

1. Record Nr.	UNINA9910495217803321
Titolo	Refugee Education across the Lifespan : Mapping Experiences of Language Learning and Use // edited by Doris S. Warriner
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2021
ISBN	9783030794705 3030794709
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (439 pages)
Collana	Educational Linguistics, , 2215-1656 ; ; 50
Disciplina	371.826914
Soggetti	Language and languages - Study and teaching Sociolinguistics Literacy Human rights Educational sociology Language Education Human Rights Sociology of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	PART I: REFUGEE-BACKGROUND CHILDREN AND YOUTH – LANGUAGE LEARNING AND USE -- Chapter 1. Schools Alone Cannot Educate Refugees, It Takes A Community (Bonney, E. N., Bonney, V. N. A., Sweeney, H) -- Chapter 2. Syrian Refugee Children’s Language Learning: A Multiple Case Study in the Turkish Context (Yilmaz, A., Smyser, H.) -- Chapter 3. Implications of genre pedagogy for refugee youth with limited or interrupted formal schooling (Accurso, K., Gebhard, M., Harris, G., Schuetz, J.) -- Chapter 4. Mexican migrant parents’ access to school resources and perceptions of U.S. schools: The interstice of linguistic structural realities and family cultural backgrounds (Campbell-Montalvo, R., Pfister, A. E.) -- Chapter 5. From Preparación to Adaptación: Language and the imagined futures of Maya-speaking Guatemalan youths in Los Angeles (Canizales, S. L., O’ Connor, B.) -- Chapter 6. “We were taught English using Nepali”:

Bhutanese-Nepali youths reflecting on their prior literacy experiences in negotiating academic literacies in a U.S. University (Kafle, M.) -- Part II: LANGUAGE, LITERACY AND LEARNING AMONG REFUGEE-BACKGROUND ADULTS -- Chapter 7. Assessing refugee-background adult second language learners with emerging literacy: How a social semiotic analysis reveals hidden assumptions of test design (Altherr Flores, J.) -- Chapter 8. "Without English there are no rights": Educating the (non) citizen in and out of adult education (Bonet, S.). Chapter 9. "They prefer you to have a conversation like a real American": Contextualizing the experiences of one Somali (former) refugee student in adult ESL (Burkhard, T.) -- Chapter 10. Performing neoliberalism: A synecdochic case of Kurdish mothers' English learning in a Nebraska family literacy program (Stacy, J.) -- Chapter 11. More than maintaining Arabic: Language ideologies of Syrian refugees in a bilingual city in Southern Texas (Christiansen, S., Albadawi, E. B.) -- Chapter 12. Writing the Story of Sabadullah: Transnational Literacies of Refugee-Background Parents (Karam, F.) -- Chapter 13. Identifying language needs in community-based adult ELLs: Findings from an ethnography of four Salvadoran immigrants in the Western United States (Watkins, K., Thompson, G., Rosborough, A., Eckstein, G., Eggington, W.).-Chapter 14. A system of erasure: State and federal education policies surrounding adult L2 Learners with emergent literacy in California (Gonzalves, L.) -- PART III: IDENTIFYING PROMISING PRACTICES, POLICIES AND PEDAGOGIES -- Chapter 15. Shifting the interaction order in a kindergarten classroom in a Somali-centric charter school (Moore, L. & Shirdon, S.) -- Chapter 16. "Nos somos emigrantes non defraudadores": Central American immigrant youth exploring linguistic and political borders in a U.S. high school through multimedia narrativity (McGinnis, T.) -- Chapter 17. Translanguaging as culturally sustaining pedagogy: Transforming traditional practices in an ESOL classroom for older adults from refugee backgrounds (Valdez, V., Park, K.) -- Chapter 18. Learning together: How ethnography and discourse analysis as practice influence citizenship classes with Nepali-speaking Bhutanese refugee elders living in superdiverse Central Ohio (Seilstad, B.) -- Chapter 19. Partners in resettlement and adult education: Former refugees and host communities (Field, J., Kearney, C.) -- Chapter 20. "I feel like a human again": Experiences of Kurdish asylum seekers navigating the legal and education systems in Canada (Palta, Z. M.) -- Chapter 21. "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 Mexico (Sarmiento Quezada) -- Chapter 22 -- Speaking Rights: Translanguaging and integration in a language course for adult refugees in Uganda (Marino, J., Dolan, C.).

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.
