

Language and Learning Transitions of New Arrival Youth Annotated Bibliography 2000 - 2020

Report to the Multicultural Education and Languages Committee

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NOTE: Annotations are taken from paper abstracts. Where an abstract was not supplied, an informative quote was selected from the paper. Sources are refereed journals in the fields of education, linguistics and refugee studies. Papers are organised under thematic headings (see below) and chronologically from oldest to most recent.

Refugee students: Australian studies

Kovacev, L., & Shute, R. (2004). Acculturation and social support in relation to psychosocial adjustment of adolescent refugees resettled in Australia. *International Journal of Behavioral Development, 28*(3), 259-267.

This study examined how different modes of acculturation and perceived social support are related to adolescent refugee psychosocial adjustment, as measured by global self-worth and peer social acceptance. The 83 participants, aged between 12 and 19 and now resident in Australia, were from the former Republic of Yugoslavia. Those who had the most positive attitudes toward both cultures obtained the highest ratings of self-worth and peer social acceptance. In contrast, those who had negative attitudes toward both cultures had the lowest scores on these measures of psychosocial adjustment. Results were consistent with the proposition that the effects of acculturation on adjustment are mediated by peer social support. ABST

Miller, J. M., Mitchell, J. M., & Brown, J. R. (2005). African refugees with interrupted schooling in the high school mainstream: dilemmas for teachers. *Prospect: an Australian journal of TESOL, 20*(2), 19-33.

Sudanese refugees currently constitute the largest single group of arrivals to Australia under the humanitarian immigration program. Many have been in camps, experienced trauma, lost members of their families, had minimal schooling and arrive with little or no literacy. Although many aspire to attend and to complete high school, they constitute an extremely high-risk group, which faces great challenges in terms of adaptation to the school system, acculturation, social adaptation, English-language learning and eventual academic success. Even where literacy levels are good, and years of schooling are commensurate with chronological age, many immigrant and refugee students find the mainstream curriculum and its language demands very difficult. What is happening to Sudanese students placed into the mainstream after one year or less in a language centre? This paper will report on some findings from a qualitative research project involving case studies of Sudanese students and their teachers in Victorian schools. It focuses on the links between these students' literacy development and their social backgrounds and practices, and the dilemmas faced by their teachers. This article reports on the perspectives of teachers working with these students, their views of the kinds of challenges the students have in adapting to high school, the levels of language and literacy support provided by the schools, and the implications for their own pedagogy. ABST

Brown, J., Miller, J., & Mitchell, J. (2006). Interrupted schooling and the acquisition of literacy: experiences of Sudanese refugees in Victorian secondary schools. *Australian Journal of Language and Literacy, 29*(2), 150-162.

This paper reports data from a study of the schooling experiences of Sudanese students in the mainstream in two Victorian secondary schools. The eight students all had significant gaps in their prior schooling. The authors of this article look at the implications for literacy of interrupted education, the demands of subject specific language for such students, as well as related cultural and social language issues. The students' perspectives throw light on key issues for schools with these students, and also on the steps needed to support them. ABST

Matthews, J. M. (2008). Schooling and settlement: Refugee education in Australia. *International Studies in Sociology of Education*, 18(1), 31-45.

Schools are a stabilising feature in the unsettled lives of refugee students. They provide safe spaces for new encounters, interactions and learning opportunities. They also deliver literacy, the key to educational success, post-school options, life choices, social participation and settlement. Currently Australian schools are poorly funded and ill equipped to provide effective English as a Second Language teaching and support. A new cohort of refugee students mainly from Africa and the Middle East are struggling. This article discusses the importance of educational interventions that keep in mind both the immediacy of 'what is happening now' and broader post-colonial conditions. It identifies the limits of piecemeal partnership interventions and the domination of psychological approaches that individualise the issues and overemphasise pre-displacement conditions of trauma. Such approaches disregard the socio-political conditions of post-displacement and issues of racialisation, acculturation and resilience. The article argues for good practice approaches to schooling and settlement that involve whole-school accounting for organisational processes and structures, policy, procedure, pedagogy and curricula. ABST

Woods, A. (2009). Learning to be literate: Issues of pedagogy for recently arrived refugee youth in Australia. *Critical Inquiry in Language Studies*, 6(1), 21.

This paper focuses on issues of access to productive literacy learning as part of socially just schooling for recently arrived refugee youth within Australia. It argues that a sole reliance on traditional ESL pedagogy is failing this vulnerable group of students, who differ significantly from past refugees who have settled in Australia. Many have been 'placeless' for some time, are likely to have received at best an interrupted education before arriving in Australia, and may have experienced significant trauma (Christie & Sidhu, 2006; Cottone, 2004; Miller, Mitchell, & Brown, 2005). Australian Government policy has resulted in specialized settlement, leaving particular schools dealing with a large influx of refugee students who may be attending school for the first time (Centre for Multicultural Youth Issues, 2004; Sidhu & Christie, 2002). While this has implications generally, it has particular consequences for secondary school students attempting to learn English literacy in short periods of time, without basic foundations in either English or print-based literacy in any first language (Centre for Multicultural Youth Issues, 2006). Many of these students leave schools without the most basic early literacy practices, having endured several years of pedagogy pitched well beyond their needs. This paper suggests that schools must take up three key roles: to educate, to provide a site for the development of civic responsibility, and to act as a site for welfare with responsibility. ABST

Correa-Velez, I., Gifford, S. M., & Barnett, A. G. (2010). Longing to belong: Social inclusion and wellbeing among youth with refugee backgrounds in the first three years in Melbourne, Australia. *Social Science & Medicine*, 71(8), 1399-1408.

For young people with refugee backgrounds, establishing a sense of belonging to their family and community, and to their country of resettlement is essential for wellbeing. This paper describes the psychosocial factors associated with subjective health and wellbeing outcomes among a cohort of 97 refugee youth during their first three years in Melbourne, Australia. The findings reported here are drawn from the Good Starts Study, a longitudinal investigation of settlement and wellbeing among refugee youth. The overall aim of Good Starts was to identify the psychosocial factors that assist youth with refugee backgrounds in making a good start in their new country. A particular focus was on key

transitions: from pre-arrival to Australia, from the language school to mainstream school, and from mainstream school to higher education or to the workforce. Good Starts used a mix of both method and theory from anthropology and social epidemiology. Using standardized measures of wellbeing and generalised estimating equations with an exchangeable correlation structure to model the predictors of wellbeing over time, this paper reports that key factors strongly associated with wellbeing outcomes are those that can be described as indicators of belonging –the most important being subjective social status in the broader Australian community, perceived discrimination and bullying. We argue that settlement specific policies and programs can ultimately be effective if embedded within a broader socially inclusive society – one that offers real opportunities for youth with refugee backgrounds to flourish. ABST

Naidoo, L. (2011). What works?: A program of best practice for supporting the literacy needs of refugee high school students. *Literacy Learning: The Middle Years*, 19(1), 29-38.

Given the complex needs of refugee students in Australian secondary schools and the difficulties experienced by refugee students in making the transition to mainstream classes, it is clear that schools cannot on their own deliver the forms of literacy and learning support that are needed by refugee students unless they gain additional assistance. Refugee students come from different cultural and linguistic backgrounds and the current models of teaching in schools become ineffective. This paper has as its focus a south-western Sydney secondary school program as an example of ‘what works’ for supporting the literacy development of refugee high school students. Through the Refugee Action Support (RAS) program, an interventionist mechanism and a partnership of school, non-government organisation and university, in school and after school literacy support is provided for refugee high school students at the selected school. This case study will show that literacy teaching and learning occurred ‘in context making the program a success at the school. ABST

Weekes, T., Phelan, L., Macfarlane, S., Pinson, J., & Francis, V. (2011). Supporting successful learning for refugee students: The classroom connect project. *Issues in Educational Research*, 21(3), 310-329.

Young people from refugee backgrounds face significant academic and social challenges in mainstream secondary education in Australia. Research suggests that mentoring initiatives and tutoring can help students remain engaged in education and achieve positive educational, social and emotional outcomes. The Classroom Connect Project is a joint venture between Mercy Works, the Catholic Education Office Sydney and the Sydney and South Western Sydney Regions of the NSW Department of Education and Training. Classroom Connect provides adult volunteer tutors for students from refugee backgrounds in secondary schools in Sydney’s west and innerwest. This paper discusses the findings of research from 2008-2010 which evaluated benefits of Classroom Connect for stakeholders – students, teaching staff in schools and volunteer tutors. Findings indicate that Classroom Connect supports students in understanding difficult subjects and completing assessment tasks and homework. Students have also experienced growth in confidence and self-esteem through mentoring relationships that have developed with their tutors. From the views expressed by the participants in the research evaluations, Classroom Connect may be a viable model for supporting successful learning for refugee students as they transition from Intensive English Centres and make their way through the grades in mainstream secondary schools. ABST

Windle, J., & Miller, J. (2012). Approaches to teaching low literacy refugee-background students. *Australian Journal of Language and Literacy*, 35(3), 317.

