Batia Laufer

List of Publications by Year
in descending order

27	3,062	430874	580821
papers	citations	18	25
		h-index	g-index

28	28	28	888
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	EFL Learners' Receptive Knowledge of Derived Words: The Case of Swedish Adolescents. TESOL Quarterly, 2022, 56, 1242-1265.	2.9	9
2	How well do learners know derived words in a second language?. ITL - International Journal of Applied Linguistics (Belgium), 2021, 172, 229-258.	1.4	16
3	The Nuclear Word Family List: A List of the Most Frequent Family Members, Including Base and Affixed Words. Language Learning, 2021, 71, 834-871.	2.7	16
4	LEMMAS, FLEMMAS, WORD FAMILIES, AND COMMON SENSE. Studies in Second Language Acquisition, 2021, 43, 965-968.	2.6	9
5	How Much Knowledge of Derived Words Is Needed for Reading?. Applied Linguistics, 2020, 41, 971-998.	2.4	26
6	Lexical Coverages, Inferencing Unknown Words and Reading Comprehension: How Are They Related?. TESOL Quarterly, 2020, 54, 1076-1085.	2.9	25
7	Loanword proportion in vocabulary size tests. Contemporary Discourses of Hate and Radicalism Across Space and Genres, 2020, , 95-115.	0.0	0
8	The New Computer Adaptive Test of Size and Strength (CATSS): Development and Validation. Language Assessment Quarterly, 2019, 16, 345-368.	2.0	19
9	Is first language attrition possible without second language knowledge?. IRAL-International Review of Applied Linguistics in Language Teaching, 2018, 56, 103-136.	0.8	9
10	Loanword proportion in vocabulary size tests. ITL - International Journal of Applied Linguistics (Belgium), 2018, 169, 95-114.	1.4	12
11	Loanwords and Vocabulary Size Test Scores: A Case of Different Estimates for Different L1 Learners. Language Assessment Quarterly, 2016, 13, 202-217.	2.0	34
12	Retention of new words: Quantity of encounters, quality of task, and degree of knowledge. Language Teaching Research, 2015, 19, 687-711.	4.0	47
13	Lexical Thresholds for Reading Comprehension: What They Are and How They Can Be Used for Teaching Purposes. TESOL Quarterly, 2013, 47, 867-872.	2.9	30
14	Comparing Focus on Form and Focus on FormS in Second-Language Vocabulary Learning. Canadian Modern Language Review, 2006, 63, 149-166.	0.7	137
15	Lexical Frequency Profiles: From Monte Carlo to the Real World. Applied Linguistics, 2005, 26, 582-588.	2.4	41
16	Testing Vocabulary Knowledge: Size, Strength, and Computer Adaptiveness. Language Learning, 2004, 54, 399-436.	2.7	316
17	Size and strength: do we need both to measure vocabulary knowledge?. Language Testing, 2004, 21, 202-226.	3.2	173
18	Type of task, time-on-task and electronic dictionaries in incidental vocabulary acquisition. IRAL-International Review of Applied Linguistics in Language Teaching, 2003, 41, .	0.8	86

#	Article	IF	Citations
19	Avoidance of idioms in a second language: The effect of L1-L2 degree of similarity. Studia Linguistica, 2000, 54, 186-196.	0.3	85
20	A vocabulary-size test of controlled productive ability. Language Testing, 1999, 16, 33-51.	3.2	418
21	The Relationship Between Passive and Active Vocabularies: Effects of LanguageLearning Context. Language Learning, 1998, 48, 365-391.	2.7	217
22	Assessing the Effectiveness of Monolingual, Bilingual, and â€œBilingualisedâ€•Dictionaries in the Comprehension and Production of New Words. Modern Language Journal, 1997, 81, 189-196.	2.3	69
23	Vocabulary Size and Use: Lexical Richness in L2 Written Production. Applied Linguistics, 1995, 16, 307-322.	2.4	741
24	How Much Lexis is Necessary for Reading Comprehension?. , 1992, , 126-132.		210
25	Reading in a foreign language: how does L2 lexical knowledge interact with the reader's general academic ability'. Journal of Research in Reading, 1992, 15, 95-103.	2.0	67
26	Ease and Difficulty in Vocabulary Learning: Some Teaching Implications. Foreign Language Annals, 1990, 23, 147-155.	1.0	44
27	Lexical Guessing in Context in EFL Reading Comprehension. Journal of Research in Reading, 1984, 7, 15-32.	2.0	205