japanese Learners. <i>TESOL Journal</i> , 2010 , 1, 23-48 | 0.6 | 12 |

- 1 Size matters: an exploratory comparison of small- and large-class university lecture introductions. *English for Specific Purposes*, **2009**, 28, 42-57 1.8 33