

Newcomer Youth and Young Adults' Language Learning

TITLE OF RESEARCH: [Case Analysis of the Language for Young Adults Program](#)

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SUMMARY: This study investigated how newcomer youth and young adults navigated two educational systems in Canada: adult language learning and/ or the K-12 system, and how social and emotional factors shaped their language learning experiences. Twenty-one newcomer youth and young adults (aged 16-29) participated in individual and focus group interviews after completing at least half of the Language for Young Adults Program.

LINK: Click [here](#) to read the executive summary and [here](#) to read the report

Young adult participants (20-29 years old)

valued the actionable feedback they received outside of formal learning settings, such as community assistance in correcting pronunciation

had higher levels of educational achievement and more clearly defined life objectives



Youth participants (16-19 years old)

prioritized positive relationships with the teacher and peers.

reported times when they felt isolated, lost, that attending school was a waste of time, and that the curriculum and instruction was out of reach of their language skills.



The learning environment of the program was essential for students to establish a safe and comfortable place to learn a new language.



Matched with similarly skilled peers

Active dialogue and conversational learning

Knowledge at their language-level

Recommendations:

- Language-learning programs should facilitate regular and meaningful interactions between learners and the wider community.
- Educators and curriculum planners should engage newcomer students in the design, conduct, and evaluation of programs.
- There is a need for evidence-based instruction and for kind and knowledgeable peers and teachers to help in the language learning process.

The views and opinions expressed in this article are those of the researchers and do not necessarily reflect the official position of the Child and Youth Refugee Research Coalition.

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