

Bob Adamson

List of Publications by Year in descending order

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Version: 2024-02-01

41
papers

815
citations

567281

15
h-index

642732

23
g-index

45
all docs

45
docs citations

45
times ranked

362
citing authors

#	ARTICLE	IF	CITATIONS
1	A comparison of trilingual education policies for ethnic minorities in China. <i>Compare</i> , 2009, 39, 321-333.	2.1	96
2	Barbarian as a foreign language: English in China's Schools. <i>World Englishes</i> , 2002, 21, 231-243.	1.1	79
3	The English Curriculum in the People's Republic of China. <i>Comparative Education Review</i> , 1997, 41, 3-26.	0.8	75
4	Language and the Curriculum in Hong Kong: Dilemmas of triglossia. <i>Comparative Education</i> , 1997, 33, 233-246.	2.7	34
5	Language policies and sociolinguistic domains in the context of minority groups in China. <i>Journal of Multilingual and Multicultural Development</i> , 2018, 39, 169-180.	1.7	32
6	“Complex teaching realities” and “deep rooted cultural traditions”: Barriers to the implementation and internalisation of formative assessment in China. <i>Cogent Education</i> , 2016, 3, 1156242.	1.5	26
7	The Pedagogy of a Secondary School Teacher of English in the People's Republic of China: Challenging the Stereotypes. <i>RELC Journal</i> , 2003, 34, 323-337.	3.9	25
8	Language policies for Hong Kong schools since 1997. <i>London Review of Education</i> , 0, 8, .	1.8	24
9	Conceptions of assessment and teacher burnout. <i>Assessment in Education</i> , 2014, 21, 34-51.	1.2	24
10	Models for Trilingual Education in the People's Republic of China. <i>Educational Linguistics</i> , 2014, , 29-44.	0.9	24
11	English with Chinese Characteristics: China's New Curriculum. <i>Asia Pacific Journal of Education</i> , 2001, 21, 19-33.	2.1	22
12	Ethnicity, language-in-education policy and linguistic discrimination: perspectives of Nepali students in Hong Kong. <i>Journal of Multilingual and Multicultural Development</i> , 2018, 39, 329-340.	1.7	22
13	Referencing and borrowing from other systems: the Hong Kong education reforms. <i>Educational Research</i> , 2016, 58, 149-165.	1.8	20
14	PISA, policymaking and political pantomime: education policy referencing between England and Hong Kong. <i>Comparative Education</i> , 2017, 53, 192-208.	2.7	20
15	Trilingualism in Education: Models and Challenges. <i>Multilingual Education</i> , 2015, , 243-258.	0.4	20
16	A case study of the College English Test and ethnic minority university students in China: negotiating the final hurdle. <i>Multilingual Education</i> , 2011, 1, .	0.7	17
17	How culture matters in educational borrowing? Chinese teachers' dilemmas in a global era. <i>Cogent Education</i> , 2015, 2, 1046410.	1.5	17
18	War and Peace: Perceptions of Confucius Institutes in China and USA. <i>Asia-Pacific Education Researcher</i> , 2015, 24, 225-234.	3.7	16

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19	Heritage language maintenance and education in the Greek sociolinguistic context: Albanian immigrant parents's views. <i>Cogent Education</i> , 2016, 3, 1155259.	1.5	15
20	Leadership and collaboration in implementing curriculum change in Hong Kong secondary schools. <i>Asia Pacific Education Review</i> , 2008, 9, 180-189.	2.5	10
21	A critique of PISA and what Jullien's plan might offer. <i>Compare</i> , 2017, 47, 359-373.	2.1	10
22	Social Ideologies and the English Curriculum in China: A Historical Overview. <i>Multilingual Education</i> , 2012, , 1-17.	0.4	9
23	The New Independent Higher Education Institutions in China: Dilemmas and Challenges. <i>Higher Education Quarterly</i> , 2011, 65, 251-266.	2.7	8
24	Multilingual education in minority-dominated regions in Xinjiang, People's Republic of China. <i>Journal of Multilingual and Multicultural Development</i> , 2020, , 1-13.	1.7	7
25	Researching Trilingualism and Trilingual Education in China. <i>Multilingual Education</i> , 2015, , 1-21.	0.4	7
26	Student Voices in School-based Assessment. <i>Australian Journal of Teacher Education</i> , 2015, 40, .	0.6	7
27	Value creating education and the Capability Approach: A comparative analysis of Soka education's facility to promote well-being and social justice. <i>Cogent Education</i> , 2016, 3, 1138575.	1.5	6
28	Test language effect in international achievement comparisons: An example from PISA 2009. <i>Cogent Education</i> , 2014, 1, 955247.	1.5	5
29	Policies of access and quality of higher education in China and Kenya: A comparative study. <i>Cogent Education</i> , 2016, 3, 1201990.	1.5	5
30	"I feel different though" Narratives of young Indonesian Muslims in Australian public schools. <i>Cogent Education</i> , 2016, 3, 1139767.	1.5	5
31	Pedagogy and human dignity – the Special Rank Teacher in China since 1978. <i>History of Education</i> , 2011, 40, 371-389.	0.4	4
32	Trilingual Education in the Inner Mongolia Autonomous Region: Challenges and Threats for Mongolian Identity. , 2017, , 145-163.		3
33	China's Belt and Road Initiative: Opportunities and Linguistic Challenges for Hong Kong. , 2020, , 261-284.		3
34	Exploring the role of community cultural wealth in university access for minority students. <i>British Journal of Sociology of Education</i> , 2022, 43, 916-929.	1.8	3
35	Constructing an official English for China, 1949–2000. <i>Journal of Asian Pacific Communication</i> , 2002, 12, 159-183.	0.3	2
36	The tongue in between: Some thoughts on the teaching of Chinese as a second language in Singapore. <i>Cogent Education</i> , 2014, 1, 967478.	1.5	2

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37	<i>New directions for education in China</i> . Edited by Steven Cowan, Tinghe Jin, Lucia Johnstone Cowan and Zimeng Pan. <i>British Journal of Educational Studies</i> , 2016, 64, 134-136.	1.3	2
38	Linguistic Landscape and Social Equality in an Ethnic Tourism Village in Guizhou, China. <i>Multilingual Education</i> , 2019, , 51-67.	0.4	1
39	Life in a Trilingual School: Perspective from Inner Mongolia. <i>Education in the Asia-Pacific Region</i> , 2017, , 323-335.	0.4	1
40	Individuating emotional clarity in multicultural classrooms of higher education: A transnational study on nonverbal dynamics of enculturation and acculturation. <i>Cogent Education</i> , 2016, 3, 1200834.	1.5	0
41	Chinese Language Pedagogy and Human Dignity: The Special Rank Teacher in the Aftermath of the Cultural Revolution. <i>Multilingual Education</i> , 2012, , 61-80.	0.4	0