Irma ChacÃ³n

List of Publications by Year
in descending order

54 papers	2,152 citations	304743 22 h-index	265206 42 g-index
55 all docs	55 docs citations	55 times ranked	1168 citing authors

#	Article	IF	Citations
1	Self-regulated out-of-class language learning with technology. Computer Assisted Language Learning, 2011, 24, 317-335.	7.1	228
2	The relationship between ICT and student literacy in mathematics, reading, and science across 44 countries: A multilevel analysis. Computers and Education, 2018, 125, 1-13.	8.3	185
3	What factors predict undergraduate students' use of technology for learning? A case from Hong Kong. Computers and Education, 2012, 59, 569-579.	8.3	167
4	Technology and Task-Based Language Teaching: A Critical Review. CALICO Journal, 2011, 28, 498-521.	0.9	143
5	Self-directed use of mobile devices for language learning beyond the classroom. ReCALL, 2018, 30, 299-318.	5.2	120
6	Teacher agency and professional learning in cross-cultural teaching contexts: Accounts of Chinese teachers from international schools in Hong Kong. Teaching and Teacher Education, 2016, 54, 12-21.	3.2	113
7	Understanding the Quality of Out-of-Class English Learning. TESOL Quarterly, 2015, 49, 278-308.	2.9	107
8	Modeling teachers' influence on learners' self-directed use of technology for language learning outside the classroom. Computers and Education, 2015, 82, 74-83.	8.3	105
9	Understanding the nature of learnersâ€™ out-of-class language learning experience with technology. Computer Assisted Language Learning, 2018, 31, 114-143.	7.1	71
10	Enhancing learnersâ€™ self-directed use of technology for language learning: the effectiveness of an online training platform. Computer Assisted Language Learning, 2016, 29, 40-60.	7.1	68
11	University student and teacher perceptions of teacher roles in promoting autonomous language learning with technology outside the classroom. Computer Assisted Language Learning, 2016, 29, 703-723.	7.1	62
12	Cultural adaptation challenges and strategies during study abroad: New Zealand students in China. Language, Culture and Curriculum, 2021, 34, 417-437.	3.2	47
13	The Teaching and Learning of Chinese as a Second or Foreign Language: The Current Situation and Future Directions. Frontiers of Education in China, 2020, 15, 1-13.	2.2	47
14	Perceiving and traversing in-class and out-of-class learning: accounts from foreign language learners in Hong Kong. Innovation in Language Learning and Teaching, 2015, 9, 265-284.	2.8	41
15	The influence of individual espoused cultural values on self-directed use of technology for language learning beyond the classroom. Computers in Human Behavior, 2016, 62, 676-688.	8.5	41
16	Developing literacy or focusing on interaction: New Zealand studentsâ€™ strategic efforts related to Chinese language learning during study abroad in China. System, 2021, 98, 102462.	3.4	40
17	Chinese as a second language teachersâ€™ cognition in teaching intercultural communicative competence. System, 2018, 78, 224-233.	3.4	38
18	Taskâ€Based Language Teaching in Online Ab Initio Foreign Language Classrooms. Modern Language Journal, 2011, 95, 81-103.	2.3	37

