Welcome to premier conference on adult literacy & second language acquisition in the world. Researchers, teachers, and service providers gather at the annual international Literacy Education and Second Language Learning for Adults (LESLLA) Symposium to discuss the development of second language skills by adult and adolescent immigrants who are learning to read and write for the first time while learning a second language.

Proudly sponsored by

Oregon Teachers of English to Speakers of Other Languages

Language Matters Education Consultants, LLC Newcomer and ELL Services

Grass Roots Press
LESLLA 2017 Symposium Locations

1 University Place Hotel
- 310 SW Lincoln Street
- Orange MAX @ SW 3rd & Lincoln
- 8-10:30am (8/10-8/12/17): Registration
  9:15-10:30am (8/10-8/12/17): Plenary Sessions

2 University Technology Services (UTS) Building
- SW 4th Avenue & Grant Street:
  Entrance to UTS is in the Chase Bank foyer
- Yellow/Green MAX @ PSU South
- 10:30am-4pm (8/10-8/12/17): Registration
  11am-5pm (8/10-8/12/17): Concurrent Sessions

3 University Center Building (UCB)
- 527 SW Hall St, Applied Linguistics Department
  (UCB Suite 335)
- Yellow/Green MAX and Streetcar NS/A @ PSU Urban Center
- Evening (8/9/17): Registration

4 Ecotrust Building
- 721 NW 9th Ave: Billy Frank, Jr. Conference Center
- Streetcar NS/A @ NW 10th & Johnson
- 5-6:30pm (8/10/17): Business Meeting
  7-9pm (8/10/17): Conference Dinner

PARKING:
- $12 daily parking at University Place Hotel
- $10-13 daily weekday parking and $6-7 Saturday parking at various Portland State University parking lots and garages; see www.pdx.edu/transportation/hourly-visitor-parking for details

PUBLIC TRANSPORTATION:
- Visit trimet.org to plan your trip
- Fares are $2.50 for 2.5 hours, $5 per day, or $26 for a 7-day pass

BICYCLING:
- Portland is one of the most bike-friendly cities in the US!
- Visit https://www.portlandoregon.gov/transportation/34772 to plan your trip
Registering for LESLLA

Cost: $100 for one day of the conference  
$300 for all 3 days

Fee includes: Attendance at all sessions (plenary talks, concurrent sessions, LESLLA Institutes)  
Coffee and light refreshments each morning  
Coffee hour on Friday afternoon  
Attendance and voting rights at LESLLA Business meeting on Thursday afternoon  
Printed program booklet when you check in at the conference

Fee does not include: Conference dinner on Thursday evening (everyone is welcome; please register for $10)  
Conference bag; please bring your own  
Lunch  
Any extra ticketed events

Register online before the conference: www.pdx.edu/linguistics/registration-payments

Register in person at the conference:  
Wednesday, August 9th:  
4pm-7pm: Applied Linguistics Department: University Center Building Suite 335

Thursday, August 10th:  
8:00am-10:30am: University Place Hotel  
10:30am-3:30pm: University Technology Services (UTS) Building  
4:00pm-7:45pm: Ecotrust Building

Friday, August 11th:  
8:00am-10:30am: University Place Hotel  
10:30am-3:30pm: University Technology Services (UTS) Building

Saturday, August 12th:  
8:00am-10:30am: University Place Hotel  
10:30am-2:30pm: University Technology Services (UTS) Building
Thursday, August 10th
Schedule at a glance:

9:15am-10:30am
**Plenary Session: University Place Hotel:**
Terrence Wiley: The Changing Scene of Immigration: Implications for Policy and Practice Affecting LESLLA Learners

11:00am-12:00pm
**Concurrent Sessions: UTS Building:**
- UTS 205: Theresa Wall: L1 Literacy and Its Implications for LESLLA Newcomers
- UTS 206: Jen Vanek: Second Language Proficiency, Academic Language, and Digital Literacy for LESLLA Learners
- UTS 306: Andrea Lypka: Fostering LESLLA Learners’ L2 Development Using Participatory Arts and Culturally Responsive Approaches
- UTS 307: Martha Young-Scholten: Taking stock: LESLLA learners’ pleasure reading and access to materials ca.2017
- UTS 308: Bo Huot: The Changing Context of Language Learning in the Digital Age

