

# Sarah Mercer

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8406215/publications.pdf>

Version: 2024-02-01

43  
papers

2,047  
citations

516710

16  
h-index

377865

34  
g-index

44  
all docs

44  
docs citations

44  
times ranked

795  
citing authors

#	ARTICLE	IF	CITATIONS
1	Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. <i>System</i> , 2020, 94, 102352.	3.4	414
2	Introducing positive psychology to SLA. <i>Studies in Second Language Learning and Teaching</i> , 2016, 4, 153-172.	2.1	247
3	Setting an Agenda for Positive Psychology in SLA: Theory, Practice, and Research. <i>Modern Language Journal</i> , 2019, 103, 262-274.	2.3	244
4	Positive Psychology in SLA. , 2016, , .		142
5	Language learner self-concept: Complexity, continuity and change. <i>System</i> , 2011, 39, 335-346.	3.4	98
6	Towards an Understanding of Language Learner Self-Concept. <i>Educational Linguistics</i> , 2011, , .	0.9	86
7	Stressors, personality and wellbeing among language teachers. <i>System</i> , 2019, 82, 26-38.	3.4	82
8	Exploring University ESL/EFL Teachers' Emotional Well-Being and Emotional Regulation in the United States, Japan and Austria. <i>Chinese Journal of Applied Linguistics</i> , 2018, 41, 410-432.	0.7	79
9	The wellbeing of language teachers in the private sector: An ecological perspective. <i>Language Teaching Research</i> , 2023, 27, 1054-1077.	4.0	60
10	An agenda for well-being in ELT: an ecological perspective. <i>ELT Journal</i> , 2021, 75, 14-21.	1.8	52
11	Using Q methodology to investigate pre-service EFL teachers' mindsets about teaching competences. <i>Studies in Second Language Learning and Teaching</i> , 2018, 8, 575-598.	2.1	41
12	Psychology for language learning: Spare a thought for the teacher. <i>Language Teaching</i> , 2018, 51, 504-525.	2.5	40
13	Do ESL/EFL Teachers' Emotional Intelligence, Teaching Experience, Proficiency and Gender Affect Their Classroom Practice?. , 2018, , 125-141.		40
14	Self-concept: Situating the Self. , 2012, , 10-25.		36
15	The beliefs of two expert EFL learners. <i>Language Learning Journal</i> , 2011, 39, 57-74.	2.5	34
16	Helping Language Teachers to Thrive: Using Positive Psychology to Promote Teachers' Professional Well-Being. <i>Second Language Learning and Teaching</i> , 2016, , 213-229.	0.5	34
17	Dispelling the myth of the natural-born linguist. <i>ELT Journal</i> , 2012, 66, 22-29.	1.8	31
18	Understanding language teacher wellbeing: An ESM study of daily stressors and uplifts. <i>Language Teaching Research</i> , 2023, 27, 862-883.	4.0	30

#	ARTICLE	IF	CITATIONS
19	The ecology of CLIL teachers in Austria – an ecological perspective on CLIL teachers’ wellbeing. <i>Innovation in Language Learning and Teaching</i> , 2021, 15, 218-232.	2.8	30
20	Implicit Theories: Language Learning Mindsets. , 2012, , 74-89.		30
21	“You just appreciate every little kindness”: Chinese language teachers’ wellbeing in the UK. <i>System</i> , 2021, 96, 102400.	3.4	20
22	Being a student, becoming a teacher: The wellbeing of pre-service language teachers in Austria and the UK. <i>Teaching and Teacher Education</i> , 2021, 106, 103452.	3.2	20
23	Towards a complexity-informed pedagogy for language learning. <i>Revista Brasileira De Linguistica Aplicada</i> , 2013, 13, 375-398.	0.3	20
24	11. Natural Talent, Natural Acquisition and Abroad: Learner Attributions of Agency in Language Learning. , 2011, , 160-176.		17
25	Pre-service language teacher wellbeing as a complex dynamic system. <i>System</i> , 2021, 103, 102642.	3.4	15
26	Fifteen years of research on self & identity in <i>System</i> . <i>System</i> , 2016, 60, 128-134.	3.4	14
27	Lost in research: educators’ attitudes towards research and professional development. <i>Teacher Development</i> , 2019, 23, 307-324.	0.7	13
28	Language teacher perspectives on stress and coping. <i>Foreign Language Annals</i> , 2021, 54, 1145-1163.	1.0	13
29	Understanding the Ecology of Foreign Language Teacher Wellbeing. <i>Second Language Learning and Teaching</i> , 2021, , 19-38.	0.5	9
30	Exploring pre-service language teachers’ mindsets using a sorting activity. <i>Innovation in Language Learning and Teaching</i> , 0, , 1-13.	2.8	8
31	Riding the happiness curve: the wellbeing of mid-career phase language teachers. <i>Language Learning Journal</i> , 2023, 51, 195-207.	2.5	7
32	Late-career language teachers in Austria and the UK: Pathways to retirement. <i>Teaching and Teacher Education</i> , 2022, 113, 103686.	3.2	7
33	Flourishing or floundering? Factors contributing to CLIL Primary Teachers’ Wellbeing in Austria. <i>CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education</i> , 2020, 3, 19.	0.1	6
34	Retention and Attrition in Early-Career Foreign Language Teachers in Austria and the United Kingdom. <i>Modern Language Journal</i> , 2022, 106, 155-171.	2.3	6
35	School Teachers’ Perceptions of Similarities and Differences between Teaching English and a Non-Language Subject. <i>TESOL Quarterly</i> , 2022, 56, 474-498.	2.9	5
36	Introduction to the special issue on time. <i>Innovation in Language Learning and Teaching</i> , 2017, 11, 203-206.	2.8	4

#	ARTICLE	IF	CITATIONS
37	Looking back, looking forward, living in the moment: understanding the individual temporal perspectives of secondary school EFL learners. <i>Innovation in Language Learning and Teaching</i> , 2017, 11, 267-281.	2.8	3
38	Shifting Relations: EFL Pre-service Teachers' Sense of Self as a Network of Relationships. <i>Educational Linguistics</i> , 2017, , 55-77.	0.9	3
39	Personality traits as predictors of language learner engagement. <i>Language Learning in Higher Education</i> , 2021, 11, 285-310.	0.5	3
40	Moving between worlds: Teaching-based PhD identities from an ecological perspective. <i>Journal of Adult Learning Knowledge and Innovation</i> , 2017, 1, 15-26.	0.5	2
41	2. The Thrills and Ills of Content and Language Integrated Learning. , 2020, , 13-30.		1
42	19. Conclusion: Lessons Learned, Promising Perspectives. , 2018, , 330-336.		1
43	The agency of CLIL primary school teachers in Austria. <i>Journal of Immersion and Content-Based Language Education</i> , 2022, 10, 90-112.	0.8	0