

MTA-ELTE IDEGEN NYELVEK OKTATÁSA KUTATÓCSOPORT

Az alábbiakban felsoroljuk a kutatócsoport első két évében megjelent publikációkat. A lista nem tartalmazza a bírálókat alatt lévő vagy publikálásra benyújtott munkákat. A kutatócsoportoz tartozó kutató nevét vastagon szedjük, a Q1-es és Q2-e lapok besorolását pedig a dokumentum végén adtuk meg. Az összes tétel megtalálható a szerzők MTMT adatbázisában.

Tudományos folyóiratcikk

Külföldi kiadású szakfolyóiratban idegen nyelven

1. **Albert, Á., & Csizér, K.** (2022). Investigating individual differences with qualitative research methods: Results of a meta-analysis of leading applied linguistics journals. *Studies in Second Language Teaching and Learning*, 12, 303–335. (Q1-es besorolású folyóirat.) <https://doi.org/10.14746/sslit.2022.12.2.6>
2. **Csizér, K., Albert, Á., Piniel, K.** (2022). Introduction to the special issue on conducting research syntheses on individual differences in SLA. *Studies in Second Language Teaching and Learning*, 12, 157–171. (Q1-es besorolású folyóirat.) <https://doi.org/10.14746/sslit.2022.12.2.1>
3. **Kálmán, Cs.** (2022). Supermotivators in language education: An interview study with primary and secondary school FL learners on FL teachers' extraordinary implicit motivating agency. (Q2-es besorolású folyóirat.) *The European Journal of Applied Linguistics and TEFL*, 12(1), 23–49.
4. Pawlak, M., & **Csizér, K.** (2022). Investigating the use of grammar learning strategies in Hungary and Poland: A comparative study. *Applied Linguistics*, 44, 347–369. (Q1-es besorolású folyóirat.) <https://doi.org/10.1093/applin/amac038>
5. Piniel, K., & **Zólyomi, A.** (2022). Gender differences in foreign language classroom anxiety: Results of a meta-analysis. *Studies in Second Language Teaching and Learning*, 12, 173–203. (Q1-es besorolású folyóirat.) <https://doi.org/10.14746/sslit.2022.12.2.2>
6. Wu, Q., & **Albert, Á.** (2022). The role of teacher-generated, learner-generated, and creative content in Chinese EFL students' narrative writing: A contextual perspective. *Languages*, 7, 1–20. <https://doi.org/10.3390/languages7030212>
7. **Zólyomi, A.** (2022). Exploring Hungarian secondary school English teachers' beliefs about differentiated instruction. *Language Teaching Research*. Online first. (Q1-es besorolású folyóirat.) <https://doi.org/10.1177/13621688221114780>
8. **Wind, A., & Zólyomi A.** (2022). The longitudinal development of self-assessment and academic writing: An advanced writing programme. *Language Learning in Higher Education*, 12, 185–207. (Q2-es besorolású folyóirat.) <https://doi.org/10.1515/cercles-2022-2046>

Hazai kiadású szakfolyóiratban magyar nyelven

9. **Albert, Á., Spissich, B., & Csizér, K.** (2022). Külföldi tanulmányutak és egyéni különbségek: Egy kutatási terület nemzetközi áttekintése és feladatainak meghatározása Magyarországon. *Magyar Pedagógia*, 122(2), 89–107.

Könyvek

Szerzőként

Idegen nyelvű

10. **Albert, Á.** (2022). *Investigating the role of affective factors in second language learning tasks*. Springer.
11. **Fekete, I.** (2023). *Technology in English teaching*. Akadémiai Kiadó. [Technology in English teaching - Imre Fekete - MeRSZ](#)
12. **Smid, D.** (2022). *Toward an understanding of pre-service English teachers' motivation: The case of Hungary*. Akadémiai Kiadó. <https://mersz.hu/smid-toward-an-understanding-of-pre-service-english-teachers-motivation-the-case-of-hungary/>

Szerkesztőként

Idegen nyelvű

13. Dóczy, B., & **Wind, A. M.** (2023). *DEAL 2023: Multiple Perspectives in English Applied Linguistics*. Eötvös University Press.
14. Tankó, Gy., & **Wind, A. M.** (Eds.) (2022). *DEAL 2022: Challenges and Opportunities in Contemporary English Applied Linguistics*. Eötvös University Press.

