**IMMIGRANT ISSUES IN LANGUAGE LEARNING AND TEACHING:**

**SELECTED REFERENCES**

**(Last updated 17 June 2020)**

**(Please note: There is also a TIRF reference list on refugee concerns.)**

Adamson, H. D., & Regan, V. M. (1991). The acquisition of community speech norms by Asian immigrants learning English as a second language. *Studies in Second Language Acquisition*, *13*(1), 1-22.

Ajrouch, K. J., & Kusow, A. M. (2007). Racial and religious contexts: Situational identities among Lebanese and Somali Muslim immigrants. *Ethnic and Racial Studies, 30*(1), 72-94.

Alba, R., Logan, J., Lutz, A., & Stults, B. (2002). Only English by the third generation? Loss and preservation of the mother tongue among the grandchildren of contemporary immigrants. *Demography*, *39*(3), 467-484.

Allen, R., & Schuettler, K. (2017). *Immigrants and Minnesota's workforce*. Minneapolis, MN: University of Minnesota.

Altman, C., Schrauf, R.W., and Walters, J. (2013) Crossovers and codeswitching in the investigation of immigrant autobiographical memory. In J. Altarriba & L. Isurin (Eds). *Memory, language, and bilingualism: Theoretical and applied approaches* (pp. 211-235). Cambridge, UK: Cambridge University Press.

Amin, N. (2001). Nativism, the native speaker construct, and minority immigrant women teachers of English as a second language. *CATESOL Journal, 13*(1), 89-107.

Arkoudis, S., & O’Loughlin, K. (2004). Tensions between validity and outcomes: Teachers’ assessment of written work of recently arrived immigrant ESL students. *Language Testing, 20*, 284-304.

Asher, J. J., & Garcia, R. (1969). The optimal age to learn a foreign language. *The Modern Language Journal*, *53*(5), 334-341.

Bahrick, H. P., Hall, L. K., Goggin, J. P., Bahrick, L. E., & Berger, S. A. (1994). Fifty years of language maintenance and language dominance in bilingual Hispanic immigrants. *Journal of Experimental Psychology: General*, *123*(3), 264.

Balke-Aurell, G., & Linblad, T. (1982). *Immigrant children and their languages*. Molndal, Sweden: Department of Education, Research, University of Gothenburg.

Barkhuizen, G., & de Klerk, V. (2006). Imagined identities: Pre-immigrants' narratives on language and identity. *International Journal of Bilingualism, 10*, 277-299.

Barkhuizen, G., & Knoch, U. (2006). Macro-level policy and micro-level planning: Afrikaans-speaking immigrants in New Zealand. *Australian Review of Applied* *Linguistics, 29*(1), 1-8.

Barnard, R. (2009). Submerged in the mainstream? A case study of an immigrant learner in a New Zealand primary classroom. *Language and Education, 23*(3), 233-248. doi:10.1080/09500780802582521

Bender, D. E., Clawson, M., Harlan, C., & Lopez, R. (2004). Improving access for Latino immigrants: Evaluation of language training adapted to the needs of health professionals. *Journal of Immigrant Health*, *6*(4), 197-209.

Ben-Rafael, M., & Schmid, M. S. (2007). Language attrition and ideology: Two groups of immigrants in Israel. In B. Köpke, M.S. Schmid, M. Keijzer, & S. Dostert (Eds.), *Language attrition: Theoretical perspectives* (pp. 205-226). Amsterdam, The Netherlands: John Benjamins Publishing Company.

Berry, J. W. (2001). A psychology of immigration. *Journal of Social Issues*, 57(3), 615-631.

Bialystok, E., & Hakuta, K. (1999). Confounded age: Linguistic and cognitive factors in age differences for second language acquisition. In D. Birdsong (Ed.), *Second language acquisition and the critical period hypothesis* (pp.161-181). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Bigelow, M. (2008). Somali adolescents’ negotiation of religious and racial bias in and out of school. *Theory into Practice. Special Issue on Immigrant Education,* *47*(1), 27-34.

Bigelow, M. (2010). *Mogadishu on the Mississippi: Language, racialized identity, and education in a new land*. Chichester, UK: John Wiley & Sons.

Bigelow, M. (2011). (Con)texts for cultural and linguistic hybridity among Somali diaspora youth. *The New Educator, 7*(1), 27-43.

Bigelow, M., Basford, L., & Smidt, E. (2008).  The academic and social transition to school and the role of native language support.  Journal of Southeast Asian American Education and Asian Advancement. (Special on-line issue on Hmong immigrants). <http://jsaaea.coehd.utsa.edu/index.php/JSAAEA>

Bigelow, M. & King, K. (2014). Somali immigrant youths and the power of print literacy. Writing Systems Research, 6(2), 1-16.

