Juan de Dios MartÃ-nez-Agudo

List of Publications by Year
in descending order

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	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
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	Teachersâ€™ perspectives on promoting learner autonomy for vocabulary development: A case study. Cogent Education, 2020, 7, .	1.5	9
9	Crosslinguistic influence on Chinese EFL learnersâ€™ 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 learnersâ€™ 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 learnersâ€™ 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 learnersâ€™ 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 teachersâ€™ code-switching in L2 classroom discourse. , 2017, , 75-98.		3
18	What EFL Student Teachers Think about their Professional Preparation: Evaluation of an English Language Teacher Education Programme in Spain. , 2017, 42, 62-76.		9

#	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