

# Frank Boers

## List of Publications by Year in descending order

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Version: 2024-02-01

48  
papers

2,576  
citations

236925

25  
h-index

223800

46  
g-index

52  
all docs

52  
docs citations

52  
times ranked

558  
citing authors

#	ARTICLE	IF	CITATIONS
1	INCIDENTAL ACQUISITION OF MULTIWORD EXPRESSIONS THROUGH AUDIOVISUAL MATERIALS. <i>Studies in Second Language Acquisition</i> , 2021, 43, 985-1008.	2.6	24
2	CONTEXTUAL WORD LEARNING IN THE FIRST AND SECOND LANGUAGE. <i>Studies in Second Language Acquisition</i> , 2020, 42, 7-32.	2.6	8
3	Extracting multiword expressions from texts with the aid of online resources. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2020, 171, 221-252.	1.4	5
4	Weighing Up Exercises on Phrasal Verbs: Retrieval Versus Trial and Error Practices. <i>Modern Language Journal</i> , 2019, 103, 562-579.	2.3	23
5	The Error in Trial and Error: Exercises on Phrasal Verbs. <i>TESOL Quarterly</i> , 2019, 53, 289-319.	2.9	19
6	Replication research in pedagogical approaches to spoken fluency and formulaic sequences: A call for replication of Wood (2009) and Boers, Eyckmans, Kappel, Stengers & Demecheleer (2006). <i>Language Teaching</i> , 2019, 52, 406-414.	2.5	4
7	Gauging the association of EFL learners' writing proficiency and their use of metaphorical language. <i>System</i> , 2018, 74, 1-8.	3.4	19
8	THE EFFECT OF GLOSS TYPE ON LEARNERS' INTAKE OF NEW WORDS DURING READING. <i>Studies in Second Language Acquisition</i> , 2018, 40, 883-906.	2.6	27
9	Comparing the effectiveness of phrase-focused exercises: A partial replication of Boers, Demecheleer, Coxhead, and Webb (2014). <i>Language Teaching Research</i> , 2017, 21, 362-380.	4.0	37
10	Typographic enhancement of multiword units in second language text. <i>International Journal of Applied Linguistics</i> , 2017, 27, 448-469.	0.9	55
11	Cat Got Your Tongue? Recent Research and Classroom Practices for Teaching Idioms to English Learners around the World. <i>ELT Journal</i> , 2017, 71, 264-266.	1.8	2
12	Does adding pictures to glosses enhance vocabulary uptake from reading?. <i>System</i> , 2017, 66, 113-129.	3.4	32
13	On the benefits of multimodal annotations for vocabulary uptake from reading. <i>Computer Assisted Language Learning</i> , 2017, 30, 709-725.	7.1	34
14	The impact of imposing processing strategies on L2 learners' deliberate study of lexical phrases. <i>System</i> , 2016, 56, 127-139.	3.4	17
15	Does copying idioms promote their recall?. <i>Computer Assisted Language Learning</i> , 2016, 29, 289-301.	7.1	9
16	Repeating a Monologue Under Increasing Time Pressure: Effects on Fluency, Complexity, and Accuracy. <i>TESOL Quarterly</i> , 2016, 50, 369-393.	2.9	56
17	Exercises on collocations: a comparison of trial-and-error and exemplar-guided procedures. <i>Journal of Spanish Language Teaching</i> , 2015, 2, 152-164.	1.3	12
18	The effect of a discrimination task on L2 learners' recall of collocations and compounds. <i>International Journal of Applied Linguistics</i> , 2014, 24, 357-369.	0.9	5

