

Teacher cognition in language teaching: A review of research on what teachers think, know, believe, and do

Language Teaching

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Teacher Cognition in Grammar Teaching: A Literature Review. <i>Language Awareness</i> , 2003, 12, 96-108.	0.9	93
2	Teacher Language Awareness and the Professional Knowledge Base of the L2 Teacher. <i>Language Awareness</i> , 2003, 12, 81-95.	0.9	116
3	Teachers' Stated Beliefs about Incidental Focus on Form and their Classroom Practices. <i>Applied Linguistics</i> , 2004, 25, 243-272.	1.1	243
4	The language teacher's development. <i>Language Teaching</i> , 2005, 38, 103-118.	1.6	128
5	Teachers'™ knowledge and experience in the discourse of foreign-language classrooms. <i>Language Teaching Research</i> , 2005, 9, 381-402.	2.1	7
6	Similarities and differences in teachers'™ and researchers'™ conceptions of communicative language teaching: does the use of an educational model cast a better light?. <i>Language Teaching Research</i> , 2005, 9, 31-66.	2.1	21
7	The distinctive characteristics of foreign language teachers. <i>Language Teaching Research</i> , 2006, 10, 3-31.	2.1	249
8	Pre-service Teachers' Perceptions of a Short-term International Experience Programme. <i>Asia-Pacific Journal of Teacher Education</i> , 2006, 34, 115-134.	1.2	72
9	"It's a unique role!" Perspectives on tutor attributes and expertise in distance language teaching. <i>International Review of Research in Open and Distance Learning</i> , 2006, 7, .	1.0	24
10	IRRODL Volume 7, Number 2. <i>International Review of Research in Open and Distance Learning</i> , 2006, 7, 1.	1.0	9
11	The Sociocultural Turn and Its Challenges for Second Language Teacher Education. <i>TESOL Quarterly</i> , 2006, 40, 235.	1.5	441
12	The Pedagogical Knowledge Base of Four TESOL Teachers. <i>Modern Language Journal</i> , 2006, 90, 48-66.	1.3	71
13	The development patterns of modern foreign language student teachers'™ conceptions of self and their explanations about change: three cases. <i>Teacher Development</i> , 2006, 10, 343-360.	0.4	33
14	The Evolution of Teachers'™ Language Awareness. <i>Language Awareness</i> , 2006, 15, 1-19.	0.9	28
15	“I think we should just accept our horrible lowly status”™: Analysing Teacher’s “Teacher Talk Within the Context of Community of Practice. <i>Language Awareness</i> , 2007, 16, 173-189.	0.9	12
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17	The Moral and Ethical Dimensions of Language Teaching. <i>Australian Journal of Education</i> , 2007, 51, 178-189.	0.9	7
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20	Teacher Language Awareness. <i>ELT Journal</i> , 2007, 62, 322-324.	1.0	41
22	Extending Firth and Wagner's (1997) Ontological Perspective to L2 Classroom Praxis and Teacher Education. <i>Modern Language Journal</i> , 2007, 91, 877-892.	1.3	57
23	Research "Fitting" Practice: Firth and Wagner, Classroom Language Teaching, and Language Teacher Education. <i>Modern Language Journal</i> , 2007, 91, 893-906.	1.3	20
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43	Understanding our learners and developing reflective practice: Conducting action research with English language learners. <i>Teaching and Teacher Education</i> , 2009, 25, 1026-1032.	1.6	49
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48	The pedagogical content knowledge development of prospective teachers through an experiential task. <i>Procedia, Social and Behavioral Sciences</i> , 2010, 2, 1421-1425.	0.5	12
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61	Language teacher cognitions: Complex dynamic systems?. <i>System</i> , 2010, 38, 272-279.	1.7	68
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73	Effective Foreign Language Teaching: a Matter of Iranian Studentsâ€™ and Teachersâ€™ Beliefs. <i>English Language Teaching</i> , 2011, 4, 46.	0.2	6
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98	Online tutoring and emotional labour in the private sector. <i>Journal of Workplace Learning</i> , 2012, 24, 365-388.	0.9	8

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134	Pre- and in-service teachers' beliefs about ELLs in content area classes: a case for inclusion, responsibility, and instructional support. <i>Teaching Education</i> , 2013, 24, 58-83.	0.9	32
135	The interplay of possible language teacher selves in professional development choices. <i>Language Teaching Research</i> , 2013, 17, 210-227.	2.1	83
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148	Learning to Teach and Professional Identity: Images of Personal and Professional Recognition. <i>Profile: Issues in Teachers' Professional Development</i> , 2014, 16, 49-65.	0.4	15
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150	The knowledge base of non-native English-speaking teachers: perspectives of teachers and administrators. <i>Language and Education</i> , 2014, 28, 568-582.	1.0	13
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158	Triangulating Graduate Instructor Learning in FL Teaching Methods: Questionnaires, Concept Maps, and Reflective Teaching Journals. <i>Procedia, Social and Behavioral Sciences</i> , 2014, 141, 171-181.	0.5	0
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161	Pedagogical knowledge base: A conceptual framework for teacher admission. <i>System</i> , 2014, 42, 12-22.	1.7	16
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170	Teacher knowledge about oral English instruction and teacher profiles: an EFL perspective. <i>Teacher Development</i> , 2014, 18, 81-99.	0.4	12
171	EFL teachersâ€™ conceptions of speaking competence in English. <i>Teachers and Teaching: Theory and Practice</i> , 2014, 20, 738-754.	0.9	15
172	The relationship between adult EFL teachers' oral feedback practices and their beliefs. <i>System</i> , 2014, 46, 65-79.	1.7	69
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