

# M Camino Bueno-Alastuey

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/970245/publications.pdf>

Version: 2024-02-01

20  
papers

384  
citations

1040056

9  
h-index

1058476

14  
g-index

20  
all docs

20  
docs citations

20  
times ranked

212  
citing authors

#	ARTICLE	IF	CITATIONS
1	Perceived benefits and drawbacks of synchronous voice-based computer-mediated communication in the foreign language classroom. <i>Computer Assisted Language Learning</i> , 2011, 24, 419-432.	7.1	84
2	Interactional feedback in Synchronous Voice-based Computer Mediated Communication: Effect of dyad. <i>System</i> , 2013, 41, 543-559.	3.4	55
3	Matching linguistic and pedagogical objectives in a telecollaboration project: a case study. <i>Computer Assisted Language Learning</i> , 2016, 29, 148-166.	7.1	47
4	Evaluation of a blended learning language course: students' perceptions of appropriateness for the development of skills and language areas. <i>Computer Assisted Language Learning</i> , 2014, 27, 509-527.	7.1	46
5	Synchronous-Voice Computer-Mediated Communication: Effects on Pronunciation. <i>CALICO Journal</i> , 2010, 28, 1-20.	0.9	45
6	Can telecollaboration contribute to the TPACK development of pre-service teachers?. <i>Technology, Pedagogy and Education</i> , 2018, 27, 367-380.	5.4	22
7	The effect of telecollaboration in the development of the Learning to Learn competence in CLIL teacher training. <i>Interactive Learning Environments</i> , 2021, 29, 973-986.	6.4	21
8	Quizlet and podcasts: effects on vocabulary acquisition. <i>Computer Assisted Language Learning</i> , 2022, 35, 1407-1436.	7.1	19
9	A corpus-driven analysis of certainty stance adverbs: Obviously, really and actually in spoken native and learner English. <i>Journal of Pragmatics</i> , 2019, 140, 22-32.	1.5	13
10	Telecollaboration to Improve CLIL and TPACK Knowledge: Aid or Hindrance?. <i>Estudios Sobre Educacion</i> , 0, 31, 117-138.	0.2	9
11	Explicit instruction and implicit use of L2 learning strategies in higher secondary EFL course books. <i>International Journal of English Studies</i> , 2015, 15, 17.	0.3	4
12	WebCT Design and Users' Perceptions in English for Agriculture. , 2009, , 480-496.		4
13	Focus on form and negotiation of meaning in synchronous voice-based computer mediated communication: Effect of dyad. <i>Procedia, Social and Behavioral Sciences</i> , 2012, 34, 39-44.	0.5	3
14	A tool to analyze oral competence development in EFL textbooks. <i>Revista Espanola De Linguistica Aplicada</i> , 2015, 28, 73-96.	0.4	3
15	Effects of collaborative writing and peer feedback on Spanish as a foreign language writing performance. <i>Foreign Language Annals</i> , 2022, 55, 517-539.	1.0	3
16	Pre-service teachers' perceptions and training contributions towards ICT use. <i>Estudios Sobre Educacion</i> , 0, , .	0.2	2
17	Setting the Standards for the Foreign Language Speaking Tasks of the New Baccalaureate General Test. <i>Theory and Practice in Language Studies</i> , 2014, 4, .	0.3	2
18	The Forging Links project: Knowledge transference using pre-service teachers' CLIL units with ICT integration. <i>Porta Linguarum</i> , 0, , 63-79.	0.2	2

#	ARTICLE	IF	CITATIONS
19	Una experiencia de enseñanza combinada en un curso universitario de español/L2. Revista Española De Lingüística Aplicada, 2015, 28, 213-233.	0.4	0
20	¿A qui appartient l'histoire? À la vision par la littérature. La Revue LISA, 2004, , 195-210.	0.1	0