

## NOTE FROM THE EDITORS

Literacy Education and Second Language Learning for Adults (LESLLA) supports adults with little or no home language literacy or schooling who are now learning to read and write for the first time in a new language. We promote, on a worldwide, multidisciplinary, and multilingual basis, the sharing of research findings, effective pedagogical practices, and information on policy. Unlike some conferences and professional organizations, the central focus of this symposium is not a particular subject matter taught, but a specific kind of learner, one who is often educationally underserved and academically overlooked.

Since the inaugural LESLLA symposium on August 25–27, 2005 at the University of Tilburg in the Netherlands, annual symposia have rotated between North America and Europe to bring together linguists, psycho-linguists, psychologists, professional language educators, and educational scientists to establish a multi-country and multi-target-language research group to study effective methods of language acquisition and literacy. No other group exists that meets regularly to consider interdisciplinary research on adult immigrants learning to speak and write a language other than their first language.

The 13<sup>th</sup> Annual LESLLA Symposium was held in Portland, OR in the United States on August 10 –12, 2017. In an effort to ground the 13<sup>th</sup> symposium in current concerns facing LESLLA learners and the world at large, the theme of the symposium was “The Changing Context of Migration and LESLLA.” The hosts were the Applied Linguistics Department at Portland State University (PSU), Oregon Teachers of English to Speakers of Other Languages (ORTESOL), and the Portland Literacy Council.

The symposium planning committee included faculty members from PSU’s Applied Linguistics Department (Steve Reder, Kathy Harris, John Hellermann), a cohort of former PSU MA-TESOL graduates (Jen Sacklin, Domminick McParland, Eric Dodson, Margi Felix-Lund), and the Board President of the Portland Literacy Council (Peggy Murphy). Our joint efforts were both emblematic of the collaborative nature of LESLLA and evidence of its advancement as a field, which started from a small group of researchers and now has grown to include a wide range of professionals working with LESLLA learners.

For our part, we (Jen & Domminick) feel fortunate to have been motivated by such dedicated professors to become a part of the ever-growing group of researchers and practitioners concerned with LESLLA learners and the issues they face. Planning a conference with our former professors and with professionals from the Portland community was a treat. We loved discussing all of the different parts of Portland that we wanted to show off to symposium visitors, from PSU's Applied Linguistics Department's cutting-edge classroom research spaces to Portland's famous food scene. Our focus was on providing spaces for all symposium attendees to form connections and have deep discussions centered around LESLLA learners, and we think the symposium was a resounding success.

We would like to thank the authors and reviewers for contributing their time, energy, and expertise to the development of the 2017 proceedings. We would also like to acknowledge the support of the following organizations, whose sponsorship made the 2017 LESLLA Symposium possible: Applied Linguistics Department – Portland State University, Portland Literacy Council, Oregon Teachers of English to Speakers of Other Languages (ORTESOL), Language Matters Education Consultants, LLC Newcomer and ELL Services, University of Michigan Press, and Grass Roots Press.

Special thanks to the administration and staff of Portland State University for their generosity in accommodating the conference, as well as all of the wonderful volunteers who helped ensure the event was a success. Finally, we would like to thank all of the other LESLLA 2017 planning committee members – Stephen Reder, Kathryn Harris, John Hellermann, Eric Dodson, Margi Felix-Lund, and Peggy Murphy.

It is our pleasure to present these LESLLA 2017 Symposium proceedings. The subsequent 12 double-blind peer-reviewed chapters, published in alphabetical order by author, comprise an array of topics from the more than 55 presentations that took place over the course of the symposium. We are confident you will appreciate the authors' breadth of expertise and LESLLA's emergence as a unique field of language and literacy scholarship.

Jen Sacklin and Domminick McParland, Editors  
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