

Angela Creese

List of Publications by Year in descending order

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Version: 2024-02-01

37
papers

3,193
citations

331670

21
h-index

330143

37
g-index

40
all docs

40
docs citations

40
times ranked

1246
citing authors

#	ARTICLE	IF	CITATIONS
1	Interpretations of "An Ethnographic Drama." , 2021, , .		3
2	Interaction ritual and the body in a city meat market. <i>Social Semiotics</i> , 2020, 30, 1-24.	1.1	15
3	Stereotypes and chronotopes: The peasant and the cosmopolitan in narratives about migration*. <i>Journal of Sociolinguistics</i> , 2020, 24, 419-440.	1.2	9
4	Translanguaging and Public Service Encounters: Language Learning in the Library. <i>Modern Language Journal</i> , 2019, 103, 800-814.	2.3	17
5	Translanguaging and translation: the construction of social difference across city spaces. <i>International Journal of Bilingual Education and Bilingualism</i> , 2018, 21, 841-852.	2.1	32
6	Translanguaging and the body. <i>International Journal of Multilingualism</i> , 2017, 14, 250-268.	2.5	109
7	The "other woman"™ in a mother and daughter relationship: The case of Mami Ji. <i>Language in Society</i> , 2017, 46, 185-206.	0.5	2
8	The structure of everyday narrative in a city market: An ethnopoetics approach. <i>Journal of Sociolinguistics</i> , 2016, 20, 654-676.	1.2	14
9	Discursive Shadowing in Linguistic Ethnography. <i>Situated Practices and Circulating Discourses in Multilingual Schools. Anthropology and Education Quarterly</i> , 2016, 47, 329-339.	1.1	8
10	Translanguaging and Identity in Educational Settings. <i>Annual Review of Applied Linguistics</i> , 2015, 35, 20-35.	1.5	282
11	The Ideal "Native Speaker"™ Teacher: Negotiating Authenticity and Legitimacy in the Language Classroom. <i>Modern Language Journal</i> , 2014, 98, 937-951.	2.3	52
12	Heteroglossia as Practice and Pedagogy. <i>Educational Linguistics</i> , 2014, , 1-20.	0.9	52
13	Voice and Meaning-Making in Team Ethnography. <i>Anthropology and Education Quarterly</i> , 2012, 43, 306-324.	1.1	48
14	Separate and flexible bilingualism in complementary schools: Multiple language practices in interrelationship. <i>Journal of Pragmatics</i> , 2011, 43, 1196-1208.	1.5	262
15	Towards a sociolinguistics of superdiversity. <i>Zeitschrift Fur Erziehungswissenschaft</i> , 2010, 13, 549-572.	2.9	70
16	Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?. <i>Modern Language Journal</i> , 2010, 94, 103-115.	2.3	1,419
17	Content-Focused Classrooms and Learning English: How Teachers Collaborate. <i>Theory Into Practice</i> , 2010, 49, 99-105.	1.6	36
18	Meaning-Making as Dialogic Process: Official and Carnival Lives in the Language Classroom. <i>Journal of Language, Identity and Education</i> , 2009, 8, 236-253.	2.4	50

#	ARTICLE	IF	CITATIONS
19	Building on Young People's Linguistic and Cultural Continuity: Complementary Schools in the United Kingdom. <i>Theory Into Practice</i> , 2009, 48, 267-273.	1.6	21
20	Folk stories and social identification in multilingual classrooms. <i>Linguistics and Education</i> , 2009, 20, 350-365.	1.2	11
21	Supporting Talk? Partnership Teachers in Classroom Interaction. <i>International Journal of Bilingual Education and Bilingualism</i> , 2006, 9, 434-453.	2.1	59
22	Multicultural, Heritage and Learner Identities in Complementary Schools. <i>Language and Education</i> , 2006, 20, 23-43.	2.1	146
23	Managing Bilingual Interaction in a Gujarati Complementary School in Leicester. <i>Language and Education</i> , 2006, 20, 5-22.	2.1	66
24	Interaction in Complementary School Contexts: Developing Identities of Choice – An Introduction. <i>Language and Education</i> , 2006, 20, 1-4.	2.1	40
25	Is this content-based language teaching?. <i>Linguistics and Education</i> , 2005, 16, 188-204.	1.2	43
26	Mediating allegations of racism in a multiethnic London school: what speech communities and communities of practice can tell us about discourse and power. , 2005, , 55-76.		20
27	Bilingual Teachers in Mainstream Secondary School Classrooms: Using Turkish for Curriculum Learning. <i>International Journal of Bilingual Education and Bilingualism</i> , 2004, 7, 189-203.	2.1	20
28	Pedagogic Discourses, Learning and Gender Identification. <i>Language and Education</i> , 2004, 18, 191-206.	2.1	5
29	Language, Ethnicity and the Mediation of Allegations of Racism: Negotiating Diversity and Sameness in Multilingual School Discourses. <i>International Journal of Bilingual Education and Bilingualism</i> , 2003, 6, 221-236.	2.1	13
30	Multilingual Classroom Ecologies: Inter-relationships, Interactions and Ideologies. <i>International Journal of Bilingual Education and Bilingualism</i> , 2003, 6, 161-167.	2.1	32
31	The Discursive Construction of Power in Teacher Partnerships: Language and Subject Specialists in Mainstream Schools. <i>TESOL Quarterly</i> , 2002, 36, 597.	2.9	77
32	Gender and learning: equity, equality and pedagogy. <i>Support for Learning</i> , 2001, 16, 112-116.	0.4	14
33	Evaluating Teacher Support Teams in secondary schools: supporting teachers for SEN and other needs. <i>Research Papers in Education</i> , 2000, 15, 307-324.	3.0	12
34	The Role of the Language Specialist in Disciplinary Teaching: In Search of a Subject?. <i>Journal of Multilingual and Multicultural Development</i> , 2000, 21, 451-470.	1.7	23
35	The (mis)use of SATs to examine gender and achievement at Key Stage 2. <i>Curriculum Journal</i> , 1999, 10, 169-187.	1.5	7
36	The Prevalence and Usefulness of Collaborative Teacher Groups for SEN: Results of a National Survey. <i>Support for Learning</i> , 1998, 13, 109-114.	0.4	3

#	ARTICLE	IF	CITATIONS
37	The potential of ethnographic drama in the representation, interpretation, and democratization of sociolinguistic research. <i>Journal of Sociolinguistics</i> , 0, , .	1.2	2