

David Lasagabaster Herrarte

List of Publications by Year in descending order

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Version: 2024-02-01

78
papers

2,636
citations

201674

27
h-index

214800

47
g-index

85
all docs

85
docs citations

85
times ranked

1007
citing authors

#	ARTICLE	IF	CITATIONS
1	Immersion and CLIL in English: more differences than similarities. <i>ELT Journal</i> , 2010, 64, 367-375.	1.8	228
2	English achievement and student motivation in CLIL and EFL settings. <i>Innovation in Language Learning and Teaching</i> , 2011, 5, 3-18.	2.8	168
3	Foreign Language Competence in Content and Language Integrated Courses~!2008-03-28~!2008-05-27~!2008-06-11~!. <i>The Open Applied Linguistics Journal</i> , 2008, 1, 30-41.	0.5	160
4	Internationalisation, multilingualism and Englishâ€medium instruction. <i>World Englishes</i> , 2011, 30, 345-359.	1.1	141
5	Language Learning Motivation and Language Attitudes in Multilingual Spain From an International Perspective. <i>Modern Language Journal</i> , 2017, 101, 583-596.	2.3	113
6	Globalisation, internationalisation, multilingualism and linguistic strains in higher education. <i>Studies in Higher Education</i> , 2013, 38, 1407-1421.	4.5	104
7	Fostering team teaching: Mapping out a research agenda for English-medium instruction at university level. <i>Language Teaching</i> , 2018, 51, 400-416.	2.5	90
8	CLIL and motivation: the effect of individual and contextual variables. <i>Language Learning Journal</i> , 2014, 42, 209-224.	2.5	82
9	The impact of CLIL on affective factors and vocabulary learning. <i>Language Teaching Research</i> , 2015, 19, 70-88.	4.0	67
10	University Students' Perceptions of Native and Non-native Speaker Teachers of English. <i>Language Awareness</i> , 2002, 11, 132-142.	1.3	64
11	The use of the L1 in CLIL classes: The teachers' perspective. <i>Latin American Journal of Content and Language Integrated Learning</i> , 2013, 6, 1-21.	0.6	63
12	The relationship between motivation, gender, L1 and possible selves in English-medium instruction. <i>International Journal of Multilingualism</i> , 2016, 13, 315-332.	2.5	59
13	What do Students Think about the Pros and Cons of Having a Native Speaker Teacher?. <i>Educational Linguistics</i> , 2005, , 217-241.	0.9	58
14	The Threshold Hypothesis Applied to Three Languages in Contact at School. <i>International Journal of Bilingual Education and Bilingualism</i> , 1998, 1, 119-133.	2.1	57
15	Language friction and multilingual policies in higher education: the stakeholders' view. <i>Journal of Multilingual and Multicultural Development</i> , 2014, 35, 345-360.	1.7	56
16	Bilingualism, Immersion Programmes and Language Learning in the Basque Country. <i>Journal of Multilingual and Multicultural Development</i> , 2001, 22, 401-425.	1.7	50
17	Error Correction: Studentsâ€™ Versus Teachersâ€™ Perceptions. <i>Language Awareness</i> , 2005, 14, 112-127.	1.3	50
18	Teachersâ€™ and Studentsâ€™ Second Language Motivational Self System in Englishâ€Medium Instruction: A Qualitative Approach. <i>TESOL Quarterly</i> , 2018, 52, 657-679.	2.9	49

