

# Stuart Webb

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6366148/publications.pdf>

Version: 2024-02-01

64  
papers

4,117  
citations

172457

29  
h-index

144013

57  
g-index

70  
all docs

70  
docs citations

70  
times ranked

827  
citing authors

#	ARTICLE	IF	CITATIONS
1	The Effects of Repetition on Vocabulary Knowledge. <i>Applied Linguistics</i> , 2007, 28, 46-65.	2.4	433
2	Vocabulary Demands of Television Programs. <i>Language Learning</i> , 2009, 59, 335-366.	2.7	264
3	RECEPTIVE AND PRODUCTIVE VOCABULARY LEARNING: The Effects of Reading and Writing on Word Knowledge. <i>Studies in Second Language Acquisition</i> , 2005, 27, .	2.6	254
4	Incidental Learning of Collocation. <i>Language Learning</i> , 2013, 63, 91-120.	2.7	212
5	INCIDENTAL VOCABULARY ACQUISITION THROUGH VIEWING L2 TELEVISION AND FACTORS THAT AFFECT LEARNING. <i>Studies in Second Language Acquisition</i> , 2018, 40, 551-577.	2.6	188
6	The updated Vocabulary Levels Test. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2017, 168, 33-69.	1.4	172
7	RECEPTIVE AND PRODUCTIVE VOCABULARY SIZES OF L2 LEARNERS. <i>Studies in Second Language Acquisition</i> , 2008, 30, .	2.6	162
8	The Effects of Repetition on Incidental Vocabulary Learning: A Meta-Analysis of Correlational Studies. <i>Language Learning</i> , 2019, 69, 559-599.	2.7	132
9	Learning word pairs and glossed sentences: the effects of a single context on vocabulary knowledge. <i>Language Teaching Research</i> , 2007, 11, 63-81.	4.0	127
10	Second language vocabulary learning through extensive reading with audio support: How do frequency and distribution of occurrence affect learning?. <i>Language Teaching Research</i> , 2015, 19, 667-686.	4.0	120
11	Narrow Viewing: The Vocabulary in Related Television Programs. <i>TESOL Quarterly</i> , 2011, 45, 689-717.	2.9	117
12	The lexical profile of academic spoken English. <i>English for Specific Purposes</i> , 2014, 33, 66-76.	2.8	102
13	Gauging the effects of exercises on verb-noun collocations. <i>Language Teaching Research</i> , 2014, 18, 54-74.	4.0	100
14	The Academic Spoken Word List. <i>Language Learning</i> , 2017, 67, 959-997.	2.7	93
15	HOW DOES PRIOR WORD KNOWLEDGE AFFECT VOCABULARY LEARNING PROGRESS IN AN EXTENSIVE READING PROGRAM?. <i>Studies in Second Language Acquisition</i> , 2015, 37, 651-675.	2.6	87
16	The Effects of Vocabulary Learning on Collocation and Meaning. <i>TESOL Quarterly</i> , 2009, 43, 55-77.	2.9	78
17	Examining second language receptive knowledge of collocation and factors that affect learning. <i>Language Teaching Research</i> , 2017, 21, 298-320.	4.0	78
18	Learning Collocations: Do the Number of Collocates, Position of the Node Word, and Synonymy Affect Learning?. <i>Applied Linguistics</i> , 2011, 32, 259-276.	2.4	76