Bigelow, M., & Vinogradov, P. (2011). Teaching adult second language learners who are emergent readers. *Annual Review of Applied Linguistics, 31*, 120-136.

Bleakley, H., & Chin, A. (2004). Language skills and earnings: Evidence from childhood immigrants. *Review of Economics and Statistics*, *86*(2), 481-496.

Bleakley, H., & Chin, A. (2008). What holds back the second generation? The intergenerational transmission of language human capital among immigrants. *Journal of Human Resources*, *43*(2), 267-298.

Blommaert, J., Creve, L., & Willaert, E. (2006). On being declared illiterate: Language-ideological disqualification in Dutch classes for immigrants in Belgium. *Language & Communication*, *26*(1), 34-54.

Bongaerts, T., Planken, B., & Schils, E. (1995). Can late starters attain a native accent in a foreign language? In D. Singleton & Lengyel, Z. (Eds.), *The age factor in second language acquisition: A critical look at the critical period hypothesis*, (pp. 30-50). Bristol, UK: Multilingual Matters Ltd.

Borjas, G. (1990). *Friends or strangers: The impact of immigrants on the U.S. economy*. New York, NY: Basic Books.

Borjian, A. (2016). Educational resilience of an undocumented immigrant student: Educators as bridge makers. *The CATESOL Journal, 28*(2), 121-139.

Bosher, S., & Rowekamp, J. (1998). The refugee/immigrant in higher education: The role of educational background. *College ESL, 8*(1), 23-42.

Boyd, M. (1990). Immigrant women: Language, socioeconomic inequalities and policy issues. In S. Hali, F. Trovato, & L. Dreidger (Eds.), *Ethnic demography: Canadian immigrant racial and cultural variations* (pp. 275-295). Ottawa, Canada: Carleton University Press.

Brindley, G. (2000). Studies in immigrant English language assessment. *Research Series II, 11*(1), 1-268.

Brown, C. S. (2015). *The educational, psychological, and social impact of discrimination on the immigrant child.* Washington, DC: Migration Policy Institute.

Burnaby, B. (1992a). Official language training for adult immigrants in Canada: Features and issues. In B. Burnaby & A. Cumming (Eds.), *Socio-political aspects of ESL in Canada* (pp. 3-34). Toronto, Canada: OISE Press.

Burns, A., & Hood, S. (Eds.). 1998. *Teachers’ voices: Australian teachers' perspectives on teaching mixed-level immigrant groups.* Macquarie University: National Centre for English Teaching and Research.

Callan, V. J., & Gallois, C. (1987). Anglo-Australians' and immigrants' attitudes toward language and accent: A review of experimental and survey research. *International Migration Review*, *21*(1), 48-69.

Camarota, S. A., & Zeigler, K. (2016). *Immigrants in the United States: A profile of the foreign-born using 2014 and 2015 Census Bureau data*. Washington, DC: Center for Immigration Studies.

Canadian Employment and Immigration Advisory Council. (1991). *Immigrants and language training*. Ottawa, Canada: Canadian Employment and Immigration Advisory Council.

Carliner, G. (2000). The language ability of US immigrants: Assimilation and cohort effects. *International Migration Review*, *34*(1), 158-182.

Cenoz, J. (2003). The additive effect of bilingualism on third language acquisition: A review. *International Journal of Bilingualism*, *7*(1), 71-87.

Cervatiuc, A. (2009). Identity, good language learning, and adult immigrants in Canada. *Journal of Language, Identity, and Education*, *8*(4), 254-271.

Cheng, L. R. L. (2010). Immigration, cultural–linguistic diversity, and topics in language disorders. *Topics in Language Disorders*, *30*(1), 79-83.

Chiswick, B. R. (1998). Hebrew language usage: Determinants and effects on earnings among immigrants in Israel. *Journal of Population Economics*, *11*(2), 253-271.

Chiswick, B. R., & Miller, P. W. (2001). A model of destination-language acquisition: Application to male immigrants in Canada. *Demography*, *38*(3), 391-409.

Chiswick, B. R., Lee, Y. L., & Miller, P. W. (2004). Immigrants' language skills: The Australian experience in a longitudinal survey. *International Migration Review*, *38*(2), 611-654.

Chiswick, B. R., Lee, Y. L., & Miller, P. W. (2005). Family matters: The role of the family in immigrants' destination language acquisition. *Journal of Population Economics*, *18*(4), 631-647.

Chiswick, B. R., Lee, Y. L., & Miller, P. W. (2006). Immigrants' language skills and visa category. *International Migration Review*, *40*(2), 419-450.