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19	Classroom observation: desirable conditions established by teachers. <i>European Journal of Teacher Education</i> , 2011, 34, 449-463.	3.7	45
20	The Effect of Knowledge About the L1 on Foreign Language Skills and Grammar. <i>International Journal of Bilingual Education and Bilingualism</i> , 2001, 4, 310-331.	2.1	43
21	CLIL students' perceptions of their language learning process: delving into self-perceived improvement and instructional preferences. <i>Language Awareness</i> , 2016, 25, 110-126.	1.3	43
22	The effects of three bilingual education models on linguistic creativity. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2000, 38, .	0.8	40
23	Multilingualism and Language Attitudes: Local Versus Immigrant Students' Perceptions. <i>Language Awareness</i> , 2008, 17, 326-341.	1.3	40
24	The impact of CLIL on pluriliteracy development and content learning in a rural multilingual setting: A longitudinal study. <i>Language Teaching Research</i> , 2019, 23, 584-602.	4.0	40
25	<i>Translanguaging</i>: towards a dynamic model of bilingualism at school / Translanguaging:<i> hacia un modelo dinámico de bilingüismo en la escuela</i>. <i>Cultura Y Educación</i> , 2014, 26, 557-572.	0.6	37
26	English medium instruction: Global views and countries in focus. <i>Language Teaching</i> , 2019, 52, 231-248.	2.5	35
27	CLIL as a way to multilingualism. <i>International Journal of Bilingual Education and Bilingualism</i> , 2018, 21, 79-92.	2.1	33
28	Dealing with language issues in English-medium instruction at university: a comprehensive approach. <i>International Journal of Bilingual Education and Bilingualism</i> , 2020, 23, 257-262.	2.1	32
29	Attitudes Towards Basque, Spanish and English: An Analysis of the Most Influential Variables. <i>Journal of Multilingual and Multicultural Development</i> , 2005, 26, 296-316.	1.7	31
30	A Longitudinal Study on the Impact of CLIL on Affective Factors. <i>Applied Linguistics</i> , 0, , amv059.	2.4	31
31	7. Maturation Constraints on Foreign-language Written Production. , 2003, , 136-160.		27
32	Students' evaluation of CALL software programs. <i>Educational Media International</i> , 2003, 40, 293-304.	1.7	26
33	Language policy and language choice at European Universities: Is there really a "choice"? <i>European Journal of Applied Linguistics</i> , 2015, 3, 255-276.	0.6	21
34	Code-switching in a CLIL multilingual setting: a longitudinal qualitative study. <i>International Journal of Multilingualism</i> , 2019, 16, 336-356.	2.5	21
35	The effect of content and language integrated learning programmes' intensity on English proficiency: A longitudinal study. <i>International Journal of Applied Linguistics</i> , 2018, 28, 18-30.	0.9	20
36	The Implementation of CLIL and Attitudes Towards Trilingualism. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2009, 157, 23-43.	1.4	19

#	ARTICLE	IF	CITATIONS
37	Management teams and teaching staff: do they share the same beliefs about obligatory CLIL programmes and the use of the L1?. <i>Language and Education</i> , 2017, 31, 93-109.	2.1	18
38	“œ always speak English in my classes” Language Learning and Language Teaching, 0, , 251-267.	0.2	18
39	Attitudes Towards English in the Basque Autonomous Community. <i>World Englishes</i> , 2003, 22, 585-597.	1.1	17
40	Multilingual policies and practices of universities in three bilingual regions in Europe. <i>International Journal of the Sociology of Language</i> , 2012, 2012, .	0.8	17
41	An analysis of the use of cognitive discourse functions in English-medium history teaching at university. <i>English for Specific Purposes</i> , 2021, 62, 58-69.	2.8	17
42	Giving voice to the students. <i>Language Learning and Language Teaching</i> , 2014, , 117-138.	0.2	17
43	Students’™ and families’™ attitudes and motivations to language learning and CLIL: a longitudinal study. <i>Language Learning Journal</i> , 2022, 50, 119-134.	2.5	16
44	Teacher preparedness for English-medium instruction. , 2022, 1, 48-64.		16
45	Teaching staff’s™ views about the internationalisation of higher education: The case of two bilingual communities in Spain. <i>Multilingua</i> , 2013, 32, .	1.3	15
46	What does “international university”™ mean at a European bilingual university? The role of languages and culture. <i>Language Awareness</i> , 2014, 23, 172-186.	1.3	15
47	Learning <i>beyond</i> the classroom: students’™ attitudes towards the integration of CLIL and museum-based pedagogies. <i>Innovation in Language Learning and Teaching</i> , 2021, 15, 156-168.	2.8	15
48	Different Educational Approaches to Bi- or Multilingualism and Their Effect on Language Attitudes. <i>Educational Linguistics</i> , 2015, , 13-30.	0.9	14
49	5. Multilingual language policy: Is it becoming a misnomer at university level?. , 2015, , 115-134.		14
50	The Nativeness Factor. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2005, 147-148, 21-43.	1.4	14
51	Bearing Multilingual Parameters in Mind when Designing a Questionnaire on Attitudes: Does this Affect the Results?. <i>International Journal of Multilingualism</i> , 2005, 2, 26-51.	2.5	12
52	Enclosing native speakerism: students’™, parents’™ and teachers’™ perceptions of language teachers. <i>Journal of Multilingual and Multicultural Development</i> , 2024, 45, 85-100.	1.7	12
53	Basque Diaspora in the USA and Language Maintenance. <i>Journal of Multilingual and Multicultural Development</i> , 2008, 29, 66-90.	1.7	11
54	Looking into English-medium instruction teachers’™ metadiscourse: An ELF perspective. <i>System</i> , 2022, 105, 102730.	3.4	11