12:00pm-1:15pm
Lunch (on your own)
see program p. 21 for recommendations

1:15pm-2:15pm
**Concurrent Sessions: UTS Building:**
- UTS 203: Jim Jamieson, Vivian Ang, and Jenine Betschart: Taking Literacy to the Workplace
- UTS 205: Colleen Brice and Laura Vander Broek: A LESLLA-based practicum for a new MA-AL program: Challenges and considerations
- UTS 206: Clay Cranford: A New Approach for US Naturalization Exam Preparation
- UTS 306: Melissa Hauber-Özer and Jose Torres: Targeted Phonics Instruction for Emergent L2 Readers
- UTS 308: LESLLA Institute; see information to the right →

2:30pm-4:00pm
**Concurrent Sessions: UTS Building:**
- UTS 203: Florida Pecoraro: Teaching and Learning L2 Literacy Using Corporeal Movement (Dance)
- UTS 205: Charly Eaton, Sara Rasmussen, Suad Mohamed, and Ayan Abdiyo: Language and Technology: Teaching Digital Literacy to Somali Speakers
- UTS 206: Andrea DeCapua and Jill Watson: Strategies for Setting Up LESLLA Learners to Succeed in Formal Education
- UTS 306: Jane Allemano: Exploring the assessment literacy gap between LESLLA teachers and their learners
- UTS 308: LESLLA Institute; see information to the right →

5:00pm-6:30pm
**Business Meeting: Ecotrust Building:**
All conference attendees are invited to attend and participate in the business meeting.
Join a local Portland LESLLA volunteer at 4:10pm outside the UTS building for a walking tour from PSU to the Ecotrust Building (45 minute walk; see p. 10 for other transportation options)

7:00pm-9:00pm
**Conference Dinner: Ecotrust Building:**
Registration ($10) required to attend the conference dinner.
**Friday, August 11th**

**Schedule at a glance:**

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<th>Session</th>
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<tr>
<td>9:15am-10:30am</td>
<td>Plenary Session: University Place Hotel:  &lt;br&gt; <strong>Fernanda Minuz:</strong> Changing Routes, Changing Needs: Perspectives on Migration and Language Teaching in Europe</td>
</tr>
<tr>
<td>11:00am-12:30pm</td>
<td>Concurrent Sessions: UTS Building:  &lt;br&gt; <strong>UTS 203:</strong> Heide Spruck Wrigley, Elisabeth Vasquez Hein, Petra Falcon, Allison Kokkoros, and Rich Stolz: Connecting Second Language Acquisition and Digital Literacy with Community Engagement  &lt;br&gt; <strong>UTS 205:</strong> Liette Wilson and Theresa Wall: Teaching with Settlement in Mind  &lt;br&gt; <strong>UTS 206:</strong> Nan Frydland: Meeting the Needs of Refugees and SLIFE Using Culturally Responsive Teaching  &lt;br&gt; <strong>UTS 306:</strong> Ernesto Aguilar, Margi Felix-Lund, Kay Reid, and Amina Adamou: Partners in Education: A LESLLA learner’s success story  &lt;br&gt; <strong>UTS 307:</strong> Marcel G. Santos and Monica Leong: What are we doing to improve health literacy outcomes among LESLLA learners?  &lt;br&gt; <strong>UTS 308:</strong> Andrea Echelberger and Suzanne McCurdy: Integrating Effective Pronunciation Instruction into Literacy Level Classes</td>
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<td>Lunch (on your own)  &lt;br&gt; see program p. 21 for recommendations</td>
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<tr>
<td>1:45pm-2:45pm</td>
<td>Concurrent Sessions: UTS Building:  &lt;br&gt; <strong>UTS 203:</strong> Raichle Farrelly: Hatujambo! LESLLA Teachers And Learners Building Community on Common Ground  &lt;br&gt; <strong>UTS 205:</strong> Lindsey Crifasi, Rebecca Irvin, and Heather Tatton Harris: Keeping it Real: What Works for Adult Emergent Readers  &lt;br&gt; <strong>UTS 306:</strong> Elsie Johnson: Tell Me a Story  &lt;br&gt; <strong>UTS 307:</strong> Joy Kreeft Peyton, Martha Young-Scholten, and Belma Haznedar: A Repository of Heritage Language Resources  &lt;br&gt; <strong>UTS 308:</strong> Kate Van Roekel, Lissa Fogel, Jenna Altherr Flores, and Amanda Marie Snell: Expanding Professional Development to Community Tutors of LESLLA Learners: A Grassroots Collaboration</td>
</tr>
<tr>
<td>2:45pm-3:45pm</td>
<td>Coffee Hour and Poster Sessions: UTS Building:  &lt;br&gt; see program p. 14 for poster session details</td>
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<tr>
<td>3:45pm-5:15pm</td>
<td>Concurrent Sessions: UTS Building:  &lt;br&gt; <strong>UTS 203:</strong> Andrea DeCapua: Bringing Culturally Responsive Teaching into the LESLLA Classroom  &lt;br&gt; <strong>UTS 205:</strong> Jen Vanek, Kathy Harris, and Jill Castek: Digital Literacy for LESLLA Learners: Impact of Context on Teaching and Learning  &lt;br&gt; <strong>UTS 306:</strong> Caitlan Rivera and Christine Debush: How to Turn a Blank Space into a Memory: Changing Up Vocabulary Instruction  &lt;br&gt; <strong>UTS 307:</strong> Larry Condelli, Patsy Egan, Marcela Movit: Invisible but not Forgotten: LESLLA in US Adult Education Policy  &lt;br&gt; <strong>UTS 308:</strong> Laurel Pollard: Back from the Brink of Burnout: Easier Ways to Teach Beginners</td>
</tr>
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</table>