Chiswick, B. R., & Miller, P. W. (2007). *Modeling immigrants’ language skills* (Vol. 27, pp. 75-128). Bingley, UK: Emerald Group Publishing Limited.

Chiswick, B. R., & Miller, P. W. (2001). A model of destination-language acquisition: Application to male immigrants in Canada. *Demography*, *38*(3), 391-409.

Cho, S., & Reich, G. A. (2008). New immigrants, new challenges: High school social studies teachers and English language learner instruction. *The Social Studies*, *99*(6), 235-242.

Christensen, G., & Stanat, P. (2007). Language policies and practices for helping immigrants and second-generation students succeed. Reading, UK: Association for Language Development in the Curriculum.

Chung, H.C. (2000). English language learners of Vietnamese background. In McKay & S.C. Wong (Eds.) *New immigrants in the United States: Readings for second language educators.* (pp. 216-231). Cambridge, UK: Cambridge University Press.

Chung, R. C.-Y., & Bemak, F. (2007). Asian immigrants and refugees. In F. T. L. Leong, A. Ebreo, L. Kinoshita, A. G. Inman, L. H. Yang, & M. Fu (Eds.), Handbook of Asian American psychology (p. 227–243). Sage Publications, Inc.

Collet, B. A. (2007). Islam, national identity and public secondary education: Perspectives from the Somali diaspora in Toronto, Canada. *Race, Ethnicity and Education, 10*(2), 131-153.

Collier, V. P., & Thomas, W. P. (1989). How quickly can immigrants become proficient in school English. *Journal of Educational Issues of Language Minority Students*, *5*, 26-39.

Cortada, R. L. (1986). *The new immigrants: Implications for educators*. Washington, DC: ERIC Clearinghouse.

Crandall, J. A., & Greenblatt, L. (1999). Teaching beyond the middle: Meeting the needs of under-schooled and high-achieving immigrant students. In M. R. Basterra (Ed.), *Excellence and equity in education for language minority students: Critical issues and promising practices* (pp. 43-80). Washington, DC: Mid-Atlantic Equity Center, The American University.

Crookes, G., Davis, K. A., & LoCastro, V. (1994). Learning strategies and learning environments. *TESOL Quarterly*, *28*(2), 409-414.

Cummins, J. (1981). Age on arrival and immigrant second language learning in Canada: A Reassessment. *Applied Linguistics*, *2*(2), 132-149.

[Curdt-Christiansen, X. L.](http://centaur.reading.ac.uk/view/creators/90005559.html) (2009). Invisible and visible language planning: Ideological factors in the family language policy of Chinese immigrant families in Quebec. *Language Policy, 8*(4), 351-375.

Dávila, L. T. (2008). Language and opportunity in the “Land of Opportunity” Latina immigrants' reflections on language learning and professional mobility. *Journal of Hispanic Higher Education*, *7*(4), 356-370.

d'Anglejan, A., & Renaud, C. (1985). Learner characteristics and second language acquisition: A multivariate study of adult immigrants and some thoughts on methodology. *Language Learning*, *35*(1), 1-19.

De Costa, P. I. (2010). Reconceptualizing language, language learning, and the adolescent immigrant language learner in the age of postmodern globalization. *Language and Linguistics Compass, 4*(9), 769-781.

Delander, L., Hammarstedt, M., Månsson, J., & Nyberg, E. (2005). Integration of immigrants: The role of language proficiency and experience. *Evaluation Review*, *29*(1), 24-41.

De Voe, P. A. (2002). Symbolic action: Religion's role in the changing environment of young Somali women. *Journal of Refugee Studies, 15*(2), 234-246.

Dorian, N. C. (1982). Language loss and maintenance in language contact situations. In R.D. Lambert, & B.F. Freed (Eds.), *The loss of language skills* (pp. 44-59). New York, NY: Newbury House Publishers.

Duff, P. A., Wong, P., & Early, M. (2000). Learning language for work and life: The linguistic socialization of immigrant Canadians seeking careers in healthcare. *Canadian Modern Language Review/La Revue Canadienne Des Langues Vivantes*, *57*(1), 9-57.

Duff, P., Wong, P., & Early. M. (2002). Learning language for work and life: The linguistic socialization of immigrant Canadians seeking careers in healthcare. *Modern Language Journal, 86,* 397-422. (Article selected for journal exchange/reprinting from *Canadian Modern Language Review, 57,* 9-57)*.*

Dustmann, C., & Van Soest, A. (2002). Language and the earnings of immigrants. *Industrial and Labor Relations Review*, 55(3), 473-492.

