

Message from the Editor

Adults with limited or no prior literacy skills in their native language experience linguistic challenges after migrating to countries where they possess no knowledge of the new spoken or written language. These newcomers often lack formal education due to poverty and/or political upheavals experienced in their native countries which impeded their ability to attend school and receive formal education. Driven by a need and desire for formal education, they often enroll in English as a second language (ESL) classes. Progression to a second language is often difficult, as students must be taught the functions of written language and their connections to oral language within the context of their native language. The 11th Annual conference, which was held at Flagler College, in historic downtown St. Augustine, Florida addressed these issues related to LESLLA (Low Educated Second Language and Literacy Acquisition) learners. The theme of the conference was: Moving forward- Empowering through literacy. Researchers presented their work on the many ways in which research, policy, and practice can empower learners through literacy.

The present volume consists of chapters that are organized into three sections: *Interrupted Schooling, Digital Tools and Literacy Teaching and Learning*. *Interrupted Schooling* - Nicole Pettitt, Ashely Ekers, Heike Williams and Abi Yober present readers with three reflective narratives of learners who have experienced interrupted schooling. The authors challenge readers to reflect on issues experienced by these women on race, gender and power. Nan Fryalnd present readers with a model of instruction, Mutually Adaptive Learning Paradigm[®], that focuses on the needs of LESLLA learners and those with interrupted schooling. These learners come from collectivist cultures and subsequently, experience obstacles with Western-style formal education. The chapter discusses the implementation of MALP[®] at a community-based organization in a New York City suburb.

Digital Tools and Literacy Teaching -Martha Bigelow, Kendall King Jennifer Vanek and Nimo Abil present information on how a critical literacy curriculum unit, which used Facebook as a tool for interaction and publishing student work, served as context for native language and English literacy development. Lea Gabay discusses *self-authoring* development, which is a process of taking control of one's life, to teach a female learner in Afghanistan through the interplay of language development and a digital tool called VoiceThread. Trudie Aberdeen's chapter provide instructors with information on how LESLLA students can make use of Chromebooks to assist them in English as a Second Language classrooms.

Literacy Teaching and Learning section, Jennifer Ouellette-Schramm discusses the use of Kegan's Constructive Developmental Theory (CDT), which derives from Western psychology but has been implemented cross-culturally. This research highlights the academic literacy learning experiences of one LESLLA learner in the context of a larger qualitative case study. Shelley Hale Lee and Jaime Newsome Irvan, presents a summary of current research in ESL literacy instruction. In addition, the authors open their classrooms to readers and discuss their guiding principles and describe in detail some of the teaching techniques they have used when teaching LESLLA learners. The authors also provide suggestions on lessons that can be used in classes composed of LESLLA learners or in combined classes.

In conclusion, the information provided in these proceedings will deepen a reader's knowledge and understanding of the issues surrounding LESLLA learners, the purpose of LESLLA and the many roles researchers, practitioners, and policy makers play in improving the lives of LESLLA learners.

Acknowledgments

The editor would like to thank the authors for their contributions and for their patience in getting these proceedings published. I also would like to thank the reviewers: Martha Bigelow, Denise Henry, Michella Maiorana-Basas for reviewing the papers and providing detailed comments and suggestions for improving the quality of the papers. This project could not have been completed without the hard work of my Assistant Editors: Emily Blum, Yasmeen Anis, Rebecca Guerrier, and Alexandra Peterson. I thank them for putting their editing talents to work to ensure a polished set of papers were included in this publication. Special thanks must be extended to Wendy Parish, Analyse Thiebauth, Gabrielle Gross, and Sasha Pablis for proofreading the articles. Lastly, I will be forever grateful to Brian Thompson who worked tirelessly to publish these proceedings at Flagler College.