

# DarÃ- o Luis Banegas

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7288330/publications.pdf>

Version: 2024-02-01

55  
papers

664  
citations

686830

13  
h-index

713013

21  
g-index

71  
all docs

71  
docs citations

71  
times ranked

262  
citing authors

#	ARTICLE	IF	CITATIONS
1	CLIL teacher development: Challenges and experiences. Latin American Journal of Content and Language Integrated Learning, 2012, 5, 46-56.	0.4	64
2	Teacher professional development through collaborative action research: impact on foreign English-language teaching and learning. Educational Action Research, 2013, 21, 185-201.	0.8	59
3	An investigation into CLIL-related sections of EFL coursebooks: issues of CLIL inclusion in the publishing market. International Journal of Bilingual Education and Bilingualism, 2014, 17, 345-359.	1.1	56
4	Integrating content and language in English language teaching in secondary education: Models, benefits, and challenges. Studies in Second Language Learning and Teaching, 2016, 2, 111.	0.9	47
5	Criticality. ELT Journal, 2016, 70, 455-457.	1.0	24
6	A Gender Perspective in Initial English Language Teacher Education: An Argentinian Experience. Sexuality and Culture, 2020, 24, 1-22.	1.1	23
7	Teachers develop CLIL materials in Argentina: A workshop experience. Latin American Journal of Content and Language Integrated Learning, 2016, 9, 17-36.	0.4	22
8	Teaching more than English in secondary education. ELT Journal, 2011, 65, 80-82.	1.0	20
9	Teacher Professional Development in Language-Driven CLIL: A Case Study. Latin American Journal of Content and Language Integrated Learning, 2020, 12, 242-264.	0.4	20
10	Sharing views of CLIL lesson planning in language teacher education. Latin American Journal of Content and Language Integrated Learning, 2015, 8, 104-130.	0.4	20
11	Content and Language Integrated Learning: A Duoethnographic Study about CLIL Pre-Service Teacher Education in Argentina and Spain. RELC Journal, 2022, 53, 151-164.	1.9	19
12	The Integration of Content and Language as a Driving Force in the EFL Lesson. , 2013, , 82-97.		19
13	Critical language teacher education: A duoethnography of teacher educators' identities and agency. System, 2021, 98, 102474.	1.7	17
14	Teachers as "reform-doers": developing a participatory curriculum to teach English as a foreign language. Educational Action Research, 2011, 19, 417-432.	0.8	16
15	Can engaging L2 teachers as material designers contribute to their professional development? findings from Colombia. System, 2020, 91, 102265.	1.7	16
16	Content and language integrated learning in Latin America 2008-2018: Ten years of research and practice. Studies in Second Language Learning and Teaching, 2020, 10, 283-305.	0.9	15
17	Motivating factors in online language teacher education in southern Argentina. Computers and Education, 2014, 76, 131-142.	5.1	14
18	Content and Language Integrated Learning in Argentina 2008 - 2011. Latin American Journal of Content and Language Integrated Learning, 2011, 4, 33-50.	0.4	14

#	ARTICLE	IF	CITATIONS
19	Research into practice: CLIL in South America. <i>Language Teaching</i> , 2022, 55, 379-391.	1.6	13
20	Funds of Professional Identity in Language Teacher Education: A Longitudinal Study on Student-Teachers. <i>TESOL Quarterly</i> , 2022, 56, 445-473.	1.5	11
21	Inclusive Language in Spanish as Interpellation to Educational Authorities. <i>Applied Linguistics</i> , 2021, 42, 342-346.	1.1	10
22	ELT through videoconferencing in primary schools in Uruguay: first steps. <i>Innovation in Language Learning and Teaching</i> , 2013, 7, 179-188.	1.5	9
23	Language curriculum transformation and motivation through action research. <i>Curriculum Journal</i> , 2019, 30, 422-440.	1.0	9
24	Introduction: comprehensive sexuality education in ELT. <i>ELT Journal</i> , 2021, 75, 127-132.	1.0	9
25	Comprehensive sexual education and English language teaching: an endeavour from southern Argentina. <i>Innovation in Language Learning and Teaching</i> , 2021, 15, 210-217.	1.5	8
26	Initial English language teacher education: the effects of a module on teacher research. <i>Cambridge Journal of Education</i> , 2021, 51, 491-507.	1.6	8
27	Learning subject-specific content through ESP in a Geography teaching programme: An action research story in Argentina. <i>English for Specific Purposes</i> , 2018, 50, 1-13.	1.2	7
28	Teacher Educators' Funds of Knowledge for the Preparation of Future Teachers. <i>RELC Journal</i> , 2022, 53, 686-702.	1.9	7
29	CLIL: An Overview. , 2021, , 1-20.		7
30	Teaching linguistics to low-level English language users in a teacher education programme: an action research study. <i>Language Learning Journal</i> , 2020, 48, 148-161.	1.4	5
31	Enacting a People-Centred Curriculum in ELT With Teenage Learners. <i>Profile: Issues in Teachers' Professional Development</i> , 2014, 16, 199-205.	0.4	5
32	CLIL and Comprehensive Sexual Education: A Case of Innovation From Argentina. <i>Profile: Issues in Teachers' Professional Development</i> , 2020, 22, 199-209.	0.4	5
33	LANGUAGE ONLINE: INVESTIGATING DIGITAL TEXTS AND PRACTICES. David Barton and Carmen Lee. New York, NY: Routledge, 2013. Pp. x + 224.. <i>Studies in Second Language Acquisition</i> , 2014, 36, 601-601.	1.8	4
34	â€œIf we don't study the language, the history will be lostâ€: motivation to learn Welsh in Argentine Patagonia. <i>International Journal of Bilingual Education and Bilingualism</i> , 2022, 25, 1137-1150.	1.1	4
35	Research on English language teaching and learning in Argentina (2014-2018). <i>Language Teaching</i> , 2021, 54, 355-387.	1.6	4
36	Learning to write book reviews for publication: A collaborative action research study on student-teachers' perceptions, motivation, and self-efficacy. <i>System</i> , 2020, 95, 102371.	1.7	3