Dustmann, C., & Fabbri, F. (2003). Language proficiency and labour market performance of immigrants in the UK. *The Economic Journal*, *113*(489), 695-717.

Espenshade, T. J., & Fu, H. (1997). An analysis of English-language proficiency among US immigrants. *American Sociological Review*, *62*(2), 288-305.

Feinberg, R.C. (2000). Newcomer schools: Salvation or segregated oblivion for immigrant students? *Theory into Practice, 39*(4), 220-227.

Fennelly, K., & Palasz, N. (2003). English language proficiency of immigrants and refugees in the Twin Cities metropolitan area. *International Migration*, *41*(5), 93-125.

Flege, J. E., Munro, M. J., & MacKay, I. R. (1995). Factors affecting strength of perceived foreign accent in a second language. *The Journal of the Acoustical Society of America*, *97*(5), 3125-3134.

Flege, J. E., Frieda, E. M., & Nozawa, T. (1997). Amount of native-language (L1) use affects the pronunciation of an L2. *Journal of Phonetics*, *25*(2), 169-186.

Freeman, D. E., & Freeman, Y. S. (2001). *Between worlds: Access to second language acquisition.* Portsmouth, NH: Heinemann

Gardener, S., Polyzoi, E., & Rampaul, Y. (1996). Individual variables, literacy history, and ESL progress among Kurdish and Bosnian immigrants. *TESL Canada Journal, 14*(1), 1-20.

Gershberg, A. I., Danenberg, A., & Sánchez, P. (2006). *Beyond" bilingual" education: New immigrants and public school policies in California*. Washington, DC: The Urban Institute.

Goodwin, A. L. (2002). Teacher preparation and the education of immigrant children. *Education and Urban Society*, *34*(2), 156-172.

Gordon, D., Santos, M., & Weinstein, G. (2009). Reaching across languages, cultures and disciplines in service to older immigrants. In A. Pelham, E. Sills, & G.S. Eisman (Eds.), *Multidisciplinary Perspectives on Enduring Societal Issues: Health and Wellness Issues.* (pp. 57-81). Sterling, VA: Stylus Publishing, LLC.

Grigoleit, G. (2006). Coming home? The integration of Hmong refugees from Wat Tham Krabok, Thailand into American society. *Hmong Studies Journal, 7*(1), 1-22.

Gulliver, T. (2010). Immigrant success stories in ESL textbooks. *TESOL Quarterly, 44*(4), 725-745.

Gunderson, L. (2007). *English-only instruction and immigrant students in secondary schools: A critical examination*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hayfron, J. E. (2001). Language training, language proficiency and earnings of immigrants in Norway. *Applied Economics*, *33*(15), 1971-1979.

Heberle, V., & Morgado, M. (2016). Discussing the representation of immigrants: An integrated view from SFL, CDA and multimodality. *International Journal of Language Studies, 10*(2), 57-78.

Herzberg, M. (1998). Having arrived: Dimensions of educational success in a transitional newcomer school. *Anthropology and Education Quarterly, 29*(4), 391-418.

Hinkel, E. (2000). Soviet immigrants in the United States: Issues and adjustments. In S.L. McKay & S.C. Wong (Eds.), *New immigrants in the United States: Readings for second language educators* (pp. 352-358). Cambridge, UK: Cambridge University Press.

Hu, Y., & Fell-Eisenkraft, S. (2003). Immigrant Chinese students’ use of silence in the language arts classroom: Perceptions, reflections, and actions. *Teaching & Learning, 17*(2), 55-65.

Huang, B. H., & Bailey, A. (2016). The long-term English language and literacy outcomes of first-generation former child immigrants in the United States. *Teachers College Record, 118*(11), 1-42.

Hubenthal, W. (2004). Older Russian immigrants' experiences in learning English: Motivation, methods, and barriers. *Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educational Planning*, *14*(2), 104-126.

Hwang, B. H., & He, Z. (1999). Media uses and acculturation among Chinese immigrants in the USA: A uses and gratifications approach. *International Communication Gazette*, *61*(1), 5-22.

Isurin, L., & Riehl, C. M. (Eds.). (2017). *Integration, identity, and language maintenance in young immigrants: Russian Germans or German Russians.* Philadelphia, PA: John Benjamins.

Jakobovits, L. A. (1969). Second language learning and transfer theory: A theoretical assessment1. *Language Learning*, *19*(1‐2), 55-56.

James, D. C. S. (1997). Coping with a new society: The psychological problems of immigrant youth. *Journal of School Youth, 67*(3), 98-101.

Jia, G., Aaronson, D., & Wu, Y. (2002). Long-term language attainment of bilingual immigrants: Predictive variables and language group differences. *Applied Psycholinguistics*, *23*(4), 599-621.

