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Nota di contenuto	Introduction: An educational linguistics perspective on refugee education: brining into focus the language and literacy dimensions of the refugee experience -- Part I: Language, literacy and learning among refugee-background children and youth -- Schools alone cannot educate refugees, it takes a community -- Syrian refugee children's language learning: a multiple case study in the Turkish context -- Implications of genre pedagogy for refugee youth with limited or interrupted formal schooling -- Mexican migrant parents' access to school resources and perceptions of U.S. schools: the interstice of linguistic structural realities and family cultural backgrounds -- From preparación to adaptación: language and the imagined futures of Maya-speaking Guatemalan youth in Los Angeles -- "We were taught English using Nepali": Bhutanese-Nepali youths reflecting on their prior literacy experiences in negotiating academic literacies in a US university -- Part II: Language, literacy and learning among refugee-background adults -- Assessing refugee-background adult second language learners with emerging literacy: how a social semiotic analysis reveals hidden assumptions of test design -- "Without English there are no rights": educating the non(citizen) in and out of adult education -- "The

prefer you to have a conversation like a real American": contextualizing the experiences of one Somali (former) refugee student in adult ESL -- Performing neoliberalism: a synecdochic case of Kurdish mothers' English learning in a Nebraska family literacy program -- More than maintaining Arabic: language ideologies of Syrian refugees in a bilingual city in southern Texas -- Writing the story of Sabadullah: transnational literacies of refugee-background parents -- Identifying language needs in community-based adult ELLs: findings from an ethnography of four Salvadoran immigrants in the western United States -- A system of erasure: state and federal education policies surrounding adult L2 learners with emergent literacy in California. Part III: Identifying promising practices, policies and pedagogies -- Shifting the interaction order in a kindergarten classroom in a Somali-centric charter school -- "Nos somos emigrantes non defraudadores": Central American immigrant youth exploring linguistic and political borders in a U.S. high school through multimedia narrativity -- Translanguaging as culturally sustaining pedagogy: transforming traditional practices in an ESOL classroom for older adults from refugee backgrounds -- Learning together: how ethnography and discourse analysis as practice influence citizenship classes with Nepali-speaking Bhutanese refugee elders living in superdiverse central Ohio -- Partners in resettlement and adult education: former refugees and host communities -- "I feel like a human again:" experiences of Kurdish asylum seekers navigating the legal and education systems in Canada -- "Es porque tienen ganas de aprender": how a non-profit teacher creates a learning environment to help college-aged Syrian displaced students adapt and learn Spanish in México -- Speaking rights: translanguaging and integration in a language course for adult refugees in Uganda.

Sommario/riassunto

This edited volume demonstrates how an educational linguistics approach to inquiry is well positioned to identify, examine, and theorize the language and literacy dimensions of refugee-background learners' experiences. Contributions (from junior and senior scholars) explore and interrogate the policies, practices and ideologies of language and literacy in formal and informal educational settings as well as their implications for teaching and learning. Chapters in this collection will inform advances in the research base, future innovations in pedagogy, the professional development of teachers, and the educational opportunities that are made available to refugee-background children, youth and adults. The work showcased here will be of particular interest to teachers and teacher educators committed to inclusion, equity, and diversity; those developing curriculum and/or assessment; and researchers interested in the relationship between language practice, language policy and refugee education.