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19	Further Evidence of the Comparative Memorability of Alliterative Expressions in Second Language Learning. <i>RELC Journal</i> , 2014, 45, 85-99.	3.9	11
20	Gauging the effects of exercises on verb-noun collocations. <i>Language Teaching Research</i> , 2014, 18, 54-74.	4.0	100
21	Looking for form-meaning motivation in new L2 words. <i>English Text Construction</i> , 2014, 7, 249-280.	0.3	6
22	AN EYE FOR WORDS. <i>Studies in Second Language Acquisition</i> , 2013, 35, 483-517.	2.6	224
23	Cognitive Linguistic approaches to teaching vocabulary: Assessment and integration. <i>Language Teaching</i> , 2013, 46, 208-224.	2.5	68
24	Experimental and Intervention Studies on Formulaic Sequences in a Second Language. <i>Annual Review of Applied Linguistics</i> , 2012, 32, 83-110.	1.5	147
25	Are Alliterative Word Combinations Comparatively Easy To Remember For Adult Learners?. <i>RELC Journal</i> , 2012, 43, 127-135.	3.9	18
26	Cognitive Semantic ways of teaching figurative phrases. <i>Review of Cognitive Linguistics</i> , 2011, 9, 227-261.	0.4	39
27	Formulaic sequences and L2 oral proficiency: Does the type of target language influence the association?. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2011, 49, .	0.8	46
28	Helping learners engage with L2 words. <i>AILA Review</i> , 2010, 23, 95-114.	0.5	8
29	Does 'chunking' foster chunk-uptake?. , 2010, , 99-118.		34
30	10. A procedure for testing the Noticing Hypothesis in the context of vocabulary acquisition. <i>Converging Evidence in Language and Communication Research</i> , 2010, , 169-197.	0.1	27
31	Does pictorial elucidation foster recollection of idioms?. <i>Language Teaching Research</i> , 2009, 13, 367-382.	4.0	54
32	Optimizing a Lexical Approach to Instructed Second Language Acquisition. , 2009, , .		146
33	The Mnemonic Effect of Noticing Alliteration in Lexical Chunks. <i>Applied Linguistics</i> , 2008, 29, 200-222.	2.4	92
34	Phonemic repetition and the learning of lexical chunks: The power of assonance. <i>System</i> , 2008, 36, 423-436.	3.4	52
35	How cognitive linguistics can foster effective vocabulary teaching. <i>Applications of Cognitive Linguistics</i> , 2008, , 1-64.	0.1	30
36	From empirical findings to pedagogical practice. <i>Applications of Cognitive Linguistics</i> , 2008, , 375-394.	0.1	10

#	ARTICLE	IF	CITATIONS
37	Presenting figurative idioms with a touch of etymology: more than mere mnemonics?. <i>Language Teaching Research</i> , 2007, 11, 43-62.	4.0	90
38	Formulaic sequences and perceived oral proficiency: putting a Lexical Approach to the test. <i>Language Teaching Research</i> , 2006, 10, 245-261.	4.0	328
39	Cognitive linguistic applications in second or foreign language instruction: rationale, proposals, and evaluation. <i>Applications of Cognitive Linguistics</i> , 2006, , 305-358.	0.1	32
40	Motivating multiword units. <i>EUROSLA Yearbook</i> , 2006, 6, 169-190.	0.3	19
41	From Movement to Metaphor with Manner-of-Movement Verbs. <i>Applied Linguistics</i> , 2005, 26, 241-261.	2.4	49
42	Finding ways to make phrase-learning feasible: The mnemonic effect of alliteration. <i>System</i> , 2005, 33, 225-238.	3.4	46
43	Cross-cultural Variation as a Variable in Comprehending and Remembering Figurative Idioms. <i>European Journal of English Studies</i> , 2004, 8, 375-388.	0.4	61
44	4. Etymological elaboration as a strategy for learning idioms. <i>Language Learning and Language Teaching</i> , 2004, , 53-78.	0.2	68
45	Enhancing Metaphoric Awareness in Specialised Reading. <i>English for Specific Purposes</i> , 2000, 19, 137-147.	2.8	93
46	A cognitive semantic approach to teaching prepositions. <i>ELT Journal</i> , 1998, 52, 197-204.	1.8	84
47	"No Pain, No Gain" in a Free Market Rhetoric: A Test for Cognitive Semantics?. <i>Metaphor and Symbol</i> , 1997, 12, 231-241.	1.0	60
48	Glossing and vocabulary learning. <i>Language Teaching</i> , 0, , 1-23.	2.5	10