

Angel M Y Lin

List of Publications by Year in descending order

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41
papers

1,824
citations

394286

19
h-index

477173

29
g-index

43
all docs

43
docs citations

43
times ranked

658
citing authors

#	ARTICLE	IF	CITATIONS
1	Race and TESOL: Introduction to Concepts and Theories. TESOL Quarterly, 2006, 40, 471.	1.5	224
2	Doing-English-Lessons in the Reproduction or Transformation of Social Worlds?. TESOL Quarterly, 1999, 33, 393.	1.5	167
3	Theories of trans//languaging and trans-semiotizing: implications for content-based education classrooms. International Journal of Bilingual Education and Bilingualism, 2019, 22, 5-16.	1.1	136
4	Translanguaging in Bilingual Education. , 2017, , 117-130.		127
5	Toward Paradigmatic Change in <scp>TESOL</scp> Methodologies: Building Plurilingual Pedagogies From the Ground Up. TESOL Quarterly, 2013, 47, 521-545.	1.5	111
6	Beyond Linguistic Purism in Language-in-education Policy and Practice: Exploring Bilingual Pedagogies in a Hong Kong Science Classroom. Language and Education, 2006, 20, 287-305.	1.0	109
7	Trans//languaging and the triadic dialogue in content and language integrated learning (CLIL) classrooms. Language and Education, 2017, 31, 26-45.	1.0	90
8	Newspaper editorial discourse and the politics of self-censorship in Hong Kong. Discourse and Society, 2006, 17, 331-358.	1.5	72
9	Towards Transformation of Knowledge and Subjectivity in Curriculum Inquiry: Insights From Chen Kuanâ€Hsingâ€™s â€œAsia as Methodâ€• Curriculum Inquiry, 2012, 42, 153-178.	0.8	72
10	Translanguaging classroom discourse: pushing limits, breaking boundaries. Classroom Discourse, 2019, 10, 209-215.	0.6	72
11	Translanguaging and named languages: productive tension and desire. International Journal of Bilingual Education and Bilingualism, 2020, 23, 423-433.	1.1	58
12	Translanguaging and trans-semiotising in a CLIL biology class in Hong Kong: whole-body sense-making in the flow of knowledge co-making. Classroom Discourse, 2019, 10, 252-273.	0.6	57
13	Appropriating English, Expanding Identities, and Re-Visioning the Field: From TESOL to Teaching English for Globalized Communication (TEGCOM). Journal of Language, Identity and Education, 2002, 1, 295-316.	1.4	54
14	Voices Without Words: Doing Critical Literate Talk in English as a Second Language. TESOL Quarterly, 2015, 49, 67-91.	1.5	41
15	5. Multilingual and Multimodal Resources in Genre-based Pedagogical Approaches to L2 English Content Classrooms. , 2012, , 79-103.		38
16	Local interpretation of global management discourses in higher education in Hong Kong: potential impact on academic culture. Inter-Asia Cultural Studies, 2009, 10, 260-274.	0.1	36
17	Codeâ€Switching in the Classroom: Research Paradigms and Approaches. , 2008, , 3464-3477.		32
18	What's the Use of â€œTriadic Dialogueâ€?: Activity Theory, Conversation Analysis, and Analysis of Pedagogical Practices. Pedagogies, 2007, 2, 77-94.	0.4	31

#	ARTICLE	IF	CITATIONS
19	Coloniality, Postcoloniality, and TESOL. . . Can a spider weave its way out of the web that it is being woven into just as it weaves?. <i>Critical Inquiry in Language Studies</i> , 2006, 3, 65-73.	1.2	29
20	Using Local Languages in English Language Classrooms. <i>English Language Education</i> , 2016, , 25-40.	0.0	27
21	Beyond Progressive Liberalism and Cultural Relativism: Towards Critical Postmodernist, Sociohistorically Situated Perspectives in Classroom Studies. <i>Canadian Modern Language Review</i> , 2002, 59, 97-124.	0.3	24
22	From deficit-based teaching to asset-based teaching in higher education in BANA countries: cutting through "either-or"™ binaries with a heteroglossic plurilingual lens. <i>Language, Culture and Curriculum</i> , 2020, 33, 203-212.	1.7	24
23	Curriculum genres and task structure as frameworks to analyse teachers'™ use of L1 in CBI classrooms. <i>International Journal of Bilingual Education and Bilingualism</i> , 2019, 22, 78-90.	1.1	18
24	"It Takes a Village to Research a Village"™: Conversations Between Angel Lin and Jay Lemke on Contemporary Issues in Translanguaging. <i>Educational Linguistics</i> , 2020, , 47-74.	0.6	17
25	Crossing Boundaries: Male Consumption of Korean TV Dramas and Negotiation of Gender Relations in Modern Day Hong Kong. <i>Journal of Gender Studies</i> , 2007, 16, 217-232.	1.3	15
26	English and multilingualism. , 2018, , 77-92.		13
27	Examining CLIL through a Critical Lens. <i>English Teaching and Learning</i> , 2020, 44, 103-108.	0.6	12
28	Exploring content and language co-construction in CLIL with semantic waves. <i>International Journal of Bilingual Education and Bilingualism</i> , 2020, , 1-22.	1.1	12
29	Translingual practices at a Shanghai university. <i>World Englishes</i> , 2020, 39, 249-262.	0.7	11
30	Translanguaging and flows: towards an alternative conceptual model. , 2022, 1, 134-151.		10
31	Critical Practice in English Language Education in Hong Kong. , 2012, , 71-83.		8
32	6. Translanguaging in a Multimodal Mathematics Presentation. , 2016, , 91-120.		8
33	Resolving puzzling phenomena by the simple particle model: examining thematic patterns of multimodal learning and teaching. <i>Learning: Research and Practice</i> , 2020, 6, 70-87.	1.1	6
34	Introduction to the Special Issue on Mobile Societies in Asia-Pacific. <i>Information Society</i> , 2008, 24, 135-139.	1.7	5
35	Code-Switching in the Classroom: Research Paradigms and Approaches. , 2017, , 487-501.		4
36	DIFFERENTIATING BETWEEN AUTOMATIC AND STRATEGIC CONTROL PROCESSES: TOWARD A MODEL OF COGNITIVE MOBILIZATION IN BILINGUAL READING. <i>Psychologia</i> , 2005, 48, 39-53.	0.3	2

#	ARTICLE	IF	CITATIONS
37	Translanguaging, Trans-semiotizing, and Trans-registering in a Culturally and Linguistically Diverse Science Classroom. , 2021, , 143-171.		2
38	Coloniality, Postcoloniality, and TESOL. . . Can a spider weave its way out of the web that it is being woven into just as it weaves?. International Journal for the Psychology of Religion, The, 2006, 3, 65-73.	1.3	1
39	Code-Switching in the Classroom: Research Paradigms and Approaches. , 2016, , 1-15.		1
40	Curriculum Mapping and Bridging Pedagogies. , 2016, , 77-110.		0
41	Introduction : r�imaginer la p�dagogie des multilit�raties II pour agir dans une soci�t� marqu�e d�incertitude. OLBI Working Papers, 0, 11, 1-14.	0.0	0