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19	Comparison studies of typing and handwriting in Chinese language learning: A synthetic review. International Journal of Educational Research, 2021, 106, 101740.	2.2	31
20	Bicultural orientation and Chinese language learning among South Asian ethnic minority students in Hong Kong. International Journal of Bilingual Education and Bilingualism, 2015, 18, 203-224.	2.1	30
21	Language teachersâ€™ identity in teaching intercultural communicative competence. Language, Culture and Curriculum, 2022, 35, 134-150.	3.2	30
22	CALLING ON CALL: FROM THEORY AND RESEARCH TO NEW DIRECTIONS IN FOREIGN LANGUAGE TEACHING. Studies in Second Language Acquisition, 2008, 30, .	2.6	29
23	International mindedness in an Asian context: the case of the International Baccalaureate in Hong Kong. Educational Research, 2014, 56, 77-96.	1.8	29
24	Belonging beyond the deficit label: the experiences of â€˜non-Chinese speakingâ€™ minority students in Hong Kong. Journal of Multilingual and Multicultural Development, 2019, 40, 186-197.	1.7	29
25	Learning beliefs and autonomous language learning with technology beyond the classroom. Language Awareness, 2019, 28, 291-309.	1.3	23
26	Understanding legitimate teacher authority in a cross-cultural teaching context: pre-service Chinese language teachers undertaking teaching practicum in international schools in Hong Kong. Journal of Education for Teaching, 2015, 41, 417-434.	2.0	21
27	Expansion of higher education and the employment crisis: policy innovations in China. On the Horizon, 2012, 20, 336-344.	1.9	20
28	Studentsâ€™ perceptions of teacher impact on their self-directed language learning with technology beyond the classroom: cases of Hong Kong and U.S.. Educational Technology Research and Development, 2017, 65, 1105-1133.	2.8	18
29	The effects of deductive instruction and inductive instruction on learnersâ€™ development of pragmatic competence in the teaching of Chinese as a second language. System, 2017, 70, 26-37.	3.4	18
30	Technology and Learner Autonomy: An Argument in Favor of the Nexus of Formal and Informal Language Learning. Annual Review of Applied Linguistics, 2019, 39, 52-58.	1.5	18
31	The differential interplay of TPACK, teacher beliefs, school culture and professional development with the nature of inâ€service EFL teachers' technology adoption. British Journal of Educational Technology, 2022, 53, 1389-1411.	6.3	18
32	Types of social media activities and Hong Kong South and Southeast Asians Youthâ€™s Chinese language learning motivation. System, 2021, 97, 102432.	3.4	17
33	The nature of collaboration and perceived learning in wiki-based collaborative writing. Australasian Journal of Educational Technology, 0, , .	3.5	17
34	Biculturalism and segregated schooling in Hong Kong. Journal of Multilingual and Multicultural Development, 2018, 39, 301-312.	1.7	16
35	The influence of extramural access to mainstream culture social media on ethnic minority studentsâ€™ motivation for language learning. British Journal of Educational Technology, 2019, 50, 1929-1941.	6.3	16
36	Teacher professional identity and the nature of technology integration. Computers and Education, 2021, 175, 104314.	8.3	16

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37	An ethical analysis of how <scp>ESL</scp> teachers construct their professional identities through the use of information technology in teaching. British Educational Research Journal, 2019, 45, 918-937.	2.5	13
38	Motivational mechanisms of ethnic minorities' social media engagement with mainstream culture. Journal of Multilingual and Multicultural Development, 2022, 43, 387-403.	1.7	10
39	Comparing factors that influence learning management systems use on computers and on mobile. Information and Learning Science, 2019, 120, 468-488.	1.3	9
40	Technology Integration into the Language Classroom: Developmental Trajectory of Beginning Teachers. Frontiers of Education in China, 2018, 13, 1-27.	2.2	8
41	The effectiveness of guided inductive instruction and deductive instruction on semantic radical development in Chinese character processing. Language Teaching Research, 2020, 24, 496-518.	4.0	8
42	Analysing learner engagement with native speaker feedback on an educational social networking site: an ecological perspective. Computer Assisted Language Learning, 2024, 37, 114-148.	7.1	8
43	Mechanisms of the Learning Impact of Teacher-Organized Online Schoolwork Sharing Among Primary School Students. Journal of Educational Computing Research, 2020, 58, 978-1002.	5.5	7
44	Boundary brokering for cross‐cultural professional learning in international school contexts. British Educational Research Journal, 2019, 45, 1105-1123.	2.5	6
45	Teachers' socio-spatial practice in innovative learning environments. Cambridge Journal of Education, 2020, 50, 521-538.	2.4	6
46	Towards an Agenda for Learner Preparation in Technology-enhanced Language Learning Environments. CALICO Journal, 2013, 30, 154-162.	0.9	6
47	Strategy training in a task-based language classroom. Language Learning Journal, 2015, 43, 20-40.	2.5	5
48	From Chungking Mansions to tertiary institution: Acculturation and language practices of an immigrant mother and her daughter. Linguistics and Education, 2019, 52, 52-60.	1.2	3
49	Neo-liberal paradox of teaching among ESL teachers of ethnic minority students in Hong Kong. Journal of Multilingual and Multicultural Development, 2023, 44, 309-323.	1.7	2
50	Identity in ESL-CSL Career Transition: A Narrative Study of Three Second-Career Teachers. Journal of Language, Identity and Education, 0, , 1-15.	2.4	2
51	Interacting with native speakers of Chinese through online learning communities: A case study with East Asian learners. Global Chinese, 2020, 6, 215-235.	0.7	1
52	The evolution of the association between teacher technology integration and its influencing factors over time. Journal of Research on Technology in Education, 2023, 55, 727-747.	6.5	1
53	Language Learners Perceptions and Behaviors on An Instructional-Oriented Social Networking Site Out-of-Classroom: A Case of Lang-8. , 2019, , .		0
54	The influences of different types of social media activities on ethnic minorities' acculturation. New Media and Society, 2024, 26, 29-52.	5.0	0