Many displaced young people enter secondary schools with limited mother tongue literacy and low proficiency in the language of instruction, but little is known about how teachers respond to this challenge. This paper presents an investigation of the approaches to teaching low-literacy refugee-background students reported by 61 teachers in Victorian secondary schools in receipt of targeted funding. Teachers were surveyed using a questionnaire designed to measure adoption of current popular approaches advocated in influential language and literacy pedagogy frameworks (Cummins, 2000; Freebody & Luke, 1990; Gibbons, 2009; Luke & Freebody, 1999; Martin, 1999). Over half of the practices we asked about were used routinely by a majority of teachers. Our findings suggest that most teachers make routine use of at least some strategies for developing language and literacy but may not always work towards building learner autonomy. Lack of attention to autonomous learning is explained in part by a lack of resources and time. ABST

Hatoss, A., O'Neill, S., & Eacersall, D. (2012). Career choices: Linguistic and educational socialization of Sudanese-background high-school students in Australia. *Linguistics and Education*, 23, 16-30.

This research investigated the linguistic and educational socialization of Sudanese refugee background youth in Australia. The study focussed on exploring Sudanese-background secondary school students' career aspirations, motivations and obstacles. The research used a mixed-method approach including a survey conducted with students studying in six regional Australian high-schools and three focus group discussions held in two schools. The research findings provide profound insights into motivation and agency in their career choices. The research also explored the tensions between high levels of educational aspirations and the linguistic, psychological, racial and social barriers that Sudanese-background learners face in their socialization process in Australia. Some of the barriers include racism, interrupted schooling, and low levels of English literacy. Their voices about their career choices, on the other hand, are testimony of their resilience and their motivation to help others in Australia and in Sudan. ABST

Ziaian, T., De Anstiss, H., Antoniou, G., Baghurst, P., & Sawyer, M. (2012). Resilience and its association with depression, emotional and behavioural problems, and mental health service utilisation among refugee adolescents living in South Australia. *International Journal of Population Research*, 2012, 1-9.

Background. Despite the frequency of traumatic or stressful events experienced by refugee children and adolescents prior to migration and following resettlement, the majority do not experience mental health problems emphasising the critical nature of resilience. While a host of factors deemed to be protective of mental health in young refugees have been identified, there has been little research exploring the role of resilience as a distinct psychological construct. This study aimed to explore the nature of psychological resilience in refugee adolescents and the relationship between resilience and depression, other emotional and behavioural problems, and mental health service uptake. Method. One hundred and seventy multiethnic refugee adolescents aged 13–17 from South Australia were administered a survey comprising the Connor-Davidson Resilience Scale (CD-RISC), Children's Depression Inventory (CDI), and Strengths and Difficulties Questionnaire (SDQ). Results. Females tended to have higher resilience, as did those adolescents who had been living in Australia longer. Adolescents suffering from depressive symptoms or other emotional or behavioural problems had lower resilience. There was little evidence of an association between resilience scores and exposure to trauma or service utilisation. Discussion. Fostering resilience may be critical to efforts to prevent or reduce mental health problems in refugee adolescents. ABST

Uptin, J., Wright, J., & Harwood, V. (2013). "It felt like I was a black dot on white paper": examining young former refugees' experience of entering Australian high schools. *Australian Educational Researcher*, 40(1), 125-137.

Schools are often the first point of contact for young refugees resettling in Australia and play a significant role in establishing meaningful connections to Australian society and a sense of belonging in Australia. However, too little is known of how refugee youth encounter school in their new country. This article draws upon individual narratives of young former refugee's experiences of high schools. It explores the stories told by the young people of being identified as different and of negotiating ways of belonging in schools both academically and socially. It argues that it is how the school positions the newly arrived refugee students within mainstream school culture that opens up or restricts opportunities for inclusion in all aspects of school (in culture and pedagogy). ABST

Dumenden, I. E., & English, R. (2013). Fish out of water: Refugee and international students in mainstream Australian schools. *European Educational Research Journal*, 10(4), 472-483.

In this paper, the authors combine Pierre Bourdieu's concept of hysteresis (the 'fish out of water' experience) with the discourse historical approach to critical discourse analysis (CDA) as a theoretical and analytical framework through which they examine specific moments in the schooling experiences of one refugee student and one international student, both enrolled in post-compulsory education in Australian mainstream secondary schools. We examine specific moments – as narrated by these students during interviews – in which these students can be described as 'fish out of water'. As such, this paper takes up the concerns of researchers who call for an examination of the lived geographies and the everyday lives of individual students in mainstream schools. We find that our students' habitus, conditioned by their previous schooling experiences in their home countries, did not match their new Australian schools, resulting in frustration with, and alienation from, their mainstream schools. However, we also note that schools, too, need to adapt and adjust their habitus to the new multicultural world, in which there are international and refugee students among their usual cohort of mainstream students. ABST

Naidoo, L. (2013). Refugee Action Support: An interventionist pedagogy for supporting refugee students' learning in Greater Western Sydney Secondary Schools. *International Journal of Inclusive Education*, 17(5), 449-461.

This paper discusses the role of community, non-government organisations and universities in assisting secondary schools meet the needs of refugee students. On arrival in Australia, many African refugee communities experience high levels of stress particularly in adjusting to their new environment. The parents and students unfamiliarity with the Australian educational system creates not only cultural and social barriers for African refugee students but linguistic barriers as well. Given the difficulties experienced by refugee students in making the transition to mainstream classes and the lack of adequate teaching and learning resources for teachers in schools, this paper takes as its primary focus the complex needs of refugee students, the role of community organisations in meeting these needs, the implications for teacher preparation programs in tertiary institutions and the benefits of interventionist mechanisms like the Refugee Action Support program for refugee students. ABST

Block, K., Cross, S., Riggs, E., & Gibbs, L. (2014). Supporting schools to create an inclusive environment for refugee students. *International Journal of Inclusive Education*, 18(12), 1337-1355.

In a context of increasing numbers of refugees and asylum seekers globally, recognition of the importance of the school environment for promoting successful settlement outcomes and inclusion for refugee-background young people is growing. Yet schools may be poorly equipped to recognise and respond to the multiple challenges faced by children and young people who must learn a new language while grappling with unfamiliar educational and social systems. Refugee-background students often have minimal or significantly disrupted formal education prior to arrival in their new country. Young people, and sometimes their families, may lack literacy in first languages and many are coping with the impacts of trauma associated with forced displacement. Evidence for effective interventions in schools that promote an inclusive learning environment is scarce. This paper presents the results of an evaluation of the School Support Programme operating in schools in Victoria, Australia. The programme is provided to networks of schools in a region and facilitates partnerships between schools and agencies and provides a holistic model for a whole-school approach focused on the learning, social and emotional needs of refugee-background students. The evaluation concluded that the programme provides an appropriate and feasible model that supports the capacity of schools to provide an inclusive education for this group. ABST

Naidoo, L. (2015). Educating refugee-background students in Australian Schools and Universities. *Intercultural Education*, 17(5), 449-461.

The Australian federal government recently set a challenging national aim: By 2020, 20% of higher education enrolment at the undergraduate level will include students from low socioeconomic backgrounds. Although refugee-background students are often members of the targeted sub-population, their educational journeys frequently require special forms of support to ensure academic success. This article reports and discusses the findings of a multisite, qualitative study of refugee-background learners across three regional areas. Based on semistructured interview data, participants from three universities and six high schools identified three primary domains that educators must address to promote student success: prior life experiences, language development and the culture of learning environments. ABST

Baak, M. (2016). Overcoming the 'hidden injuries' of students from refugee backgrounds: The importance of caring teacher-student relationships. In *Challenging Dominant Views on Student Behaviour at School* (pp. 145-161).

