

Irma ChacÃ³n

List of Publications by Year in descending order

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Version: 2024-02-01

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	The influences of different types of social media activities on ethnic minoritiesâ€™ acculturation. <i>New Media and Society</i> , 2024, 26, 29-52.	5.0	0
2	Analysing learner engagement with native speaker feedback on an educational social networking site: an ecological perspective. <i>Computer Assisted Language Learning</i> , 2024, 37, 114-148.	7.1	8
3	Neo-liberal paradox of teaching among ESL teachers of ethnic minority students in Hong Kong. <i>Journal of Multilingual and Multicultural Development</i> , 2023, 44, 309-323.	1.7	2
4	The evolution of the association between teacher technology integration and its influencing factors over time. <i>Journal of Research on Technology in Education</i> , 2023, 55, 727-747.	6.5	1
5	Motivational mechanisms of ethnic minoritiesâ€™ social media engagement with mainstream culture. <i>Journal of Multilingual and Multicultural Development</i> , 2022, 43, 387-403.	1.7	10
6	Language teachersâ€™ identity in teaching intercultural communicative competence. <i>Language, Culture and Curriculum</i> , 2022, 35, 134-150.	3.2	30
7	The differential interplay of TPACK, teacher beliefs, school culture and professional development with the nature of in-service EFL teachers' technology adoption. <i>British Journal of Educational Technology</i> , 2022, 53, 1389-1411.	6.3	18
8	Cultural adaptation challenges and strategies during study abroad: New Zealand students in China. <i>Language, Culture and Curriculum</i> , 2021, 34, 417-437.	3.2	47
9	Types of social media activities and Hong Kong South and Southeast Asians Youthâ€™s Chinese language learning motivation. <i>System</i> , 2021, 97, 102432.	3.4	17
10	Comparison studies of typing and handwriting in Chinese language learning: A synthetic review. <i>International Journal of Educational Research</i> , 2021, 106, 101740.	2.2	31
11	Developing literacy or focusing on interaction: New Zealand studentsâ€™ strategic efforts related to Chinese language learning during study abroad in China. <i>System</i> , 2021, 98, 102462.	3.4	40
12	Teacher professional identity and the nature of technology integration. <i>Computers and Education</i> , 2021, 175, 104314.	8.3	16
13	The effectiveness of guided inductive instruction and deductive instruction on semantic radical development in Chinese character processing. <i>Language Teaching Research</i> , 2020, 24, 496-518.	4.0	8
14	Teachersâ€™ socio-spatial practice in innovative learning environments. <i>Cambridge Journal of Education</i> , 2020, 50, 521-538.	2.4	6
15	Mechanisms of the Learning Impact of Teacher-Organized Online Schoolwork Sharing Among Primary School Students. <i>Journal of Educational Computing Research</i> , 2020, 58, 978-1002.	5.5	7
16	The Teaching and Learning of Chinese as a Second or Foreign Language: The Current Situation and Future Directions. <i>Frontiers of Education in China</i> , 2020, 15, 1-13.	2.2	47
17	Interacting with native speakers of Chinese through online learning communities: A case study with East Asian learners. <i>Global Chinese</i> , 2020, 6, 215-235.	0.7	1
18	Belonging beyond the deficit label: the experiences of â€˜non-Chinese speakingâ€™ minority students in Hong Kong. <i>Journal of Multilingual and Multicultural Development</i> , 2019, 40, 186-197.	1.7	29

