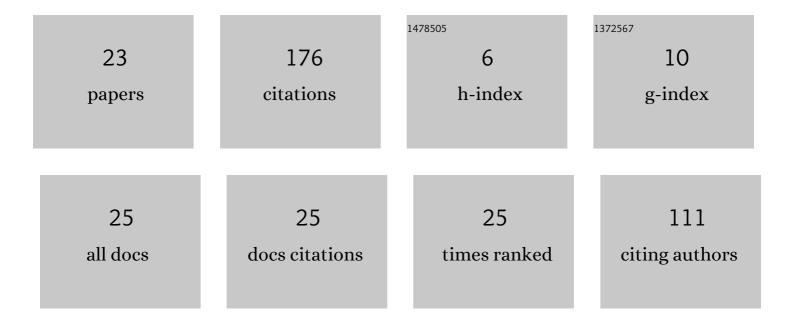
## Juan de Dios MartÃ-nez-Agudo

List of Publications by Year in descending order

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

Version: 2024-02-01



#	Article	IF	CITATIONS
1	To what extent does parental educational background affect CLIL learners' content subject learning? Evidence from research in Spain. International Journal of Bilingual Education and Bilingualism, 2022, 25, 598-611.	2.1	6
2	Assessing language learning strategies employed by university English major students in Saudi Arabia. Cogent Education, 2022, 9, .	1.5	3
3	To what extent do affective variables correlate with content learning achievement in CLIL programmes?. Language and Education, 2021, 35, 226-240.	2.1	4
4	Measurement and incorporation of ZPD scenarios in developing writing accuracy in EFL classes. Cogent Education, 2021, 8, 1968735.	1.5	0
5	What key stakeholders think about CLIL programmes: Commonalities and differences of perspective. Porta Linguarum, 2021, , 221-237.	0.2	1
6	The Effects of CLIL on Subject Matter Learning: The Case of Science in Primary and Secondary Education. Multilingual Education, 2021, , 167-184.	0.4	2
7	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
8	Teachers' perspectives on promoting learner autonomy for vocabulary development: A case study. Cogent Education, 2020, 7, .	1.5	9
9	Crosslinguistic influence on Chinese EFL learners' acquisition of English finite and nonfinite distinctions. Cogent Education, 2020, 7, .	1.5	4
10	The effect of lexical inference strategy instruction on Iranian EFL learners' vocabulary depth and breadth. Cogent Education, 2019, 6, 1614750.	1.5	2
11	Developing and validating a second language pragmatics aptitude test. Cogent Education, 2019, 6, 1654650.	1.5	2
12	The impacts of spaced and massed distribution instruction on EFL learners' vocabulary learning. Cogent Education, 2019, 6, 1661131.	1.5	10
13	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
14	To what extent can CLIL learners' oral competence outcomes be explained by contextual differences? Updated empirical evidence from Spain. Southern African Linguistics and Applied Language Studies, 2019, 37, 27-40.	0.5	2
15	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
16	Emotions in Learning to Teach EFL in the Practicum Setting: Facing the Emotional Dilemmas and Challenges Associated with Professional Practice. , 2018, , 365-384.		10
17	Chapter 4. Non-native teachers' code-switching in L2 classroom discourse. , 2017, , 75-98.		3
18	What EFL Student Teachers Think about their Professional Preparation: Evaluation of an English		9

Language Teacher Education Programme in Spain. , 2017, 42, 62-76.

#	Article	IF	CITATIONS
19	Native and Non-Native Teachers in English Language Classrooms. , 2017, , .		13
20	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
21	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
22	An investigation into Spanish EFL learners' anxiety. Revista Brasileira De Linguistica Aplicada, 2013, 13, 829-851.	0.3	2
23	Do CLIL programmes help to balance out gender differences in content and language achievement?. Language, Culture and Curriculum, 0, , 1-15.	3.2	1