#	ARTICLE	IF	CITATIONS
19	A corpus driven study of the potential for vocabulary learning through watching movies. <i>International Journal of Corpus Linguistics</i> , 2010, 15, 497-519.	1.4	71
20	The Word Part Levels Test. <i>Language Teaching Research</i> , 2017, 21, 12-30.	4.0	66
21	LEARNING VOCABULARY THROUGH READING, LISTENING, AND VIEWING. <i>Studies in Second Language Acquisition</i> , 2020, 42, 499-523.	2.6	57
22	Vocabulary Learning through Assisted and Unassisted Repeated Reading. <i>Canadian Modern Language Review</i> , 2012, 68, 267-290.	0.7	56
23	LEXICAL PROFILES OF COMPREHENSIBLE SECOND LANGUAGE SPEECH. <i>Studies in Second Language Acquisition</i> , 2016, 38, 677-701.	2.6	56
24	Incidental vocabulary learning through viewing television. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2020, 171, 191-220.	1.4	56
25	The Effects of Captions on EFL Learners's™ Comprehension of English-Language Television Programs. <i>CALICO Journal</i> , 2017, 34, 20-38.	0.9	54
26	Is Text Written for Children Useful for L2 Extensive Reading?. <i>TESOL Quarterly</i> , 2013, 47, 300-322.	2.9	48
27	INCIDENTAL VOCABULARY LEARNING THROUGH LISTENING TO SONGS. <i>Studies in Second Language Acquisition</i> , 2019, 41, 745-768.	2.6	48
28	Chapter 15: Making an essential word list for beginners. , 0, , 153-167.		46
29	HOW DO DIFFERENT FORMS OF GLOSSING CONTRIBUTE TO L2 VOCABULARY LEARNING FROM READING?. <i>Studies in Second Language Acquisition</i> , 2020, 42, 411-438.	2.6	42
30	What is the relationship between the lexical profile of test items and performance on a standardized English proficiency test?. <i>English for Specific Purposes</i> , 2015, 38, 34-43.	2.8	37
31	Evaluating lists of high-frequency words. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2016, 167, 132-158.	1.4	37
32	DOES STUDYING VOCABULARY IN SMALLER SETS INCREASE LEARNING?. <i>Studies in Second Language Acquisition</i> , 2016, 38, 523-552.	2.6	34
33	Incidental Vocabulary Learning Through Listening to Teacher Talk. <i>Modern Language Journal</i> , 2020, 104, 550-566.	2.3	34
34	How Effective Are Intentional Vocabulary Learning Activities? A Meta-Analysis. <i>Modern Language Journal</i> , 2020, 104, 715-738.	2.3	33
35	HOW DOES MODE OF INPUT AFFECT THE INCIDENTAL LEARNING OF COLLOCATIONS?. <i>Studies in Second Language Acquisition</i> , 2022, 44, 35-56.	2.6	32
36	To What Extent Does the Involvement Load Hypothesis Predict Incidental L2 Vocabulary Learning? A Meta-Analysis. <i>Language Learning</i> , 2021, 71, 487-536.	2.7	30

