

# Ester J De Jong

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5346435/publications.pdf>

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37  
papers

1,171  
citations

471509

17  
h-index

434195

31  
g-index

45  
all docs

45  
docs citations

45  
times ranked

494  
citing authors

#	ARTICLE	IF	CITATIONS
1	Misconceptions About Teaching English-language Learners. <i>Journal of Adolescent and Adult Literacy</i> , 2004, 48, 152-162.	1.1	162
2	English language teacher expertise: the elephant in the room. <i>Language and Education</i> , 2009, 23, 137-151.	2.1	99
3	Enhanced Knowledge and Skills for Elementary Mainstream Teachers of English Language Learners. <i>Theory Into Practice</i> , 2013, 52, 89-97.	1.6	94
4	Integration in two-way immersion education: equalising linguistic benefits for all students. <i>International Journal of Bilingual Education and Bilingualism</i> , 2009, 12, 81-99.	2.1	89
5	From Preservice to Practice: Mainstream Elementary Teacher Beliefs of Preparation and Efficacy with English Language Learners in the State of Florida. <i>Bilingual Research Journal</i> , 2011, 34, 223-239.	1.2	87
6	Aiming for Equity: Preparing Mainstream Teachers for Inclusion or Inclusive Classrooms?. <i>TESOL Quarterly</i> , 2016, 50, 340-368.	2.9	71
7	Marginalizing English as a second language teacher expertise: The exclusionary consequence of No Child Left Behind. <i>Language Policy</i> , 2008, 7, 267-284.	0.8	63
8	Teacher Advocacy in Bilingual Programs. <i>Bilingual Research Journal</i> , 2011, 34, 248-262.	1.2	56
9	Effective Bilingual Education: From Theory to Academic Achievement in a Two-Way Bilingual Program. <i>Bilingual Research Journal</i> , 2002, 26, 65-84.	1.2	54
10	Cultural and Linguistic Investment: Adolescents in a Secondary Two-Way Immersion Program. <i>Equity and Excellence in Education</i> , 2008, 41, 325-340.	2.8	49
11	Policy Discourses and U.S. Language in Education Policies. <i>Peabody Journal of Education</i> , 2013, 88, 98-111.	1.3	40
12	Educating Immigrant Children. , 0, , .		38
13	Two-Way Immersion for the Next Generation: Models, Policies, and Principles. <i>International Multilingual Research Journal</i> , 2016, 10, 6-16.	1.3	37
14	Bilingual Education Within the Context of English-Only Policies: Three Districts' Responses to Question 2 in Massachusetts. <i>Educational Policy</i> , 2005, 19, 595-620.	2.0	34
15	Language policy in multilingual contexts: Revisiting Ruiz's "language-as-resource" orientation. <i>Bilingual Research Journal</i> , 2016, 39, 200-212.	1.2	32
16	Dual language programs as a strand within a secondary school: dilemmas of school organization and the TWI mission. <i>International Journal of Bilingual Education and Bilingualism</i> , 2014, 17, 15-31.	2.1	29
17	Contextualizing Policy Appropriation: Teachers' Perspectives, Local Responses, and English-only Ballot Initiatives. <i>Urban Review</i> , 2008, 40, 350-370.	1.6	27
18	A Multilingualism-as-a-Resource Orientation in Dual Language Education. <i>Theory Into Practice</i> , 2019, 58, 107-120.	1.6	22

#	ARTICLE	IF	CITATIONS
19	Exploring professional identities of nonnative-English-speaking teachers in the United States: A narrative case study. <i>TESOL Journal</i> , 2019, 10, e495.	0.9	11
20	Two-way bilingual education programs and sense of belonging: perspectives from middle school students. <i>International Journal of Bilingual Education and Bilingualism</i> , 2023, 26, 84-96.	2.1	11
21	Integrated Bilingual Education: An Alternative Approach. <i>Bilingual Research Journal</i> , 2006, 30, 23-44.	1.2	10
22	Beyond Compliance: ESL Faculty's Perspectives on Preparing General Education Faculty for ESL Infusion. <i>Educational Forum</i> , 2018, 82, 174-190.	1.8	10
23	Bilingual Approaches. , 0, , 108-122.		9
24	General Education Teacher Educators and English Language Learner Teacher Preparation: Infusion as Curricular Change. <i>New Educator</i> , 2019, 15, 331-354.	1.4	8
25	Program design and two-way immersion programs. <i>Journal of Immersion and Content-Based Language Education</i> , 2014, 2, 241-256.	0.8	6
26	Can English Learner Teacher Effectiveness Be Observed? Validation of an EL-Modified Framework for Teaching. <i>TESOL Quarterly</i> , 2020, 54, 173-200.	2.9	5
27	Afterword: toward pluralist policies, practices, and research. <i>Language and Education</i> , 2016, 30, 378-382.	2.1	4
28	Mainstream Teachers in Two-Way Immersion Programs: Becoming Content and Language Teachers. <i>Advances in Research on Teaching</i> , 2015, , 107-126.	0.2	3
29	Expanding EAL expertise: Taking a multilingual stance. <i>TESOL in Context: journal of ACTA:(teachers) Tj ETQq1 10,784314,rgBT /O</i>	0.3	2
30	6. Opportunities and Dilemmas for TWI Programs at the Secondary Level. , 2018, , 86-102.		1
31	Translanguaging as a boundary crossing mechanism: A Turkish-American Youngster and her linguistic negotiation of three discursive spaces. <i>Australian Journal of Applied Linguistics</i> , 2020, 3, 11-25.	0.6	1
32	Integration in TWBE. <i>Journal of Immersion and Content-Based Language Education</i> , 2022, 10, 286-301.	0.8	1
33	Educating Immigrant Children: Schools and Language Minorities in Twelve Nations.. <i>International Migration Review</i> , 1999, 33, 207.	2.1	0
34	Title is missing!. <i>Language Policy</i> , 2003, 2, 291-295.	0.8	0
35	Review of Reyes & Crawford (2012): <i>Diary of a Bilingual School: How a Constructivist Curriculum, a Multicultural Perspective, and a Commitment to Dual Immersion Education Combined to Foster Fluent Bilingualism in Spanish-and English-Speaking Children</i> . <i>Journal of Immersion and Content-Based Language Education</i> , 2013, 1, 163-165.	0.8	0
36	Preparing Mainstream Teacher Candidates to Work with English Language Learners: Dissonance and Care Developing Agency. <i>European Journal of Educational Research</i> , 2022, 11, 1303-1314.	1.3	0

#	ARTICLE	IF	CITATIONS
37	Multilingualism as Norm. , 2022, , 112-117.		0