

<i>The Role of Classroom Talk in the Creation of “Safe Spaces” in Adult ESL Classrooms</i>	Maticek G. Santos & April Shandor	110
<i>Understanding Adult Learners as Multilingual/Multicultural Individuals: Practical and Research Implications</i>	Joy Kreeft Peyton.....	135
IN THE CLASSROOM		
<i>Acquiring English and Literacy while Learning to do School: Resistance and Accommodation</i>	Kendall A. King & Martha Bigelow	157
<i>Low-Level Learners: Prioritizing Teaching Topics</i>	Allegra B. Elson & Nancy Krygowski.....	183
<i>Cautionary Tales of LESLA Students in the High School Classroom</i>	Jill A. Watson	203
<i>Pragmatics-based Lessons for Low-level Adult ELLs</i>	Rhonda Petree	235
EXAMINING LESLA LEARNER LANGUAGE		
<i>Phonological Awareness Across Languages</i>	Howard Nicholas.....	251
<i>Conveying Meaning: Oral Skills Development of the LESLA Learner</i>	Susanna Strube, Ineke van de Craats, & Roeland van Hout	279

MESSAGE FROM THE EDITORS

Patsy Vinogradov
University of Minnesota & Hamline University

Martha Bigelow
University of Minnesota

From September 28 to October 1, 2011, a very exciting gathering took place at the University of Minnesota in Minneapolis, USA. Nearly 250 educators from over 10 countries gathered for the 7th Annual LESLA Symposium, a conference on the education of learners who have low literacy in their first languages.

In Minnesota and around the world, many refugee and immigrant students in secondary and adult education classrooms arrive not only without speaking the dominant language of the community, but also with little or no print literacy. Such newcomers are faced with a double-challenge; they must learn the local language while learning to read for the first time. This conference brought together teachers, researchers, teacher educators, materials developers, and program supervisors to find ways to better serve these unique learners in a wide variety of contexts, learning many different languages. Unlike some conferences and professional organizations, the central focus of this conference is not a particular subject matter taught, but a specific kind of learner, one who has been largely ignored by linguists and educators.

The Low Educated Second Language and Literacy Acquisition (LESLLA) annual symposium began in 2005 in the Netherlands, and since then has been held in England, Belgium, Canada, Germany, and the U.S, alternating between an English speaking country and a non-English speaking country. The scholarship around teaching low-literacy adolescent and adult learners is small but growing, and it is imperative that LESLLA educators embrace these questions with an international lens. Migration is a global phenomenon, and the answers we seek are not language-specific.

All told, over 50 concurrent sessions took place over three days of the 2011 symposium, with time for many conversations and connections in between. In this proceedings volume, we are delighted to present articles from many of our 2011 presenters. Authors present their research findings and practical insights from several corners of the globe where LESLLA teaching and learning take place, including the Netherlands, East Timor, the USA, and Canada. We know you will enjoy reading about the authors' important work with LESLLA learners as we continue to grow as a unique field of language and literacy scholarship.

Patsy Vinogradov and Martha Bigelow, Editors
August 2012

ACKNOWLEDGEMENTS

The editors would like to thank the authors and reviewers for sharing their time and expertise. We also thank Catherine Clements for her excellent and speedy work in formatting this volume.

The 2011 LESLLA Symposium was made possible by generous contributions from the University of Minnesota College of Education and Human Development, Department of Curriculum and Instruction, and by the ABE Teaching and Learning Advancement System (ATLAS) housed at Hamline University. We are so grateful for their generosity.

Thank you to our additional sponsors: Center for Advanced Research in Language Acquisition (CARLA), Educator Development and Research Center, MinnetESOL, Program in Second Languages and Cultures at UMN, Minnesota Center for Reading Research, Department of Organizational Leadership, Policy and Development at UMN, Program in Literacy Education at UMN, the Minnesota Department of Education, and Multilingual Minnesota.