Jia, G., & Aaronson, D. (2003). A longitudinal study of Chinese children and adolescents learning English in the United States. *Applied Psycholinguistics*, *24*(1), 131-161.

Jiménez, R. T. (2001). "It's a difference that changes us": An alternative view of the language and literacy learning needs of Latina/o students. *The Reading Teacher*, *54*(8), 736-742.

Jo, U. (2002). California’s generation 1.5 immigrants: What experiences, characteristics, and needs do they bring to our English classes?. *CATESOL Journal*, *14*(1), 107-130.

Kanno, Y., & Varghese, M. M. (2010). Immigrant and refugee ESL students’ challenges to accessing four-year college education: From language policy to educational policy. *Journal of Language, Identity & Education, 9*(5), 310-328.

Kim, S. Y., & Chao, R. K. (2009). Heritage language fluency, ethnic identity, and school effort of immigrant Chinese and Mexico adolescents. *Cultural Diversity and Ethnic Minority Psychology*, *15*(1), 27-37.

Klassen, C., & Burnaby, B. (1993). " Those who know": Views on literacy among adult immigrants in Canada. *TESOL Quarterly*, *27*(3), 377-397.

Kondo-Brown, K. (Ed.). (2006). *Heritage language development: Focus on East Asian immigrants*. Amsterdam, The Netherlands: John Benjamins Publishing.

Lam, W. S. E. (2009). Multiliteracies on instant messaging in negotiating local, translocal, and transnational affiliations: A case of an adolescent immigrant. *Reading Research Quarterly*, *44*(4), 377-397.

Lam, W. S. E., & Warriner, D. S. (2012). Transnationalism and literacy: Investigating the mobility of people, languages, texts, and practices in contexts of migration. *Reading Research Quarterly*, *47*(2), 191-215.

Lambert, W. E. (1975). Culture and language as factors in learning and education. In A. Wolfgang (Ed.), *Education of immigrant students: Issues and answers* (pp. 55–83). Toronto: Ontario Institute for Studies in Education.

Lanca, M., Alksnis, C., Roese, N. J., & Gardner, R. C. (1994). Effects of language choice on acculturation a study of Portuguese immigrants in a multicultural setting. *Journal of Language and Social Psychology*, *13*(3), 315-330.

Leather, J., & Van Dam, J. (Eds.). (2003). *Ecology of language acquisition*. Dordrecht, The Netherlands: Kluwer Academic Publishers.

Lieberson, S., & Curry, T. J. (1971). Language shift in the United States: Some demographic clues. *International Migration Review*, *5*(2), 125-137.

Loring, A., & Ramanathan, V. (Eds.). (2016). *Language, immigration and naturalization: Legal and linguistic Issues.* Bristol, UK: Multilingual Matters.

Major, R. C. (1992). Losing English as a first language. *The Modern Language Journal*, *76*(2), 190-208.

Marinova‐Todd, S. H., Marshall, D. B., & Snow, C. E. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, *34*(1), 9-34.

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.

McKay, S. L., & Wong, S. L. C. (1996). Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard educational review*, *66*(3), 577-609.

McKay, S.L., & Wong, S.C. (2000). *New immigrants in the United States: Readings for second language educators*. Cambridge, UK: Cambridge University Press.

McMichael, C. (2002). 'Everywhere is Allah's place': Islam and the everyday life of Somali women in Melbourne, Australia. *Journal of Refugee Studies, 15*(2), 171-188.

McNamara, T. (1998). Policy and social considerations in language assessment. *Annual Review of Applied Linguistics*, *18*, 304-319.

Menard-Warwick, J. (2004). " I always had the desire to progress a little": Gendered narratives of immigrant language learners. *Journal of Language, Identity, and Education*, *3*(4), 295-311.

Menard-Warwick, J.  (2005). Intergenerational trajectories and sociopolitical context: Latina immigrants in adult ESL. *TESOL Quarterly*, *39*(2), 165-185.

Menard-Warwick, J.  (2006). The words become one’s own: Immigrant women’s perspectives on family literacy activities. *CATESOL Journal*, *18*(1), 96-108.

Menard‐Warwick, J. (2007). Biliteracy and schooling in an extended‐family Nicaraguan immigrant household: The sociohistorical construction of parental involvement. *Anthropology & education quarterly*, *38*(2), 119-137.

Menard-Warwick, J. (2009). *Gendered identities and immigrant language learning*. Bristol, UK: Multilingual Matters.

