

# George C Bunch

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/12203163/publications.pdf>

Version: 2024-02-01

20  
papers

775  
citations

623734

14  
h-index

794594

19  
g-index

20  
all docs

20  
docs citations

20  
times ranked

342  
citing authors

#	ARTICLE	IF	CITATIONS
1	Pedagogical Language Knowledge. <i>Review of Research in Education</i> , 2013, 37, 298-341.	1.6	314
2	“Academic English” in the 7th grade: Broadening the lens, expanding access. <i>Journal of English for Academic Purposes</i> , 2006, 5, 284-301.	2.5	67
3	The Language of Ideas and the Language of Display: Reconceptualizing “Academic Language” in Linguistically Diverse Classrooms. <i>International Multilingual Research Journal</i> , 2014, 8, 70-86.	1.3	59
4	“Going up there”: Challenges and opportunities for language minority students during a mainstream classroom speech event. <i>Linguistics and Education</i> , 2009, 20, 81-108.	1.2	45
5	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.	0.9	40
6	Complex Text and New Common Standards in the United States: Pedagogical Implications for English Learners. <i>TESOL Quarterly</i> , 2014, 48, 533-559.	2.9	34
7	Navigating the language demands of an inquiry-based science performance assessment: Classroom challenges and opportunities for English learners. <i>Science Education</i> , 2012, 96, 631-651.	3.0	33
8	Writing to mean in middle school: Understanding how second language writers negotiate textually-rich content-area instruction. <i>Journal of Second Language Writing</i> , 2013, 22, 141-160.	3.0	31
9	Improving the preparation of novice secondary science teachers for English learners: A proof of concept study. <i>Science Education</i> , 2018, 102, 1288-1318.	3.0	25
10	From “academic language” to the “language of ideas”: A disciplinary perspective on using language in K-12 settings. <i>Language and Education</i> , 2021, 35, 539-556.	2.1	24
11	Latinos, Language Minority Students, and the Construction of ESL. <i>Journal of Hispanic Higher Education</i> , 2008, 7, 6-30.	1.6	19
12	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.	1.3	18
13	Analyzing language demands facing english learners on science performance assessments: The sald framework. <i>Journal of Research in Science Teaching</i> , 2010, 47, 909-928.	3.3	15
14	Community College Practices for U.S.-Educated Language-Minority Students: A Resource-Oriented Framework. <i>Bilingual Research Journal</i> , 2011, 34, 201-222.	1.2	15
15	Documenting the language demands of mainstream content-area assessment for English learners: participant structures, communicative modes and genre in science performance assessments. <i>Language and Education</i> , 2010, 24, 185-214.	2.1	9
16	Dismantling Persistent Deficit Narratives About the Language and Literacy of Culturally and Linguistically Minoritized Children and Youth: Counter-Possibilities. <i>Frontiers in Education</i> , 2021, 6, .	2.1	9
17	Chapter 9. Immigrant Students, English Language Proficiency and Transitions from High School to Community College. , 2009, , 263-294.		6
18	“Sometimes I Do Not Understand Exactly Where the Difficulties Are for My Students”: Language, Literacy, and the New Mainstream in Community Colleges. <i>Community College Review</i> , 2020, 48, 303-329.	1.5	5

#	ARTICLE	IF	CITATIONS
19	Preparing Mainstream Secondary Content-Area Teachers to Facilitate English Language Learners's™ Development of Academic Language. Teachers College Record, 2010, 112, 351-383.	0.9	4
20	Integrating a Focus on Academic Language, English Learners, and Mathematics: Teacher Candidates's™ Responses on the Performance Assessment for California Teachers (PACT). New Educator, 2015, 11, 79-103.	1.4	3