**12:30pm-5:15pm**

**Exhibitor Room: UTS 206:**
Visit with the following exhibitors in UTS 206 on Friday afternoon! Coffee and light snacks will be provided in the exhibitor room.

- abc English Publishing
- Eye On Literacy
- Language Matters Education Consultants
- MICHIGAN ELT
- National Geographic
- Pearson
Saturday, August 12th
Schedule at a glance:

<table>
<thead>
<tr>
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| 9:15am-10:30am | **Plenary Session:** University Place Hotel  
**Heide Spruck Wrigley:** Sparks of Hope: Resistance and Teaching in Times of Uncertainty |
| 11:00am-12:00pm | **Concurrent Sessions:** UTS Building  
**UTS 203:** Christophe Portefin: French second language training for LESLLA learners at workplace: a mixed picture  
**UTS 205:** Shavna Shapiro and Raichle Farrelly: Innovations in Educational Research in Refugee Resettlement Communities  
**UTS 206:** Mariet Schiepers, Peter De Cuyper, and Christina Maes: Guiding low-literate newcomers along the digital highway: an integrated and customized approach  
**UTS 306:** Laurel Pollard: Teacher, I Need More Words! Boosting Vocabulary for Emerging Readers  
**UTS 307:** Lisa Vogl: Lessons from Elders: Cultural Dissonance in the Beginning Language & Literacy Classroom  
**UTS 308:** Stephen Reder: Changing Patterns of Migration: LESLLA Learners in the United States, 1900-2015 |
| 12:00pm-1:15pm | **Lunch (on your own)**  
see program p. 21 for recommendations |
| 1:15pm-2:15pm | **Concurrent Sessions:** UTS Building  
**UTS 203:** Anke Grotlüschen: Political Efficacy & Social Trust - why Literacy Programs shouldn’t focus on Employability only  
**UTS 205:** Grazia Mora, Alison Ascher Webber, and Syuzanna Petrosyan: MOBILE UP! : Cellphone First Education for Low-Wage Immigrant Workers  
**UTS 206:** Martha Young-Scholten, Rola Naeb, Belma Haznedar, Joy Kreeft Peyton, Andreas Rohde, Marcin Sosiński, Minna Suni, and Taina Tammelin-Laine: International, online teacher training and professional development  
**UTS 306:** Jenna Altherr Flores: Spheres of the semiotic landscape in a southwestern U.S. border town: Implications for refugee-background LESLLA learners  
**UTS 307 & 308:** LESLLA Institutes; see information to the right → |
| 2:30pm-3:30pm | **Concurrent Sessions:** UTS Building  
**UTS 203:** Elizabeth P. Quintero: Carrying our Roots: Learning through Multilingual Stories in Times of Migration  
**UTS 205:** Lisa Gonzalves and Elizabet Wendt: Incorporating Career and College Readiness Standards into the LESLLA Classroom  
**UTS 206:** Heather Smyser: Using Variability and Complexity to Promote Written Vocabulary Learning  
**UTS 306, 307 & 308:** LESLLA Institutes; see right → |
| 3:45pm-4:45pm | **Concurrent Sessions:** UTS Building  
**UTS 203:** Jennifer Christenson: LESLLA Learners, iPads, and Smartphones: Experimenting with Mobile Apps  
**UTS 205:** Blaire Willson Toso and Carol Clymer: We Learned That We Are Leaders: Leadership and Language in Family Literacy  
**UTS 206:** Martha Young-Scholten, Colleen Ijiuin, Samawal Jarad and Anne Vainikka: Second language English morphosyntax acquisition by adults with varying home language literacy  
**UTS 306, 307 & 308:** LESLLA Institutes; see right → |