Menard-Warwick, J. (2011). L1 and L2 reading practices in the lives of Latina immigrant women studying English: School literacies, home literacies, and literacies that construct identities. In C. Higgins (Ed.), *Identity formation in globalizing contexts: Language learning in a new millennium*, (pp. 99-118). Berlin, Germany: Walter de Gruyter.

Mendoza, G. S., & Shaikh, N. (2019, January). *Tuition benefits for immigrants.* Washington, DC: National Conference of State Legislatures. Available at www.ncsl.org/immig

Mesch, G. S. (2003). Language proficiency among new immigrants: The role of human capital and societal conditions the case of immigrants from the Fsu in Israel. *Sociological Perspectives*, *46*(1), 41-58.

Miller, E. R. (2011). Indeterminacy and interview research: Co-constructing ambiguity and clarity in interviews with an adult immigrant learner of English. *Applied Linguistics, 32*(1), 43-59.

Miller, E. R. (2014). *The language of adult immigrants: Agency in the making*. Bristol, UK: Multilingual Matters.

Miller, J., Mitchell, J., & Brown, J. (2005). African refugees with interrupted schooling in the high school mainstream: Dilemmas for teachers. *Prospect, 20*(2), 19-33.

Nah, K. H. (1993). Perceived problems and service delivery for Korean immigrants. *Social Work*, *38*(3), 289-296.

Ngo, B., Bigelow, M., & Lee, S. (Eds.) (2014). Introduction: What does it mean to do ethical and engaged research with immigrant communities? Special issue: Research with immigrant communities.  *Diaspora, Indigenous and Migrant Education, 8*(1), 1-6

Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. New York, NY: The New Press.

Olsen, L. (2000). Learning English and learning America: Immigrants in the center of a storm. *Theory into Practice*, *39*(4), 196-202.

Orellana, M. F. (2009). *Translating childhoods: Immigrant youth, language, and culture*. New Brunswick, NJ: Rutgers University Press.

Orellana, M. F., Reynolds, J. F., Dorner, L. and Meza, M. (2003). In other words: Translating or “para-phrasing” as a family literacy practice in immigrant households. *Reading Research Quarterly*, 38, 12–34.

Ożańska-Ponikwia, K., & Dewaele, J. M. (2012). Personality and L2 use: The advantage of being open-minded and self-confident in an immigration context. *EUROSLA Yearbook*, 12, 112-134.

Park, S. M., & Sarkar, M. (2007). Parents’ attitudes toward heritage language maintenance for their children and their efforts to help their children maintain the heritage language: A case study of Korean-Canadian immigrants. *Language, Culture and Curriculum*, *20*(3), 223-235.

Pavlenko, A. (2002). ‘We have room for but one language here’: Language and national identity in the US at the turn of the 20th century. *Multilingua*, *21*(2/3), 163-196.

Pavlenko, A., & Norton, B. (2007). Imagined communities, identity, and English language learning. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 669-680). New York, NY: Springer US.

Peirce, B. N. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, *29*(1), 9-31.

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

Polese, V. (2017). ‘Re-scaling’ the discourse of immigrant integration: The role of definitions. *International Journal of Language Studies, 11*(4), 153-172.

Poole, A. (2019). Immigrants, their language, and their children. *Language Magazine*, *18*(6), 41-43.

Portes, A. & Rumbaut, R. (1996). *Immigrant America: A portrait*. Berkeley, CA: University of California.

Pryor, C. B. (2001). New immigrants and refugees in American schools: Multiple voices. *Childhood Education*, *77*(5), 275-283.

Ram, K. (2002). Stranded between the ‘posts’: Sensory experience and immigrant female subjectivity. In C. Barron, N. Bruce, & D. Nunan (Eds.), *Knowledge and discourse: Towards an ecology of language* (pp. 34-48). London, UK: Pearson Education.

Remennick, L. (2004). Language acquisition, ethnicity and social integration among former Soviet immigrants of the 1990s in Israel. *Ethnic and Racial Studies*, *27*(3), 431-454.

Riazantseva, A. (2012). “I ain’t changing anything”: A case study of successful generation 1.5 immigrant college students’ writing. *Journal of English for Academic Purposes, 11*(3), 184-193.

Rodriguez, G. (1999). *From newcomers to new Americans: The successful integration of immigrants into American society.* Washington, DC: National Immigration Forum.

Rong, X. L., & Preissle, J. (1998). *Educating immigrant students. What we need to know to meet the challenges*. Thousand Oaks, CA: Corwin Press, Inc.

Rosa, J. (2014). Language as a sign of immigration? American Anthropologist, *161*(1), 156-157.

Rudmin, F. W. (2003). Critical history of the acculturation psychology of assimilation, separation, integration, and marginalization. *Review of General Psychology*, *7*(1), 3-37.

