

# Agnieszka Otwinowska

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2934849/publications.pdf>

Version: 2024-02-01

30  
papers

456  
citations

1040056

9  
h-index

839539

18  
g-index

30  
all docs

30  
docs citations

30  
times ranked

262  
citing authors

#	ARTICLE	IF	CITATIONS
1	Polishâ€“English bilingual children overuse referential markers: MLU inflation in Polish-language narratives. <i>First Language</i> , 2022, 42, 191-215.	1.2	10
2	False friends or real friends? False cognates show advantage in word form learning. <i>Cognition</i> , 2021, 206, 104477.	2.2	8
3	Language and literacy transmission in heritage language: evidence from Russian-speaking families in Cyprus, Ireland, Israel and Sweden. <i>Journal of Multilingual and Multicultural Development</i> , 2021, 42, 357-382.	1.7	15
4	Does L2 Proficiency Impact L2-L1 Transfer While Reading L1 Collocations? Evidence From Behavioral and ERP Data. <i>Frontiers in Psychology</i> , 2021, 12, 673761.	2.1	2
5	Retelling a model story improves the narratives of Polish-English bilingual children. <i>International Journal of Bilingual Education and Bilingualism</i> , 2020, 23, 1083-1107.	2.1	32
6	Bilingual children do not transfer stress patterns: Evidence from suprasegmental and segmental analysis of L1 and L2 speech of Polishâ€“English child bilinguals. <i>International Journal of Bilingualism</i> , 2020, 24, 93-114.	1.2	5
7	BILINGUAL CHILDRENâ€™S PHONOLOGY SHOWS EVIDENCE OF TRANSFER, BUT NOT DECELERATION IN THEIR L1. <i>Studies in Second Language Acquisition</i> , 2020, 42, 89-114.	2.6	5
8	Learning Orthographic Cognates and Nonâ€“Cognates in the Classroom: Does Awareness of Crossâ€“Linguistic Similarity Matter?. <i>Language Learning</i> , 2020, 70, 685-731.	2.7	18
9	Standardized and tailor-made tests probe different factors influencing the acquisition of second language vocabulary by children. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2019, .	0.8	2
10	VST as a reliable academic placement tool despite cognate inflation effects. <i>English for Specific Purposes</i> , 2019, 54, 35-49.	2.8	7
11	The predictors of foreign-accentedness in the home language of Polishâ€“English bilingual children. <i>Bilingualism</i> , 2019, 22, 383-400.	1.3	10
12	The more similar the better? Factors in learning cognates, false cognates and non-cognate words. <i>International Journal of Bilingual Education and Bilingualism</i> , 2019, 22, 974-991.	2.1	49
13	Dwujâ™zycznoÅ› u progu edukacji szkolnej â€“ interdyscyplinarny projekt badawczy. <i>Neofilolog</i> , 2019, , 7-29.	0.2	5
14	Vocabulary acquisition and young learners: Different tasks, similar involvement loads. <i>IRAL-International Review of Applied Linguistics in Language Teaching</i> , 2018, 56, 205-229.	0.8	4
15	They learn the CLIL way, but do they like it? Affectivity and cognition in upper-primary CLIL classes. <i>International Journal of Bilingual Education and Bilingualism</i> , 2017, 20, 457-480.	2.1	29
16	How Does L1 and L2 Exposure Impact L1 Performance in Bilingual Children? Evidence from Polish-English Migrants to the United Kingdom. <i>Frontiers in Psychology</i> , 2017, 8, 1444.	2.1	48
17	English teachersâ€™ language awareness: away with the monolingual bias?. <i>Language Awareness</i> , 2017, 26, 304-324.	1.3	51
18	Cognate Vocabulary in Language Acquisition and Use. , 2015, , .		30

#	ARTICLE	IF	CITATIONS
19	Does multilingualism influence plurilingual awareness of Polish teachers of English?. International Journal of Multilingualism, 2014, 11, 97-119.	2.5	65
20	Teaching and Learning in Multilingual Contexts. , 2014, , .		5
21	Introduction: Towards Education for Multilingualism. , 2014, , xi-xxi.		1
22	Epilogue. Education for Multilingualism: From Political Discourse to Classroom Applications. , 2014, , 232-238.		0
23	Multilingual learning stories: threshold, stability and change. International Journal of Multilingualism, 2012, 9, 367-384.	2.5	15
24	Introduction: social and affective factors in multilingualism research. International Journal of Multilingualism, 2012, 9, 347-351.	2.5	2
25	Chapter 7. Awareness of Cognate Vocabulary and Vocabulary Learning Strategies of Polish Multilingual and Bilingual Advanced Learners of English. , 2011, , 110-126.		6
26	Raising awareness of cognate vocabulary as a strategy in teaching English to Polish adults. Innovation in Language Learning and Teaching, 2009, 3, 131-147.	2.8	16
27	Chapter 12. Language Awareness in Using Cognate Vocabulary: The Case of Polish Advanced Students of English in the Light of the Theory of Affordances. , 2009, , 175-190.		5
28	Cross-linguistic influences, language proficiency and metalinguistic knowledge in L3 Italian subject placement. International Journal of Multilingualism, 0, , 1-21.	2.5	7
29	Learning academic words through writing sentences and compositions: Any signs of an increase in cognitive load?. Language Teaching Research, 0, , 136216882110204.	4.0	4
30	Polish MAIN: how was it developed and how has it been used so far?. ZAS Papers in Linguistics, 0, 64, 169-181.	0.0	0