#	ARTICLE	IF	CITATIONS
37	Do the cognacy characteristics of loanwords make them more easily learned than noncognates?. Language Teaching Research, 2015, 19, 9-27.	4.0	28
38	Teaching and learning collocation in adult second and foreign language learning. Language Teaching, 2018, 51, 77-89.	2.5	28
39	INCIDENTAL LEARNING OF SINGLE WORDS AND COLLOCATIONS THROUGH VIEWING AN ACADEMIC LECTURE. Studies in Second Language Acquisition, 2022, 44, 708-736.	2.6	26
40	The Effects of Spaced Practice on Second Language Learning: A Meta-Analysis. Language Learning, 2022, 72, 269-319.	2.7	26
41	Lexical correlates of comprehensibility versus accentedness in second language speech. Bilingualism, 2016, 19, 597-609.	1.3	24
42	Lexical coverage and profiling. Language Teaching, 2019, 52, 188-200.	2.5	24
43	Pre-learning low-frequency vocabulary in second language television programmes. Language Teaching Research, 2010, 14, 501-515.	4.0	23
44	The relationship between academic vocabulary coverage and scores on a standardized English proficiency test. Journal of English for Academic Purposes, 2016, 21, 121-132.	2.5	22
45	Evaluating lists of high-frequency words: Teachers' and learners' perspectives. Language Teaching Research, 2022, 26, 617-641.	4.0	22
46	THE LEMMA DILEMMA. Studies in Second Language Acquisition, 2021, 43, 941-949.	2.6	19
47	How well do learners know derived words in a second language?. ITL - International Journal of Applied Linguistics (Belgium), 2021, 172, 229-258.	1.4	16
48	Selecting Television Programs for Language Learning: Investigating Television Programs from the Same Genre. International Journal of English Studies, 2011, 11, 117.	0.3	15
49	INVOLVEMENT LOAD HYPOTHESIS PLUS. Studies in Second Language Acquisition, 2022, 44, 1279-1308.	2.6	15
50	Gauging the Semantic Transparency of Idioms: Do Natives and Learners See Eye to Eye?. , 2015, , 368-392.		14
51	Measuring L1 and L2 Productive Derivational Knowledge: How Many Derivatives Can L1 and L2 Learners with Differing Vocabulary Levels Produce?. TESOL Quarterly, 0, , .	2.9	12
52	Further Evidence of the Comparative Memorability of Alliterative Expressions in Second Language Learning. RELC Journal, 2014, 45, 85-99.	3.9	11
53	Re-examining the effects of word writing on vocabulary learning. ITL - International Journal of Applied Linguistics (Belgium), 2018, 169, 72-94.	1.4	10
54	A DIFFERENT PERSPECTIVE ON THE LIMITATIONS OF SIZE AND LEVELS TESTS OF WRITTEN RECEPTIVE VOCABULARY KNOWLEDGE. Studies in Second Language Acquisition, 2021, 43, 454-461.	2.6	9

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55	THE EFFECTS OF TALKER VARIABILITY AND FREQUENCY OF EXPOSURE ON THE ACQUISITION OF SPOKEN WORD KNOWLEDGE. <i>Studies in Second Language Acquisition</i> , 2022, 44, 357-380.	2.6	9
56	Incidental Learning of Collocations in an Academic Lecture Through Different Input Modes. <i>Language Learning</i> , 2022, 72, 728-764.	2.7	8
57	WORD FAMILIES AND LEMMAS, NOT A REAL DILEMMA. <i>Studies in Second Language Acquisition</i> , 2021, 43, 973-984.	2.6	7
58	Vocabulary and Good Language Teachers. , 2020, , 203-218.		6
59	To what extent does productive derivational knowledge of adult L1 speakers and L2 learners at two educational levels differ?. <i>TESOL Journal</i> , 2021, 12, e640.	0.9	6
60	Learning vocabulary through meaning-focused input: Replication of Elley (1989) and Liu & Nation (1985). <i>Language Teaching</i> , 2016, 49, 129-140.	2.5	5
61	Does writing words in notes contribute to vocabulary learning?. <i>Language Teaching Research</i> , 0, , 136216882110621.	4.0	4
62	The guessing from context test. <i>ITL - International Journal of Applied Linguistics (Belgium)</i> , 2018, 169, 115-141.	1.4	3
63	Does Mode of Input Affect How Second Language Learners Create Form-Meaning Connections and Pronounce Second Language Words?. <i>Modern Language Journal</i> , 2022, 106, 351-370.	2.3	3
64	L2 vocabulary: Perspectives on teaching, learning, testing, and formulaic sequences - I. S. P. Nation (2001). <i>Learning vocabulary in another language</i> . Cambridge: Cambridge University Press. Pp. xiv + 477. ISBN 13 978-0-521-80498-1 (pbk). - I. S. P. Nation (2008). <i>Teaching vocabulary: Strategies and techniques</i> . Boston, MA: Heinle. Pp. xiii + 222. ISBN 13 978-1-4240-0565-9 (pbk). - John Read (2000). <i>Assessing vocabulary</i> . Cambridge: Cambridge University Press. Pp. xiv + 279. ISBN 0-521-62741-9 (pbk). - Norbert. <i>Language Teaching</i> , 2009, 42, 405-414.	2.5	0