

Amanda K Kibler

List of Publications by Year in descending order

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Version: 2024-02-01

58
papers

683
citations

623574

14
h-index

677027

22
g-index

63
all docs

63
docs citations

63
times ranked

330
citing authors

#	ARTICLE	IF	CITATIONS
1	â€œI'll be the heroâ€™: how adolescents negotiate intersectional identities within a high school dual-language program. <i>International Journal of Bilingual Education and Bilingualism</i> , 2023, 26, 20-33.	1.1	4
2	Academic development and disparities in linguistically diverse middle school classrooms: The role of social network equality and linguistic integration. <i>Social Development</i> , 2022, 31, 69-92.	0.8	0
3	Preparing <scp>preservice</scp> teachers to teach science to english learners: A review. <i>Journal of Research in Science Teaching</i> , 2021, 58, 625-660.	2.0	14
4	Beirut linguistic landscape: an analysis of private store fronts. <i>International Journal of Multilingualism</i> , 2020, 17, 196-214.	1.2	13
5	Identity, Positionality, and Peer Social Networks: A Case Study of an Adolescent Refugee Background Student. <i>Journal of Language, Identity and Education</i> , 2020, 19, 208-223.	1.4	12
6	Languaging among Latinx siblings in immigrant homes: Implications for teaching literacy. <i>Theory Into Practice</i> , 2020, 59, 42-52.	0.9	4
7	Lessons for teachers: A wordless picturebook in the hands of one Mexican immigrant family. <i>TESOL Journal</i> , 2020, 11, e00513.	0.6	3
8	Creating Classroom Communities in Linguistically Diverse Settings: Teacher-Directed, Classroom-Level Factor Effects on Peer Dynamics. <i>Journal of Early Adolescence</i> , 2020, 40, 1087-1120.	1.1	4
9	Shared Book Reading and Bilingual Decoding in Latinx Immigrant Homes. <i>Journal of Literacy Research</i> , 2020, 52, 180-208.	0.5	7
10	â€œNo, Professor, That Is Not Trueâ€• First Attempts at Introducing Translanguaging to Preâ€•service Teachers. <i>Educational Linguistics</i> , 2020, , 93-109.	0.6	12
11	Latinx Siblings' Social Emotional Support During Shared Reading. <i>Advances in Educational Technologies and Instructional Design Book Series</i> , 2020, , 194-218.	0.2	1
12	Teachersâ€™ misunderstandings about hybrid language use: Insights into teacher education. <i>TESOL Journal</i> , 2019, 10, e00455.	0.6	5
13	â€œYou ARE Immigrantâ€• but Not Like Usâ€• A discourse analysis of immigrant studentsâ€™ positioning of undocumented immigrants in a CLD classroom. <i>Linguistics and Education</i> , 2019, 54, 100763.	0.5	2
14	Building Linguistically Integrated Classroom Communities: The Role of Teacher Practices. <i>American Educational Research Journal</i> , 2019, 56, 676-715.	1.6	7
15	Building Equitable Futures for Immigrant-Origin Multilingual Youth: Conclusions and Implications of Longitudinal Interactional Histories. , 2019, , 261-286.		0
16	â€œItâ€™s Going to Take a While for This Country to Get Used to Usâ€• School and Vocational Interactional Histories in the Context of Immigration Policies. , 2019, , 117-152.		0
17	Understanding Languages and Literacies of Immigrant-Origin Multilingual Youth: Insights from Theory and Research. , 2019, , 23-46.		0
18	â€œTo Make Something of Myselfâ€• Interactional Histories in the Context of Remedial Institutional Practices and Immigration Policies. , 2019, , 75-115.		0

#	ARTICLE	IF	CITATIONS
19	Developing Understandings Over Time and Across Contexts. , 2019, , 47-73.		0
20	Starting the Journey: Introducing the Study, Youth, and Their Stories. , 2019, , 1-21.		0
21	From "An Inspiration" to Not Knowing "The Basics": Tensions Between Classroom Interactional Histories and Institutional Expectations. , 2019, , 153-187.		0
22	Becoming a "Mexican Feminist": Disciplinary Becoming Through Interactional Histories Across Communities and Contexts. , 2019, , 189-228.		0
23	Relational Challenges and Breakthroughs: How Pre-Service English Teachers'™ Figured Worlds Impact Their Relationships with Students. Teachers College Record, 2018, 120, 1-36.	0.4	0
24	"Because even us, Arabs, now speak English": Syrian refugee teachers'™ investment in English as a foreign language. International Journal of Intercultural Relations, 2017, 60, 169-182.	1.0	17
25	Pursuing SL argumentative writing scholarship as a synergistic endeavor. Journal of Second Language Writing, 2017, 36, 75-76.	1.4	2
26	Using Evidence in L2 Argumentative Writing: A Longitudinal Case Study Across High School and University. Language Learning, 2017, 67, 75-109.	1.4	21
27	Becoming a "Mexican feminist": A minoritized bilingual'™s development of disciplinary identities through writing. Journal of Second Language Writing, 2017, 38, 26-41.	1.4	13
28	Peer Interaction and Learning in Multilingual Settings From a Sociocultural Perspective: Theoretical Insights. International Multilingual Research Journal, 2017, 11, 199-203.	0.8	22
29	Childcare, language-use, and vocabulary of second-generation Latino immigrant children growing up in a new immigrant enclave in the United States. Early Child Development and Care, 2017, 187, 690-706.	0.7	4
30	Bilingual Latin@ children's exposure to language and literacy practices through older siblings in immigrant families. Linguistics and Education, 2016, 35, 63-77.	0.5	27
31	"This Group of Difficult Kids": The Discourse Preservice English Teachers Use to Label Students. Journal of Education for Students Placed at Risk, 2016, 21, 261-278.	1.5	2
32	Conceptualizing Language Learners: Socioinstitutional Mechanisms and their Consequences. Modern Language Journal, 2016, 100, 96-116.	1.3	60
33	Older Sibling Support of Younger Siblings'™ Socio-Emotional Development. Hispanic Journal of Behavioral Sciences, 2016, 38, 395-419.	1.1	10
34	In-Service Teachers' Perspectives on Adolescent ELL Writing Instruction. TESOL Journal, 2016, 7, 350-392.	0.6	8
35	The Cognate and False Cognate Knowledge of Young Emergent Bilinguals. Language Learning, 2016, 66, 448-470.	1.4	20
36	Oral English language proficiency and reading mastery: The role of home language and school supports. Journal of Educational Research, 2016, 109, 122-136.	0.8	6

