**Appendix**

TABLE 1. The most cited articles in the journals (order by normalized citation)

|  |  |  |
| --- | --- | --- |
|  | 1997-2007 | 2008-2018 |
|  | Documents | Raw Citation | Normalized Citation | Documents | Raw Citation | Normalized Citation |
| 1 | Coxhead, A. (2000). A new academic word list. TESOL Quarterly.  | 739 | 13.58 | Creese, A. & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? Modern Language Journal.  | 468 | 20.28 |
| 2 | Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. Modern Language Journal.  | 534 | 13.23 | The Douglas Fir Group. (2016). A transdisciplinary framework for SLA in a multilingual world. Modern Language Journal. | 78 | 15.71 |
| 3 | Norris, J., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative. Language Learning.  | 625 | 11.48 | Valian, V. (2015). Bilingualism and cognition. Bilingualism: Language & Cognition.  | 114 | 15.27 |
| 4 | Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. Modern Language Journal. | 459 | 10.67 | Plonsky, L; Oswald, F. L. (2014). How big is big? interpreting effect sizes in L2 research. Language Learning. | 149 | 14.32 |
| 5 | Dijkstra, T., & van Heuven, W. J. B. (2002). The architecture of the bilingual word recognition system: From identification to decision. Bilingualism： Language & Cognition. | 443 | 10.30 | Golonka, E. M., et al. (2014). Technologies for foreign language learning: a review of technology types and their effectiveness. Computer Assisted Language Learning. | 129 | 12.40 |
| 6 | Warschauer, M. (1997). Computer-mediated collaborative learning: Theory and practice. Modern Language Journal. | 320 | 7.93 | Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. Computer Assisted Language Learning. | 84 | 11.25 |
| 7 | Freeman, D., & Johnson, K. E.(1998). Reconceptualizing the knowledge-base of language teacher education. TESOL Quarterly. | 333 | 7.74 | Bialystok, E. (2009). Bilingualism: The good, the bad, and the indifferent. Bilingualism: Language & Cognition.  | 306 | 11.09 |
| 8 | De Bot, K., Lowie, W, & Verspoor, M. (2007). A Dynamic Systems Theory approach to second language acquisition. Bilingualism, Language And Cognition. | 269 | 7.45 | Kramsch, C. (2014). Teaching foreign languages in an era of globalization: introduction. Modern Language Journal. | 105 | 10.09 |
| 9 | Larsen-Freeman, L. (1997). Chaos/complexity science and second language acquisition. Applied Linguistics. | 294 | 7.28 | Bialystok, E., et al. (2010). Receptive vocabulary differences in monolingual and bilingual children. Bilingualism: Language & Cognition.  | 209 | 9.06 |
| 10 | Pearson, B. Z., et al. (1997). The relation of input factors to lexical learning by bilingual infants. Applied Psycholinguistics. | 286 | 7.08 | Cenoz, J, Genesee, F., & Gorter, D. (2014). Critical analysis of CLIL: taking stock and looking forward. Applied Linguistics. | 94 | 9.03 |
| 11 | Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. TESOL Quarterly. | 341 | 7.08 | Canagarajah, S. (2011). TESOL as a professional community: A half-century of pedagogy, research, and theory. TESOL Quarterly.  | 184 | 8.98 |
| 12 | Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. Applied Linguistics. | 276 | 6.91 | Hyland, K. (2016). Academic publishing and the myth of linguistic injustice. Journal of Second Language Writing. | 44 | 8.86 |
| 13 | Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. Applied Linguistics. | 275 | 6.89 | Verreyt, N., et al. (2016). The influence of language-switching experience on the bilingual executive control advantage. Bilingualism: Language & Cognition. | 43 | 8.66 |
| 14 | Ellis, R. (2005). Measuring implicit and explicit knowledge of a second language - A psychometric study. Studies in Second Language Acquisition. | 255 | 6.66 | Abutalebi, J., & Green, D. W. (2016). Neuroimaging of language control in bilinguals: neural adaptation and reserve. Bilingualism: Language & Cognition. | 42 | 8.46 |
| 15 | Mackey, A., & Philp, J. (1998). Conversational interaction and second language development: Recasts, responses, and red herrings? Modern Language Journal. | 283 | 6.58 | Prior, A. & MacWhinney, B. (2010). A bilingual advantage in task switching. Bilingualism: Language & Cognition.  | 193 | 8.36 |
| 16 | Biber, D., et al (2004). If you look at...: Lexical bundles in university teaching and textbooks. Applied Linguistics. | 307 | 6.48 | Simpson-Vlach, R., & Ellis, N. (2010). An academic formulas list: New methods in phraseology research. Applied Linguistics.  | 188 | 8.15 |
| 17 | Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. Studies in Second Language Acquisition. | 255 | 6.12 | Martin-Rhee, M. M., & Bialystok, E. (2008). The development of two types of inhibitory control in monolingual and bilingual children. Bilingualism: Language & Cognition.  | 232 | 7.60 |
| 18 | Fenson, L., et al. (2000). Short-form versions of the MacArthur Communicative Development Inventories. Applied Psycholinguistics.  | 328 | 6.03 | Boulton, A., & Cobb, T. (2017). Corpus use in language learning: a meta-analysis. Language Learning. | 19 | 7.47 |
| 19 | Yashima, T. (2002). Willingness to communicate in a second language: the Japanese EFL Context. Modern Language Journal.  | 253 | 5.88 | Chun, D., Smith, B., & Kern, R. (2016). Technology in language use, language teaching, and language learning. Modern Language Journal. | 37 | 7.45 |
| 20 | Hyland, K. (2007). Genre pedagogy: language, literacy and L2 writing instruction. Journal of Second Language Writing. | 209 | 5.79 | Lyster, R., & Saito, K. (2010). Oral feedback in classroom SLA: A Meta-Analysis. Studies in Second Language Acquisition.  | 171 | 7.41 |

*Note*. Normalized citation is adjusted for the time effect.