The schooling experiences of refugee background students prior to being resettled in Australia significantly shape their transitions into Australian schools. This chapter presents a case study of six young people from Sudanese refugee backgrounds. With a focus on discipline and student-teacher relationships, I argue that the previous 'hidden injuries of schooling' experienced by the students continued to shape their experiences of school in Australia. I suggest that the students' experiences of corporal punishment and authoritarian teachers at schools in Africa resulted in 'hidden injuries of schooling' that need to be acknowledged and understood to enable the students to adjust to, and succeed at schooling in Australia. The students' experiences of positive teacher-student relationships in Australia resulted in an improved sense of security, care and belonging which enabled them to overcome these 'hidden injuries'. ABST

Miller, E., Ziaian, T., & Esterman, A. (2018). Australian school practices and the education experiences of students with a refugee background: A review of the literature. *International Journal of Inclusive Education*, 22(4), 339-359.

Schools have the potential for significant impact on the lives of Australian students with a refugee background. Many of these young people speak at least one language other than English, have previous histories of interrupted schooling or have experienced trauma during times of displacement and forced migration. Combined with the further challenges of settling within an unfamiliar cultural frame, these students experience a range of circumstances which are not present for many of their Australian born peers. Australian students with a refugee background have diverse skill and abilities, with many showing independence and resilience. Opportunities for academic learning and development of social capital within the school context can be enhanced with relevant pedagogy and policy which draws upon and highlights the positive individual qualities that these students exhibit. Australian school practices are shaped by both state and federal education policies, which are interpreted and applied by individual schools within their own frameworks. This review considers recent literature on the experiences of Australian students with a refugee background as they participate in schooling, with a focus on the ways in which schools provide either opportunities or barriers to engagement. ABST

Refugee students: International studies

Berthold, S. M. (2000). War traumas and community violence: Psychological, behavioural, and academic outcomes among Khmer refugee adolescents. *Journal of Multicultural Social Work*, 8(1-2), 15-46.

This cross-sectional survey study examined the relationship between exposure to war traumas and community violence and academic, behavioral, and psychological well-being among Khmer refugee adolescents. The 144 adolescents studied were exposed to high rates of violence. One third had symptoms indicative of PTSD and two thirds had symptoms indicative of clinical depression. The number of violent events they were exposed to significantly predicted their level of PTSD, personal risk behaviors, and GPA, but not their level of depression or behavior problems reported at school. Perceived social support made a difference in the lives of these youth and predicted better outcomes. The implications for research and practice are discussed. ABST

Birman, D., & Trickett, E. J. (2001). Cultural Transitions in First Generation Immigrants: Acculturation of Soviet Jewish Refugee Adolescents and Parents. *Journal of Cross-Cultural Psychology*, 32(4), 456-477.

This article focuses on the process of acculturation for first-generation Soviet Jewish refugee adolescents and their parents who have resettled in the United States. First, the extent of acculturation to the new and the old culture is assessed independently. Second, acculturation is assessed multidimensionally, including the constructs of language competence, behavioral acculturation, and cultural identity. Third, the extent to which life stage differences at immigration affect the acculturation process is assessed. Overall, the data suggest that acculturation appears to occur in a linear pattern over time for most dimensions of acculturation, with acculturation to the American culture increasing and acculturation to the Russian culture decreasing. However, Russian language competence for the parents did not diminish with length of residence in the country. Furthermore, an unexpected acculturative gap

was observed between parents and children with respect to Russian identity, with adolescents being more identified with the Russian culture than their parents. ABST

Wilkinson, L. (2002). Factors influencing the academic success of refugee youth in Canada. *Journal of Youth Studies*, 5(2), 173-193.

This study examines the education experiences of refugee youth in Canada. Using data obtained from a random sample of 91 refugee youths between the ages of 15 and 21, plus data from 123 of their parents, the purpose of this study is to identify the factors influencing their educational success. The study finds that the majority of refugee youth are doing well in the education system, with about 50 per cent expecting to complete high school and to continue to post-secondary education. The remaining 30 per cent are experiencing some difficulty finishing high school and about 20 per cent do not expect to finish their secondary education. Ethnicity, refugee camp experience, appropriate grade placement on arrival, parents' health, urban residence, and number of months in Canada are correlated with academic performance. ABST

Hek, R. (2005). The role of education in the settlement of young refugees in the UK: The experiences of young refugees. *Practice*, 17(3), 157-171

It is important that young refugees' own perspectives in relation to their experiences and needs are considered if services are to be accessible and relevant for this group. Many young refugees have to remain silent about their experiences, wishes and feelings pre-exile, during journeys and on arrival in this country. It is only recently that the voices of young refugees have begun to be presented in literature and are beginning to be heard by practitioners and those involved in policy making in this area. This paper considers the particular role of education in the lives of young refugees. It briefly describes research in relation to key issues for young refugees and how education can aid settlement. It then goes on to consider original research (undertaken by the author and Dr Rosemary Sales of Middlesex University) with young refugees, which looked at the perspective of the young refugees on factors that they identified as helping them settle and achieve in school. Students identified three key themes as important: the presence of specialist teachers; support from friends and the whole-school attitude to refugee children allowing them to feel confident to identify themselves as refugees. Within this final theme the issues of bullying, teachers' attitudes and links between home and school are considered. ABST

McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, 75(3), 329-364.

Since 1975, the United States has resettled more than 2 million refugees, with approximately half arriving as children. Refugee children have traumatic experiences that can hinder their learning. The United Nations has specified in conventions, and researchers have concurred, that education is essential for refugee children's psychosocial adjustment. However, government officials, public opinion, and researchers have often differed about what is best for refugees' healthy acculturation. On the basis of a large-scale longitudinal study of the children of immigrants and refugees, Portes and Zhou (1993) suggested the theory of segmented assimilation, which accounts for diverse entry situations and receptions of immigrant and refugee populations. This review uses their theory to consider the needs and obstacles to education for refugees, and interventions for success. ABST

Chatty, D., Crivello, G., & Hundt, G. L. (2005). Theoretical and methodological challenges of studying refugee children in the Middle East and North Africa: Young Palestinian, Afghan and Sahrawi Refugees. *Journal of Refugee Studies*, 18(4), 387-409.

This article aims to address a number of conceptual and methodological challenges facing the study of young refugees. Much of the research on refugees has, until recently, been focused on adults, and to a lesser degree, on young children. Those studies that do include children are largely carried out in the domain of psychology and psychiatry and tend to pathologize and individualize. This article is based on observations derived from a six-year, multi-disciplinary anthropological and participatory research programme that examined the impact of forced migration on young people in the Middle East and North Africa: Palestinian refugee youth in Lebanon, Syria, Jordan, the West Bank and Gaza, Sahrawi youth in Algeria, and Afghan youth in Iran. It argues that despite the challenges, an anthropological and participatory approach contributes to a greater, more holistic understanding of refugee youth.

Kia-Keating, M., & Ellis, B. H. (2007). Belonging and connection to school in resettlement: young refugees, school belonging, and psychosocial adjustment. *Clinical Child Psychology and Psychiatry*, 12(1), 29-43.

Schools are one of the first and most influential service systems for young refugees. There is a burgeoning interest in developing school-based refugee mental health services, in part to reduce stigma and increase treatment access for this population. Despite the relevance of gaining a better understanding of how refugee students experience schools in resettlement and how this relates to psychosocial adjustment, belonging and connection to school have not been previously investigated among a population of resettled refugees. This study examines school belonging and psychosocial adjustment among a sample of 76 Somali adolescents resettled in the United States. A greater sense of school belonging was associated with lower depression and higher self-efficacy, regardless of the level of past exposure to adversities. Notably, more than one-quarter of the variation in self-efficacy was explained uniquely by a sense of school belonging. School belonging was not significantly associated with posttraumatic stress symptom severity and did not moderate the effect of exposure to adversities on psychological adjustment. These results suggest that investigating ways of improving school experiences would be particularly useful in the effort towards continued development of school-based mental health programs for young refugees. ABST

Perry, K. (2008). From storytelling to writing: transforming literacy practices among Sudanese refugees. *Journal of Literacy Research*, 40(3), 317-358.

This paper presents an analysis of the ways in which a community of orphaned Southern Sudanese refugee youth—the “Lost Boys of Sudan”—transformed traditional practices of storytelling as they adjusted to life in the U.S. The result of their experiences as orphaned refugees, this transformation discloses larger issues related to literacy, identity and community for these youth. Theoretical perspectives regarding literacy and storytelling as social practices, reflecting participants’ social, cultural, and political contexts, framed this research. Focal participants were 3 orphaned young men, all refugees from Southern Sudan. Ethnographic methods including participant observation, semi-structured interviews, and artifact collection contributed to data collection. Data analysis consisted of coding field notes and interview transcripts for emerging themes and conducting discourse analyses on interview transcripts. Results indicated that participants acted as storytellers and also talked explicitly about storytelling’s cultural importance. Participants transformed the act of storytelling by altering the purposes, audiences, and media for storytelling that they had encountered or told before. Transformed

storytelling revealed the importance of both becoming educated in the U.S. and also of maintaining a sense of Sudanese identity and community among these refugee youth. Their stories also reflected an important tension between orphan identity and maintaining a sense of Sudanese community, as well as a focus on educating non-Sudanese about refugees' experiences. ABST

De Anstiss, H., Ziaian, T., Procter, N., & Warland, J. (2009). Help-seeking for mental health problems in young refugees: A review of the literature with implications for policy, practice, and research. *Transcultural Psychiatry*, 46(4), 584-607.