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37	An Examination of Language Practices During Mother-Child Play Activities Among Mexican Immigrant Families. <i>International Multilingual Research Journal</i> , 2015, 9, 197-219.	0.8	5
38	Vocational Training for Adolescent English Language Learners in Newcomer Programs: Opportunities or Isolation?. <i>TESOL Journal</i> , 2015, 6, 201-224.	0.6	8
39	Transformational Opportunities: Language and Literacy Instruction for English Language Learners in the Common Core Era in the United States. <i>TESOL Journal</i> , 2015, 6, 9-35.	0.6	40
40	Integrating Language, Literacy, and Academic Development: Alternatives to Traditional English as a Second Language and Remedial English for Language Minority Students in Community Colleges. <i>Community College Journal of Research and Practice</i> , 2015, 39, 20-33.	0.8	18
41	â€œYo te estoy ayudando; estoy aprendiendo tambiÃ©n/I am helping you; I am learning too:â€A bilingual familyâ€™s community of practice during home literacy events. <i>Journal of Early Childhood Literacy</i> , 2015, 15, 147-176.	0.4	9
42	Questions they ask: considering teacher-inquiry questions posed by pre-service English teachers. <i>Educational Action Research</i> , 2015, 23, 399-415.	0.8	9
43	Languages across Borders: Social Network Development in an Adolescent Two-Way Language Program. <i>Teachers College Record</i> , 2015, 117, 1-48.	0.4	9
44	â€More than being in a classâ€™: adolescentsâ€™ ethnolinguistic insights in a two-way dual-language program. <i>Language and Education</i> , 2014, 28, 251-275.	1.0	10
45	What Does Standards-based Educational Reform Mean for English Language Learner Populations in Primary and Secondary Schools?. <i>TESOL Quarterly</i> , 2014, 48, 433-453.	1.5	41
46	From High School to the <i>Noviciado</i>: An Adolescent Linguistic Minority Student's Multilingual Journey in Writing. <i>Modern Language Journal</i> , 2014, 98, 629-651.	1.3	14
47	Theme: Re-visioning Pedagogies in Response to Standards-Based Reform. <i>TESOL Quarterly</i> , 2014, 48, 615-615.	1.5	1
48	Understanding how pre-service English teachers adopt stance toward academic teaching inquiry tasks. <i>Linguistics and Education</i> , 2014, 28, 92-106.	0.5	7
49	â€œBut Before I Go to My Next Stepâ€: A Longitudinal Study of Adolescent English Language Learners' Transitional Devices in Oral Presentations. <i>TESOL Quarterly</i> , 2014, 48, 222-251.	1.5	7
50	The Influence of Older Siblings on Language Use Among Second-generation Latino Preschoolers. <i>TESOL Quarterly</i> , 2014, 48, 164-175.	1.5	19
51	Insights into Professional Development for Teachers of English Language Learners: A Focus on Using Students' Native Languages in the Classroom. <i>Bilingual Research Journal</i> , 2013, 36, 187-207.	1.0	32
52	Understanding the â€œmmhmâ€ Dilemmas in talk between teachers and adolescent emergent bilingual students. <i>Linguistics and Education</i> , 2011, 22, 213-232.	0.5	13
53	Casi NomÃ¡s Me Dicen QuÃ© Escribir/They Almost Just Tell Me What to Write: A Longitudinal Analysis of Teacher-Student Interactions in a Linguistically Diverse Mainstream Secondary Classroom. <i>Journal of Education</i> , 2011, 191, 45-58.	0.7	15
54	Community College Practices for U.S.-Educated Language-Minority Students: A Resource-Oriented Framework. <i>Bilingual Research Journal</i> , 2011, 34, 201-222.	1.0	15

#	ARTICLE	IF	CITATIONS
55	“œl write it in a way that people can read it” How teachers and adolescent L2 writers describe content area writing. <i>Journal of Second Language Writing</i> , 2011, 20, 211-226.	1.4	30
56	Writing through two languages: First language expertise in a language minority classroom. <i>Journal of Second Language Writing</i> , 2010, 19, 121-142.	1.4	61
57	Who Are “Long-term English Learners”? Using Classroom Interactions to Deconstruct a Manufactured Learner Label. <i>Applied Linguistics</i> , 0, , amw039.	1.1	12
58	Attending to the Interactional Histories Behind Multilingual Writers’™ Texts: New Directions in TESOL Teacher Education. <i>TESOL Quarterly</i> , 0, , .	1.5	1