TABLE 2. Number of documents and their lifetime citation counts

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1997-2007 |  | 2008-2018 |
| **Journal** | **Doc.** | **Total Citations** | **Norm. TotalCitations** |  **Norm.Citation per doc** | **Journal** | **Doc.** | **Total Citations** | **Norm.****Total Citations** | **Norm.Citation per doc** |
| Applied Linguistics | 202 | 12375 | 288.1 | 1.43 | Applied Linguistics | 323 | 6208 | 569.0 | 1.76 |
| Applied Psycholinguistics | 293 | 12615 | 294.6 | 1.01 | Applied Psycholinguistics | 453 | 4760 | 376.2 | 0.83 |
| Bilingualism-Lang & Cognition | 62 | 2744 | 69.3 | 1.12 | Bilingualism-Lang & Cognition | 546 | 7466 | 668.6 | 1.22 |
| Computer Assit. Lang Learning | \ | \ | \ | \ | Computer Assit. Lang Learning | 353 | 3928 | 321.2 | 0.91 |
| ELT Journal | \ | \ | \ | \ | ELT Journal | 352 | 2629 | 213.9 | 0.61 |
| Foreign Language Annals | 414 | 5403 | 127.8 | 0.31 | Foreign Language Annals | 430 | 2890 | 261.4 | 0.61 |
| Journal Second Lang Writing | 78 | 4458 | 105.6 | 1.35 | Journal Second Lang Writing | 200 | 3935 | 277.9 | 1.39 |
| Language Learning | 213 | 11972 | 276.4 | 1.30 | Language Learning | 423 | 7222 | 464.4 | 1.10 |
| Lang Learning & Technology | 69 | 3794 | 89.6 | 1.30 | Lang Learning & Technology | 234 | 3842 | 285.3 | 1.22 |
| Language Teaching Research | 38 | 1087 | 28.0 | 0.74 | Language Teaching Research | 290 | 3267 | 286.8 | 0.99 |
| Modern Language Journal | 262 | 12566 | 301.6 | 1.15 | Modern Language Journal | 454 | 6750 | 534.0 | 1.18 |
| ReCALL | \ | \ | \ | \ | ReCALL | 181 | 2504 | 188.2 | 1.04 |
| Second Language Research | 61 | 1659 | 40.9 | 0.67 | Second Language Research | 190 | 2015 | 150.5 | 0.79 |
| Studies in Second Lang Acq. | 60 | 4309 | 103.1 | 1.72 | Studies in Second Lang Acq. | 241 | 3626 | 276.4 | 1.15 |
| System | \ | \ | \ | \ | System | 760 | 7118 | 600.1 | 0.79 |
| TESOL Quarterly | 289 | 13614 | 316.2 | 1.09 | TESOL Quarterly | 395 | 4577 | 351.0 | 0.89 |
| Total | 2041 | 86596 | 2041 | \ | Total | 5825 | 72737 | 5825 | \ |

*Note*. The total citation of a journal is the aggregated citations of all full-length articles in the journal (up to 03/2019) surveyed in the current study. Normalized citation of a journal equals the total citations of the documents in the journal divided by the average number of citations of all documents published in the same year, which corrects for the time effect (van Eck & Waltman, 2017).

TABLE 3. Citation counts of the journals between 1997 and 2017

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1997** | **1998** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |
| Applied Linguistics | 240 | 260 | 275 | 287 | 341 | 332 | 338 | 410 | 407 | 550 | 598 | 815 | 1086 | 1142 | 1209 | 1385 | 1435 | 1623 | 2182 | 2797 | 3242 |
| Applied Psycholinguistics | 368 | 335 | 490 | 424 | 445 | 567 | 586 | 627 | 707 | 880 | 828 | 924 | 1001 | 1302 | 1248 | 1471 | 1600 | 1723 | 1753 | 2095 | 2515 |
| Bilingualism-Lang & Cog | / | / | / | / | / | / | / | / | / | / | 330 | 472 | 520 | 729 | 688 | 919 | 1094 | 1391 | 1656 | 2210 | 2356 |
| Computer Assit. Lang Learni | / | / | / | / | / | / | / | / | / | / | / | / | / | 240 | 294 | 333 | 378 | 425 | 544 | 976 | 1,017 |
| ELT Journal | / | / | / | / | / | / | / | / | / | / | / | / | / | / | 499 | 546 | 531 | 600 | 863 | 1,317 | 1,544 |
| Foreign Language Annals | 139 | 174 | 208 | 171 | 186 | 151 | 161 | 234 | 207 | 222 | 254 | 253 | 341 | 489 | 473 | 594 | 616 | 541 | 710 | 960 | 1,144 |
| Journal Second Lang Writing | / | / | / | / | / | / | / | 97 | 72 | 142 | 177 | 316 | 356 | 557 | 411 | 528 | 592 | 770 | 1,006 | 1,285 | 1,483 |
| Language Learning | 245 | 238 | 325 | 301 | 396 | 340 | 453 | 535 | 503 | 717 | 613 | 954 | 1,118 | 1,346 | 1,301 | 1,525 | 1,826 | 1,910 | 2,538 | 3,198 | 3,644 |
| Lang Learning & Tech | / | / | / | / | / | / | / | / | 126 | 133 | 169 | 270 | 562 | 461 | 449 | 525 | 484 | 526 | 686 | 1,189 | 1,270 |
| Language Teaching Research | / | / | / | / | / | / | / | / | / | / | / | 124 | 191 | 253 | 240 | 316 | 371 | 359 | 603 | 884 | 1,157 |
| Modern Language Journal | 255 | 350 | 378 | 872 | 956 | 401 | 398 | 570 | 520 | 595 | 688 | 913 | 1,200 | 1,311 | 1,225 | 1,526 | 1,673 | 1,699 | 1,992 | 2,800 | 3,516 |
| ReCALL | / | / | / | / | / | / | / | / | / | / | / | / | / | / | 184 | 247 | 275 | 274 | 342 | 595 | 692 |
| Second Language Research | / | / | / | / | / | / | / | / | 190 | 283 | 243 | 319 | 502 | 456 | 536 | 392 | 493 | 518 | 733 | 752 | 931 |
| Studies in Second Lang Acq. | / | / | / | / | / | / | / | / | / | 742 | 592 | 835 | 956 | 1,293 | 1,067 | 1,204 | 1,337 | 1,319 | 1,767 | 2,274 | 2,166 |
| System | / | / | / | / | / | / | / | / | / | / | / | / | / | 891 | 827 | 747 | 888 | 1,037 | 1,456 | 2,188 | 2,608 |
| TESOL Quarterly | 399 | 368 | 432 | 432 | 387 | 490 | 501 | 476 | 397 | 602 | / | 912 | 1,359 | 1,326 | 1,366 | 1,386 | 1,487 | 1,717 | 2,158 | 3,174 | 3,562 |

