Maria del Pilar Garcia-Mayo

List of Publications by Year
in descending order

71 papers	**1,845** citations	279798 **23** h-index	330143 **37** g-index
78 all docs	**78** docs citations	**78** times ranked	**421** citing authors

#	Article	IF	Citations
1	Age and the Acquisition of English as a Foreign Language. , 2003, , .		142
2	Oral interaction in task-based EFL learning: The use of the L1 as a cognitive tool. IRAL-International Review of Applied Linguistics in Language Teaching, 2009, 47, .	0.8	118
3	Do children negotiate for meaning in task-based interaction? Evidence from CLIL and EFL settings. System, 2015, 54, 40-54.	3.4	96
4	Task repetition effects on L1 use in EFL child task-based interaction. Language Teaching Research, 2017, 21, 480-495.	4.0	86
5	Task modality and pair formation method: Their impact on patterns of interaction and LREs among EFL primary school children. System, 2019, 80, 165-175.	3.4	86
6	The effectiveness of two form-focused tasks in advanced EFL pedagogy. International Journal of Applied Linguistics, 2002, 12, 156-175.	0.9	80
7	The development of suppletive and affixal tense and agreement morphemes in the L3 English of Basque-Spanish bilinguals. Second Language Research, 2011, 27, 129-149.	2.0	78
8	Task repetition and its impact on EFL children's negotiation of meaning strategies and pair dynamics: an exploratory study. Language Learning Journal, 2016, 44, 451-466.	2.5	76
9	Child task-supported interaction in the Spanish EFL setting. Research and challenges. International Journal of English Studies, 2018, 18, 119-143.	0.3	65
10	The L3 syntax–discourse interface. Bilingualism, 2015, 18, 208-226.	1.3	57
11	Child EFL learners' attitudes towards a collaborative writing task. Language Teaching for Young Learners, 2020, 2, 52-72.	1.0	55
12	The influence of task repetition type on young EFL learners' attention to form. Language Teaching Research, 2021, 25, 565-586.	4.0	54
13	Task-modality and L1 use in EFL oral interaction. Language Teaching Research, 2015, 19, 550-571.	4.0	50
14	9. EFL task-based interaction. Language Learning and Language Teaching, 2016, , 241-266.	0.2	47
15	L3 morphosyntax in the generative tradition. Studies in Bilingualism, 2012, , 9-32.	0.2	46
16	Collaborative writing and feedback. Language Teaching for Young Learners, 2020, 2, 73-100.	1.0	45
17	L1 use among young EFL mainstream and CLIL learners in task-supported interaction. System, 2017, 67, 132-145.	3.4	42
18	The Use of Models as Written Corrective Feedback in English as a Foreign Language (EFL)Writing. Annual Review of Applied Linguistics, 2017, 37, 110-127.	1.5	42

#	Article	IF	Citations
19	English compound and non-compound processing in bilingual and multilingual speakers: Effects of dominance and sequential multilingualism. Second Language Research, 2016, 32, 503-535.	2.0	36
20	2. Language-related episodes duringÂcollaborative tasks. Language Learning and Language Teaching, 2013, , 25-44.	0.2	36
21	L1 use and morphosyntactic development in the oral production of EFL learners in a CLIL context. IRAL-International Review of Applied Linguistics in Language Teaching, 2012, 50, 135-160.	0.8	31
22	Contemporary Approaches to Second Language Acquisition. AILA Applied Linguistics Series, 2013, , .	0.1	30
23	Object drop in L3 acquisition. International Journal of Bilingualism, 2015, 19, 483-498.	1.2	29
24	Negotiated input and output / interaction. , 2012, , 209-229.		28
25	L1 transfer in article selection for generic reference by Spanish, Turkish and Japanese L2 learners. International Journal of English Studies, 2013, 13, 1.	0.3	27
26	5. Age, Length of Exposure and Grammaticality Judgements in the Acquisition of English as a Foreign Language. , 2003, , 94-114.		26
27	Placeholders in the English Interlanguage of Bilingual (Basque/Spanish) Children. Language Learning, 2005, 55, 445-489.	2.7	25
28	Cognitive approaches to L3 acquisition. International Journal of English Studies, 2012, 12, .	0.3	25
29	Interaction among proficient learners: are input, feedback and output needs addressed in a foreign language context?. Studia Linguistica, 2000, 54, 272-279.	0.3	24
30	Article choice in L2 English by Spanish speakers: Evidence for full transfer. Language Acquisition and Language Disorders, 2009, , 13-35.	0.1	24
31	Child learnersâ€™ reflections about EFL grammar in a collaborative writing task: when form is not at odds with communication. Language Awareness, 2021, 30, 1-16.	1.3	21
32	The acquisition of four nongeneric uses of the article the by Spanish EFL learners. System, 2008, 36, 550-565.	3.4	20
33	L3 acquisition: A focus on cognitive approaches. Bilingualism, 2015, 18, 127-129.	1.3	18
34	Exploring the use of models as a written corrective feedback technique among EFL children. System, 2021, 98, 102465.	3.4	17
35	Whether to Teach and How to Teach Complex Linguistic Structures in a Second Language. Educational Linguistics, 2013, , 187-205.	0.9	15
36	Lexical language-related episodes in pair and small group work. International Journal of English Studies, 2017, 17, 61.	0.3	14

