

# CHALLENGES IN BRIDGING THE L2 LITERACY DIVIDE: A GUIDE FOR LANGUAGE TEACHERS DEALING WITH ADULT LEARNERS

by  
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**“Bigotry is the disease of ignorance, of morbid  
minds; enthusiasm of the free and buoyant.  
Education and free discussion are the antidotes of both.”**

*Thomas Jefferson*

## Abstract

*Extensive theoretical discourse has centered on the broad subject of literacy within both academic and general contexts. In modern language classrooms, much attempt is made to foster both comprehension and composition skills utilizing often complex texts in the hope that adult learners may become familiar with the more rudimentary aspects of a target language with the ultimate aim of improving their literacy competency for various rationales. Numerous obstacles need to be overcome in order to achieve this aim. Many of these challenges are not well understood by educators which unfortunately results in poor levels of achievement by learners who often feel they are not able to complete such a seemingly insurmountable task. Educators wishing to engage learners effectively in the higher processes and competency of learning to read and write proficiently need to understand the difficulties many learners face in attempting to unlock the many enigmatic parameters of any new language with respect to higher level receptive and productive conventions. This process needs to begin by challenging previously held notions regarding teaching adults how to read and write in a target language by focusing on the learner's needs rather than a generic process which will hopefully bring out the desired outcome in every case. As educators, we need to provide our learners with the tools and materials in order to achieve any level of progress. Motivation, patience and dedication are the labor to achieve this aim. The following discussion is not only aimed at teachers involved in English language instruction, but also for those involved in the delivery of other languages.*

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