*Note*. All information in this table was obtained directly from Web of Science.

TABLE 4. Impact factors of the journals between 1997 and 2017

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***IFs (2 years)*** | **1997** | **1998** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |
| Applied Linguistics | 0.89 | 0.50 | 0.59 | 0.69 | 0.80 | 0.66 | 1.03 | 0.83 | 1.03 | 1.05 | 1.18 | 2.22 | 1.47 | 1.34 | 1.89 | 1.50 | 1.83 | 1.45 | 3.25 | 3.59 | 3.23 |
| Applied Psycholinguistics | 0.00 | 0.23 | 0.67 | 0.82 | 0.96 | 0.90 | 0.57 | 0.91 | 1.37 | 1.15 | 1.58 | 2.13 | 1.24 | 1.07 | 0.95 | 1.39 | 1.58 | 1.51 | 1.83 | 1.97 | 1.84 |
| Bilingualism-Lang & Cog | / | / | / | / | / | / | / | / | / | / | 0.76 | 2.05 | 1.64 | 1.69 | 1.71 | 2.23 | 1.91 | 2.01 | 2.33 | 3.01 | 2.71 |
| Computer Assit. Lang Learni | / | / | / | / | / | / | / | / | / | / | / | / | / | 0.90 | 0.92 | 1.02 | 0.88 | 1.00 | 1.72 | 2.12 | 1.93 |
| ELT Journal | / | / | / | / | / | / | / | / | / | / | / | / | / | / | 0.68 | 0.74 | 0.76 | 0.72 | 0.86 | 1.13 | 1.28 |
| Foreign Language Annals | 0.00 | 0.32 | 0.39 | 0.33 | 0.53 | 0.33 | 0.31 | 0.27 | 0.23 | 0.35 | 0.36 | 0.26 | 0.38 | 0.54 | 0.47 | 0.89 | 0.76 | 0.88 | 0.91 | 0.76 | 0.80 |
| Journal Second Lang Writing | / | / | / | / | / | / | / | 0.50 | 0.50 | 0.70 | 0.50 | 1.04 | 1.25 | 1.84 | 0.90 | 1.14 | 1.85 | 1.77 | 1.74 | 1.59 | 3.32 |
| Language Learning | 0.00 | 0.54 | 0.41 | 0.34 | 0.68 | 0.58 | 0.68 | 0.85 | 0.98 | 0.71 | 0.42 | 1.55 | 0.98 | 1.49 | 1.22 | 1.32 | 1.43 | 1.61 | 1.87 | 2.08 | 1.66 |
| Lang Learning & Tech | / | / | / | / | / | / | / | / | 1.37 | 1.31 | 1.22 | 1.70 | 2.53 | 1.69 | 1.74 | 1.38 | 1.93 | 1.13 | 1.38 | 2.29 | 2.11 |
| Language Teaching Research | / | / | / | / | / | / | / | / | / | / | / | 0.71 | 0.66 | 1.21 | 0.54 | 0.85 | 1.02 | 1.07 | 1.44 | 1.74 | 2.09 |
| Modern Language Journal | 0.77 | 0.98 | 0.88 | 0.92 | 1.04 | 0.37 | 0.44 | 0.75 | 1.19 | 1.15 | 0.79 | 1.04 | 1.91 | 1.33 | 1.30 | 1.11 | 1.18 | 0.94 | 1.19 | 1.75 | 2.79 |
| ReCALL | / | / | / | / | / | / | / | / | / | / | / | / | / | / | 0.95 | 1.12 | 1.23 | 1.38 | 1.13 | 2.33 | 2.21 |
| Second Language Research | / | / | / | / | / | / | / | / | 0.38 | 1.07 | 0.66 | 1.21 | 1.28 | 1.62 | 1.22 | 0.69 | 0.83 | 1.37 | 1.57 | 1.41 | 1.24 |
| Studies in Second Lang Acq. | / | / | / | / | / | / | / | / | / | 2.42 | 1.49 | 2.09 | 1.32 | 1.57 | 1.11 | 1.80 | 2.05 | 1.56 | 2.23 | 2.04 | 2.70 |
| System | / | / | / | / | / | / | / | / | / | / | / | / | / | 1.11 | 0.88 | 0.69 | 0.89 | 0.72 | 0.83 | 1.40 | 1.55 |
| TESOL Quarterly | 1.39 | 0.98 | 0.94 | 0.81 | 0.51 | 0.67 | 1.00 | 0.49 | 0.70 | 0.39 | / | 0.97 | 0.94 | 0.65 | 0.97 | 0.79 | 1.00 | 0.94 | 1.51 | 2.06 | 2.26 |
| **Average** | **0.51** | **0.59** | **0.65** | **0.65** | **0.75** | **0.59** | **0.67** | **0.66** | **0.86** | **1.03** | **0.90** | **1.41** | **1.30** | **1.29** | **1.09** | **1.17** | **1.32** | **1.25** | **1.61** | **1.95** | **2.11** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***IFs (5 years)*** | **1997** | **1998** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **2006** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |
| Applied Linguistics | / | / | / | / | / | / | / | / | / | / | 1.38 | 2.15 | 1.99 | 2.07 | 2.54 | 2.52 | 2.59 | 2.35 | 3.12 | 3.48 | 3.90 |
| Applied Psycholinguistics | / | / | / | / | / | / | / | / | / | / | 1.70 | 1.95 | 1.89 | 2.41 | 2.35 | 2.34 | 2.09 | 2.01 | 2.08 | 2.26 | 2.14 |
| Bilingualism-Lang & Cog | / | / | / | / | / | / | / | / | / | / | / | / | / | 1.95 | 2.02 | 2.51 | 2.60 | 2.86 | 2.90 | 3.31 | 3.08 |
| Computer Assit. Lang Learni | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | 1.25 | 1.46 | 1.80 | 2.90 | 2.37 |
| ELT Journal | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | 0.83 | 1.12 | 1.45 | 1.49 |
| Foreign Language Annals | / | / | / | / | / | / | / | / | / | / | 0.46 | 0.39 | 0.58 | 0.78 | 0.68 | 0.90 | 1.04 | 0.83 | 0.98 | 0.96 | 1.29 |
| Journal Second Lang Writing | / | / | / | / | / | / | / | / | / | / | 1.11 | 1.42 | 1.52 | 2.45 | 1.71 | 2.15 | 1.96 | 2.41 | 2.83 | 3.00 | 4.14 |
| Language Learning | / | / | / | / | / | / | / | / | / | / | 1.01 | 1.80 | 1.74 | 1.96 | 1.83 | 1.82 | 2.25 | 2.35 | 2.54 | 3.05 | 3.30 |
| Lang Learning & Tech | / | / | / | / | / | / | / | / | / | / | / | 2.07 | 3.58 | 2.47 | 2.47 | 2.21 | 2.36 | 2.10 | 2.42 | 3.31 | 3.01 |
| Language Teaching Research | / | / | / | / | / | / | / | / | / | / | / | / | / | / | 0.91 | 1.14 | 1.36 | 1.22 | 1.88 | 2.31 | 2.54 |
| Modern Language Journal | / | / | / | / | / | / | / | / | / | / | 1.52 | 1.57 | 2.04 | 2.20 | 1.95 | 1.98 | 1.94 | 1.65 | 1.74 | 2.06 | 2.58 |
| ReCALL | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | 1.53 | 1.72 | 2.85 | 3.44 |
| Second Language Research | / | / | / | / | / | / | / | / | / | / | / | 1.12 | 1.92 | 1.82 | 1.93 | 1.30 | 1.67 | 1.56 | 2.27 | 2.01 | 2.14 |
| Studies in Second Lang Acq. | / | / | / | / | / | / | / | / | / | / | / | / | 2.88 | 3.31 | 2.13 | 1.95 | 2.59 | 2.24 | 3.15 | 3.44 | 3.10 |
| System | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | 1.14 | 1.17 | 1.31 | 1.85 | 1.83 |
| TESOL Quarterly | / | / | / | / | / | / | / | / | / | / | / | 1.12 | 1.56 | 1.50 | 1.35 | 1.16 | 1.18 | 1.42 | 1.95 | 2.70 | 2.83 |
| **Average** |  |  |  |  |  |  |  |  |  |  | **1.20** | **1.51** | **1.97** | **2.08** | **1.82** | **1.83** | **1.86** | **1.75** | **2.11** | **2.56** | **2.70** |

*Note*. All information in this table was obtained directly from Web of Science. The IF is calculated by a simple formula. To illustrate, the IF of SSLA in 2018 is calculated by dividing the number of citable articles in SSLA (including full-length articles, forums, and reviews, etc.) in the previous two years (2016 & 2017) from the number of citations of these citable articles received in 2018. The IF has a short time window of 2 years (or 5 years of the 5-year impact factor).

TABLE 5. The top 20 most influential research institutions (ordered by number of publications)