Program Version 7/25/17  LESLLA 2017 Symposium Program | 5
Thursday, August 10th
Detailed Schedule:

9:15am-10:30am: Plenary Session in University Place Hotel

Terrence Wiley: The Changing Scene of Immigration: Implications for Policy and Practice Affecting LESLLA Learners

Abstract:
Since the 2016 presidential election, immigration policy in the U.S., U.K., and many parts of Europe has become a moving target. This presentation provides an analysis of some of the major changes that are occurring in the current climate of populism and considers how race, ethnicity, and religion have factored into the evolution of immigration policy, particularly in the United States, and how, more recently, "illegal" statuses for vulnerable populations are being constructed and enlarged. The presentation will also address the implications of current policy shifts for those providing educational services to vulnerable groups.

Bio:
Dr. Terry Wiley is the recent past president of Center for Applied Linguistics and Professor Emeritus at Arizona State University.
11:00am-12:00pm: Concurrent Sessions in UTS Building

**UTS 203**

**Taina Tammelin-Laine:** New form of literacy training: a solution to faster L2 Finnish learning? [paper, research]

I will discuss from the teachers’ perspective the on-going educational reform in basic education for adults in Finland. The initial phase of the new education form includes teaching of literacy skills, and the learners’ goal is to achieve basic spoken and written skills of Finnish in approximately six months.

**UTS 205**

**Theresa Wall:** L1 Literacy and Its Implications for LESLLA Newcomers [paper, research]

This paper addresses two questions: First, what barriers do LESLLA newcomers experience to accessing social services and to settlement? Second, what resources do they employ in order to access those services? The presentation concludes with recommendations for practitioners in our goal to provide effective, responsive services to LESLLA newcomers.

**UTS 206**

**Jen Vanek:** Second Language Proficiency, Academic Language, and Digital Literacy for LESLLA Learners [paper, research]

This research reports on the challenges of providing digital literacy instruction to English language learners, which were uncovered during a functional analysis of discourse in basic computer classes. Results highlight the complexity of vocabulary and explanatory discourse and the importance of vocabulary introduction preceding computer skill instruction.

**UTS 306**

**Andrea Lypka:** Fostering LESLLA Learners’ L2 Development Using Participatory Arts and Culturally Responsive Approaches [demonstration, research]

Drawing on PhotoVoice (Wang & Burris, 1994), a participatory research method that encourages the use of visuals for social change, and the Mutually Adaptive Learning Paradigm (DeCapua & Marshall, 2009), I investigate the complex interplay among low-educated adult immigrant second language learner identities and agency in a community-based ESL classroom.

**UTS 307**

**Martha Young-Scholten:** Taking stock: LESLLA learners’ pleasure reading and access to materials ca. 2017 [paper, extra-curricular teaching materials]

Pleasure reading is key in the progression from word recognition to comprehension. This presentation describes the current situation regarding availability of books for LESLLA readers, asks audience members to share success stories and dreams about students’ pleasure reading and agrees steps to take to ensure readers have access to books.

**UTS 308**

**Bo Huot:** The Changing Context of Language Learning in the Digital Age [demonstration, classroom instruction]

Technology can be a powerful pathway to engage, enrich, and empower students. Presenters will showcase technology activities that increase participation, strengthen group interaction, sustain students’ interest, allow individualized learning, and encourage students to demonstrate their understanding in creative ways. Applicable to face-to face, online, or hybrid classes.

