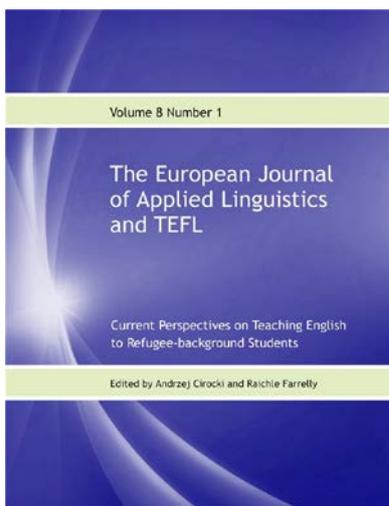


The European Journal of Applied Linguistics and TEFL

Volume 8 Number 1

Edited by Andrzej Cirocki and Raichle Farrelly



The *European Journal of Applied Linguistics and TEFL* (EJALTEFL) is a refereed academic publication which aims to disseminate information, knowledge and expertise in the broad area of applied linguistics.

Volume 8 Number 1 is a special issue consisting of ten articles focusing on theme of **Current Perspectives on Teaching English to Refugee-background Students**. Topics include: reading pedagogy for young adults - multiple literacies - digital storytelling - encountering and accommodating diversity - assessing linguistic and cultural resources - social positioning and and intercontextuality - understanding indigenous education practices.

EJALTEFL provides a valuable source of reference for applied linguists, teacher trainers, materials developers and practitioners in the field of EFL/ESL. It offers readers a deeper insight into current issues, thereby broadening their knowledge and promoting professional development. Available from booksellers or by subscription (two issues per year).

Subscription enquiries: info@linguabooks.com

CONTENTS

Editorial

RAICHLÉ FARRELLY and ANDRZEJ CIROCKI

SUE CREAGH

Reading Pedagogy for Refugee-background Young People Learning Literacy for the First Time in English as an Additional Language

MEGAN HOFFMANN

Including Multiple Literacies in the Classroom

JOEL WINDLE & JENNIFER MILLER

Scaffolding Second Language Literacy: A Model for Students with Interrupted Schooling

TOBY EMERT

Refugee Youth, Digital Storytelling and Academic Confidence

PAUL MOLYNEUX & AMANDA HIORTH

Encountering and Accommodating Diversity: Contrasting Approaches to Supporting Refugee-background Students from the Early to Middle Years of Schooling

Journal website: <http://theeuropeanjournal.eu>

Publisher website: <http://www.linguabooks.com>

LOSHINI NAIDOO & MISTY ADONIOU

"I Speak 19 Languages": Accessing the Linguistic and Cultural Resources of Students from Refugee Backgrounds

JANET LISCIIO & RAICHLÉ FARRELLY

Exploring Notions of Success through the Social and Cultural Capital of Adult Refugee-background Students

NICOLE PETTITT

"My Country Not Like That": Social Positioning and Intercontextuality in Refugee-background Women's Classroom Discourse

JENNA ANN ALTHERR FLORES

Messages and Meaning in Perceived and Lived Spaces: Semiosis, Institutions and Landscapes

JILL WATSON

Understanding Indigenous Education Practices as a Way of Engaging Deeply with Refugee-background Students (and Everyone Else) in the Classroom

ISSN 2192-1032 **EJALTEFL**

ISBN 978-1-911369-23-3

Volume 8 Number 1 (2019) 236pp

ADVISORY PANEL: DAT BAO, Monash University, Australia – ANNE BURNS, University of New South Wales (Australia) – ANNA CIEŚLICKA, Texas A&M International University, USA – MAYA KHEMLANI DAVID, University of Malaya, Malaysia –

EDITORIAL PANEL: OKSANA AFITSKA, Lancaster University, UK – LUCYNA ALEKSANDROWICZ-PĘDICH, University of Social Sciences and Humanities, Poland – ALEKSANDRA ARCEUSZ, University of Gdansk, Poland – WOLFGANG HALLET, University of Giessen, Germany – SVĚTLANA HANUŠOVÁ, Masaryk University, The Czech Republic – DAVID LITTLE, University of Dublin, Ireland – MARIE McCULLAGH, University of Portsmouth, UK – JOHN McRAE, University of Nottingham, UK – FREDA MISHAN, University of Limerick, Ireland – JULIE NORTON, University of Leicester, UK – ANNA KRULATZ, Norwegian University of Science and Technology, Norway – ANGELIKI PSALTOU-JOYCEY, Aristotle University, Greece – HUGO SANTIAGO SANCHEZ, University of Bath, UK – TERESA SIEK-PISKOZUB, Adam Mickiewicz University, Poland – JOSEPH SIEGEL, Örebro University, Sweden – BILL SODEN, University of York, UK – PETER WATKINS, University of Portsmouth, UK.

LinguaBooks Academic Publishing

Elsie Whiteley Innovation Centre, Hopwood Lane, Halifax HX1 5ER, UK