The large and diverse bodies of literature on refugee child and adolescent mental health have not been matched by a commensurate interest in help-seeking. Most help-seeking research has centred on Western and, to a lesser extent, non-refugee ethnic minority adult populations. An emerging child and adolescent help-seeking literature consistently reports widespread underutilization of mental health services by children in the general population. Current research and opinion suggest a similar trend for refugee and other ethnic minority children. While service underutilization appears to be an issue for all children, those from refugee backgrounds may be at increased risk of mental health problems and have greater difficulty accessing mental health care. From a policy and practice perspective, the most important explanation for low uptake of services by refugee families concerns an overall failure of Western mental health systems to accommodate the needs of ethnically diverse populations in general and refugees in particular. In order to effectively plan for the mental health needs of refugee children and adolescents, Western host country governments need a clear understanding of help-seeking behaviour. ABST

de Costa, P. (2010). From refugee to transformer: A Bourdieusian take on a Hmong learner's trajectory. *TESOL Quarterly*, 44(3), 517 – 641

This ethnographic case study of a male Hmong refugee, Vue Lang, is situated against a backdrop that is characterized by a burgeoning immigrant population in the United States and a growing need to provide them with English language instruction. The Bourdieusian concepts of capital, habitus, and field (Bourdieu, 1991) are used to explicate Vue Lang's development while enrolled in a community English as a second language (ESL) project. By drawing on data sources that included videotaped classroom lessons, field notes, and written artefacts, I demonstrate how, over the course of 6 months, he developed participation, curricular, and institutional competence. The article closes with implications for both practice and research. For classroom practice, it suggests the need for teachers to (a) facilitate habitus transformation, (b) be aware that the ESL classroom is a site of cultural politics, and (c) tap the personal experiences of learners by bringing the outside in (Baynham, 2005). For policy and research, this study highlights the importance of using case studies to trace the trajectories of language learners. ABST

Rah, Y., Choi, S., & Nguyen, T. S. T. (2010). Building bridges between refugee parents and schools. *International Journal of Leadership in Education*, 12(4), 347-365.

This interview study examines the way practitioners in Wisconsin public schools created conditions to facilitate refugee parent involvement. Practitioners' perceptions of barriers to refugee parents' school involvement are explored as well as the strategies used to promote meaningful parent involvement. Interviewees included nine school practitioners who worked closely with recently arrived Hmong students. The findings of the study suggest school practitioners considered the following barriers to refugee parent involvement: (1) language proficiency; (2) time constraints due to family socio-economic

status and traditional family structures; (3) deferential attitudes towards school authority. Strategies viewed as useful to the interviewees included: (1) creating a parent liaison position; (2) tapping into existing community service organisations; (3) providing parent education programmes. While the findings illuminate ways school practitioners and policy-makers may better facilitate transitions of recently resettled refugee students into host communities, our discussion challenges school practitioners and policy-makers to question an absence of community control in traditional conceptions and enactments of parental involvement. Further, we raise concerns over technical rational approaches to social integration of refugee families and critique a colonial discourse of 'helping' these vulnerable communities. ABST

Hope, J. (2011). New insights into family learning for refugees: bonding, bridging and building transcultural capital. *Literacy*, 45(2), 91-97.

For over 20 years, researchers and evaluators worldwide have criticised the traditional formula of family learning courses for their narrow vision, and have emphasised their potential to provide a bridge between home and school experiences, building on resources that parents already have, but which are unknown or unacknowledged. This article argues that research into family learning can usefully be linked to Bourdieu's theory of 'symbolic capitals' to acknowledge the stores of wealth that refugee families may possess, which can be activated in the new environment to create 'transcultural capital' – a relatively new concept in the area of migration studies. Putnam's notions of bonding and bridging capital are also helpful in the design of family learning programmes to consider how best to stimulate social cohesion at the present time. An ethnographic study of a family learning course for refugee parents in two South London schools highlights the need for an understanding of the specific strengths and needs of refugee parents. However, this can only be achieved by taking time to find out about their existing networks, the experience that they bring with them, involving them in course design and delivery, and engaging in discussion about their plans for the future. ABST

Stermac, L., Elgie, S., Clarke, A., & Dunlap, H. (2012). Academic experiences of war-zone students in Canada. *Journal of Youth Studies*, 15(3), 311-328.

This research examined educational outcomes and experiences of late adolescent immigrant students who entered the Canadian educational system following residence in global war-zone regions or areas of extreme civil unrest. Data from a Statistics Canada data-set of 18- to 20-year-old respondents (N = 658) were used to compare the academic achievements, school experiences and self perceptions of war-zone immigrant high school and post-secondary students with those of non-war-zone immigrant youth and Canadian-born youth. The results revealed that war-zone immigrant students performed well in high school and at generally comparable levels to Canadian-born students, however, had longer times to high school completion. High levels of academic engagement, motivation and expectations were seen among war-zone students. Social engagement was found to be lower for both groups of immigrant students. The results are discussed in terms of the positive academic achievements of war-zone immigrant students in Canada and the potential impact of pre-migration traumatic events. ABST

Taylor, S., & Sidhu, R. K. (2012). Supporting refugee students in schools: what constitutes inclusive education? *International Journal of Inclusive Education*, 16(1), 39-56.

The worldwide rise in numbers of refugees and asylum seekers suggests the need to examine the practices of those institutions charged with their resettlement in host countries. In this paper, we investigate the role of one important institution – schooling – and its contribution to the successful

resettlement of refugee children. We begin with an examination of forced migration and its links with globalisation, and the barriers to inclusion confronting refugees. A discussion of the educational challenges confronting individual refugee youth and schools is followed by case studies of four schools and the approaches they had developed to meet the needs of young people from a refugee background. Using our findings and other research, we outline a model of good practice in refugee education. We conclude by discussing how educational institutions might play a more active role in facilitating transitions to citizenship for refugee youth through an inclusive approach. ABST

Geres, K. (2016). Resilience through storytelling in the EAL classroom. *TESL Canada Journal*, 33(10), 62-85.

EAL teachers often become trusted confidants of students who experienced forced migration. ... When teachers provide strategies for well-being, youth are more likely to have the capacity to cope with tremendous social, educational, and emotional change. One classroom strategy to promote resilience is storytelling. ... This article describes a study to explore how teachers of secondary students who were new to Canada used storytelling and what stories the students wanted to tell. ABST

Graham, H. R., Minhas, R. S., & Paxton, G. (2016). Learning problems in children of refugee background: A systematic review. *Pediatrics*, 137(6).

CONTEXT: Learning problems are common, affecting up to 1 in 10 children. Refugee children may have cumulative risk for educational disadvantage, but there is limited information on learning in this population. OBJECTIVE: To review the evidence on educational outcomes and learning problems in refugee children and to describe their major risk and resource factors. DATA SOURCES: Medline, Embase, PubMed, Cumulative Index to Nursing and Allied Health Literature, PsycINFO, and Education Resources Information Center. STUDY SELECTION: English-language articles addressing the prevalence and determinants of learning problems in refugee children. DATA EXTRACTION: Data were extracted and analyzed according to Arksey and O'Malley's descriptive analytical method for scoping studies. RESULTS: Thirty-four studies were included. Refugee youth had similar secondary school outcomes to their native-born peers; there were no data on preschool or primary school outcomes. There were limited prevalence data on learning problems, with single studies informing most estimates and no studies examining specific language disorders or autism spectrum disorders. Major risk factors for learning problems included parental misunderstandings about educational styles and expectations, teacher stereotyping and low expectations, bullying and racial discrimination, premigration and postmigration trauma, and forced detention. Major resource factors for success included high academic and life ambition, "gift-and-sacrifice" motivational narratives, parental involvement in education, family cohesion and supportive home environment, accurate educational assessment and grade placement, teacher understanding of linguistic and cultural heritage, culturally appropriate school transition, supportive peer relationships, and successful acculturation. ABST

[ELL in adolescence & youth: focus on learners](#)

Dewaele, J. M., Petrides, K. V., & Furnham, A. (2008). Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation. *Language Learning*, 58(4), 911-960.