12:00pm-1:15pm: Lunch

We highly recommend visiting the food cart pod on SW 4th Ave between College and Hall Streets, one block north of the UTS Building; see page 21 for food cart & other restaurant recommendations.
12:45pm-4:00pm: LESLLA Institute in UTS 308:

Maricel G. Santos, Laurel Pollard, Maria Jose Bastias, Amanda Bent, Cheryl Eccles, Taylor Harman, and Phan Ly: Teaching literacy through learner stories: A workshop for LESLLA teachers [LESLLA Institute, classroom instruction]

We love learner stories but too often their pedagogical power remains untapped in adult ESL literacy classrooms. This practical workshop reviews Gail Weinstein’s Learners’ Lives as Curriculum framework and balanced literacy guidelines, which will help participants develop their own story-based literacy lesson appropriate for beginning-level ESL learners.

LESLLA Institutes are extended workshops. Attendance at the Institutes is included with your registration fee and requires no extra payment.

1:15pm-2:15pm: Concurrent Sessions in UTS Building:

UTS 203

Jim Jamieson, Vivian Ang, and Jenine Betschart: Taking Literacy to the Workplace [paper, research]

Workplace English instruction continues to be an effective strategy for delivering literacy services to immigrants and refugees. This paper details the triumphs and struggles of multiple projects as well as recommendations for how to implement this type of service in other communities.

UTS 205

Colleen Brice and Laura Vander Broek: A LESLLA-based practicum for a new MA-AL program: Challenges and considerations [paper, teacher education]

This presentation describes the development of a practicum course for a new MA program in Applied Linguistics. We partnered with community-based programs that serve low-literate adult learners to establish a practicum that addresses the needs of both resident and international candidates. We detail the syllabus and discuss challenges we faced.

UTS 206

Clay Cranford: A New Approach for US Naturalization Exam Preparation [demonstration, classroom instruction]

“Citizen” is an online learning game focused on assisting low-literacy ELLs interested in taking the US naturalization civics exam. The multimodal curriculum that is built into the game motivates players to study spelling, vocabulary and US civics with a storyline that encourages literacy practice and lowers affective filter.

UTS 306

Melissa Hauber-Özer and Jose Torres: Targeted Phonics Instruction for Emergent L2 Readers [demonstration, classroom instruction]

Research indicates that phonemic awareness is crucial for emergent L2 readers and correlates with improved decoding, word recognition, spelling, and comprehension, as well as oral language processing. Participants will practice assessment techniques for identifying problem areas as well as several targeted strategies for explicit phonics instruction.

UTS 307


What are the possibilities and benefits of technology in task design and the planning of L2-learning paths? This paper explores the added value of online tasks in the context of SLA in the workplace and evaluates existing digital applications on their usability and accessibility for learners with low digital skills.
2:30pm-4:00pm: Concurrent Sessions in UTS Building

**UTS 203**

**Florinda Pecoraro:** Teaching and Learning L2 Literacy Using Corporeal Movement (Dance) [workshop, classroom instruction]

This workshop demonstrates an instructional approach with LESLLA learners that is based on using the body in the form of dance, along with learning and using a new language. This simultaneous process in L2 literacy learning integrates psycholinguistic tasks with selected skills of a dance form known as Contact Improvisation.

**UTS 205**

**Charly Eaton, Sara Rasmussen, Suad Mohamed, and Ayan Abdiyo:** Language and Technology: Teaching Digital Literacy to Somali Speakers [panel, classroom instruction]

As essential services increasingly move online, computer literacy becomes crucial to being a self-sufficient participant in society, especially for marginalized communities. The problem of digital inequity in immigrant and refugee communities is being addressed in Multnomah County by a digital inclusion program serving Somali speakers.

**UTS 206**

**Andrea DeCapua and Jill Watson:** Strategies for Setting Up LESLLA Learners to Succeed in Formal Education [workshop, classroom instruction]

This workshop offers practical ways to honor the strengths of LESLLA learners while transitioning them to the demands and expectations of formal education. We provide a pedagogical approach that addresses factors affecting LESLLA learners’ progress, present two instructional strategies, and engage participants in designing activities for their classroom.