|  |  |  |  |
| --- | --- | --- | --- |
|   | 1997-2007 |  | 2008-2018 |
|   | **Organization** | **Doc.** | **Total Citation** | **Norm. Citation** | **Organization** | **Doc.** | **Total Citation** | **Norm. Citation** |
| 1 | Georgetown U. | 39 | 2229 | 52.3 | Penn State U. | 124 | 1933 | 197.2 |
| 2 | Penn State U. | 37 | 2258 | 53.8 | Michigan State U. | 110 | 1252 | 124.8 |
| 3 | U. Texas | 35 | 1261 | 29.6 | U. HK | 96 | 1636 | 113.9 |
| 4 | U. Illinois | 34 | 1104 | 25.4 | U. Illinois | 87 | 1083 | 114.4 |
| 5 | U. Wisconsin | 31 | 1082 | 25.3 | U. Nottingham | 87 | 1146 | 104.8 |
| 6 | McGill U. | 29 | 1687 | 39.4 | U. Lancaster | 87 | 1182 | 101.8 |
| 7 | U. Ottawa | 26 | 2098 | 48.7 | Georgetown U. | 83 | 1148 | 82.9 |
| 8 | U. Toronto | 25 | 1757 | 41.4 | U. Maryland | 83 | 752 | 62.2 |
| 9 | U. Hawaii Manoa | 25 | 1557 | 33.7 | Chinese U. HK | 70 | 791 | 79.9 |
| 10 | U. Alberta | 25 | 1279 | 31.0 | McGill U. | 69 | 612 | 47.5 |
| 11 | Michigan State U. | 25 | 1105 | 26.9 | Northern Arizona U | 67 | 1265 | 90.0 |
| 12 | U. Maryland | 25 | 575 | 13.5 | U. Michigan | 67 | 668 | 67.3 |
| 13 | Carnegie Mellon U. | 24 | 1406 | 32.6 | U. Auckland | 64 | 1037 | 108.2 |
| 14 | U. Pittsburgh | 24 | 1289 | 30.8 | Georgia State U. | 55 | 1203 | 63.1 |
| 15 | Northern Arizona U | 23 | 1512 | 34.9 | U. College London | 55 | 685 | 50.4 |
| 16 | Concordia U. | 23 | 1295 | 30.8 | Victoria U. Wellin. | 54 | 812 | 69.3 |
| 17 | Indiana U. | 21 | 863 | 20.0 | U. London | 53 | 546 | 66.4 |
| 18 | U. Amsterdam | 20 | 1261 | 29.8 | Concordia U. | 52 | 1210 | 88.6 |
| 19 | U. Auckland | 19 | 2258 | 53.4 | U. Reading | 51 | 1361 | 110.1 |
| 20 | U. Minnesota | 19 | 712 | 17.1 | U. Oxford | 51 | 1292 | 89.7 |

*Note*. Citation counts were calculated based on the articles surveyed in the current study. The normalized citation is adjusted for the time effect.

TABLE 6. The top 20 most productive regions in the field of SLA (ordered by number of docs)

|  |  |  |
| --- | --- | --- |
|   | 1997-2007 | 2008-2018 |
|   | Region | **Doc.** | **Total Citation** | **Norm. Citation** | Region | **Doc.** | **Total Citation** | **Norm. Citation** |
| 1 | USA | 1122 | 39850 | 932.9 | USA | 2335 | 29823 | 2398.7 |
| 2 | Canada | 206 | 10804 | 252.4 | England | 700 | 10490 | 917.9 |
| 3 | England | 182 | 10215 | 245.0 | P. R. China\* | 465 | 5180 | 469.9 |
| 4 | Australia | 79 | 3868 | 90.4 | Canada | 439 | 7367 | 537.5 |
| 5 | Japan | 73 | 2812 | 66.3 | Japan | 304 | 3659 | 274.6 |
| 6 | P. R. China\* | 64 | 4063 | 98.7 | Australia | 274 | 3325 | 266.7 |
| 7 | Netherlands | 54 | 3433 | 82.5 | Taiwan (P. R. C.) | 257 | 2713 | 236.6 |
| 8 | Taiwan (P. R. C.) | 40 | 1658 | 40.2 | Spain | 245 | 2985 | 242.3 |
| 9 | New Zealand | 33 | 3699 | 83.6 | Netherlands | 232 | 3286 | 235.7 |
| 10 | Germany | 26 | 1232 | 28.6 | New Zealand | 182 | 2899 | 208.1 |
| 11 | Spain | 24 | 688 | 16.6 | Germany | 177 | 1406 | 161.4 |
| 12 | Israel | 21 | 1416 | 32.9 | South Korea | 148 | 1389 | 119.7 |
| 13 | South Korea | 18 | 421 | 10.2 | Sweden | 104 | 1626 | 120.8 |
| 14 | France | 15 | 1035 | 25.0 | Turkey | 100 | 1106 | 91.7 |
| 15 | Scotland | 14 | 555 | 13.5 | France | 93 | 1019 | 73.6 |
| 16 | Sweden | 14 | 759 | 18.4 | Iran | 92 | 796 | 75.6 |
| 17 | Wales | 14 | 561 | 12.4 | Belgium | 86 | 1012 | 109.4 |
| 18 | Singapore | 13 | 511 | 11.7 | Singapore | 62 | 790 | 68.8 |
| 19 | Belgium | 11 | 765 | 18.5 | Italy | 59 | 688 | 58.0 |
| 20 | Italy | 11 | 430 | 10.7 | Finland | 49 | 358 | 49.5 |

*Note*. \* Including Hong Kong.

