

Mari Haneda

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5013479/publications.pdf>

Version: 2024-02-01

23
papers

563
citations

623734

14
h-index

642732

23
g-index

25
all docs

25
docs citations

25
times ranked

321
citing authors

#	ARTICLE	IF	CITATIONS
1	From academic language to academic communication: Building on English learners's™ resources. <i>Linguistics and Education</i> , 2014, 26, 126-135.	1.2	77
2	Classrooms as Communities of Practice: A Reevaluation. <i>TESOL Quarterly</i> , 2006, 40, 807.	2.9	69
3	Learning an Additional Language Through Dialogic Inquiry. <i>Language and Education</i> , 2008, 22, 114-136.	2.1	52
4	Investing in Foreign-Language Writing: A Study of Two Multicultural Learners. <i>Journal of Language, Identity and Education</i> , 2005, 4, 269-290.	2.4	46
5	Instructional coaching through dialogic interaction: helping a teacher to become agentive in her practice. <i>Language and Education</i> , 2017, 31, 46-64.	2.1	34
6	Reimagining English's™ Medium Instructional Settings as Sites of Multilingual and Multimodal Meaning Making. <i>TESOL Quarterly</i> , 2018, 52, 516-539.	2.9	34
7	ESL teacher advocacy beyond the classroom. <i>Teaching and Teacher Education</i> , 2015, 49, 149-158.	3.2	29
8	Becoming Literate in a Second Language: Connecting Home, Community, and School Literacy Practices. <i>Theory Into Practice</i> , 2006, 45, 337-345.	1.6	24
9	Second Language Learning in a "Community of Practice's™: A Case Study of Adult Japanese Learners. <i>Canadian Modern Language Review</i> , 1997, 54, 11-27.	0.7	22
10	Some Key Pedagogic Principles for Helping ELLs to Succeed in School. <i>Theory Into Practice</i> , 2012, 51, 297-304.	1.6	21
11	A Job's™ Crafting Perspective on Teacher Agentive Action. <i>TESOL Quarterly</i> , 2016, 50, 745-754.	2.9	18
12	Modes of Engagement in Foreign Language Writing: An Activity Theoretical Perspective. <i>Canadian Modern Language Review</i> , 2007, 64, 297-327.	0.7	17
13	Ways of interacting: What underlies instructional coaches' discursive actions. <i>Teaching and Teacher Education</i> , 2019, 78, 165-173.	3.2	17
14	Some Functions of Triadic Dialogue in the Classroom: Examples from L2 Research. <i>Canadian Modern Language Review</i> , 2005, 62, 313-333.	0.7	16
15	Contexts for Learning: English Language Learners in a US Middle School. <i>International Journal of Bilingual Education and Bilingualism</i> , 2008, 11, 57-74.	2.1	15
16	ESL Teachers's™ Acting Agentively Through Job Crafting. <i>Journal of Language, Identity and Education</i> , 2018, 17, 402-415.	2.4	14
17	Bilingual and biliteracy practices. <i>Journal of Asian Pacific Communication</i> , 2009, 19, 7-29.	0.3	12
18	Toward collaborative partnerships: Lessons from parents and teachers of emergent bi/multilingual students. <i>Theory Into Practice</i> , 2021, 60, 18-27.	1.6	11

#	ARTICLE	IF	CITATIONS
19	Learning about the past and preparing for the future: a longitudinal investigation of a grade 7 "sheltered" social studies class. <i>Language and Education</i> , 2009, 23, 335-352.	2.1	10
20	Strangers and Professionals: Positioning Discourse in ESL Teachers' Work. <i>Urban Review</i> , 2013, 45, 251-272.	1.6	6
21	Learning over time: empirical and theoretical investigations of classroom talk and interaction. <i>Language and Education</i> , 2009, 23, 291-294.	2.1	5
22	Modes of Student Participation in an Elementary School Science Classroom: From Talking to Writing. <i>Linguistics and Education</i> , 1999, 10, 459-485.	1.2	4
23	A case study of two South Korean middle school EFL teachers' practices: instructional stances and use of classroom materials. <i>Classroom Discourse</i> , 2021, 12, 56-74.	1.3	2