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Nota di contenuto	Preface -- Introduction -- Part I: Language Socialisation -- Migrant Mothers' Stories of Learning Language in Everyday Life; Minna Intke Hernández -- How Can We Better Support Refugee Families in Scotland through an Ecological, Multilingual Approach to Language Learning? Sara Cox -- On having 'a language that is no language, really': Language ideological attributions in a Dutch as L2 classroom for asylum seekers; Massimiliano Spotti -- Teaching the Hegemonic Language: Between "Enabling Violence" and "Paternalistic Benevolence";

Alisha M.B. Heinemann -- Part II: System -- Language Learning of Migrants: Empirical Evidence from the German Integration Course System; Anke Grotlüschen, Jana Wienberg, and Gregor Dutz -- Germany's Integration Courses: Sociolinguistic Composition and Language Learning Outcomes; Ibrahim Cindark, David Huenlich & Michaela Perlmann -- On How Refugees Acquire German: The Case of the Integration Course in Germany; Nina Rother, Anna Wieczorek, Giuseppe Pietrantuono, Johannes Croisier, Andreea Baier, and Lars Ninke -- Part III: Language and the Curriculum -- New Migrants, New Challenges? Activating Multilingual Resources for Understanding Mathematics: Institutional and Interactional Requirements; Arne Krause, Jonas Wagner, Meryem Celikkol, Angelika Redder, and Susanne Prediger -- After the Big Wave: Language Learning of Refugee University Students in Germany; Sandra McGury -- Part IV: Practice -- Digital Literacy Practices in the Adult L2 Classroom: The Case of Basic Literacy Education in Swedish; Annika Norlund Shaswar -- 'Wie soll ich das Kind bewerten?' German Teachers between Standardization and Differentiation in the Assessment of Refugee Students: A Qualitative Study; Sílvia Melo-Pfeifer and Mara Thölkes -- Part V: Identity -- Religion, Identity and Investment in Adult Migrants' English Language Learning in the UK; Amina Al-Dhaif, Graham Hall, and Rola Naeb -- Lessons for Today from Successful Women: Adult-Refugee Background Women from the former Yugoslavia Narrate Their Language Learning Stories; Vesna Busic, Kirk P.H. Sullivan and Christian Waldmann -- 'Nothing Enters in The Brain': When Asylum Seekers Talk about Language Learning in Mental Health Consultations; Vanessa Piccoli.

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#### Sommario/riassunto

This volume focuses on the learning of host-country languages by migrants in Europe. It identifies, clarifies, and offers insights into issues and central questions related to the learning of host-country languages with an emphasis on adolescent and adult language learners in formal and informal settings. The book draws on data collected following the refugee 'crisis' in Europe of 2015-16, which led to dramatic increases in the number of migrants arriving in Europe.

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