TABLE 7. The most cited references between 1997 and 2007

|  |  |  |
| --- | --- | --- |
|  | **Raw citation** | **Norm.citation** |
|  |  |  |
| ***Cluster 1*** |  |  |
| Doughty, C. & Varela, E. (1998). Communicative focus on form. In C. Doughty & J. Williams (eds.), *Focus on form in classroom second language acquisition.* Cambridge University Press. | 126 | 62 |
| Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition. Emerald*. | 96 | 47 |
| Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass, & C. Madden (Eds.), *Input in Second Language Acquisition.* Newbury. | 90 | 44 |
| Lyster, R. (1997). Corrective feedback and learner uptake: negotiation of form in communicative classrooms. *Studies in Second Language Acquisition.*  | 77 | 38 |
| Pica, T. (1994). Research on Negotiation: What does It reveal about second‐language learning conditions, processes, and outcomes? *Language Learning.* | 64 | 31 |
| Swain, M. & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics*. | 63 | 31 |
| Gass. S. & Madden, C. (1997). *Input, interaction, and the second language learner.* Newbury. | 61 | 30 |
| Long, M. & Robinson, P. (1998). Focus on Form: Theory, research and practice, in C. Doughty & J. Williams (eds.), *Focus on Form in Classroom Second Language Acquisition.* Cambridge University Press. | 59 | 29 |
| Mackey, A. (1998). Conversational interaction and second language development: recasts, responses, and red herrings? *Modern Language Journal*.  | 54 | 26 |
| Swain, M. (1995). Three functions of output in second language learning. In G. Cook, & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics*: *Studies in honour of H. G. Widdowson*.  | 52 | 25 |
| Lyster R. (1998). Recasts, repetition, and ambiguity in L2 classroom discourse. *Studies in Second Language Acquisition.* | 51 | 25 |
| Long, M. (1991). A design feature in language teaching methodology. In K. de Bot, R. B. Ginsberg & C. Kramsch (eds.), *Foreign language research in cross-cultural perspective.* | 46 | 23 |
| Long. M. (1998). The role of implicit negative feedback in SLA: Models and recasts in Japanese and Spanish. *Modern Language Journal.*  | 46 | 23 |
| Pica, T. (1989). Comprehensible output as an outcome of linguistic demands on the Learner. *Studies in Second Language Acquisition.* | 44 | 22 |
| Mackey, A. (1999). Input, interaction, and second language development: an empirical study of question formation in ESL. *Studies in Second Language Acquisition.* | 40 | 20 |
| Swain, M. (1998). Focus on form through conscious reflection. In C. Doughty & J. Williams (eds.), *Focus on Form in Classroom Second Language Acquisition.* Cambridge University Press. | 40 | 20 |
| Lyster, R. (1998). Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classrooms. *Language Learning*.  | 39 | 19 |
| Mackey, A., Gass, S. McDonough, K. (2000). How do learners perceive interactional feedback? *Studies in Second Language Acquisition.* | 39 | 19 |
| Schmidt, R. & Frota, S. (1986). Developing basic conversational ability in a second language: A case study of an adult learner of Portuguese. In R. R. Day (eds.). *Talking to learn: Conversation in second language acquisition.*  | 38 | 19 |
| Gass, S. M., & Varonis, E. M. (1994). Input, interaction, and second language production. *Studies in Second Language Acquisition.* | 36 | 18 |
| Pica, T., Kanagy, R., & Falodun, J. (1993). *Choosing and using communication tasks for second language instruction*. Multilingual Matter.  | 36 | 18 |
|  |  |  |
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| ***Cluster 2*** |  |  |
| Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. | 95 | 47 |
| Ellis, R. (1994). *The Study of second language acquisition*. Oxford University Press.  | 87 | 43 |
| Skehan, P. (1998). *Cognitive approach to language learning*. Oxford University Press. | 65 | 32 |
| Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press. | 53 | 26 |
| Canale, M. & Swain, M (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*.  | 52 | 25 |
| Firth, A. & Wagner, J. (1997). On Discourse, Communication, and (some) fundamental concepts in SLA research. *Modern Language Journal*. | 45 | 22 |
| Larsen-freeman, D. & Long, M. (1991). *An introduction to second language research.* Routledge. | 43 | 21 |
| Lantolf, J. P. (2000). *Sociocultural theory and second language learning*. Oxford University Press. | 41 | 20 |
| Levelt, W. J. M. & Wilkes, M. (1989). *Speaking: From intention to articulation.* Bradford. | 41 | 20 |
| Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press. | 40 | 20 |
| Phillipson, R. (1992). *Linguistic imperialism.* Oxford University Press.  | 40 | 20 |
| Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf, & G. Appel. (eds). *Vygotskian approaches to second language research.* Praeger. | 37 | 18 |
| Pennycook, A (1994). *The cultural politics of English as an international language.* Routledge. | 36 | 18 |
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| ***Cluster 3*** |  |  |
| Krashen S. (1982). *Principles and practice in second language acquisition.* Alemany.  | 71 | 35 |
| Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*.  | 70 | 34 |
| Krashen S. (1985). *The input hypothesis: Issues and implications.* Laredo Publishing.  | 59 | 29 |
| VanPatten, B. (1996). *Input processing and grammar instruction.* Praeger. | 56 | 27 |
| Norris, J. M. & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta‐analysis. *Language Learning.*  | 44 | 22 |
| VanPatten, b. (1990) Attending to Form and Content in the Input: An Experiment in Consciousness. *Studies in Second Language Acquisition.* | 44 | 22 |
| Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press. | 42 | 21 |
| Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford University Press. | 39 | 19 |
| Lee, J. F., & VanPatten, B. (1995). *Making communicative language teaching happen: Directions for language learning and teaching.* Mcgraw-Hill College. | 39 | 19 |
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| ***Cluster 4*** |  |  |
| Gardner R. C. (1985*). Social psychology and second language learning: The role of attitude and motivation.* Arnold.  | 64 | 31 |
| Oxford R. L. (1990). *Language learning strategies: What every teacher should know*. Harper Collins. | 60 | 29 |
| Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning.* Newbury House.  | 50 | 24 |
| O'Malley, M. J., & Chamot, A. U. (1990). *Learning strategies in* second *language acquisition*. Cambridge University Press. | 42 | 21 |
| Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal.*  | 38 | 19 |
| Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal.* | 36 | 18 |

*Notes.* Normalized citation is based on per thousand articles.