Könyvrészlet

Idegen nyelvű

15. Ahmad, Al. D., & **Albert, Á.** (2022). English majors' flow experiences in L2 writing: An interview study (pp. 227–258). In Gy. Tankó & A. M. Wind (Eds.), *DEAL 2022: Challenges and Opportunities in Contemporary English Applied Linguistics*. Eötvös University Press.
16. **Albert, Á.** (2021). Flow in language learning: Issues of measurement. In Gy. Tankó & Csizér, K. (Eds.). *DEAL 2021: Current explorations in English applied linguistics* (pp. 65–98). Eötvös University Press.
17. **Al Madanat, D., & Albert, Á.** (in press-2023). Bilingualism and emotions: An exploratory study on language significance, swear and raboo words, and the phrase 'I Love you' in the first and second language. In B. Dóczy & A. M. Wind (Eds.), *DEAL 2023: Multiple Perspectives in English Applied Linguistics*. Eötvös University Press.
18. **Albert, Á.,** Bowden, H., & **Csizér, K.** (2023). Individual variables in study abroad contexts: The role of beliefs, personality, motivation, language aptitude, and emotions. In C. Perez-Vidal & C. Sanz (Eds.), *Methods in study abroad research: Past, present and future* (pp. 319–344). John Benjamins.
19. **Illés, É.** (2021). Old notions in new contexts. In Gy. Tankó & Csizér, K. (Eds.). *DEAL 2021: Current explorations in English applied linguistics* (pp. 15–33). Eötvös University Press.
20. **Illés, É.** (2022). Individual differences revisited. In Gy. Tankó & A. M. Wind (Eds.). *DEAL 2022: Challenges and Opportunities in Contemporary English Applied Linguistics* (pp. 141–161). Eötvös University Press.
21. **Kálmán, Cs.** (2021). The teacher's role in motivating adult learners of English: A questionnaire study in Hungarian corporate contexts. In Gy. Tankó & K. Csizér (Eds.)

- DEAL 2021: Current explorations in English applied linguistics* (pp. 164–198). Eötvös University Press.
22. Peták, Sz., & Kálmán, Cs. (2022). The charismatic teacher: An interview study on the motivating agency of charismatic language teachers in Hungarian higher education (pp. 259–289). In Gy. Tankó & A. M. Wind (Eds.), *DEAL 2022: Challenges and Opportunities in Contemporary English Applied Linguistics*. Eötvös Loránd University.
 23. Smid, D., & Csizér, K. (in press-2023). Empirical research on extracurricular language use: The role of individual differences. In B. Dóczy & A. M. Wind (Eds.), *DEAL 2023: Multiple Perspectives in English Applied Linguistics*. Eötvös University Press.
 24. Wind, A. M. (2021). Co-development of self-assessment and second language writing from a Complex Dynamic Systems Theory perspective: A single case study. In G. Tankó, & K. Csizér (Eds.), *DEAL 2021: Current explorations in English applied linguistics* (pp. 229–264). Eötvös Loránd University.
 25. Wind, A. M. (2022). The development of syntactic complexity and fluency in an advanced writing course (pp. 97–118). In Gy. Tankó & A. M. Wind (Eds.), *DEAL 2022: Challenges and Opportunities in Contemporary English Applied Linguistics*. Eötvös University Press.
 26. Wind, A. M. (in-press, 2023). Variation in Syntactic Complexity Between Natural and Social Science Disciplines: A Corpus-Based Investigation. In B. Dóczy & A. M. Wind (Eds.), *DEAL 2023: Multiple Perspectives in English Applied Linguistics*. Eötvös - University Press.

A Q1-es és Q2-es lapok besorolása

Lap címe (kiadó)	Scimago 2022-ben	Scopus 2022-ben
<i>Studies in Second Language Learning and Teaching</i> (Adam Mickiewicz University)	Q1	206/1469: 86%
<i>Applied Linguistics</i> (Oxford University Press)	Q1	32/493: 93%
<i>Languages</i> (MDPI)	Q1	319/1078: 70%
<i>Language Teaching Research</i> (Sage Publishing)	Q1	34/1469: 97%
<i>The European Journal of Applied Linguistics and TEFL</i> (LinguaBooks)	Q2	364/1078: 66%
<i>Language Learning in Higher Education</i> (De Gruyter Morton)	Q2	504/1001: 49%