**UTS 306**

**Jane Allemano:** Exploring the assessment literacy gap between LESLLA teachers and their learners [workshop, teacher education]

This practical workshop will first report on research into teachers’ perceptions of the needs of LESLLA learners when preparing for externally set and administered tests. Participants will then take part in activities designed to enable them to analyse their own perceptions and then to review the activities for use on teacher education programmes.

**UTS 307**

**Jeanne Kurvers and Willemijn Stockmann Spotti:** From non-literacy to A1. Towards digital literacy descriptors in a new European Framework [workshop, policy issues, literacy and integration]

The workshop focuses on digital literacy skills in the upcoming European Framework for second language and literacy. After presenting the actual uses of digital tools and digital literacy needs by LESLLA learners, the workshop continues with the joint writing of descriptors for digital literacy (can do statements and communicative functions) in four domains (public, private, work and education).
5:00pm-6:30pm: LESLLA Business Meeting in the Ecotrust Building

All conference attendees are invited to attend and participate in the business meeting.

Location: Billy Frank, Jr. Conference Center in the Ecotrust Building (721 NW 9th Ave)
ecotrust.org/our-venue/indoor-spaces/

Transportation: The Ecotrust Building is in Portland’s Pearl District, 1.6 miles north of the UTS Building (see map on p. 1 for location of Ecotrust building relative to Portland State University)

→ Walking: 1.6 miles, about 30 min. We will have a short walking tour from PSU to the Ecotrust building led by local Portland LESLLA volunteers! Join a volunteer outside UTS at 4:10pm to join a walk.

→ Public Transportation Options: You can ride the Streetcar NS line or A loop to the stop at NW 10th & Johnson (20-min ride + a 5-min walk), or you can ride a MAX Orange, Yellow, or Green train to the stop at Union Station / NW 6th & Hoyt (15-min ride + a 10-min walk)

→ Biking: About 15 min; It’s usually safest to bike north in the left lane on 10th Ave; an alternate route is to bike along the Willamette River in Waterfront Park.

→ Driving: Ecotrust has a parking lot off of NW 10th, between Irving and Johnson. On weekdays between 8am-5pm, there are approximately 16 spots open to the public for 2 hour parking. These spots are first come, first served. The two hour policy is strictly enforced by a third party. After 5pm, 36 spots are open to the public and there is no time limit. Station Place parking garage offers 400 affordable spots just a few blocks away.

Agenda: TBD

7:00pm-9:00pm: LESLLA Conference Dinner in the Ecotrust Building

Location: Billy Frank, Jr. Conference Center in the Ecotrust Building (721 NW 9th Ave; see above for transportation details)

Registration ($10) required to attend the conference dinner.

Food will be catered by Food in Bloom: www.foodinbloom.com. We will also have a cash bar where you can purchase beer, wine, and non-alcoholic drinks.

Menu:

black pepper crusted painted hills coulotte of beef (GF*)
  thinly sliced and plattered with romesco sauce
  braised carlton farms pork shoulder (GF)
  grilled fennel apple slaw and pork jus
  vegan cassoulet (GF, vegan)
  flageolet, cannellini, and calypso beans, mushrooms, smoked leeks, root vegetable and fine herbs
  organic farm greens (GF, vegan)
  with herbed balsamic, cherry tomatoes, cucumbers, radishes and sunflower seeds

olive oil poached oregon fingerling potatoes (GF, vegan)

sprinkled with coarse sea salt and cracked black pepper

chef’s selection of roasted seasonal vegetables (GF, vegan)
  served with sea salt and fresh cracked black pepper
  sliced grand central bakery baguette with sweet cream butter

seasonal fruit tartlets with creme fraiche custard and streusel

brown butter brownies with chocolate ganache

"Note that the menu lists gluten-free (GF) options, but the caterer states: ‘We do not put any gluten or wheat products in the gluten free food, however we do not have a gluten free kitchen, so there is the possibility of traces of flour, wheat and/or gluten.’"
Friday, August 11th
Detailed Schedule:

9:15am-10:30am: Plenary Session in University Place Hotel

Fernanda Minuz: Changing Routes, Changing Needs: Perspectives on Migration and Language Teaching in Europe

Abstract: European migration and language policy (policies’ better describes the actual situation) is complex due to the plurality of the decision makers: the European Union’s 27 member states, the non-EU states, and the Council of Europe of 47 member states. The term “migration” itself encompasses both intra-EU migration and that from the so-called “third nations” and the national contexts are widely different, in the historical stratification of immigrants, in their current situations and in the legal and cultural frameworks in which migrants are received.