This study considered the effects of trait emotional intelligence (trait EI; Petrides & Mavroveli, 2007) and sociobiographical variables (age, gender, education level, number of languages known, age of onset of acquisition, context of acquisition, frequency of use, socialization, network of interlocutors, self-perceived proficiency) on communicative anxiety (CA) in the first language and on foreign language anxiety (FLA) in the second, third, and fourth languages of 464 multilingual individuals, in five different situations (speaking with friends, colleagues, strangers, on the phone, and in public). Data were collected via Web-based questionnaires. Participants were divided into three groups based on their trait EI scores (low, average, high). Nonparametric statistical analyses revealed a consistent pattern of results across languages and situations. Higher levels of trait EI corresponded to significantly lower CA/FLA scores. Participants who started learning the second and third languages at a younger age also suffered less from FLA. Purely classroom-based language instruction was found to be linked to higher levels of FLA compared to instruction that also involved extracurricular use of the language. The knowledge of more languages, a higher frequency of use, a stronger socialization in a language, a larger network of interlocutors, and a higher level of self-perceived proficiency in a language were also linked to lower levels of CA/FLA.

Borrero, N., & Yeh, C. (2010). Ecological English language learning among ethnic minority youth. *Educational Researcher*, 39(8), 571-581.

To empirically investigate language learning in relational and cultural settings, the authors developed and administered the Ecological Language Learning and Academic Success scale to an ethnically diverse sample of 269 urban high school students who speak a language other than English at home. Exploratory factor analysis revealed a four-factor structure (Educational Learning, Friend-Based Learning, Family-Based Learning, and Community-Based Learning) with strong reliability estimates. To explore the interrelationships across the various ecological settings, the authors then conducted multidimensional scaling to create a visual representation of the distances between scale items in three-dimensional space. Their findings reveal a disconnect among the various settings. The authors discuss these findings in the context of maximizing bilingual students' cultural assets by bridging the social communities in which they learn English and achieve academically. ABST

Lesaux, N., Kieffer, M. (2010). Exploring sources of reading comprehension difficulties among language minority learners and their classmates in early adolescence. *American Educational Research Journal*, 47(3), 596-632.

This study explores the nature of reading comprehension difficulties among early adolescent language minority (LM) learners and native English speakers in urban schools. Sixth-grade students (399 LM learners, 182 native English speakers) were screened for difficulties, using a standardised measure of reading comprehension. Of these 262 students (201 LM learners, 61 native English speakers) with a score of at or below the 35th percentile were administered measures of oral language and reading. More LM learners than their peers were classified as struggling readers (60% vs 40%). However, later class analysis demonstrated that the two populations were evenly distributed among three skill profiles of struggling readers. Despite relative differences in word reading accuracy and fluency, each profile was characterized by low vocabulary knowledge. The majority of struggling readers were found to have developed basic fluency skills. The findings demonstrate the need for middle schools to identify why students are having comprehension difficulties and to target instruction to meet their specific needs, given the wide variation in the struggling reader population. Moreover, they suggest that treating LM learners as a separate group based on their status as second-language learners may not be appropriate. ABST

Arnold, J. (2011). Attention to affect in language learning. *Anglistik. International Journal of English Studies*, 22(1), 11-22.

This article will provide a more in-depth answer to the question of why affect is important and will discuss some options for dealing with it in the classroom. Dörnyei (2009) has developed a very promising model for second language motivation: the L2 self. Markus and Nurius (1986, 954) describe the concept of possible selves: “individuals’ ideas of what they might become, what they would like to become and what they are afraid of becoming... They provide the essential link between the self-concept and motivation”. Related to possible selves, Markus and Ruvolo (1989, 213) bring in the notion of ideal selves: “imagining one’s own actions through the construction of elaborated possible selves achieving the desired goal may directly facilitate the translation of goals into intentions and instrumental actions.” Referring to language learning, the basic concept is that if our idea of the person we would like to be, our ideal self, includes the ability to engage in meaningful communication using the L2, we will want to work harder to reach our learning goals. Thus, if in our students’ image of the self they want to become, they include knowing and using the target language well, this can provide strong support for the learning process. ABST

Liu, P.-H. E., & Tannacito, D. J. (2013). Resistance by L2 writers: The role of racial and language ideology in imagined community and identity investment. *Journal of Second Language Writing*, 22, 355 - 373.

In the contexts of global English language learning, the ability to use Standard Written English usually symbolizes affluence, good education, and high social class—important social capital (Bourdieu, 1991). As a result, in these contexts language learners desire to acquire such a powerful discourse. This desire to belong to an imagined community (Norton, 2001) of prestige usually encourages L2 students to invest in forms of writing in a second language that reconstruct their identities in the pursuit of symbolic value in U.S. classrooms. The purpose of this study is to show how certain forms of racial and language ideology (i.e., English language privilege and White Prestige Ideology) among Taiwanese students influence their way of learning academic English writing. Adopting a qualitative research paradigm, we share data collected through classroom observations, qualitative interviews with students and teachers, and an examination of student papers from two Taiwanese ESL writers (drawn from a larger study in Liu, 2010) in an intensive English program in the U.S. ABST

Henry, A. (2017). L2 motivation and multilingual identities. *The Modern Language Journal*, 101(3), 548-565.

By tradition, L2 motivation research has a monolingual bias – the motivational systems of a learner's different languages conceptualized as separate entities rather than as cognitively interconnected. At a time when multilingualism has become a new world order (Douglas Fir Group, 2016) and where there is evidence of powerful identity experiences connected to speaking several languages (Pavlenko, 2006) this is unfortunate. In alignment with the multilingual and dynamic turns in SLA (de Bot, 2015; May, 2014), and adopting a complexity thought modeling approach (Larsen–Freeman & Cameron, 2008), this article explores multilingual learners’ L2 motivation. It is suggested that the motivational systems of a multilingual learner's different languages can be understood as constituting a higher-level multilingual motivational self system that is part of an ecology of interconnected and interpenetrating systems. This

system contains multilingual self guides, one of which is the ideal multilingual self. Drawing on construal-level theory (Trope & Liberman, 2010), the manner and effects of mental representations of an ideal multilingual self are assessed. Finally, it is suggested that motivation deriving from a broader identity that encompasses but, in important ways, transcends a multilingual person's language-specific identities has a central role to play in multilingual education. ABST

de Heer, N., Due, C., Riggs, D. W., & Augoustinos, M. (2016). "It will be hard because I will have to learn lots of English": Experiences of education for children newly arrived in Australia. *International Journal of Qualitative Studies in Education*, 29(3), 297-319.

Educational experiences during childhood are critically important for development, but migrant children often experience unique challenges. To ameliorate these, extra training in English language - such as provided by the Intensive English language program in South Australia (IELP) - is frequently offered to children taking on English as an additional language (EAL). The present study aimed to examine the experience of transition into mainstream classes for children in the IELP, particularly in relation to their overall wellbeing. As such, the study utilised interviews conducted with newly arrived children in Australia aged five to 13 who were enrolled in an IELP, with interviews conducted both pre and post transition into mainstream primary school classes. The findings indicate that most children felt anxious prior to transition, especially regarding speaking English, but were less concerned about this once entering their new class. Making friends was considered to be difficult, but easier when there were children with whom they were familiar from other contexts, or if there was another child in the class with a shared cultural or linguistic background. ABST

Gutiérrez, K. D., Bien, A. C., Seland, M. K., & Pierce, D. M. (2011). Polylingual and polycultural learning ecologies: Mediating emergent academic literacies for dual language learners. *Journal of Early Childhood Literacy*, 11(2), 232 - 261.

In this article, we examine the affordances of polylingual and polycultural learning ecologies in expanding the linguistic repertoires of children, particularly young Dual Language Learners. In contrast to settings that promote the development of English and academic language at the expense of maintaining and developing home language, we argue that the social organization of learning should privilege participation in dynamic, hybrid literacy practices. Children are often more likely to experiment with English and academic genres, while also taking on powerful identities as learners and language users, when formal and informal modes of communication are leveraged, multimodality and language-crossing encouraged and the use of both home and academic vernaculars promoted within a context that values social relationships and the playful imagination. We argue that children's literacy practices develop in particular social and 'located' relationships, and we examine one such after-school setting designed with these principles in mind, the long-standing UC Links/Las Redes partnership, where home languages and intercultural experiences are unmarked and necessarily integral to participating in the shared practices of the community. We highlight the affordance of one common practice of the community, children's communication with the mythical cyber wizard, El Maga (sic), and the ways this practice strategically draws on students' full linguistic toolkits in order to invite them to integrate modes and genres of communication that challenge the divide between everyday and school-based literacies, stretching children beyond their current levels of literacy development. ABST

Hsieh, P. P.-H., & Kang, H.-S. (2010). Attribution and self-efficacy and their interrelationship in the Korean EFL context. *Language Learning*, 60(3), 606-627.

