

Rick de Graaff

List of Publications by Year in descending order

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33
papers

796
citations

933447

10
h-index

552781

26
g-index

33
all docs

33
docs citations

33
times ranked

452
citing authors

#	ARTICLE	IF	CITATIONS
1	THE EXPERANTO EXPERIMENT. <i>Studies in Second Language Acquisition</i> , 1997, 19, 249-276.	2.6	167
2	An Observation Tool for Effective L2 Pedagogy in Content and Language Integrated Learning (CLIL). <i>International Journal of Bilingual Education and Bilingualism</i> , 2007, 10, 603-624.	2.1	126
3	Verbal interaction in <i><i>Second Life</i></i> : towards a pedagogic framework for task design. <i>Computer Assisted Language Learning</i> , 2011, 24, 77-101.	7.1	112
4	Native/non-native speaker interactions through video-web communication: a clue for enhancing motivation?. <i>Computer Assisted Language Learning</i> , 2012, 25, 1-19.	7.1	96
5	CLIL in junior vocational secondary education: challenges and opportunities for teaching and learning. <i>International Journal of Bilingual Education and Bilingualism</i> , 2013, 16, 285-300.	2.1	70
6	Exploring content teachers' knowledge of language pedagogy: a report on a small-scale research project in a Dutch CLIL context. <i>Language Learning Journal</i> , 2014, 42, 123-136.	2.5	37
7	Motivation<i>for</i>or<i>from</i>bilingual education? A comparative study of learner views in the Netherlands. <i>International Journal of Bilingual Education and Bilingualism</i> , 2020, 23, 724-737.	2.1	31
8	The challenge of balancing content and language: Perceptions of Dutch bilingual education history teachers. <i>Teaching and Teacher Education</i> , 2018, 70, 165-174.	3.2	17
9	The effects of in-class debates on argumentation skills in second language education. <i>System</i> , 2021, 101, 102576.	3.4	15
10	Teacher educatorsâ€™ personal practical knowledge of language. <i>Teachers and Teaching: Theory and Practice</i> , 2018, 24, 166-182.	1.9	13
11	Aspirations and assumptions: a researcher's account of pupil involvement in school-based research. <i>International Journal of Research and Method in Education</i> , 2014, 37, 442-457.	1.9	12
12	Language Learning beyond English in the Netherlands: A fragile future?. <i>European Journal of Applied Linguistics</i> , 2021, 9, 159-182.	0.6	10
13	Community building of (student) teachers and a teacher educator in a schoolâ€™university partnership. <i>Learning Environments Research</i> , 2012, 15, 299-318.	2.8	9
14	Invest in What Energizes Students to Learn: Investigating Studentsâ€™ Attitude towards Debate in the Foreign Language Classroom. <i>Journal of Language Teaching and Research</i> , 2015, 6, 924.	0.3	9
15	The development of community competence in the teacher education curriculum. <i>European Journal of Teacher Education</i> , 2013, 36, 346-363.	3.7	8
16	Implementing <scp>CEFR</scp> in secondary education: impact on <scp>FL</scp> teachers' educational and assessment practice. <i>International Journal of Applied Linguistics</i> , 2013, 23, 226-246.	0.9	8
17	Bilingual education and CLIL in the Netherlands. <i>Dutch Journal of Applied Linguistics</i> , 2018, 7, 122-128.	0.3	6
18	Attitudinal factors and the intention to learn English in pre-vocational secondary bilingual and mainstream education*. <i>Dutch Journal of Applied Linguistics</i> , 2018, 7, 203-226.	0.3	6

#	ARTICLE	IF	CITATIONS
19	Integrating cross-cultural interaction through videocommunication and virtual worlds in foreign language teaching programs: burden or added value?. <i>The EUROCALL Review</i> , 2012, 20, 93.	0.6	6
20	Content and Language Integrated Learning in Dutch bilingual education. <i>Dutch Journal of Applied Linguistics</i> , 2018, 7, 156-176.	0.3	5
21	Bucking the trend?. <i>Journal of Immersion and Content-Based Language Education</i> , 2018, 6, 1-26.	0.8	4
22	Key principles for an integrated intercultural literary pedagogy: An educational design research project on arts integration for intercultural competence. <i>Language Teaching Research</i> , 2023, 27, 332-358.	4.0	4
23	Content and Language Integrated Learning (CLIL) and Immersion Classrooms: Applied Linguistic Perspectives. <i>International Journal of Applied Linguistics</i> , 2013, 23, 399-400.	0.9	3
24	The multi-feature hypothesis: Connectionist guidelines for L2 task design. <i>Language Teaching Research</i> , 2014, 18, 474-496.	4.0	3
25	Debate as L2 Pedagogy: The Effects of Debating on Writing Development in Secondary Education. <i>Modern Language Journal</i> , 2020, 104, 804-821.	2.3	3
26	A showdown between bilingual and mainstream education: the impact of language of instruction on learning subject content knowledge. <i>International Journal of Bilingual Education and Bilingualism</i> , 2020, , 1-14.	2.1	3
27	The development and validation of an intercultural competence evaluation instrument for upper secondary foreign language teaching. <i>Intercultural Communication Education</i> , 2021, 4, 137-154.	1.1	3
28	Debate as a pedagogical tool for developing speaking skills in second language education. <i>Language Teaching Research</i> , 0, , 136216882110506.	4.0	3
29	Constructive alignment in foreign language curricula: an exploration of teaching and assessment practices in Dutch secondary education. <i>Language Learning Journal</i> , 0, , 1-15.	2.5	3
30	Teacher educatorsâ€™ conceptualization of ongoing language development in professional learning and teaching. <i>Professional Development in Education</i> , 2018, 44, 412-427.	2.8	2
31	Practical solution or missed opportunity? The impact of language of instruction on Dutch history teachersâ€™ application of pedagogical content knowledge (PCK). <i>Teaching and Teacher Education</i> , 2022, 115, 103721.	3.2	2
32	Virtual project rooms for education in engineering. <i>European Journal of Engineering Education</i> , 2004, 29, 73-85.	2.3	0
33	Content and Language Integrated Learning and Immersion Classrooms. <i>International Journal of Applied Linguistics</i> , 2014, 24, 429-432.	0.9	0