

Martin East

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8943623/publications.pdf>

Version: 2024-02-01

46
papers

991
citations

567281

15
h-index

454955

30
g-index

62
all docs

62
docs citations

62
times ranked

306
citing authors

#	ARTICLE	IF	CITATIONS
1	Encouraging innovation in a modern foreign language initial teacher education programme: What do beginning teachers make of task-based language teaching?. <i>Language Learning Journal</i> , 2014, 42, 261-274.	2.5	91
2	Supervisors' on-script feedback comments on drafts of dissertations: socialising students into the academic discourse community. <i>Teaching in Higher Education</i> , 2014, 19, 432-445.	2.6	81
3	Research into practice: The task-based approach to instructed second language acquisition. <i>Language Teaching</i> , 2017, 50, 412-424.	2.5	72
4	Evaluating the reliability of a detailed analytic scoring rubric for foreign language writing. <i>Assessing Writing</i> , 2009, 14, 88-115.	3.4	63
5	Addressing the intercultural via task-based language teaching: possibility or problem?. <i>Language and Intercultural Communication</i> , 2012, 12, 56-73.	1.3	61
6	The Focus of Supervisor Written Feedback to Thesis/Dissertation Students. <i>International Journal of English Studies</i> , 2010, 10, 79.	0.3	60
7	Mediating pedagogical innovation via reflective practice: a comparison of pre-service and in-service teachers' experiences. <i>Reflective Practice</i> , 2014, 15, 686-699.	1.4	58
8	Assessing Foreign Language Students' Spoken Proficiency. <i>Educational Linguistics</i> , 2016, , .	0.9	51
9	What constitutes effective feedback to postgraduate research students? The students' perspective. <i>Journal of University Teaching and Learning Practice</i> , 2012, 9, 103-119.	1.1	25
10	Coming to terms with innovative high-stakes assessment practice: Teachers' viewpoints on assessment reform. <i>Language Testing</i> , 2015, 32, 101-120.	3.2	21
11	Intercultural language teaching as a catalyst for teacher inquiry. <i>Teaching and Teacher Education</i> , 2018, 70, 227-235.	3.2	19
12	Promoting positive attitudes towards foreign language learning: a New Zealand initiative. <i>Journal of Multilingual and Multicultural Development</i> , 2009, 30, 493-507.	1.7	16
13	Assessing the Foreign Language Proficiency of High School Students in New Zealand: From the Traditional to the Innovative. <i>Language Assessment Quarterly</i> , 2011, 8, 179-189.	2.0	16
14	Taking communication to task "again": what difference does a decade make?. <i>Language Learning Journal</i> , 2015, 43, 6-19.	2.5	16
15	Moving Towards "Us-Others" Reciprocity: Implications of Glocalisation for Language Learning and Intercultural Communication. <i>Language and Intercultural Communication</i> , 2008, 8, 156-171.	1.3	15
16	The impact of bilingual dictionaries on lexical sophistication and lexical accuracy in tests of L2 writing proficiency: A quantitative analysis. <i>Assessing Writing</i> , 2006, 11, 179-197.	3.4	14
17	Bilingual dictionaries in tests of L2 writing proficiency: do they make a difference?. <i>Language Testing</i> , 2007, 24, 331-353.	3.2	11
18	Navigating intercultural language teaching in New Zealand classrooms. <i>Cambridge Journal of Education</i> , 2019, 49, 605-621.	2.4	10

#	ARTICLE	IF	CITATIONS
19	Sustaining innovation in school modern foreign language programmes: teachers' reflections on task-based language teaching three years after initial teacher education. <i>Language Learning Journal</i> , 2019, 47, 105-115.	2.5	10
20	Learning additional languages in New Zealand's schools: The potential and challenge of the new curriculum area. <i>Curriculum Matters</i> , 2008, 4, 113-133.	0.1	10
21	Working towards a motivational pedagogy for school programmes in additional languages. <i>Curriculum Matters</i> , 2012, 8, 128-147.	0.1	9
22	What do beginning teachers make of task-based language teaching? A comparative re-production of East (2014). <i>Language Teaching</i> , 2021, 54, 552-566.	2.5	8
23	Online Peer Feedback in Beginners' Writing Tasks. <i>The IALLT Journal of Language Learning Technologies</i> , 2013, 43, 1-24.	0.2	8
24	Promoting a Multilingual Future for Aotearoa/New Zealand. <i>Journal of Asian Pacific Communication</i> , 2007, 17, 11-28.	0.3	7
25	Shifting conceptualisations of foreign language teaching in New Zealand: students' journeys towards developing intercultural capability. <i>Language and Intercultural Communication</i> , 2019, 19, 555-569.	1.3	7
26	Language Learning in New Zealand's Schools: Enticing Opportunities and Enduring Constraints. , 2021, , 19-36.		6
27	Working for positive washback: The potential and challenge of the standards' curriculum alignment project for Learning Languages. <i>Assessment Matters</i> , 2011, 3, 93-115.	0.4	6
28	Task-Based Language Assessment. , 2021, , 507-528.		6
29	Language Evaluation Policies and the Use of Support Resources in Assessments of Language Proficiency. <i>Current Issues in Language Planning</i> , 2008, 9, 249-261.	2.1	5
30	Chapter 1. How do beginning teachers conceptualise and enact tasks in school foreign language classrooms?. <i>Task-based Language Teaching</i> , 0, , 24-50.	1.5	5
31	Task-based language teaching as a tool for the revitalisation of te reo Māori: one beginning teacher's perspective. <i>Language Learning Journal</i> , 2020, 48, 272-284.	2.5	4
32	Task-Based Teaching and Learning: Pedagogical Implications. , 2015, , 1-11.		3
33	10. 'If It Is All About Tasks, Will They Learn Anything?' Teachers' Perspectives on Grammar Instruction in the Task-Oriented Classroom. , 2017, , 217-232.		3
34	Measuring Chinese EFL learners' motivation and anxiety when completing a video narration task: Initial steps in designing two questionnaires. <i>System</i> , 2021, 100, 102559.	3.4	3
35	Calculating the lexical frequency profile of written German texts. <i>Australian Review of Applied Linguistics</i> , 2004, 27, 30-43.	1.1	2
36	Assessing Spoken Proficiency: What Are the Issues?. <i>Educational Linguistics</i> , 2016, , 25-50.	0.9	1

#	ARTICLE	IF	CITATIONS
37	Learning Languages in schools: Making a difference through reflection on practice. Set Research Information for Teachers, 2017, , 46-52.	0.2	1
38	Mediating Assessment Innovation: Why Stakeholder Perspectives Matter. Educational Linguistics, 2016, , 1-24.	0.9	1
39	Coming to Terms with Assessment Innovation: Conclusions and Recommendations. Educational Linguistics, 2016, , 189-212.	0.9	1
40	Martin East's essential bookshelf: Task-based language teaching. Language Teaching, 0, , 1-11.	2.5	1
41	Assessing Writing special issue: Studies in writing assessment in New Zealand and Australia. Assessing Writing, 2011, 16, 77-80.	3.4	0
42	Task-Based Teaching and Learning: Pedagogical Implications. , 2017, , 85-95.		0
43	Investigating Stakeholder Perspectives on Interact. Educational Linguistics, 2016, , 77-100.	0.9	0
44	The Advantages of Interact. Educational Linguistics, 2016, , 101-124.	0.9	0
45	Teacher Preparation and Support for Task-Based Language Teaching. , 2021, , 447-462.		0
46	Language Evaluation Policies and the Use of Support Resources in Assessments of Language Proficiency. Current Issues in Language Planning, 2008, 9, 249.	2.1	0