



Literacy Insights: A Curated Collection of Academic Articles

USING PERSONAL NARRATIVES TO EMPOWER MULTILINGUAL LEARNERS

This collection of *Journal of Adolescent & Adult Literacy (JAAL)* articles and resources explores how personal narratives empower multilingual learners while building a strong community of learners. This collection is a valuable resource for educators working with multilingual students as well as those preparing future teachers to effectively teach a linguistically diverse student population.

Articles

Espinete, I., & Chapman-Santiago, C. (2022). [“When people don’t know me, they think...”: Fostering a multimodal translanguaging space that leverages students’ voices](#). *Journal of Adolescent & Adult Literacy*, 66(2), 91–99.

Discover how fostering a multimodal translanguaging space challenges deficit perspectives, allowing young minds to express their identities and embrace their diverse linguistic repertoires.

McNeill, E. (2022). [Immigration stories to reveal funds of knowledge and brave spaces in literacy curriculum](#). *Journal of Adolescent & Adult Literacy*, 65(4), 287–296.

Uncover the power of stories as students are given the space to tell their stories using their cultural and linguistic resources in a way that empowers them and builds strong communities.

Neville, M., & Johnson, S.I. (2022). [“My literacies expand over two languages”: Language and literacy autobiographies as justice-oriented teacher education](#). *Journal of Adolescent & Adult Literacy*, 66(2), 111–121.

Explore teacher candidates’ self-discovery as they investigate their past linguistic experiences, revealing the impact on their own lives and the potential implications for their future students.

Stewart, M.A. (2015). [“My journey of hope and peace”: Learning from adolescent refugees’ lived experiences](#). *Journal of Adolescent & Adult Literacy*, 59(2), 149–159.

Discover how refugees sharing their stories not only enriched their own literacy journey but also transformed the entire community of learners.

Additional Resources

[Immigration Stories to Reveal Funds of Knowledge and Brave Spaces in Literacy Curriculum with Dr. McNeill](#) [YouTube]

[“My Literacies Expand Over Two Languages”: Language and Literacy Autobiographies as Justice-Oriented Teacher Education with Dr. Neville and Dr. Johnson](#) [YouTube]

[Immigration Stories to Reveal Funds of Knowledge and Brave Spaces in Literacy Curriculum with Dr. McNeill](#) [JAAL Podcast]

[“My Literacies Expand Over Two Languages”: Language and Literacy Autobiographies as Justice-Oriented Teacher Education with Dr. Neville and Dr. Johnson](#) [JAAL Podcast]

Discussion Starters

- How can a pedagogy that prioritizes building relationships with students, encourages them to draw from their lived experiences, and uses their funds of knowledge empower them to develop their literacy skills while embracing their unique perspectives and cultural backgrounds?
- In what ways can translanguaging strategies be integrated into literacy instruction to create inclusive learning environments where students can leverage their linguistic repertoires, explore their identities, and challenge deficit perspectives?
- Considering the use of personal stories in curriculum development, how can educators effectively incorporate students’ cultural and linguistic backgrounds into literacy projects centered on family and community?

Share your thoughts with colleagues around the world by posting them to the [Literacy Teaching and Learning discussion group on LinkedIn](#).