

# Fang Gao

## List of Publications by Year in descending order

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Version: 2024-02-01

30  
papers

513  
citations

687363

13  
h-index

713466

21  
g-index

30  
all docs

30  
docs citations

30  
times ranked

202  
citing authors

#	ARTICLE	IF	CITATIONS
1	Are the effects always positive? Rethinking the role of parental social capital in the university choice process. <i>International Studies in Sociology of Education</i> , 2023, 32, 717-739.	1.8	1
2	Motivational mechanisms of ethnic minorities's social media engagement with mainstream culture. <i>Journal of Multilingual and Multicultural Development</i> , 2022, 43, 387-403.	1.7	10
3	Exploring the role of community cultural wealth in university access for minority students. <i>British Journal of Sociology of Education</i> , 2022, 43, 916-929.	1.8	3
4	Guests in someone else's house? Sense of belonging among ethnic minority students in a Hong Kong university. <i>British Educational Research Journal</i> , 2021, 47, 1004-1020.	2.5	7
5	Belonging beyond the deficit label: the experiences of "non-Chinese speaking" minority students in Hong Kong. <i>Journal of Multilingual and Multicultural Development</i> , 2019, 40, 186-197.	1.7	29
6	Ethnic minority students's progression to university in Hong Kong: access and equity. <i>Multicultural Education Review</i> , 2019, 11, 135-148.	0.8	10
7	Identity and Chinese Language Learning Among Ethnic Minorities in Hong Kong. <i>Multilingual Education Yearbook</i> , 2018, , 125-137.	0.3	0
8	Do heterophilous networks work? Investigating school-based social capital and the university choice process among less-privileged ethnic minorities in Hong Kong. <i>Race Ethnicity and Education</i> , 2018, 21, 827-842.	2.6	9
9	Being "religious and cultural rebels" or being "cultural hybrids"? The role of identity capital in Muslim female university students's self-construction. <i>Gender and Education</i> , 2018, 30, 1032-1047.	1.7	6
10	Biculturalism and segregated schooling in Hong Kong. <i>Journal of Multilingual and Multicultural Development</i> , 2018, 39, 301-312.	1.7	16
11	Capital multiplicity and convertibility: language minorities's multidimensional challenges to accessing postsecondary education in Hong Kong. <i>British Journal of Sociology of Education</i> , 2017, 38, 1165-1176.	1.8	17
12	Studying parental involvement and university access and choice: An "interacting multiple capitals" model. <i>British Educational Research Journal</i> , 2017, 43, 1206-1224.	2.5	3
13	Paradox of multiculturalism: invisibility of "Koreanness" in Chinese language curriculum. <i>Asian Ethnicity</i> , 2016, 17, 467-479.	0.9	9
14	School desegregation in Hong Kong: non-Chinese linguistic minority students' challenges to learning Chinese in mainstream schools. <i>Asia Pacific Journal of Education</i> , 2016, 36, 533-544.	2.1	34
15	Bicultural orientation and Chinese language learning among South Asian ethnic minority students in Hong Kong. <i>International Journal of Bilingual Education and Bilingualism</i> , 2015, 18, 203-224.	2.1	30
16	Imagined identity of ethnic Koreans and its implication for bilingual education in China. <i>International Journal of Bilingual Education and Bilingualism</i> , 2012, 15, 343-353.	2.1	15
17	Unlocking the racialized and gendered educational experiences of South Asian females in Hong Kong: the case study of Pakistani girls. <i>Asian Ethnicity</i> , 2012, 13, 251-262.	0.9	17
18	What accounts for the underachievement of South Asians in Hong Kong? The voices of Pakistani and Nepalese parents. <i>Educational Research</i> , 2012, 54, 51-63.	1.8	44

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19	Korean-Chinese parents' language attitudes and additive bilingual education in China. <i>Journal of Multilingual and Multicultural Development</i> , 2012, 33, 539-552.	1.7	26
20	Linguistic capital: continuity and change in educational language policies for South Asians in Hong Kong primary schools. <i>Current Issues in Language Planning</i> , 2011, 12, 251-263.	2.1	45
21	South Asian students' Chinese language learning in Hong Kong: motivations and strategies. <i>Journal of Multilingual and Multicultural Development</i> , 2011, 32, 285-297.	1.7	52
22	Teaching Chinese as a Second Language in China – The Cases of South Asians and Ethnic Koreans. <i>Linguistics and the Human Sciences</i> , 2011, 4, 265-288.	0.2	13
23	Investigating the role of bilingual teaching assistants in Hong Kong: an exploratory study. <i>Educational Research</i> , 2010, 52, 445-456.	1.8	27
24	Learning Korean language in China: motivations and strategies of non-Koreans. <i>International Journal of Bilingual Education and Bilingualism</i> , 2010, 13, 273-284.	2.1	11
25	Bilingual Education Among Ethnic Koreans in China. <i>Chinese Education and Society</i> , 2010, 43, 82-92.	0.2	15
26	Ethnicity, achievement and friendship: Korean Chinese students' construction of peer networks. <i>Educational Review</i> , 2010, 62, 143-156.	3.7	3
27	A comparative analysis of the meaning of model minority among ethnic Koreans in China and the United States. <i>Comparative Education</i> , 2010, 46, 207-222.	2.7	7
28	Challenges of Discourses on "Model Minority" and "South Korean Wind" for Ethnic Koreans' Schooling in Northeast China. <i>Diaspora, Indigenous, and Minority Education</i> , 2009, 3, 119-130.	1.0	15
29	Model minority, self-perception and schooling: multiple voices of Korean students in China. <i>Asia Pacific Journal of Education</i> , 2009, 29, 17-27.	2.1	6
30	What it means to be a "model minority": voices of ethnic Koreans in Northeast China. <i>Asian Ethnicity</i> , 2008, 9, 55-67.	0.9	33