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37	The acquisition of L3 English negation by bilingual (Spanish/Basque) learners in an institutional setting. International Journal of Bilingualism, 2009, 13, 3-33.	1.2	13
38	ChapterÂ1. Child EFL grammar learning through a collaborative writing task. Language Learning and Language Teaching, 2020, , 20-39.	0.2	13
39	Synthetic Compounding in the English Interlanguage of Basqueâ€"Spanish Bilinguals. International Journal of Multilingualism, 2006, 3, 231-257.	2.5	10
40	Dictogloss and the production of the English third person 'â€"s' by CLIL and mainstream EFL learners: A comparative study. International Journal of English Studies, 2014, 14, .	0.3	8
41	Effects of proficiency and collaborative work on child EFL individual dictogloss writing. Language Teaching for Young Learners, 2021, 3, 246-274.	1.0	7
42	Chapter 3. Testing the current models of third language acquisition. Bilingual Processing and Acquisition, 0, , 63-84.	0.4	7
43	The effect of task repetition on the patterns of interaction of ESL children. ITL - International Journal of Applied Linguistics (Belgium), 2020, 171, 90-112.	1.4	6
44	Incidental focus on form and learning outcomes with young foreign language classroom learners. Language Learning and Language Teaching, 2008, , 173-192.	0.2	6
45	CLIL and SLA. Language Learning and Language Teaching, 0, , 33-50.	0.2	6
46	Chapter 7. Transfer effects in the acquisition of double object constructions in English as an L3. Bilingual Processing and Acquisition, 0, , 143-171.	0.4	5
47	9. Tense and Agreement Morphology in the Interlanguage of Basque/Spanish Bilinguals: CLIL versus non-CLIL. , 2009, , 157-175.		5
48	Gender agreement in L3 English by Basque/Spanish bilinguals. Linguistic Approaches To Bilingualism, 2013, 3, 415-447.	0.9	4
49	Interactional strategies for interlanguage communication: Do they provide evidence for attention to form?. Studies on Language Acquisition, 2005, , 383-406.	0.1	4
50	Agreement in the English Interlanguage of Basque/Spanish Bilinguals. ITL - International Journal of Applied Linguistics (Belgium), 2006, 151, 83-98.	1.4	4
51	1. Task Repetition Effects on CAF in EFL Child Task-Based Oral Interaction. , 2017, , 11-28.		3
52	Repair and Completion Strategies in the Interlanguage of Advanced EFL Learners. ITL - International Journal of Applied Linguistics (Belgium), 2001, 131-132, 139-168.	1.4	3
53	Awareness of orthographic form and morphophonemic learning in EFL. Pragmatics and Beyond New Series, 2008, , 299-326.	0.5	3
54	Learning in foreign language contexts. Language Teaching Research, 2019, 23, 5-8.	4.0	2

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55	Chapter 8. Investigating L2 spoken syntax. AILA Applied Linguistics Series, 2013, , 153-176.	0.1	2
56	ChapterÂ8. Proficiency and transfer effects in the acquisition of gender agreement by L2 and L3 English learners. Studies in Bilingualism, 0, , 203-227.	0.2	2
57	Child Interaction in Task-Supported EFL/CLIL Contexts. , 2021, , 397-415.		2
58	Double object constructions in L3 English: An exploratory study of morphological and semantic constraints. International Journal of English Studies, 2014, 14, .	0.3	1
59	Editorial: Introduction to the special issue on English language learning in primary schools. Studies in Second Language Learning and Teaching, 2020, 10, 415-422.	2.1	1
60	The acquisition of relative clauses by Spanish-Basque learners of L3 English: does dominance play a role?. IRAL-International Review of Applied Linguistics in Language Teaching, 2021, .	0.8	1
61	Pedagogical Norms for Second and Foreign Language Learning and Teaching (review). Language, 2003, 79, 802-802.	0.6	0
62	INVESTIGATING TASKS IN FORMAL LANGUAGE LEARNING. MarÃa del Pilar GarcÃa Mayo (Ed.). Clevedon, UK: Multilingual Matters, 2007. Pp. xii + 267. $49.95 paper.. Studies in Second Language Acquisition, 2008, 30, 544-546.	2.6	0
63	Investigating Tasks in Formal Language Learningâ€,edited by GARCÃA MAYO, MARÃA DEL PILAR. Modern Language Journal, 2009, 93, 446-448.	2.3	0
64	SECOND LANGUAGE ACQUISITION OF ARTICLES: EMPIRICAL FINDINGS AND THEORETICAL IMPLICATIONS. MarÃa del Pilar GarcÃa Mayo and Roger Hawkins (Eds.). Amsterdam: Benjamins, 2009. Pp. v + 272.. Studies in Second Language Acquisition, 2011, 33, 479-480.	2.6	0
65	CONTEMPORARY APPROACHES TO SECOND LANGUAGE ACQUISITION. MarÃa del Pilar GarcÃa Mayo, MarÃa Junkal Gutierrez Mangado, & MarÃa MartÃnez AdriÃ¡n (Eds.). Amsterdam: Benjamins, 2013. Pp. xiii + 265.. Studies in Second Language Acquisition, 2014, 36, 166-167.	2.6	0
66	Maria Juan-Garau and Joana Salazar-Noguera (eds): Content-Based Language Learning in Multilingual Educational Environments. Applied Linguistics, 2016, 37, 143-146.	2.4	0
67	Pedagogical approaches and the role of the teacher. Language Teaching Research, 2019, 23, 537-540.	4.0	0
68	Helping learnersâ€™ L2 development. Language Teaching Research, 2020, 24, 289-292.	4.0	0
69	Introduction: The interest of article acquisition for theories of SLA. Language Acquisition and Language Disorders, 2009, , 1-10.	0.1	0
70	A new look at Parasitis Gaps. Current Issues in Linguistic Theory, 1993, , 249.	0.2	0
71	Child Task-Based Language Learning in Foreign Language Contexts. Springer Texts in Education, 2021, , 189-194.	0.1	0