Contents

	Tables and Figures	vii
	Introduction Preamble	1 1
	The TALIME Study	3
	The Journey to the TALIME Study	4
	Overview of Chapters	8
1	Tensions Between Superdiversity and Translanguaging, English-centricity and 'Mainstream' in the Education of	
	Adolescent Newcomers	11
	Immigrants and Language Policy in US History	11
	From the Right to Publically Funded Education for All to the Critical Search for Linguistically and Culturally	
	Sustaining Program Models	12
	Superdiversity as Practical Challenge and Relevant	
	Theoretical Framework	14
	Superdiversity and Language	17
	Translanguaging as Key Framework for Sociolinguistic	
	Description and Political Support	18
	Ideological Challenges to Superdiversity and	
	Translanguaging: The Symbolic Violence of	
	English-centricity and 'Mainstream Schooling'	23
	Language and Content Instruction for Adolescent	
	Newcomers: Contexts, Elusive Clarity and Emerging	
	Approaches for Equity	28
	Learning and Teaching with Adolescent Newcomers	29
	Language and Cultural Connections in Adolescent	
	Newcomer School Contexts	30
	The Challenge of Parallel or Non-parallel Education and Students	
	with Limited or Interrupted Formal Education (SLIFE)	31
	Possible Trajectories for Adolescent Newcomers	34
	Development of Research about Newcomer Programs	39
	Conclusion	43
2	An English-centric Program with Multilingual Margins Ohio LEP and District ESL Programs as 'Flexible'	45
	Discourse in an English-centric Context	45

VI	Lucating Adolescent Newcomers in the Superdiverse Midwest	
	Policy Enactments across Time: History of the Program, Profiles and Views on Bilingual Educational Approaches of Teachers, Administration and Bilingual Assistants Positive Yet Critical Teaching and Learning Practices Linguistic Landscape Teacher Talk Instructional Materials Assessment Practices Conclusion	46 57 57 64 84 87 91
3	Students and Outcomes The Focal Students and Superdiverse Context A Year in a Day: The Patterns and Changes in the Lab Year Analysis of the Student Experience Case Studies English-centric Assessments and Results: Invisible, Dramatic and Debatable Growth Conclusion	92 93 103 108 110 135 139
4	Aspirations for Better Program Futures Overview Visions of Changes to Current and Future Programming Critical Reflections and Recommendations Challenges to Change Conclusion	141 141 142 148 152 157
	Conclusion Summary of Central Findings and Recommendations Donald Trump and Anti-Immigrant Sociopolitics Coming Full Circle	158 158 159 162
	Methodological Appendix Foundations for Research Questions: Before Method, Theory Research Rationale: Why the US? Why a Newcomer Program? Why Lab Students? Initial Research Questions and Methodology: What Did I Want to Know? Why is Ethnography Well Suited for the Inquiry? What Kinds of Ethnography? How Does it All Fit Together? Permission, Access and Consent/Assent Methodological Strengths Yet Several Issues to Address Corpus of Data	164 164 166 167 175 175
	Analysis: Or, How to Make Meaning On Writing References	178 183 185
	110101011000	100

204

Index