

# 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	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
2	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
3	Ways of interacting: What underlies instructional coaches' discursive actions. <i>Teaching and Teacher Education</i> , 2019, 78, 165-173.	3.2	17
4	Reimagining English'™Medium Instructional Settings as Sites of Multilingual and Multimodal Meaning Making. <i>TESOL Quarterly</i> , 2018, 52, 516-539.	2.9	34
5	ESL Teachers'™ Acting Agentively Through Job Crafting. <i>Journal of Language, Identity and Education</i> , 2018, 17, 402-415.	2.4	14
6	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
7	A Job'™Crafting Perspective on Teacher Agentive Action. <i>TESOL Quarterly</i> , 2016, 50, 745-754.	2.9	18
8	ESL teacher advocacy beyond the classroom. <i>Teaching and Teacher Education</i> , 2015, 49, 149-158.	3.2	29
9	From academic language to academic communication: Building on English learners'™ resources. <i>Linguistics and Education</i> , 2014, 26, 126-135.	1.2	77
10	Strangers and Professionals: Positioning Discourse in ESL Teachers'™ Work. <i>Urban Review</i> , 2013, 45, 251-272.	1.6	6
11	Some Key Pedagogic Principles for Helping ELLs to Succeed in School. <i>Theory Into Practice</i> , 2012, 51, 297-304.	1.6	21
12	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
13	Learning over time: empirical and theoretical investigations of classroom talk and interaction. <i>Language and Education</i> , 2009, 23, 291-294.	2.1	5
14	Bilingual and biliteracy practices. <i>Journal of Asian Pacific Communication</i> , 2009, 19, 7-29.	0.3	12
15	Learning an Additional Language Through Dialogic Inquiry. <i>Language and Education</i> , 2008, 22, 114-136.	2.1	52
16	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
17	Modes of Engagement in Foreign Language Writing: An Activity Theoretical Perspective. <i>Canadian Modern Language Review</i> , 2007, 64, 297-327.	0.7	17
18	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

#	ARTICLE	IF	CITATIONS
19	Classrooms as Communities of Practice: A Reevaluation. TESOL Quarterly, 2006, 40, 807.	2.9	69
20	Investing in Foreign-Language Writing: A Study of Two Multicultural Learners. Journal of Language, Identity and Education, 2005, 4, 269-290.	2.4	46
21	Some Functions of Triadic Dialogue in the Classroom: Examples from L2 Research. Canadian Modern Language Review, 2005, 62, 313-333.	0.7	16
22	Modes of Student Participation in an Elementary School Science Classroom: From Talking to Writing. Linguistics and Education, 1999, 10, 459-485.	1.2	4
23	Second Language Learning in a "Community of Practice": A Case Study of Adult Japanese Learners. Canadian Modern Language Review, 1997, 54, 11-27.	0.7	22