# Martin East

List of Publications by Year
in descending order

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|---|---|---|---|
| 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 | What do beginning teachers make of task-based language teaching? A comparative re-production of East (2014). Language Teaching, 2021, 54, 552-566. | 2.5 | 8 |
| 2 | Language Learning in New Zealand's Schools: Enticing Opportunities and Enduring Constraints. , 2021, , 19-36. | | 6 |
| 3 | Measuring Chinese EFL learners' motivation and anxiety when completing a video narration task: Initial steps in designing two questionnaires. System, 2021, 100, 102559. | 3.4 | 3 |
| 4 | Task-Based Language Assessment. , 2021, , 507-528. | | 6 |
| 5 | Teacher Preparation and Support for Task-Based Language Teaching. , 2021, , 447-462. | | 0 |
| 6 | Task-based language teaching as a tool for the revitalisation of te reo Māori: one beginning teacher's perspective. Language Learning Journal, 2020, 48, 272-284. | 2.5 | 4 |
| 7 | Shifting conceptualisations of foreign language teaching in New Zealand: students' journeys towards developing intercultural capability. Language and Intercultural Communication, 2019, 19, 555-569. | 1.3 | 7 |
| 8 | Navigating intercultural language teaching in New Zealand classrooms. Cambridge Journal of Education, 2019, 49, 605-621. | 2.4 | 10 |
| 9 | Sustaining innovation in school modern foreign language programmes: teachers' reflections on task-based language teaching three years after initial teacher education. Language Learning Journal, 2019, 47, 105-115. | 2.5 | 10 |
| 10 | Intercultural language teaching as a catalyst for teacher inquiry. Teaching and Teacher Education, 2018, 70, 227-235. | 3.2 | 19 |
| 11 | Task-Based Teaching and Learning: Pedagogical Implications. , 2017, , 85-95. | | 0 |
| 12 | Research into practice: The task-based approach to instructed second language acquisition. Language Teaching, 2017, 50, 412-424. | 2.5 | 72 |
| 13 | 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 |
| 14 | Learning Languages in schools: Making a difference through reflection on practice. Set Research Information for Teachers, 2017, , 46-52. | 0.2 | 1 |
| 15 | Assessing Foreign Language Students' Spoken Proficiency. Educational Linguistics, 2016, , . | 0.9 | 51 |
| 16 | Assessing Spoken Proficiency: What Are the Issues?. Educational Linguistics, 2016, , 25-50. | 0.9 | 1 |
| 17 | Mediating Assessment Innovation: Why Stakeholder Perspectives Matter. Educational Linguistics, 2016, , 1-24. | 0.9 | 1 |
| 18 | Investigating Stakeholder Perspectives on Interact. Educational Linguistics, 2016, , 77-100. | 0.9 | 0 |

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|---|---------|----|-----------|
| 19 | Coming to Terms with Assessment Innovation: Conclusions and Recommendations. Educational Linguistics, 2016, , 189-212. | 0.9 | 1 |
| 20 | The Advantages of Interact. Educational Linguistics, 2016, , 101-124. | 0.9 | 0 |
| 21 | Task-Based Teaching and Learning: Pedagogical Implications. , 2015, , 1-11. | | 3 |
| 22 | Coming to terms with innovative high-stakes assessment practice: Teachers' viewpoints on assessment reform. Language Testing, 2015, 32, 101-120. | 3.2 | 21 |
| 23 | Taking communication to task – again: what difference does a decade make?. Language Learning Journal, 2015, 43, 6-19. | 2.5 | 16 |
| 24 | Mediating pedagogical innovation via reflective practice: a comparison of pre-service and in-service teachers' experiences. Reflective Practice, 2014, 15, 686-699. | 1.4 | 58 |
| 25 | Supervisors' on-script feedback comments on drafts of dissertations: socialising students into the academic discourse community. Teaching in Higher Education, 2014, 19, 432-445. | 2.6 | 81 |
| 26 | Encouraging innovation in a modern foreign language initial teacher education programme: What do beginning teachers make of task-based language teaching?. Language Learning Journal, 2014, 42, 261-274. | 2.5 | 91 |
| 27 | Online Peer Feedback in Beginners' Writing Tasks. The IALLT Journal of Language Learning Technologies, 2013, 43, 1-24. | 0.2 | 8 |
| 28 | Addressing the intercultural via task-based language teaching: possibility or problem?. Language and Intercultural Communication, 2012, 12, 56-73. | 1.3 | 61 |
| 29 | Working towards a motivational pedagogy for school programmes in additional languages. Curriculum Matters, 2012, 8, 128-147. | 0.1 | 9 |
| 30 | What constitutes effective feedback to postgraduate research students? The students' perspective. Journal of University Teaching and Learning Practice, 2012, 9, 103-119. | 1.1 | 25 |
| 31 | Assessing Writing special issue: Studies in writing assessment in New Zealand and Australia. Assessing Writing, 2011, 16, 77-80. | 3.4 | 0 |
| 32 | Assessing the Foreign Language Proficiency of High School Students in New Zealand: From the Traditional to the Innovative. Language Assessment Quarterly, 2011, 8, 179-189. | 2.0 | 16 |
| 33 | Working for positive washback: The potential and challenge of the standards–curriculum alignment project for Learning Languages. Assessment Matters, 2011, 3, 93-115. | 0.4 | 6 |
| 34 | The Focus of Supervisor Written Feedback to Thesis/Dissertation Students. International Journal of English Studies, 2010, 10, 79. | 0.3 | 60 |
| 35 | Promoting positive attitudes towards foreign language learning: a New Zealand initiative. Journal of Multilingual and Multicultural Development, 2009, 30, 493-507. | 1.7 | 16 |
| 36 | Evaluating the reliability of a detailed analytic scoring rubric for foreign language writing. Assessing Writing, 2009, 14, 88-115. | 3.4 | 63 |

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|---|---------|-----|-----------|
| 37 | Moving Towards â€˜Us-Othersâ€™ Reciprocity: Implications of Glocalisation for Language Learning and Intercultural Communication. Language and Intercultural Communication, 2008, 8, 156-171. | 1.3 | 15 |
| 38 | Language Evaluation Policies and the Use of Support Resources in Assessments of Language Proficiency. Current Issues in Language Planning, 2008, 9, 249-261. | 2.1 | 5 |
| 39 | Learning additional languages in New Zealandâ€™s schools: The potential and challenge of the new curriculum area. Curriculum Matters, 2008, 4, 113-133. | 0.1 | 10 |
| 40 | 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 |
| 41 | Bilingual dictionaries in tests of L2 writing proficiency: do they make a difference?. Language Testing, 2007, 24, 331-353. | 3.2 | 11 |
| 42 | Promoting a Multilingual Future for Aotearoa/New Zealand. Journal of Asian Pacific Communication, 2007, 17, 11-28. | 0.3 | 7 |
| 43 | The impact of bilingual dictionaries on lexical sophistication and lexical accuracy in tests of L2 writing proficiency: A quantitative analysis. Assessing Writing, 2006, 11, 179-197. | 3.4 | 14 |
| 44 | Calculating the lexical frequency profile of written German texts. Australian Review of Applied Linguistics, 2004, 27, 30-43. | 1.1 | 2 |
| 45 | ChapterÂ1. How do beginning teachers conceptualise and enact tasks in school foreign language classrooms?. Task-based Language Teaching, 0, , 24-50. | 1.5 | 5 |
| 46 | Martin East's essential bookshelf: Task-based language teaching. Language Teaching, 0, , 1-11. | 2.5 | 1 |