George C Bunch

List of Publications by Year
in descending order

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	From â€œacademic languageâ€•to the â€œlanguage of ideasâ€¦ aÂdisciplinary perspective on using language in K-12 settings. Language and Education, 2021, 35, 539-556.	2.1	24
2	Dismantling Persistent Deficit Narratives About the Language and Literacy of Culturally and Linguistically Minoritized Children and Youth: Counter-Possibilities. Frontiers in Education, 2021, 6, .	2.1	9
3	â€œSometimes I Do Not Understand Exactly Where the Difficulties Are for My Studentsâ€¦ Language, Literacy, and the New Mainstream in Community Colleges. Community College Review, 2020, 48, 303-329.	1.5	5
4	Improving the preparation of novice secondary science teachers for English learners: A proof of concept study. Science Education, 2018, 102, 1288-1318.	3.0	25
5	Integrating a Focus on Academic Language, English Learners, and Mathematics: Teacher Candidatesâ€™ Responses on the Performance Assessment for California Teachers (PACT). New Educator, 2015, 11, 79-103.	1.4	3
6	Transformational Opportunities: Language and Literacy Instruction for English Language Learners in the Common Core Era in the United States. TESOL Journal, 2015, 6, 9-35.	0.9	40
7	Integrating Language, Literacy, and Academic Development: Alternatives to Traditional English as a Second Language and Remedial English for Language Minority Students in Community Colleges. Community College Journal of Research and Practice, 2015, 39, 20-33.	1.3	18
8	Complex Text and New Common Standards in the United States: Pedagogical Implications for English Learners. TESOL Quarterly, 2014, 48, 533-559.	2.9	34
9	The Language of Ideas and the Language of Display: Reconceptualizing â€œAcademic Languageâ€•in Linguistically Diverse Classrooms. International Multilingual Research Journal, 2014, 8, 70-86.	1.3	59
10	Writing to mean in middle school: Understanding how second language writers negotiate textually-rich content-area instruction. Journal of Second Language Writing, 2013, 22, 141-160.	3.0	31
11	Pedagogical Language Knowledge. Review of Research in Education, 2013, 37, 298-341.	1.6	314
12	Navigating the language demands of an inquiryâ€‐based science performance assessment: Classroom challenges and opportunities for English learners. Science Education, 2012, 96, 631-651.	3.0	33
13	Community College Practices for U.S.-Educated Language-Minority Students: A Resource-Oriented Framework. Bilingual Research Journal, 2011, 34, 201-222.	1.2	15
14	Analyzing language demands facing english learners on science performance assessments: The sald framework. Journal of Research in Science Teaching, 2010, 47, 909-928.	3.3	15
15	Documenting the language demands of mainstream content-area assessment for English learners: participant structures, communicative modes and genre in science performance assessments. Language and Education, 2010, 24, 185-214.	2.1	9
16	Preparing Mainstream Secondary Content-Area Teachers to Facilitate English Language Learnersâ€™ Development of Academic Language. Teachers College Record, 2010, 112, 351-383.	0.9	4
17	â€œGoing up thereâ€¦ Challenges and opportunities for language minority students during a mainstream classroom speech event. Linguistics and Education, 2009, 20, 81-108.	1.2	45
18	Chapter 9. Immigrant Students, English Language Profi ciency and Transitions from High School to Community College. , 2009, , 263-294.		6

#	Article	IF	Citations
19	Latinos, Language Minority Students, and the Construction of ESL. Journal of Hispanic Higher Education, 2008, 7, 6-30.	1.6	19
20	â€œAcademic Englishâ€•in the 7th grade: Broadening the lens, expanding access. Journal of English for Academic Purposes, 2006, 5, 284-301.	2.5	67