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55	Motivation in Content and Language Integrated Learning (CLIL) Research. , 2019, , 347-366.		10
56	Monitoring of Teachers'™ Views on Both CLIL and the Development of Pluriliteracies: A Longitudinal Qualitative Study. English Language Teaching, 2019, 12, 1.	0.4	9
57	The effect of the early teaching of English on writing proficiency. International Journal of Bilingualism, 2004, 8, 525-540.	1.2	8
58	Bilingual Education in the Autonomous Regions of Spain. , 2017, , 505-517.		8
59	Factors affecting teachers' beliefs about interculturalism. International Journal of Applied Linguistics, 2010, 20, 327-353.	0.9	7
60	Mappings and policies-in-the-making: toward an ontogenetic understanding of language-in-education policy. Language and Education, 2018, 32, 227-241.	2.1	6
61	Bilingual Education in Spain: Present Realities and Future Challenges. , 2008, , 1672-1682.		6
62	Learning English as an L3. ITL - International Journal of Applied Linguistics (Belgium), 1998, 121-122, 51-84.	1.4	6
63	Literary awareness in the foreign language classroom. Cultura Y Educaci3n, 1999, 11, 5-17.	0.6	5
64	Enhancing L2 Motivation and English Proficiency through Technology. Complutense Journal of English Studies, 2019, 27, 59-78.	0.5	5
65	Pondering motivational ups and downs throughout a two-month period: A complex dynamic system perspective. Innovation in Language Learning and Teaching, 2017, 11, 109-127.	2.8	4
66	Integrating content and foreign language learning. Journal of Immersion and Content-Based Language Education, 2017, 5, 4-29.	0.8	4
67	Studying in a "multilingual university"™ at home or abroad. Study Abroad Research in Second Language Acquisition and International Education, 2016, 1, 129-153.	1.1	4
68	Lessons to Be Learned. , 2020, , 145-164.		3
69	Die kognitiven Auswirkungen der Zweisprachigkeit. ITL - International Journal of Applied Linguistics (Belgium), 2000, 129-130, 191-224.	1.4	2
70	El efecto de la evaluaci3n y la retroalimentaci3n en la autonomÃa, la motivaci3n y el aprendizaje del espaÃol como L3. Revista Espanola De Linguistica Aplicada, 2019, 32, 455-485.	0.4	2
71	Multilingualism and Language Attitudes: Local Versus Immigrant Students' Perceptions. Language Awareness, 2008, 17, 326.	1.3	1
72	El aprendizaje de lenguas a travÃs de los programas de inmersi3n en Finlandia. Infancia Y Aprendizaje, 2002, 25, 469-483.	0.9	0

#	ARTICLE	IF	CITATIONS
73	Tara W. Fortune and Diane J. Tedick (eds): Pathways to Multilingualism: Evolving Perspectives on Immersion Education.. Applied Linguistics, 2012, 33, 99-102.	2.4	0
74	3.7 English-medium instruction (EMI). , 2016, , 98-106.		0
75	Commentary on Rumlich dissertation summary. Journal of Immersion and Content-Based Language Education, 2017, 5, 135-139.	0.8	0
76	Learning English with Computers at University Level. Educational Linguistics, 2006, , 157-176.	0.9	0
77	Epilogue: Multilingualism in Northern European Universitiesâ€”Reflections from the South. , 2020, , 379-394.		0
78	Translanguaging in Basque and English: practices and attitudes of university teachers and students. International Journal of Multilingualism, 0, , 1-20.	2.5	0