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Titolo	English and students with limited or interrupted formal education : global perspectives on teacher preparation and classroom practices // Luis Javier Penton Herrera, editor
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Soggetti	Adult education English language - Study and teaching - Foreign speakers Inclusive education Educació d'adults Anglès Ensenyament de llengües estrangeres Educació inclusiva Llibres electrònics
Lingua di pubblicazione	Inglese
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Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Introduction: Students with limited or interrupted formal education in K-12 and adult education -- Part I: Setting the foundation: how we want to frame our conversations about students with limited or interrupted formal education -- Advancing the conversation: humanizing and problematizing the conversation about the students we call SLIFE -- Part II: Overview of students with limited or interrupted formal education -- Students with limited or interrupted formal education in primary and secondary classrooms in the U.S., Australia, Canada, and the UK -- Adult English learners with limited or interrupted formal education in diverse learning settings -- Why, how, and where to advocate for English learners with limited or interrupted formal education -- Fear not the trauma story: a trauma-informed

perspective to supporting war-affected refugees in schools and classrooms -- Part III: Pre- and in-service teacher preparation -- Preparing pre-service and in-services teachers to work with students with limited or interrupted formal education -- Making space for students with limited or interrupted formal education in teacher education -- Transforming ESL pedagogies: a teacher's journey from subject-centered to student-centered pedagogy when teaching print literacy to SLIFE -- Best practices in meeting the literacy and postsecondary needs of adolescent students with limited or interrupted formal education -- Part IV: Effective support for students with limited or interrupted formal education in K-12 learning environments -- Fostering the resilience and cultural wealth of students with limited or interrupted formal education -- Supporting queer SLIFE youth: initial queer considerations -- Supporting elementary-age ELs with limited or interrupted formal education: literacy events for families using wordless books -- The promise of problem-based service-learning and SLIFE: building a future in the middle school, high school, and GED classrooms today -- Part V: Effective support for students with limited or interrupted formal education in adult learning environments -- Our book: creating a scroll-based curriculum to serve adult SLIFE -- The case for explicit instruction for adult SLIFE -- Toward participatory digital visual methods (PDVMs) to support LESLLA learners: theoretical and practical considerations for practitioner-researchers -- Why and how grammar matters for post-puberty immigrants with limited formal schooling -- "We should learn English to solve our problems": strategies to support adult ESL learners with emergent literacy.

Sommario/riassunto

This book examines students with limited or interrupted education (SLIFE) in the context of English learners and teacher preparation courses from a cultural and social lens. The book is divided into five parts. Part I frames the conversation and contributions in this edited volume; Part II provides an overview of SLIFE, Part III focuses on teacher preparation programs, Part IV discusses the challenges faced by SLIFE in K-12 learning environments and Part V examines SLIFE in adult learning environments. This book is unique in that it offers practical instructional tools to educators, thus helping to bridge theory and practice. Moreover, it retains a special focus on K-12 and adult SLIFE and has an inclusive and international perspective, which includes a novel theoretical framework to support the mental, emotional, and instructional needs of LGBTQ+ refugee students. The book is of interest to teacher educators, in-service and pre-service teachers, English literacy educators, graduate students, tutors, facilitators, instructors, and administrators working in organizations serving SLIFE in K-12 and adult learning environments.