TABLE 8. The most cited references between 2008 and 2018

|  |  |  |
| --- | --- | --- |
|   | **Raw citation** | **Norm.citation** |
| ***Cluster 1*** |  |  |
| Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*.  | 199 | 34 |
| Schmidt, R. (2001). Attention. In P. Robinson (Eds.), *Cognition and second language instruction.* Cambridge University Press. | 166 | 28 |
| Lyster, R. (1997). Corrective feedback and learner uptake: negotiation of form in communicative classrooms. *Studies in Second Language Acquisition.*  | 135 | 23 |
| Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass, & C. Madden (Eds.), *Input in Second Language Acquisition.* Newbury House Pub. | 132 | 23 |
| Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition*. Emerald. | 120 | 21 |
| Swain, M. (1998). Focus on form through conscious reflection. In C. Doughty & J. Williams (eds.), *Focus on form in classroom second language acquisition.* Cambridge University Press. | 111 | 19 |
| Gass. S. (1997). *Input, interaction, and the second language learner.* Routledge. | 97 | 17 |
| Long. M. (1998). The role of implicit negative feedback in SLA: Models and recasts in Japanese and Spanish. *Modern Language Journal.*  | 91 | 16 |
| Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*. | 90 | 15 |
| Li, S. (2010). The effectiveness of corrective feedback in SLA: A meta‐analysis. *Language Learning.* | 83 | 14 |
| Long, M. (1991). A design feature in language teaching methodology. In K. de Bot, R. B. Ginsberg & C. Kramsch (eds.), *Foreign language research in cross-cultural perspective.* John Benjamins.  | 83 | 14 |
|  |  |  |
| ***Cluster 2*** |  |  |
| Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. | 191 | 33 |
| Lantolf, J. P. & Thorne, S. L. (2006). *Sociocultural Theory and the Genesis of Second Language Development.* Oxford University Press. | 145 | 25 |
| Swain, M. & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics*. | 127 | 22 |
| Lave, J. (1991). *Situated learning: Legitimate peripheral participation.* Cambridge University Press. | 114 | 20 |
| Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Dunken. | 99 | 17 |
| Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (eds), *Sociocultural theory and second language learning.* Oxford University Press. | 98 | 17 |
| Wenger, E. (1998). Communities of practice: Learning as a social system. *Systems Thinker*. | 93 | 16 |
| Canale, M. & Swain, M (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*.  | 89 | 15 |
| Van Lier, L. (2006). *The ecology and semiotics of language learning: A sociocultural perspective*. Springer. | 89 | 15 |
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| ***Cluster 3*** |  |  |
| Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Routledge. | 211 | 36 |
| Gardner R. C. (1985*). Social psychology and second language learning: the role of attitude and motivation.* Arnold  | 119 | 20 |
| Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety.*The Modern Language Journal.* | 105 | 18 |
| Dörnyei, Z. (2009). The L2 motivational self-system. In Z. Dörnyei & Ushioda (eds.), *Motivation, language identity and the L2 self.* Multilingual Matters. | 95 | 16 |
| Oxford R. L. (1990). *Language learning strategies: What every teacher should know.* Heinle.  | 88 | 15 |
| Ellis, R. (1994). *The study of second language acquisition*. Cambridge University Press. | 86 | 15 |
| Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press. | 84 | 14 |
| Larsen-freeman, D. (2008). *Complex systems and applied linguistics*. Oxford University Press. | 82 | 14 |
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| ***Cluster 4*** |  |  |
| Clahsen, H. (2006). Grammatical processing in language learners. *Applied Psycholinguistics.*  | 135 | 23 |
| Kroll, J. (1994). Category interference in translation and picture naming: Evidence for asymmetric connections between bilingual memory representations. *Journal of Memory and Language*. | 119 | 20 |
| Green, D. W. (1998). Mental control of the bilingual lexico-semantic system. *Bilingualism: Language and cognition.*  | 110 | 19 |
| Johnson, J. S., & Newport, E. L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. *Cognitive psychology.* | 103 | 18 |
| Flege, J. E. (1995). Second language speech learning: Theory, findings and problems. In W. Strange (Ed.), *Speech perception and linguistic experience: Issues in Cross-Language research.*  | 94 | 16 |
| Baayen, R. H., Davidson, D. J., & Bates, D. M. (2008). Mixed-effects modeling with crossed random effects for subjects and items. *Journal of Memory and Language*.  | 90 | 15 |
| Schwartz, B. D. & Sprouse, R. A. (1996). L2 cognitive states and the Full Transfer/Full Access model. *Second Language Research*.  | 87 | 15 |
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| ***Cluster 5*** |  |  |
| Nation, I. S. P. (2001). *Learning vocabulary in another language.* Cambridge University Press. | 164 | 28 |
| Ellis, N. (2002). Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition*.  | 123 | 21 |
| Tomasello, M. (2003). *Constructing a language.* *A Usage-based theory of language acquisition*. Harvard University Press | 116 | 20 |
| Wray, A. (2002). *Formulaic language and the lexicon.* Cambridge University Press.  | 114 | 20 |
| Sinclair, J. (1991). *Corpus, Concordance, Collocation*. Oxford University Press. | 106 | 18 |
| Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman grammar of spoken and written English.* Longman. | 102 | 17 |
| Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*. | 94 | 16 |
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|  |  |  |
| ***Cluster 6*** |  |  |
| Skehan, P. (1998). *Cognitive approach to language learning.* Oxford University Press | 155 | 27 |
| Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press. | 145 | 25 |
| Levelt, W. J. M. & Wilkes, M. (1989). *Speaking: From intention to articulation.* Bradford. | 130 | 22 |
| Norris, J. M., & Ortega, L. (2009). Towards an organic approach to investigating CAF in instructed SLA: The case of complexity*. Applied linguistics.* | 88 | 15 |
| MacWhinney, B. (2000). *The CHILDES Project: Tools for Analyzing Talk*.  | 85 | 15 |
| Skehan, P. (1998). *Cognitive approach to language learning.* Oxford University Press | 155 | 27 |
|  |  |  |
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| ***Cluster 7*** |  |  |
| Norris, J. M. & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta‐analysis. *Language Learning.*  | 183 | 31 |
| Ellis, R. (2005). measuring implicit and explicit knowledge of a second language: A psychometric study. *Studies in Second Language Acquisition*.  | 109 | 19 |

*Note*. Normalized citation is based on per thousand articles.