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19	Boundary brokering for cross-cultural professional learning in international school contexts. <i>British Educational Research Journal</i> , 2019, 45, 1105-1123.	2.5	6
20	From Chungking Mansions to tertiary institution: Acculturation and language practices of an immigrant mother and her daughter. <i>Linguistics and Education</i> , 2019, 52, 52-60.	1.2	3
21	Technology and Learner Autonomy: An Argument in Favor of the Nexus of Formal and Informal Language Learning. <i>Annual Review of Applied Linguistics</i> , 2019, 39, 52-58.	1.5	18
22	Learning beliefs and autonomous language learning with technology beyond the classroom. <i>Language Awareness</i> , 2019, 28, 291-309.	1.3	23
23	An ethical analysis of how <scp>ESL</scp> teachers construct their professional identities through the use of information technology in teaching. <i>British Educational Research Journal</i> , 2019, 45, 918-937.	2.5	13
24	Comparing factors that influence learning management systems use on computers and on mobile. <i>Information and Learning Science</i> , 2019, 120, 468-488.	1.3	9
25	Language Learners Perceptions and Behaviors on An Instructional-Oriented Social Networking Site Out-of-Classroom: A Case of Lang-8. , 2019, , .		0
26	The influence of extramural access to mainstream culture social media on ethnic minority studentsâ€™ motivation for language learning. <i>British Journal of Educational Technology</i> , 2019, 50, 1929-1941.	6.3	16
27	Technology Integration into the Language Classroom: Developmental Trajectory of Beginning Teachers. <i>Frontiers of Education in China</i> , 2018, 13, 1-27.	2.2	8
28	Biculturalism and segregated schooling in Hong Kong. <i>Journal of Multilingual and Multicultural Development</i> , 2018, 39, 301-312.	1.7	16
29	Self-directed use of mobile devices for language learning beyond the classroom. <i>ReCALL</i> , 2018, 30, 299-318.	5.2	120
30	Understanding the nature of learnersâ€™ out-of-class language learning experience with technology. <i>Computer Assisted Language Learning</i> , 2018, 31, 114-143.	7.1	71
31	Chinese as a second language teachersâ€™ cognition in teaching intercultural communicative competence. <i>System</i> , 2018, 78, 224-233.	3.4	38
32	The relationship between ICT and student literacy in mathematics, reading, and science across 44 countries: A multilevel analysis. <i>Computers and Education</i> , 2018, 125, 1-13.	8.3	185
33	Studentsâ€™ perceptions of teacher impact on their self-directed language learning with technology beyond the classroom: cases of Hong Kong and U.S.. <i>Educational Technology Research and Development</i> , 2017, 65, 1105-1133.	2.8	18
34	The effects of deductive instruction and inductive instruction on learnersâ€™ development of pragmatic competence in the teaching of Chinese as a second language. <i>System</i> , 2017, 70, 26-37.	3.4	18
35	The influence of individual espoused cultural values on self-directed use of technology for language learning beyond the classroom. <i>Computers in Human Behavior</i> , 2016, 62, 676-688.	8.5	41
36	Enhancing learnersâ€™ self-directed use of technology for language learning: the effectiveness of an online training platform. <i>Computer Assisted Language Learning</i> , 2016, 29, 40-60.	7.1	68

#	ARTICLE	IF	CITATIONS
37	Teacher agency and professional learning in cross-cultural teaching contexts: Accounts of Chinese teachers from international schools in Hong Kong. <i>Teaching and Teacher Education</i> , 2016, 54, 12-21.	3.2	113
38	University student and teacher perceptions of teacher roles in promoting autonomous language learning with technology outside the classroom. <i>Computer Assisted Language Learning</i> , 2016, 29, 703-723.	7.1	62
39	Understanding legitimate teacher authority in a cross-cultural teaching context: pre-service Chinese language teachers undertaking teaching practicum in international schools in Hong Kong. <i>Journal of Education for Teaching</i> , 2015, 41, 417-434.	2.0	21
40	Perceiving and traversing in-class and out-of-class learning: accounts from foreign language learners in Hong Kong. <i>Innovation in Language Learning and Teaching</i> , 2015, 9, 265-284.	2.8	41
41	Bicultural orientation and Chinese language learning among South Asian ethnic minority students in Hong Kong. <i>International Journal of Bilingual Education and Bilingualism</i> , 2015, 18, 203-224.	2.1	30
42	Strategy training in a task-based language classroom. <i>Language Learning Journal</i> , 2015, 43, 20-40.	2.5	5
43	Understanding the Quality of Out-of-Class English Learning. <i>TESOL Quarterly</i> , 2015, 49, 278-308.	2.9	107
44	Modeling teachers' influence on learners' self-directed use of technology for language learning outside the classroom. <i>Computers and Education</i> , 2015, 82, 74-83.	8.3	105
45	International mindedness in an Asian context: the case of the International Baccalaureate in Hong Kong. <i>Educational Research</i> , 2014, 56, 77-96.	1.8	29
46	Towards an Agenda for Learner Preparation in Technology-enhanced Language Learning Environments. <i>CALICO Journal</i> , 2013, 30, 154-162.	0.9	6
47	Expansion of higher education and the employment crisis: policy innovations in China. <i>On the Horizon</i> , 2012, 20, 336-344.	1.9	20
48	What factors predict undergraduate students' use of technology for learning? A case from Hong Kong. <i>Computers and Education</i> , 2012, 59, 569-579.	8.3	167
49	Self-regulated out-of-class language learning with technology. <i>Computer Assisted Language Learning</i> , 2011, 24, 317-335.	7.1	228
50	Task-Based Language Teaching in Online Ab Initio Foreign Language Classrooms. <i>Modern Language Journal</i> , 2011, 95, 81-103.	2.3	37
51	Technology and Task-Based Language Teaching: A Critical Review. <i>CALICO Journal</i> , 2011, 28, 498-521.	0.9	143
52	CALLING ON CALL: FROM THEORY AND RESEARCH TO NEW DIRECTIONS IN FOREIGN LANGUAGE TEACHING. <i>Studies in Second Language Acquisition</i> , 2008, 30, .	2.6	29
53	The nature of collaboration and perceived learning in wiki-based collaborative writing. <i>Australasian Journal of Educational Technology</i> , 0, , .	3.5	17
54	Identity in ESL-CSL Career Transition: A Narrative Study of Three Second-Career Teachers. <i>Journal of Language, Identity and Education</i> , 0, , 1-15.	2.4	2