Rumbaut, R. (1994). The crucible within: Ethnic identity, self-esteem, and segmented assimilation among children of immigrants. *International Migration Review, 28*(4), 748-795.

Santos, M.G., McClelland, J., & Handley, M. (2011). Language lessons on immigrant identity, food culture, and the search for home. *TESOL Journal, 2*(2), 203-228.

Schrauf, R. W. (2009). English use among older bilingual immigrants in linguistically concentrated neighborhoods: Social proficiency and internal speech as intracultural variation. Journal of Cross-Cultural Gerontology, 24, 157-179.

Schrauf, R. W., & Hoffman, L. (2007). The effects of revisionism on remembered emotion: The valence of older, voluntary immigrants’ pre-migration memories. Applied Cognitive Psychology, 21, 895-913.

Schrauf, R. W., & Iris, M. (2011). A direct comparison of popular models of normal memory loss and Alzheimer's disease in samples of African Americans, Mexican Americans, and refugees/immigrants from the Former Soviet Union. Journal of the American Geriatrics Society, 59, 628-636.

Schrauf, R. W., & Rubin, D. C. (1998). Bilingual autobiographical memory in older adult immigrants: A test of cognitive explanations of the reminiscence bump and the linguistic encoding of memories. *Journal of Memory and Language*, *39*(3), 437-457.

Schumann, J. H. (1976). Social distance as a factor in second language acquisition. *Language Learning*, *26*(1), 135-143.

Schumann, J. H. (1976). Second language acquisition: The pidginization hypothesis. *Language learning*, *26*(2), 391-408.

Schumann, J. H. (1986). Research on the acculturation model for second language acquisition. *Journal of Multilingual & Multicultural Development*, *7*(5), 379-392.

Scully, E. (2002). Social constraints and language learning: Filipina immigrants in Japan. *Race, Ethnicity and Education*, *5*(4), 397-418.

Seymour‐Jorn, C. (2004). Arabic language learning among Arab immigrants in Milwaukee, Wisconsin: a study of attitudes and motivations. *Journal of Muslim Minority Affairs*, *24*(1), 109-122.

Shohamy, E. (2009). Language tests for immigrants: Why language? Why tests? Why citizenship. In G. Hogan-Brun, C. Mar-Molinero, & P. Stevenson (Eds.), *Discourses on language and integration: Critical perspectives on language testing regimes in Europe* (pp. 45-60). Amsterdam, The Netherlands: John Benjamins Publishing Company.

Simmons, A. B. (1999). Economic integration and designer immigrants: Canadian policy in the 1990s. In M. Castro (Ed.), *Free markets, open societies, closed borders? Trends in international migration and immigration policy in the Americas* (pp. 53-69). Miami, FL: North-South Press.

Simmons, A. B. (1999). Immigration policy: Imagined futures. In. S. Halli & L. Driedger (Eds.), *Immigrant Canada: Demographic, economic, and social challenges* (pp. 31-50). Toronto, Canada: University of Toronto Press.

Singleton, D. (2001). Age and second language acquisition. *Annual Review of Applied Linguistics*, *21*, 77-89.

Skutnabb-Kangas, T. (1979). *Language in the process of cultural assimilation and structural incorporation of linguistic minorities*. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Spener, D. (1996). Transitional bilingual education and the socialization of immigrants. In P. Leistyna, A. Woodrum & S. A. Sherblom (Eds.), *Breaking free: The transformative power of critical pedagogy* (pp. 59-82). Cambridge, MA: Harvard Educational Review Reprint Series.

Stegemoller, W. J. (2012-2013). A biliteracy dialogue approach to one-on-one writing instruction with bilingual, Mexican, immigrant writers. *The CATESOL Journal, 24*(1), 59-78.

Stevens, G. (1999). Age at immigration and second language proficiency among foreign-born adults. *Language in Society*, *28*(4), 555-578.

Stevens, G. (2006). The age‐length‐onset problem in research on second language acquisition among immigrants. *Language Learning*, *56*(4), 671-692.

Sridahar, K. & Sridhar, S.N. (2000). At home with English: Assimilation and adaptation of Asian Indians in the United States. In S.L. McKay & S.C. Wong (Eds.), *New immigrants in the United States: Readings for second language educators* (pp. 369-390). Cambridge, UK: Cambridge University Press.

Swain, M. (1981). Time and timing in bilingual education. *Language Learning*, *31*(1), 1-15.

Sunoo, D. H. (1980). Media use and learning of English by immigrants. *Journalism Quarterly*, *57*(2), 330-333.

Tarone, E., Bigelow, M. & Hansen, K. (2009).  *Literacy and second language oracy*. Oxford, UK: Oxford University Press.