TABLE 9. The most influential scholars in the two time periods

|  |  |  |
| --- | --- | --- |
|  | 1997-2007 | 2008-2018 |
|  | **Author** | **Raw Citation** | **Norm.Citation** | **Author** | **Raw Citation** | **Norm.Citation** |
| 1 | Long, M. | 616 | 302 | Ellis, R. | 1822 | 313 |
| 2 | Ellis, R. | 554 | 271 | Dörnyei, Z. | 1537 | 264 |
| 3 | Swain, M. | 517 | 253 | Swain, M. | 1243 | 213 |
| 4 | Krashen, S. | 428 | 210 | Ellis, N. | 1135 | 195 |
| 5 | Pica, T. | 400 | 196 | Long, M. | 1046 | 180 |
| 6 | Gass, S. | 386 | 189 | Bialystok, E. | 960 | 165 |
| 7 | Gardner, R. | 358 | 175 | Dekeyser, R. | 816 | 140 |
| 8 | Schmidt, R. | 326 | 160 | Robinson, P. | 812 | 139 |
| 9 | VanPatten, B. | 320 | 157 | Nation, I.S.P. | 781 | 134 |
| 10 | Oxford, R. | 299 | 146 | Flege, J. E. | 768 | 132 |
| 11 | Doughty, C. | 272 | 133 | Schmidt, R. | 768 | 132 |
| 12 | Flege, J. E. | 251 | 123 | Skehan, P. | 752 | 129 |
| 13 | Ellis, N. | 250 | 122 | Gass, S. | 711 | 122 |
| 14 | Lyster, R. | 236 | 116 | Mackey, A. | 699 | 120 |
| 15 | Dörnyei, Z. | 222 | 109 | Laufer, B. | 685 | 118 |
| 16 | Skehan, P. | 218 | 107 | Lyster, R. | 681 | 117 |
| 17 | Bialystok, E. | 214 | 105 | VanPatten, B. | 653 | 112 |
| 18 | MacIntyre, P. | 214 | 105 | MacIntyre, P. | 559 | 96 |
| 19 | Mackey, A. | 214 | 105 | Lantolf, J. P. | 555 | 95 |
| 20 | Kramsch, C. | 208 | 102 | Hyland, K | 533 | 92 |
| 21 | Laufer, B. | 206 | 101 | Gardner, R. | 532 | 91 |
| 22 | Chomsky, N. | 203 | 99 | Vygotsky, L. | 532 | 91 |
| 23 | Cohen, A. | 191 | 94 | Larsen-Freeman, D. | 524 | 90 |
| 24 | White, L. | 190 | 93 | Montrul, S. | 524 | 90 |
| 25 | Robinson, P. | 185 | 91 | Ferris, D. | 505 | 87 |
| 26 | Bardovi-Harlig, K. | 183 | 90 | Norris, J. | 493 | 85 |
| 27 | Vygotsky, L. | 183 | 90 | MacWhinney, B. | 489 | 84 |
| 28 | Sparks, R. | 173 | 85 | Krashen, S. | 483 | 83 |
| 29 | Lantolf, J. | 169 | 83 | Schmitt, N. | 482 | 83 |
| 30 | Pennycook, A. | 168 | 82 | Ortega, L. | 474 | 81 |
| 31 | Lightbown, P. | 167 | 82 | Kramsch, C. | 462 | 79 |
| 32 | Halliday, M. | 166 | 81 | Biber, D. | 461 | 79 |
| 33 | Gathercole, S. | 163 | 80 | Storch, N. | 458 | 79 |
| 34 | Treiman, R. | 161 | 79 | Derwing, T. | 433 | 74 |
| 35 | Tarone, E. | 158 | 77 | Baddeley, A. | 432 | 74 |
| 36 | Warschauer, M. | 157 | 77 | Kroll, J. | 432 | 74 |
| 37 | MacWhinney, B. | 153 | 75 | Hulstijn, J. | 426 | 73 |
| 38 | Dekeyser, R. | 152 | 74 | Oxford, R. | 420 | 72 |
| 39 | Carrell, P. L. | 150 | 73 | Clahsen, H. | 410 | 70 |
| 40 | Harley, B. | 148 | 73 | Bardovi-Harlig, K. | 404 | 69 |
| 41 | Horwitz, E. | 148 | 73 | Doughty, C. | 400 | 69 |
| 42 | Cummins, J. | 147 | 72 | Williams, J. | 398 | 68 |
| 43 | Nunan, D. | 147 | 72 | White, L. | 387 | 66 |
| 44 | Larsen-Freeman, D. | 146 | 72 | Cook, V. | 379 | 65 |
| 45 | Nation, I.S.P. | 143 | 70 | Pavlenko, A. | 377 | 65 |
| 46 | Schegloff, E. | 143 | 70 | Cummins, J. | 371 | 64 |
| 47 | Kasper, G. | 142 | 70 | Borg, S. | 367 | 63 |
| 48 | Lee, J. | 138 | 68 | Chomsky, N. | 366 | 63 |
| 49 | Stanovich, K. E. | 136 | 67 | Horwitz, E. | 360 | 62 |
| 50 | Swales, J. | 134 | 66 | Halliday, M. | 344 | 59 |
| 50 | Widdowson, H.  | 134 | 66 | Pica, T. | 341 | 59 |
| 51 | / | / | / | Warschauer, M. | 341 | 59 |

*Note*. Normalized citation is in per thousand abstracts.