

# Angel M Y Lin

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9586287/publications.pdf>

Version: 2024-02-01

41  
papers

1,824  
citations

393982

19  
h-index

476904

29  
g-index

43  
all docs

43  
docs citations

43  
times ranked

658  
citing authors

#	ARTICLE	IF	CITATIONS
1	Translanguaging and flows: towards an alternative conceptual model. , 2022, 1, 134-151.		10
2	Translanguaging, Trans-semiotizing, and Trans-registering in a Culturally and Linguistically Diverse Science Classroom. , 2021, , 143-171.		2
3	Translanguaging and named languages: productive tension and desire. International Journal of Bilingual Education and Bilingualism, 2020, 23, 423-433.	1.1	58
4	Resolving puzzling phenomena by the simple particle model: examining thematic patterns of multimodal learning and teaching. Learning: Research and Practice, 2020, 6, 70-87.	1.1	6
5	Examining CLIL through a Critical Lens. English Teaching and Learning, 2020, 44, 103-108.	0.6	12
6	Exploring content and language co-construction in CLIL with semantic waves. International Journal of Bilingual Education and Bilingualism, 2020, , 1-22.	1.1	12
7	Translingual practices at a Shanghai university. World Englishes, 2020, 39, 249-262.	0.7	11
8	From deficit-based teaching to asset-based teaching in higher education in BANA countries: cutting through "either-or" binaries with a heteroglossic plurilingual lens. Language, Culture and Curriculum, 2020, 33, 203-212.	1.7	24
9	"It Takes a Village to Research a Village": Conversations Between Angel Lin and Jay Lemke on Contemporary Issues in Translanguaging. Educational Linguistics, 2020, , 47-74.	0.6	17
10	Translanguaging classroom discourse: pushing limits, breaking boundaries. Classroom Discourse, 2019, 10, 209-215.	0.6	72
11	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
12	Theories of trans/languageing and trans-semiotizing: implications for content-based education classrooms. International Journal of Bilingual Education and Bilingualism, 2019, 22, 5-16.	1.1	136
13	Curriculum genres and task structure as frameworks to analyse teachers' use of L1 in CBI classrooms. International Journal of Bilingual Education and Bilingualism, 2019, 22, 78-90.	1.1	18
14	English and multilingualism. , 2018, , 77-92.		13
15	Translanguaging in Bilingual Education. , 2017, , 117-130.		127
16	Trans/languageing and the triadic dialogue in content and language integrated learning (CLIL) classrooms. Language and Education, 2017, 31, 26-45.	1.0	90
17	Code-Switching in the Classroom: Research Paradigms and Approaches. , 2017, , 487-501.		4
18	Using Local Languages in English Language Classrooms. English Language Education, 2016, , 25-40.	0.0	27

#	ARTICLE	IF	CITATIONS
19	6. Translanguaging in a Multimodal Mathematics Presentation. , 2016, , 91-120.		8
20	Code-Switching in the Classroom: Research Paradigms and Approaches. , 2016, , 1-15.		1
21	Curriculum Mapping and Bridging Pedagogies. , 2016, , 77-110.		0
22	Voices Without Words: Doing Critical Literate Talk in English as a Second Language. TESOL Quarterly, 2015, 49, 67-91.	1.5	41
23	Toward Paradigmatic Change in <scp>TESOL</scp> Methodologies: Building Plurilingual Pedagogies From the Ground Up. TESOL Quarterly, 2013, 47, 521-545.	1.5	111
24	Towards Transformation of Knowledge and Subjectivity in Curriculum Inquiry: Insights From Chen Kuanâ€™s â€™Asia as Methodâ€™. Curriculum Inquiry, 2012, 42, 153-178.	0.8	72
25	Critical Practice in English Language Education in Hong Kong. , 2012, , 71-83.		8
26	5. Multilingual and Multimodal Resources in Genre-based Pedagogical Approaches to L2 English Content Classrooms. , 2012, , 79-103.		38
27	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
28	Introduction to the Special Issue on Mobile Societies in Asia-Pacific. Information Society, 2008, 24, 135-139.	1.7	5
29	Codeâ€™Switching in the Classroom: Research Paradigms and Approaches. , 2008, , 3464-3477.		32
30	Crossing Boundaries: Male Consumption of Korean TV Dramas and Negotiation of Gender Relations in Modern Day Hong Kong. Journal of Gender Studies, 2007, 16, 217-232.	1.3	15
31	What's the Use of â€™Triadic Dialogueâ€™?: Activity Theory, Conversation Analysis, and Analysis of Pedagogical Practices. Pedagogies, 2007, 2, 77-94.	0.4	31
32	Race and TESOL: Introduction to Concepts and Theories. TESOL Quarterly, 2006, 40, 471.	1.5	224
33	Coloniality, Postcoloniality, and TESOL. . . Can a spider weave its way out of the web that it is being woven into just as it weaves?. Critical Inquiry in Language Studies, 2006, 3, 65-73.	1.2	29
34	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
35	Newspaper editorial discourse and the politics of self-censorship in Hong Kong. Discourse and Society, 2006, 17, 331-358.	1.5	72
36	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

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37	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
38	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
39	Appropriating English, Expanding Identities, and Re-Visioning the Field: From TESOL to Teaching English for Globalized Communication (TEGCOM). <i>Journal of Language, Identity and Education</i> , 2002, 1, 295-316.	1.4	54
40	Doing-English-Lessons in the Reproduction or Transformation of Social Worlds?. <i>TESOL Quarterly</i> , 1999, 33, 393.	1.5	167
41	Introduction : rÃ©imaginer la pÃ©dagogie des multilitÃ©raties II pour agir dans une sociÃ©tÃ© marquÃ©e d'incertitude. <i>OLBI Working Papers</i> , 0, 11, 1-14.	0.0	0