Taylor, L. (2006). Wrestling with race: Implications of integrative antiracism education for immigrant ESL youth. *TESOL Quarterly, 40*(3), 519-544.

TESOL International Association (2017). *Position statement on immigration policy and reform in the United States.* Retrieved from <https://www.tesol.org/docs/default-source/advocacy/immigration-reform-2017-position-statement—final.pdf>.

Thompson, I. (1991). Foreign accents revisited: The English pronunciation of Russian immigrants. *Language Learning*, *41*(2), 177-204.

Tran, T. V. (1988). Sex differences in English language acculturation and learning strategies among Vietnamese adults aged 40 and over in the United States. *Sex Roles*, *19*(11-12), 747-758.

Tse, L. (2001). *" Why don't they learn English?" Separating fact from fallacy in the US language debate. Language and literacy series*. New York, NY: Teachers College Press.

Valdés, G. (1998). The world outside and inside schools: Language and immigrant children. *Educational Researcher, 27*(6), 4-18.

Valdés, G. (2002). *Expanding definitions of giftedness: The case of young interpreters from immigrant countries*. Mahwah, NJ: Erlbaum.

Van Tubergen, F., & Kalmijn, M. (2005). Destination‐language proficiency in cross‐national perspective: A study of immigrant groups in nine western countries1. *American Journal of Sociology*, *110*(5), 1412-1457.

Van Tubergen, F., & Kalmijn, M. (2009). A dynamic approach to the determinants of immigrants’ language proficiency: The United States, 1980–2000. *International Migration Review*, *43*(3), 519-543.

Van Tubergen, F., & Kalmijn, M. (2009). Language proficiency and usage among immigrants in the Netherlands: Incentives or opportunities? *European Sociological Review*, *25*(2), 169-182.

Veltman, C. (1988). Modelling the language shift process of Hispanic immigrants. *International Migration Review*, *22*(4), 545-562.

Veltman, C. (2000). The American linguistic mosaic: Understanding language shift in the United States. In S. L. Mckay & S. C. Wong (Eds.), *New immigrants in the United States* (pp. 58-93). Cambridge, UK: Cambridge University Press.

Vernez, G., & Abrahamse, A. (1996). *How immigrants fare in U.S. education*. Santa Monica, CA: RAND Center for Research on Immigration Policy.

Wang, W. (1999). Age and second language acquisition in adulthood: The learning experiences and perceptions of women immigrants. *TESL Canada Journal*, *16*(2), 1-19.

Warriner, D. S. (2008). Transnational literacies: Immigration, language learning, and identity. *Linguistics and Education*, *18*(3), 201-214.

Wigglesworth, G. (1997). English language testing and immigration policy. In G. P. Brindley & G. Wigglesworth, G. (Eds.), *Access: Issues in language test design and delivery* (pp. 31-63). Sydney, Australia: National Centre for English Language Teaching and Research, Macquarie University.

Wong, F.P., Duff, P. & Early, M. (2001). The impact of language and skills training on immigrants’ lives. *TESL Canada Journal, 18*(2), 1-31.

Wyman, E. D. (1998). Trips to reality for immigrant secondary students. In J. C. Richards (Ed.), *Teaching in action: Case studies from second language classrooms* (pp. 180-183). Washington DC: TESOL.

Zhang, S., Morris, M. W., Cheng, C. Y., & Yap, A. J. (2013). Heritage-culture images disrupt immigrants’ second-language processing through triggering first-language interference. *Proceedings of the National Academy of Sciences*, *110*(28), 11272-11277.

Zhou. M. & Bankston, C.L. (1996). Social capital and adaptation of the second generation: The case of Vietnamese youth in New Orleans. In A. Portes (Ed.), *The new second generation* (pp. 197-220). New York, NY: Russell Sage Foundation.

Zhou, M. & Bankston, C. (1998). *Growing up American: How Vietnamese children adapt to life in the United States*. New York, NY: Russell Sage Foundation.

Zhou, M., & Kim, S. (2006). Community forces, social capital, and educational achievement: The case of supplementary education in the Chinese and Korean immigrant communities. *Harvard Education Review*, *76*(1), 1-3.

Zong, J., Batalova, J., & Hallcock, J. (2018). *Frequently requested statistics on immigrants and immigration in the United States.* Washington, DC: Migration Policy Institute.

Zuengler, J. (2011). Performing ‘national’ practices: Identity and hybridity in immigrant youths’ communication. In C. M. Higgins (Ed.), *Negotiating the self in a second language: Identity formation and cross-cultural adaptation in a globalizing world.* (pp. 73-98). Berlin, Germany:Mouton de Gruyter.