#	ARTICLE	IF	CITATIONS
37	CLIL: Present and Future. , 2021, , 281-295.		3
38	Creative writing for publication: An action research study of motivation, engagement, and language development in Argentinian secondary schools. <i>Studies in Second Language Learning and Teaching</i> , 2021, 11, 401-421.	0.9	3
39	Satisfaction study in Bilingual Physical Education after applying a schedule based on content and language integrated learning. <i>Sportis</i> , 2019, 5, 305-322.	0.1	3
40	Democratizing didactic transposition: negotiations between learners and their teacher in a secondary school. <i>Latin American Journal of Content and Language Integrated Learning</i> , 2014, 7, 1-26.	0.4	3
41	Authenticity and motivation: a writing for publication experience. <i>ELT Journal</i> , 2020, 74, 29-39.	1.0	2
42	Language-Driven CLIL in Primary Education: An Analysis of General English Coursebooks in Argentina. , 2021, , 239-258.		2
43	The ateneo as an effective model of continuing professional development: findings from southern Argentina. <i>Pedagogies</i> , 0, , 1-15.	0.4	2
44	Decentring ELT: teacher associations as agents of change. <i>ELT Journal</i> , 2022, 76, 69-76.	1.0	2
45	Teacher-developed materials for the integration of content and language: An action research project in Argentina. <i>Language Teaching</i> , 2012, 45, 400-401.	1.6	1
46	A call to spread international knowledge of ELT. <i>ELT Journal</i> , 2018, 72, 214-216.	1.0	1
47	Can writing for publication improve student-teachers'™ English (L2) language proficiency?. <i>Journal of Education for Teaching</i> , 2020, 46, 411-413.	1.1	1
48	Understanding the impact of teaching systemic functional grammar in initial English language teacher education. <i>International Journal of Applied Linguistics</i> , 2021, 31, 492-507.	0.4	1
49	Exploring Perceptions of Curriculum Change in Initial English Language Teacher Education: A Case in Argentina. <i>Estudios Sobre Educacion</i> , 0, 31, 75-95.	0.2	1
50	Book review of 'CLIL activities: A resource for subject and language teachers' by L. Dale and R. Tanner. <i>Latin American Journal of Content and Language Integrated Learning</i> , 2013, 6, 67-71.	0.4	0
51	12. â€˜Writing Makes Us Professionalâ€™™: Second Language Writing in Argentinian Teacher Education. , 2019, , 250-272.		0
52	TRANSFORMING PRACTICES FOR THE HIGH SCHOOL CLASSROOM Edited by MandyStewart and HollyHansenâ€™ThomasTESOL International Association. ISBN 978â€™194279â€™954â€™2. Price USD 45.95 (paperback). 0.6 vii + 176 pages.. <i>TESOL Journal</i> , 2020, 11, e00507.		0
53	Knowledge flow in Argentinian English language teaching: a look at citation practices and perceptions. <i>Educational Action Research</i> , 2021, 29, 378-395.	0.8	0
54	Supporting in-Service Teachers for Embracing Comprehensive Sexuality Education in the ELT Classroom. , 2021, , 173-190.		0

#	ARTICLE	IF	CITATIONS
55	Understanding a reader's attraction to a literary short text. Colombian Applied Linguistics Journal, 2014, 16, 105.	0.3	0