After a short overview of main recommendations, directives and guidelines on the integration of the “third country nationals” regarding education, language teaching and plurilingualism. I focus on the changes in migration relevant policies, especially two turning points: the recent legislations on language requirements for entry into many European countries for either permanent residence or for citizenship, and the so-called “immigration crisis” since 2014.

Both have impact on language teaching. As a side effect of the legal requirements, the significant presence of new Europeans without literacy or formal education necessitates the revision of well-established tools for language teaching and testing like the Common European Framework of Reference for Languages (CEFR). Changes are also needed due to, for example: the role of volunteers not qualified in language teaching; the need to plan very short-term courses due to the uncertain legal status of the asylum seekers and refugees; their potential mobility across Europe (and therefore languages). As learners, they have profiles, and needs that may be quite different from those of the resident migrants. As refugees, these migrants are often victims of abuses and violence during their flights into Europe, and are able to identify their needs only after an adjustment period in the hosting country. In such cases, tailored L2 courses should aim at supporting their resilience in the new linguistic environment.

Bio: Fernanda Minuz has taught Italian Language at the Johns Hopkins University - SAIS Europe (1977-2016), and master courses in Language Teaching at the University for Foreigners of Perugia, and the universities of Padua, Macerata and Cosenza. She has taught in-service courses for Italian FL/L2 teachers in Italy in Spain, Germany, Mexico, Australia.

She has participated in and coordinated national and European projects such as: the establishment of an Italian Language Centre at the University of International Business and Economics in Beijing (China), the reform of the language teaching in some Eastern European universities post-1989. In the teaching in migration context, she has participated in projects concentrating mainly in: long-distance learning; linguistic support to newly arrived migrant children in schools; language for integration into the labour market; teaching language to LESLIA learners. Presently, she is engaged in a project of the Council of Europe and in teachers training aimed at refugees and asylum seekers.

As author, she has focused on L2 for academic purposes, spoken language, and L2 teaching to LESLIA learners: Italiano L2 e alfabetizzazione in età adulta (2005), Italian language for Adult Migrants. Syllabus and descriptors for illiterate, semi-literate and literate users. From illiteracy to A1 level (et al. 2014).
11:00am-12:30pm: Concurrent Sessions in UTS Building

UTS 203

Heide Spruck Wrigley, Elisabeth Vasquez Hein, Petra Falcon, Allison Kokkoros, and Rich Stolz:
Connecting Second Language Acquisition and Digital Literacy with Community Engagement [panel, community connection]

We will present a successful educational model that integrates English instruction, digital literacy, and creating an engaging community. We will share stories and insights from students and educators; highlight findings from an external evaluation, and describe how the model can be integrated among a variety of organizations.

UTS 205

Liette Wilson and Theresa Wall: Teaching with Settlement in Mind [workshop, classroom instruction]

How can settlement and integration be facilitated in a holistically supported L2 literacy program? Basic life skills and survival challenges such as housing, medical and finances create learning barriers. In this workshop, participants will learn about settlement issues common to newcomers and discuss ways to address them in their teaching.

UTS 206

Nan Frydland: Meeting the Needs of Refugees and SLIFE Using Culturally Responsive Teaching [workshop, classroom instruction]

Learn how to create or adapt a curriculum to meet the needs of refugees and SLIFE using techniques and materials that engage learners at all levels to “move beyond the lifeboat” with challenging, useful and broad-ranging instruction incorporating learners’ lives and experiences. Participants will develop plans to use on Monday.

UTS 306

Ernesto Aguilar, Margi Felix-Lund, Kay Reid, and Amina Adamou:
Partners in Education: A LESLLA learner’s success story [panel, educational and community partnerships]

This panel will present the story of how one woman from the Central African Republic navigated her way from LESLLA learner to literate US Citizen. We will discuss how stakeholders can better partner together to facilitate the transition from one school or program to the next for LESLLA students.

UTS 307

Maricel G. Santos and Monica Leong: What are we doing to improve health literacy outcomes among LESLLA learners? [workshop, advocacy]

Why are LESLLA learners invisible in health literacy policies and research? Join us if you’re interested in forming an international coalition in LESLLA that is committed to just and practical solutions for meeting the health literacy needs of LESLLA learners and their families. Resource handouts and healthy snacks provided.