This study examined the interrelationships between learners' attributions and self-efficacy and their achievements in learning English as a foreign language. Participants were 192 ninth-grade English learners in Korea who were asked to provide attribution and self-efficacy ratings upon receiving test grades. Results indicated that learners with different levels of self-efficacy ratings endorsed attributions differently for successful and unsuccessful outcomes. Learners with higher levels of self-efficacy attributed their test results to more internal and personal control factors than those who reported lower self-efficacy levels. For learners who were unsuccessful, those with higher self-efficacy made stronger personal control attributions than learners with lower self-efficacy. ABST

Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *System*, 39, 202-214.

This article reports the findings of a study investigating factors contributing to the speaking-in-class anxiety of a group of 313 Chinese ESL first-year university students in Hong Kong. Results using the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. reveal five factors leading to the group's speaking-in-class anxiety. The five factors, identified by factor analysis, include: speech anxiety and fear of negative evaluation; uncomfortableness when speaking with native speakers; negative attitudes towards the English classroom; negative self-evaluation; and fear of failing the class/consequences of personal failure. In addition, survey results show that speaking in front of the class without preparation, being corrected when speaking, inadequate wait-time and not being allowed to use the first language in a second language class were also identified by the respondents as important factors leading to speaking-in-class anxiety. The article concludes with pedagogic implications, for second/foreign language teachers when attempting to create a low-anxiety classroom. ABST

Mercer, S. (2011). The self as a complex dynamic system. *Studies in Second Language Learning and Teaching*, 1(1).

This article explores the potential offered by complexity theories for understanding language learners' sense of self and attempts to show how the self might usefully be conceived of as a complex dynamic system. Rather than presenting empirical findings, the article discusses existent research on the self and aims at outlining a conceptual perspective that may inform future studies into the self and possibly other individual learner differences. The article concludes by critically considering the merits of a complexity perspective but also reflecting on the challenges it poses for research. ABST

Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412-446.

In this review article on identity, language learning, and social change, we argue that contemporary poststructuralist theories of language, identity, and power offer new perspectives on language learning and teaching, and have been of considerable interest in our field. We first review poststructuralist theories of language, subjectivity, and positioning and explain sociocultural theories of language learning. We then discuss constructs of INVESTMENT and IMAGINED COMMUNITIES/IMAGINED IDENTITIES (Norton Peirce 1995; Norton 1997, 2000, 2001), showing how these have been used by diverse identity researchers. Illustrative examples of studies that investigate how identity categories like race, gender, and sexuality interact with language learning are discussed. Common qualitative research

methods used in studies of identity and language learning are presented, and we review the research on identity and language teaching in different regions of the world. We examine how digital technologies may be affecting language learners' identities, and how learner resistance impacts language learning. Recent critiques of research on identity and language learning are explored, and we consider directions for research in an era of increasing globalization. We anticipate that the identities and investments of language learners, as well as their teachers, will continue to generate exciting and innovative research in the future. ABST

Norton, B. (2015). Identity, investment, and faces of English internationally. *Chinese Journal of Applied Linguistics*, 38(4), 375-391.

This article has been developed from a keynote address given at the June 2015 Faces of English conference held at the University of Hong Kong. The article examines the trajectory of Bonny Norton's research on identity and language learning, highlighting her construct of investment, developed as a sociological complement to the psychological construct of motivation (Norton, 2013). An important focus of the paper is the expanded 2015 model of investment (Darvin & Norton, 2015), which responds to the changing communicative landscape of an increasingly digital world, and locates investment at the intersection of identity, capital, and ideology. Norton exemplifies her theories with data drawn from her collaborative research on English language learning in Canada, Pakistan, Uganda, and Iran. With reference to digital storytelling as a promising classroom practice, she argues that the challenge for English language teachers internationally is to promote learner investment in the language and literacy practices of classrooms by increasing the range of identities available to English language learners. ABST

Norton, B. (2016). Identity and language learning: Back to the future. *TESOL Quarterly*, 50(2), 475-479.

The conditions under which language learners speak or remain silent, when they write, read, or resist, is a passionate interest of mine that began more than two decades ago. Like many other language teachers and researchers, I have been entrusted over the years with the stories of language learners as they have moved from one country to another, from home to school, and from classroom to community. The learners have been of varying ages, and their stories have reflected both dreams and disappointments. As I have sought to make sense of such stories, I have had to grapple with what it means to know and teach a language, and English in particular, in our multilingual, transnational, and frequently inequitable world. ABST

Swain, M. (2013). The inseparability of cognition and emotion in second language learning. *Language Teaching*, 46(2), 195-207.

The scholarly literature about the process of second language (L2) learning has focused to a considerable extent on cognitive processes. Left aside are questions about how emotions fit into an understanding of L2 learning. One goal of this plenary is to demonstrate that we have limited our understanding of L2 learning by failing to take into account the roles played by emotions. A perspective which brings together cognition and emotion is that of Vygotsky's socio cultural theory (SCT) of mind. Vygotsky saw the two as being inextricably interconnected. However, many in the Western world who have taken up Vygotsky's ideas, myself included, have focused on the cognitive side of learning and development. The second goal of this plenary is therefore to redress this imbalance. ABST

Creagh, S., Kettle, M., Alford, J., Comber, B., & Shield, P. (2019). How long does it take to achieve academically in a second language? Comparing the trajectories of EAL students and first

language peers in Queensland schools. *Australian Journal of Language and Literacy*, 42(3), 145-155.

For the past four decades, the question of how long it takes to achieve academically in a second language has been the subject of research. It is a key policy question informing the allocation of resources for the support of English language learners in schools, with the existing research from the United States (US), Canada and the United Kingdom (UK) showing it takes varying lengths of time depending on a range of variables. Until this present study, no research had been done on the trajectories of English language learners in the Australian context, where increasing numbers of English learners form the student population. As part of a broader mixed- methods study designed to address this gap in the research, we present quantitative analyses of longitudinal school data on NAPLAN reading results for two large regions in Queensland from the years 2009–2015. Using two-way analysis of variance (ANOVA) with repeated measures, we identified the academic trajectories of EAL students as compared with the trajectories of the same age cohort, most of whom are English as a first language speakers. The findings show that EAL students who had been in schools long enough to sit four NAPLAN tests reached parity by Year 7, suggesting that it takes the whole of primary school for them to achieve at the same level as their English-speaking peers. Those who entered between Year 3 and Year 5 reached parity within two to four years of arrival in Australia. For older learners entering school between Year 5 and Year 7, reaching parity took much longer. The implications of these findings are far reaching for policy, teacher preparation, and the provision of high quality language support programs in Australian primary and secondary schools. ABST

ELL in adolescence & youth: focus on teachers

Alford, J. (2001). Learning language and critical literacy: Adolescent ESL students. *Journal of Adolescent and Adult Literacy*, 45(3), 238-242.

In continuing to advocate for more widespread critical literacy practice, it would be advantageous for mainstream educators to be mindful of the linguistic and cultural demands this approach places on the second-language learner. Steps can then be taken to cater to their needs, without reverting back to the safe ground of functional literacy instruction that, from a critical perspective, serves only the interests of those in power by perpetuating socially constructed Discourses ... (p. 241)

Orellana, M., & Reynolds, J. F. (2008). Cultural modeling: Leveraging bilingual skills for school paraphrasing tasks. *Reading Research Quarterly*, 43(1), 48-65.

In this article, the authors use and further elaborate a cultural modeling framework to juxtapose two distinct yet analogous literacy practices: 1. The out-of-school practice of translating and interpreting across languages, or "para-phrasing" 2. The cross-disciplinary and school-based practice of paraphrasing or summarizing written texts Data are from field notes based on two years of ethnographic observations conducted in the homes and classrooms of 18 fifth-, sixth-, and seventh-grade students; the students' journals about their translation experiences; focus group discussions with the students; audiotapes of para-phrasing interactions that involved written text; interviews with the students' teachers; and audiotaped process-focused literacy assessments that provided insights on how children read and interpreted two different kinds of texts, putting both in their own words. Through grounded theorizing, the authors first analyze the skills involved in the everyday para-phrasing or translation activities performed by immigrant youth. They then identify analogues between these skills and those required

for practices of translation, interpretation, and paraphrasing as they are enacted across disciplines and in an array of discourse practices. Finally, they examine classroom practices to identify points of leverage between home and school practices. The authors contribute to the elaboration of the cultural modeling framework by exploring a set of language and literacy practices that frequently occurs in immigrant communities and yet has been little explored to date, and by considering how schools can better engage the skills of bilingual youths.

