

NOTE FROM THE EDITORS

LESLLA – Literacy Education and Second Language Learning for Adults – is an international forum of researchers and practitioners who share an interest in the second language (L2) and literacy development of immigrant- and refugee-background adults who are at emergent stages of reading and writing – in any language, including their first language(s). Many have experienced interruptions in formal, school-based learning in their home countries, or have been denied access to such opportunities altogether. Since 2005, LESLLA has gathered each year to share multidisciplinary, multilingual research, pedagogical practices, and education and language policy papers related to this population of L2 adult emergent readers and writers.

The 2019 convening, hosted by Literacy Pittsburgh, marked an important milestone: the 15th Annual LESLLA Symposium. From August 28th to 30th 2019, 150 LESLLA researchers and practitioners from ten countries gathered in Pittsburgh, Pennsylvania (U.S.) to continue this important work. Countries represented included Afghanistan, Australia, Canada, Finland, Italy, Japan, New Zealand, Somalia, the United Kingdom, and the United States. The Symposium organizing committee included Allegra Elson (Chair), Maria Polinsky (Co-Chair), Lori Como, Sara Cole, Cheryl Garcia, Nicole Pettit, and Mary Tremonte. We also acknowledge the support of 21 volunteers, six proposal reviewers, the Mayor of Pittsburgh (who declared August 28, 2019 “Literacy education and second language learning for adults day”), as well as Burlington English, University of Michigan Press, the Goodling Institute for Research in Family Literacy (Penn State), and Immigrant Services and Connections, whose support made this symposium possible. Thirty papers, 12 posters, 12 workshops, and two plenaries were presented.

Here, we are pleased to present the proceedings from the 15th Annual LESLLA Symposium. These seven double-blind peer-reviewed papers represent a broad range of LESLLA questions and issues, with myriad implications for practice, policy, and future scholarship. Several authors provide explicit guidance for LESLLA classroom practice: DeCapua and Marshall address teaching the academic language of *defining* in English—an important academic skill for making

knowledge claims; Mardeness provides multiple strategies for facilitating multi-level collaboration in classrooms with LESLLA learners; and Slakk and Peyton delineate a seven-step approach to workplace literacy development for LESLLA learners.

Other authors share scholarship with implications for educational programming and/or classroom practice: Herrera Pentón's qualitative case study on Spanish L1 literacy programming for Latinx LESLLA learners in the U.S. and Tammelin-Laine, Väärälä, Savolainen and Bogdanoff's case studies on LESLLA learners' digital literacy practices in Finland.

Finally, Hauber-Özer and Ramos's action research at a university-based teacher education program in the U.S. provides insights on preparing preservice teachers to work with refugee-background language learners, and Kaiper-Marquez's multi-year critical ethnographic study with domestic workers in South Africa asks readers to (re)consider how discourses across contexts (work, home, media, etc.) create and reinforce the notions of "education" as "*English* education," and "literacy" as "*English* literacy," thus erasing the multilingual and multiliteracies competencies of learners in her study.

We are grateful to the authors and blind reviewers for their time and abundant dedication to seeing these proceedings through to completion, especially in light of the COVID-19 pandemic. We are confident that teachers, teacher-educators, researchers, and the LESLLA populations they serve will benefit from these authors' work, and we look forward to further dialogue at the next LESLLA symposium.

Nicole Pettit, Raichle Farrelly, Allegra Elson, Co-Editors