

Elke Peters

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1087974/publications.pdf>

Version: 2024-02-01

36
papers

1,517
citations

430874

18
h-index

414414

32
g-index

36
all docs

36
docs citations

36
times ranked

434
citing authors

#	ARTICLE	IF	CITATIONS
1	INCIDENTAL VOCABULARY ACQUISITION THROUGH VIEWING L2 TELEVISION AND FACTORS THAT AFFECT LEARNING. <i>Studies in Second Language Acquisition</i> , 2018, 40, 551-577.	2.6	188
2	Learning vocabulary through audiovisual input: The differential effect of L1 subtitles and captions. <i>System</i> , 2016, 63, 134-148.	3.4	109
3	The effect of out-of-class exposure to English language media on learners'™ vocabulary knowledge. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2018, 169, 142-168.	1.4	108
4	The learning burden of collocations: The role of interlexical and intralexical factors. <i>Language Teaching Research</i> , 2016, 20, 113-138.	4.0	107
5	Vocabulary learning through viewing video: the effect of two enhancement techniques. <i>Computer Assisted Language Learning</i> , 2018, 31, 1-26.	7.1	91
6	Learning L2 German Vocabulary Through Reading: The Effect of Three Enhancement Techniques Compared. <i>Language Learning</i> , 2009, 59, 113-151.	2.7	89
7	Enhancing Vocabulary Learning Through Captioned Video: An Eye-tracking Study. <i>Modern Language Journal</i> , 2015, 99, 308-328.	2.3	89
8	Learning German formulaic sequences: the effect of two attention-drawing techniques. <i>Language Learning Journal</i> , 2012, 40, 65-79.	2.5	87
9	The effects of repetition and time of post-test administration on EFL learners'™ form recall of single words and collocations. <i>Language Teaching Research</i> , 2014, 18, 75-94.	4.0	75
10	The Effect of Imagery and On-screen Text on Foreign Language Vocabulary Learning From Audiovisual Input. <i>TESOL Quarterly</i> , 2019, 53, 1008-1032.	2.9	70
11	Learners'™ English Vocabulary Knowledge Prior to Formal Instruction: The Role of Learner-Related and Word-Related Variables. <i>Language Learning</i> , 2019, 69, 943-977.	2.7	64
12	Is less more? Effectiveness and perceived usefulness of keyword and full captioned video for L2 listening comprehension. <i>ReCALL</i> , 2014, 26, 21-43.	5.2	57
13	The Impact of Instruction and Out-of-School Exposure to Foreign Language Input on Learners'™ Vocabulary Knowledge in Two Languages. <i>Language Learning</i> , 2019, 69, 747-782.	2.7	46
14	Learning L2 vocabulary from audiovisual input: an exploratory study into incidental learning of single words and formulaic sequences. <i>Language Learning Journal</i> , 2019, 47, 424-438.	2.5	42
15	LEARNING FORMULAIC SEQUENCES THROUGH VIEWING L2 TELEVISION AND FACTORS THAT AFFECT LEARNING. <i>Studies in Second Language Acquisition</i> , 2020, 42, 525-549.	2.6	42
16	Vocabulary knowledge and listening comprehension at an intermediate level in English and French as foreign languages. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2018, 169, 212-231.	1.4	33
17	Learning academic formulaic sequences. <i>Journal of English for Academic Purposes</i> , 2015, 20, 28-39.	2.5	31
18	The relationship between vocabulary and viewing comprehension. <i>System</i> , 2020, 88, 102166.	3.4	26

#	ARTICLE	IF	CITATIONS
19	INCIDENTAL LEARNING OF COLLOCATIONS FROM MEANINGFUL INPUT. <i>Studies in Second Language Acquisition</i> , 2022, 44, 685-707.	2.6	19
20	Learning Collocations through Attention-Drawing Techniques: A Qualitative and Quantitative Analysis. , 2009, , 194-207.		19
21	Learning Vocabulary from Reading-only, Reading-while-listening, and Reading with Textual Input Enhancement: Insights from Vietnamese EFL Learners. <i>RELC Journal</i> , 2020, , 003368822091148.	3.9	15
22	Vocabulary in English Language Learning, Teaching, and Testing in Vietnam: A Review. <i>Education Sciences</i> , 2021, 11, 563.	2.6	14
23	Checking assumed proficiency: Comparing L1 and L2 performance on a university entrance test. <i>Assessing Writing</i> , 2017, 32, 43-56.	3.4	12
24	The <i>VocabLab</i> tests. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2019, 170, 53-78.	1.4	12
25	The differential effects of two vocabulary instruction methods on EFL word learning: A study into task effectiveness. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2012, 50, .	0.8	11
26	Promoting L2 acquisition of multiword units through textually enhanced audiovisual input: An eye-tracking study. <i>Second Language Research</i> , 2023, 39, 471-492.	2.0	11
27	Learning e-learning â€“ a comprehensive investigation of course developersâ€™ and language teacher traineesâ€™ views regarding the usefulness and effectiveness of a multimedia self-tuition course. <i>ReCALL</i> , 2002, 14, 32-46.	5.2	10
28	The Effect of Task Complexity and Task Conditions on Foreign Language Development and Performance. Three Empirical Studies.. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2006, 152, 55-84.	1.4	10
29	A Longitudinal Study on the Effect of Mode of Reading on Incidental Collocation Learning and Predictors of Learning Gains. <i>TESOL Quarterly</i> , 2023, 57, 5-32.	2.9	7
30	Learning vocabulary in spoken input- and output-based tasks. <i>TASK Journal on Task-Based Language Teaching and Learning</i> , 2021, 1, 100-126.	0.6	6
31	Incidental lexical mining in task repetition: The role of input, input repetition and individual differences. <i>System</i> , 2021, 103, 102650.	3.4	5
32	The Role of Formulaic Sequences in L2 Speaking. , 2022, , 285-298.		5
33	Factors Predicting Low-Intermediate French Learnersâ€™ Vocabulary Use in Speaking Tasks. <i>Canadian Modern Language Review</i> , 2020, 76, 194-217.	0.7	4
34	Analyzing student teachers' academic literacy needs: A qualitative analysis of Flemish first-year teacher trainees' needs. <i>Language Learning in Higher Education</i> , 2013, 2, .	0.5	3
35	The effect of out-of-class exposure to English language media on learnersâ€™ vocabulary knowledge. <i>Contemporary Discourses of Hate and Radicalism Across Space and Genres</i> , 2020, , 143-167.	0.0	0
36	Differential Effects of Input-based and Output-based Tasks on L2 Vocabulary Learning. <i>Canadian Journal of Applied Linguistics</i> , 2021, 24, 120-144.	0.5	0