Enright, K. A. (2010). Academic literacies and adolescent learners: English for subject-matter secondary classrooms. *TESOL Quarterly*, 44(4), 804-810.

The most promising approaches to preparing language learners with academic literacy in English incorporate some level of attention to the linguistic, social, political, and cultural aspects of language with regard to making meaning with texts for academic purposes. Attending to all aspects of literacy at all times is unreasonable, but integrating these priorities over time is likely to provide the greatest access for the broadest range of student proficiencies and educational backgrounds. ... Teaching approaches that focus on social interactions among students and with texts build on young people's current language proficiency while allowing meaningful engagement with curricular concepts. (807)

Norton, B. (2010). Identity, literacy, and English-language teaching. *TESL Canada Journal*, 28(1), 1- 13.

In the field of English-language teaching, there has been increasing interest in how literacy development is influenced by institutional and community practice and how power is implicated in language-learners' engagement with text. In this article, I trace the trajectory of my research on identity, literacy, and English-language teaching informed by theories of investment and imagined communities. Data from English-language classrooms in Canada, Pakistan, and Uganda suggest that if learners have a sense of ownership over meaning-making, they will have enhanced identities as learners and participate more actively in literacy practices. The research challenges English teachers to consider which pedagogical practices are both appropriate and desirable in the teaching of literacy and which will help students develop the capacity for imagining a wider range of identities across time and space. ABST

Frañquiz, M. a. E., & Salinas, C. S. (2011). Newcomers developing English literacy through historical thinking and digitized primary sources. *Journal of Second Language Writing*, 20, 196-210.

The traditional approach to the education of newcomer students separates English language development from content instruction. It is assumed that English language proficiency is a prerequisite for subject-matter learning. The authors take the alternate view that the integration of historical thinking and digitized primary sources enhances English language acquisition and learning of the social studies. Specifically, we show how eleven late arrival immigrant students using primary source digitized documents responded to three lessons in a History class: the crisis in Little Rock, Arkansas, in 1957; the Chicano Movimiento of the 1960s; and the 21st century response to immigration as manifested in Arizona Senate Bill 1070 in 2010. The study of these historical events required that the adolescent newcomers systematically examine sources, contexts, and historical significance as well as notions of agency, empathy, and moral judgment. Assignments for students to position themselves in relation to these historical events provided opportunities for authoring identity texts (Cummins, 2001, 2004, 2006). These student written artifacts were examined for length, voice, grammatical conventions, organization and ability to understand multiple perspectives, complex context, and conflicting (if not persistent) historical tension. Findings show that the use of digitized documents, document-based questions, and written responses in the form of letters or telegrams made the subject relevant and meaningful to the

newcomer students and elicited their cognitive engagement and identity investment in the production of writing. The choice to use (or not) the home language played a significant role in the creation of students' identity texts. ABST

Yi, Y. (2014). Possibilities and challenges of multimodal literacy practices in teaching and learning English as an additional language. *Language and Linguistics Compass*, 8(4), 158-169.

I review a decade of empirical research specifically addressing possibilities and challenges of multimodal literacy practices in learning and teaching English as an additional language, particularly for adolescent multilingual English language learners (ELLs). Given the lack of empirical research and discussions about multimodal literacy practices of ELLs, this review focuses on the issues of multimodal literacy practices of ELLs and their teachers. Thus, I look mainly at the promise and potential of engaging ELLs in multimodal literacy practices and potential tensions of implementing multimodal literacies into classroom practices. Findings of this review suggest more empirical research related to how ELLs consume, interpret, and produce multimodal texts as well as some implications for pedagogy. ABST

Oxley, E., & de Cat, C. (2019). A systematic review of language and literacy interventions in children and adolescents with English as an additional language (EAL). *The Language Learning Journal*, 0(0), 1-23. doi:10.1080/09571736.2019.1597146

This systematic review presents a synthesis of evidence regarding the effectiveness of language and literacy interventions targeting children with EAL. It updates the systematic review by Murphy and Unthiah [2015. A systematic review of intervention research examining English language and literacy development in children with English as an additional language (EAL). [http://www.naldic.org.uk/Resources/NALDIC/ Research and Information/Documents/eal-systematic-review-prof-vmurphy.pdf](http://www.naldic.org.uk/Resources/NALDIC/Research%20and%20Information/Documents/eal-systematic-review-prof-vmurphy.pdf).], using the same methodology. Four databases were searched resulting in 2217 records identified. After screening 25 interventions, found in 26 studies, were eligible for inclusion. The results provide collective evidence that explicit vocabulary instruction and targeted oral language practice yield language gains for EAL learners, with a tendency for larger intervention gains in learners with the lowest initial pre-test scores. Shared reading interventions show positive effects when combined with the pre-teaching of vocabulary, embedded definitions into the text, or post-reading reinforcement activities. The review also highlights the paucity of interventions in the UK and in particular, a lack of interventions for adolescents, especially those in upper secondary school (ages 14-18). ABST

Alford, J. H. (2014). "Well, hang on, they're actually much better than that!": Disrupting dominant discourses of deficit about English language learners in senior high school English." *English Teaching- Practice and Critique*, 13(3), 71-88.

This paper explores how four English teachers position their English language learners for critical literacy within senior high school curriculum in Queensland, Australia. Such learners are often positioned, even by their teachers, within a broader "deficit discourse" that claims they are inherently lacking the requisite knowledge and skills to engage with intransigent school curricula. As such, English language learners' identity formation is often constrained by deficit views that can ultimately see limited kinds of literacy teaching offered to them. Using Fairclough's (2003) critical discourse analysis method, analysis of 16 interviews with the teachers was conducted as part of a larger, critical instrumental case study in two state high schools during 2010. Five competing discourses were identified: deficit as lack; deficit as

need; learner “difference” as a resource; conceptual capacity for critical literacy; and linguistic, cultural and conceptual difficulty with critical literacy. While a deficit view is present, counter-hegemonic discourses also exist in their talk. The combination of discourses challenges monolithic deficit views of English language learners, and opens up generative discursive territory to position English language learners in ways other than “problematic”. This has important implications for how teachers view and teach English language learners and their capacity for critical literacy work in senior high school classrooms. ABST

Due, C., Riggs, D. W., & Mandara, M. (2015). Educators' experiences of working in Intensive English language programs: The strengths and challenges of specialised English language classrooms for students with migrant and refugee backgrounds. *Australian Journal of Education*, 59(2), 169-181.

In this article, educators' experiences of working in diverse classrooms designed to provide English language education as part of Intensive English Language Programs (IELPs) in South Australia are considered. To this end, responses to qualitative interviews with 14 educators working in three schools are examined using Braun and Clarke's method of qualitative thematic analysis. Results indicate that the model of education provided within IELPs is seen by teachers as the best approach to educating young refugees and migrants in Australia. ABST

Hornberger, N. (2004). The continua of biliteracy and the bilingual educator: Educational linguistics in practice. *International Journal of Bilingual Education and Bilingualism*, 7(2&3), 155-171.

The continua model of biliteracy offers a framework in which to situate research, teaching, and language planning in linguistically diverse settings; bilingual teacher education represents a conjunction of all three of these and hence, a good candidate for applying the continua model. This paper uses selected experiences in language teacher education as practised at the University of Pennsylvania Graduate School of Education to illustrate the potential of the continua model as heuristic in continually (re)writing the bilingual or language educator's knowledge base in response to the demands of educational policy and practice. A series of vignettes serves as a means for exploring dilemmas confronting bilingual (and language) educators and ways in which the continua model might shape a response: the global/local dilemma – global social, cultural, and political trends as contexts for biliteracy; the standard/nonstandard dilemma – media of biliteracy as reflected in evolving views of language and literacy in the world; the language/content dilemma – enquirybased teacher education as an approach to the development of biliteracy; and the language/culture/identity dilemma – teachers' and learners' identities and cultures as they relate to biliteracy content. The paper concludes with a few comments on bilingual educators as researchers, teachers, and language planners and on the need, now more than ever, for bilingual educators to be advocates. ABST

Kibler, A. (2011). Casi nomás me dicen qué escribir /They almost just tell me what to write: A longitudinal analysis of teacher-student interactions in a linguistically diverse mainstream secondary classroom. *The Journal of Education*, 191(1), 45-58.

