

# Juan de Dios MartÃ-nez-Agudo

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2809335/publications.pdf>

Version: 2024-02-01

23  
papers

176  
citations

1478505

6  
h-index

1372567

10  
g-index

25  
all docs

25  
docs citations

25  
times ranked

111  
citing authors

#	ARTICLE	IF	CITATIONS
1	What Type of Feedback do Student Teachers Expect from their School Mentors during Practicum Experience? The Case of Spanish EFL Student Teachers. Australian Journal of Teacher Education, 2016, 41, 36-51.	0.6	26
2	Which instructional programme (EFL or CLIL) results in better oral communicative competence? Updated empirical evidence from a monolingual context. Linguistics and Education, 2019, 51, 69-78.	1.2	24
3	The impact of CLIL on English language competence in a monolingual context: a longitudinal perspective. Language Learning Journal, 2020, 48, 36-47.	2.5	17
4	Native and Non-Native Teachers in English Language Classrooms. , 2017, , .		13
5	How do Spanish EFL learners perceive grammar instruction and corrective feedback?. Southern African Linguistics and Applied Language Studies, 2015, 33, 411-425.	0.5	10
6	Emotions in Learning to Teach EFL in the Practicum Setting: Facing the Emotional Dilemmas and Challenges Associated with Professional Practice. , 2018, , 365-384.		10
7	The impacts of spaced and massed distribution instruction on EFL learnersâ€™ vocabulary learning. Cogent Education, 2019, 6, 1661131.	1.5	10
8	Teachersâ€™ perspectives on promoting learner autonomy for vocabulary development: A case study. Cogent Education, 2020, 7, .	1.5	9
9	What EFL Student Teachers Think about their Professional Preparation: Evaluation of an English Language Teacher Education Programme in Spain. , 2017, 42, 62-76.		9
10	To what extent does parental educational background affect CLIL learnersâ€™ content subject learning? Evidence from research in Spain. International Journal of Bilingual Education and Bilingualism, 2022, 25, 598-611.	2.1	6
11	The Emotions Involved in the Integration of ICT into L2 Teaching: Emotional Challenges Faced by L2 Teachers and Implications for Teacher Education. , 2018, , 183-203.		5
12	Crosslinguistic influence on Chinese EFL learnersâ€™ acquisition of English finite and nonfinite distinctions. Cogent Education, 2020, 7, .	1.5	4
13	To what extent do affective variables correlate with content learning achievement in CLIL programmes?. Language and Education, 2021, 35, 226-240.	2.1	4
14	Chapter 4. Non-native teachersâ€™ code-switching in L2 classroom discourse. , 2017, , 75-98.		3
15	Assessing language learning strategies employed by university English major students in Saudi Arabia. Cogent Education, 2022, 9, .	1.5	3
16	An investigation into Spanish EFL learners' anxiety. Revista Brasileira De Linguística Aplicada, 2013, 13, 829-851.	0.3	2
17	The effect of lexical inference strategy instruction on Iranian EFL learnersâ€™ vocabulary depth and breadth. Cogent Education, 2019, 6, 1614750.	1.5	2
18	Developing and validating a second language pragmatics aptitude test. Cogent Education, 2019, 6, 1654650.	1.5	2

#	ARTICLE	IF	CITATIONS
19	To what extent can CLIL learners' oral competence outcomes be explained by contextual differences? Updated empirical evidence from Spain. <i>Southern African Linguistics and Applied Language Studies</i> , 2019, 37, 27-40.	0.5	2
20	The Effects of CLIL on Subject Matter Learning: The Case of Science in Primary and Secondary Education. <i>Multilingual Education</i> , 2021, , 167-184.	0.4	2
21	What key stakeholders think about CLIL programmes: Commonalities and differences of perspective. <i>Porta Linguarum</i> , 2021, , 221-237.	0.2	1
22	Do CLIL programmes help to balance out gender differences in content and language achievement?. <i>Language, Culture and Curriculum</i> , 0, , 1-15.	3.2	1
23	Measurement and incorporation of ZPD scenarios in developing writing accuracy in EFL classes. <i>Cogent Education</i> , 2021, 8, 1968735.	1.5	0