To explore the challenges that can arise in teacher- student interactions in linguistically diverse mainstream classrooms, this case study analyzes the ways in which a native Spanish speaker of high-beginning English proficiency and his teacher negotiated an extended writing task in a tenth-grade mainstream humanities course. An "interactional histories" analysis, which offers a contiguous (Maxwell

& Miller, 2008) and multimodal analysis of classroom discourse and texts at multiple steps throughout the writing process, is used to demonstrate the pedagogical and conversational moves through which the teacher adapts the academic task and the teacher and student co-construct this assistance. This study illustrates the ways in which opportunities for language minority students' literacy development are locally created through teacher-student interaction but are reflective of linguistic, cultural, and institutional concerns related to the academic performance and achievement of language minority students in schools. ABST

Creagh, S. (2019) Reading pedagogy for refugee-background young people learning literacy for the first time in English as an additional language. *The European Journal of Applied Linguistics and TEFL*, 8(1), 3-20.

This article reports the findings of an action research project carried out with teachers of refugee background young people in an intensive English secondary school in Australia. The research gives voice to experienced Australian EAL specialist teachers who design and implement targeted pedagogical responses to the specific learning needs of newly arrived refugee young people beginning to engage with literacy for the first time. These responses are informed by mainstream Australian curricula foci, allowing students to experience highly-scaffolded literacy as a vehicle for academic content. Enormous progress is made by refugee-background learners in the beginning stages of academic language learning, given that many have experienced limited or no previous schooling and are coming to literacy for the first time, as teenagers. This article will report the concepts, ideas and key themes which were central to the challenges of providing high level support for young people learning English and learning literacy for the first time. Teaching and learning theories from the field of second language acquisition informed the analysis, as well as theories of pedagogy which relate to scaffolded learning. Engaging with the voice of teachers working most closely with these students when vulnerability may be greatest offers enormous insight into the possibilities of an inclusive pedagogy which supports learning, wellbeing and ultimately, settlement in the new country. ABST

Participatory & multimodal approaches

Arizpe, E., Bagelman, C., Devlin, A. M., Farrell, M., & McAdam, J. E. (2014). Visualizing intercultural literacy: engaging critically with diversity and migration in the classroom through an image-based approach. *Language and Intercultural Communication*, 14(3), 304-321.

Accessible forms of language, learning and literacy, as well as strategies that support intercultural communication are needed for the diverse population of refugee, asylum seeker and migrant children within schools. The research project Journeys from Images to Words explored the potential of visual texts to address these issues. Working in Glasgow primary schools within critical pedagogical frameworks that invite sharing of personal narratives and of cultural knowledge, the researchers examined and evaluated an image-based approach, both for reading and responding to a selection of children's texts and for obtaining an insight into the home literacy practices of diverse communities. In this article, a 'generative theme', as used by Paulo Freire is used to examine how students engaged with reading visual texts, shared their responses and extended their intercultural understanding. The results from this project provide evidence for the inclusion of visual texts and methodologies within critical pedagogies in order to develop intercultural literacy in the classroom. ABST

Emert, T. (2013). 'The Transpoemations Project': digital storytelling, contemporary poetry, and refugee boys. *Intercultural Education*, 24(4), 355-365.

This article describes a five-week summer literacy program designed for a group of 70 multilingual refugee boys resettled from their home countries in Africa and Asia to a city in the Southeastern USA. The students attended local public schools but struggled to experience academic success in the traditional classroom. The summer program addressed this issue by offering the students a curriculum in which they worked, alongside American teachers, in small learning groups, completing activities premised on specific twenty-first century literacies, such as critical thinking and the creative manipulation of texts and technologies. The students interacted with high-interest literature written in English and with selected productivity tools, including the filmmaking software MovieMaker. The program culminated with each student producing a digital story – a 'transpoemation' – adapted from an autobiographical response to George Ella Lyon's poem, 'Where I'm From.' The students translated their own poems through a series of scaffolded steps in order to create short films for preview and critique. Working with the computer, with texts they had generated, and with images and music, the students showcased their facility with storytelling, with the English vocabulary they were acquiring, and with visual media, demonstrating a growing sense of academic confidence. ABST

Flint, P., Dollar, T., & Stewart, M. A. (2019). Hurdling over language barriers: Building relationships with adolescent newcomers through literacy advancement. *Journal of Adolescent & Adult Literacy*, 62(5), 509-519.

We identified three literacy activities that supported relationship building with the students while also developing their written, oral, and digital literacy skills across languages: heart maps, All About Me presentations, and graffiti boards. These activities provided a creative space for students and teachers to know and be known by others in the classroom community in addition to teaching high school literacy standards. All of the activities had commonalities that served to build and nurture positive relationships over the course of the institute:

- The activities were multimodal and provided a space for students to creatively represent their personal and social lives (cultures).
- The activities provided a space for teachers and students to use technological supports, developing students' digital literacy.
- The activities were collaborative in nature, allowing teachers to become colearners with their students and acknowledging the strengths that everyone brought to the classroom. (512)

Ntelioglou, B. Y., Fannin, J., Montanera, M., & Cummins, J. (2014). A multilingual and multimodal approach to literacy teaching and learning in urban education: a collaborative inquiry project in an urban inner city elementary school. *Frontiers in Psychology*, 5, 1-10.

This paper presents findings from a collaborative inquiry project that explored teaching approaches that highlight the significance of multilingualism, multimodality, and multiliteracies in classrooms with high numbers of English language learners (ELLs). The research took place in an inner city elementary school with a large population of recently arrived and Canadian-born linguistically and culturally diverse students from Gambian, Indian, Mexican, Sri Lankan, Tibetan and Vietnamese backgrounds, as well as a recent wave of Roma students from Hungary. A high number of these students were from families with low-SES. The collaboration between two Grade 3 teachers and university-based researchers sought to create instructional approaches that would support students' academic engagement and literacy learning. In this paper, we described one of the projects that took place in this class, exploring how a

descriptive writing unit could be implemented in a way that connected with students' lives and enabled them to use their home languages, through the creation of multiple texts, using creative writing, digital technologies, and drama pedagogy. This kind of multilingual and multimodal classroom practice changed the classroom dynamics and allowed the students access to identity positions of expertise, increasing their literacy investment, literacy engagement and learning. ABST

Due, C., Riggs, D. W., & Augoustinos, M. (2013). Research with children of migrant and refugee backgrounds: A review of child-centered research methods. *Child Indicators Research*. doi:DOI 10.1007/s12187-013-9214-6

In this article, educators' experiences of working in diverse classrooms designed to provide English language education as part of Intensive English Language Programs (IELPs) in South Australia are considered. To this end, responses to qualitative interviews with 14 educators working in three schools are examined using Braun and Clarke's method of qualitative thematic analysis. Results indicate that the model of education provided within IELPs is seen by teachers as the best approach to educating young refugees and migrants in Australia. ABST

Prasad, G. (2014). Portraits of plurilingualism in a French international school in Toronto: Exploring the role of visual methods to access students' representations of their linguistically diverse identities. *The Canadian Journal of Applied Linguistics*, 17(1), 51-77.

In an age of transnational mobility, an increasing number of students speak different languages at home, in their communities and at school. Students' plurilingual repertoires have not traditionally been affirmed in the classroom. How do students make sense of their plural identities? The aim of this article is three-fold: first, I trace the development of a cultural and linguistic self-portrait tool to engage students in reflexively representing their diverse cultural and linguistic identities; second, I present a sampling of six francophone, anglophone and allophone students' representations of their plurilingual and pluricultural identities in one French international school in Toronto; and third, I consider the value of creative visual methods in engaging culturally and linguistically diverse children and youth in language education research. I argue that using alter(n)ative tools in language research with children and youth can powerfully open up collaborative space for engagement and co-construction of knowledge and meaning. ABST

Lau, S. M. C. (2016). Language, identity and emotionality: Exploring the potential of language portraits in preparing teachers for diverse learners. *The New Educator*, 12(2), 147-170.

The present study, framed from a critical and transformative approach to teacher education, aims to investigate whether language portraits (Prasad, 2010)--the mapping of one's language and cultural make-up on a body template--can help improve student teachers' self-understanding about language and identities and can foster critical reflection regarding their attitudes towards linguistic diversity. This study looks particularly at how "emotional engagement" in autobiographical portraits and narratives of language experiences and practices could potentially facilitate personal interrogation of social assumptions and open up possibilities for greater intellectual examination of the sociopolitical dimensions of second-language teaching and learning. ABST