UTS 308

Andrea Echelberger and Suzanne McCurdy: Integrating Effective Pronunciation Instruction into Literacy Level Classes [workshop, classroom instruction]

Does pronunciation instruction have a place in the low-level classroom? Yes! In this workshop, participants will identify suprasegmental pronunciation features which impact intelligibility and work with a variety of language backgrounds. Participants will leave with classroom activities to target each feature that are easily integrated into literacy level instruction.

12:30pm-1:45pm: Lunch

We highly recommend visiting the food cart pod on SW 4th Ave between College and Hall Streets, one block north of the UTS Building; see page 21 for food cart & other restaurant recommendations.

12:30pm-5:15pm: Exhibitors in UTS 206

Visit exhibitors in UTS 206! Coffee and light snacks will be provided in the exhibitor room.
1:45-2:45pm: Concurrent Sessions in UTS Building

UTS 203

Raichle Farrelly: *Hatujambo! LESLLA Teachers And Learners Building Community on Common Ground* [paper, classroom instruction]

In this session, the presenter will provide an overview of a unique community-based language program for LESLLA learners who are Swahili speakers. The program integrates adult EAL classes, heritage language classes for children, and student teacher praxis. The presenter will share valuable insights from LESLLA learners in the program.

UTS 205

Lindsey Crifasi, Rebecca Irvin, and Heather Tatton Harris: *Keeping it Real: What Works for Adult Emergent Readers* [demonstration, classroom instruction]

Serving the needs of adult emergent readers is challenging; fortunately, it is a growing field of study. Presenters bridge research to practice to illustrate how classroom routines and soft skills anchored in contextualized, immediately-relevant lessons help learners make literacy connections. Participants receive tips and materials to try in their classrooms.

UTS 206

VISIT THE FOLLOWING EXHIBITORS IN THIS ROOM:

- abc English Publishing
- Eye On Literacy
- Language Matters Education Consultants
- MICHIGAN ELT
- National Geographic
- Pearson

*Coffee is provided in this room*

UTS 306

Elsie Johnson: *Tell Me a Story* [demonstration, classroom instruction]

Storytelling is one of the most accessible teaching tools available to teachers. In support of much of the research that has been shared on the importance of developing oral language in the adult ESL literacy classroom, this interactive demonstration will show the effectiveness of storytelling with the use of visuals.

UTS 307

Joy Kreeft Peyton, Martha Young-Scholten, and Belma Haznedar: *A Repository of Heritage Language Resources* [paper, resource collection]

This presentation will describe resources focused on maintaining and developing LESLLA learners’ heritage languages and the development of a resource repository for teachers, volunteers, and program administrators. Participants will share resources they know about and learn how they can participate in an initiative to build and use the repository.

UTS 308

Kate Van Roekel, Lissa Fogel, Jenna Altherr Flores, and Amanda Marie Snell: *Expanding Professional Development to Community Tutors of LESLLA Learners: A Grassroots Collaboration* [paper, teacher training]

Presenters will share their experiences revising and administering a two-day professional development series created for instructors and community tutors of ESL adult emergent readers from refugee backgrounds. Survey results from experienced instructors and newly-trained community volunteers will be discussed, as will observations and reflections from the professional development coordinators.
**UTS 203**

**Collin Olson:** The Relationship between Native Language Literacy and Phonemic Awareness in English [poster, research]

Phonemic awareness develops prior to literacy instruction and has been shown to transfer between languages. However, one cannot assume that older ESL students with limited background education will have developed phonemic awareness ability. This study examines the relationship between native language literacy and phonemic awareness in older ESL students.

**Florinda Pecoraro:** Bimodal bilingual studies and LESLLA learners [poster, research]

Several research fields contribute to understanding possible effects of bodily-engaged trainings in processing, controlling and representing verbal language. Can Bimodal Bilingual studies be explicative and support the effectiveness of teaching L2 literacy through corporeal methods? This paper aims to investigate whether some results of bimodal bilingual research can extend to LESLLA learners.

**UTS 205**

**Desirée Midby:** Refugees in American Schools; Examining English Language Learning of Adolescent Refugees [poster, research]

Little research has been done with adolescent refugees with recent interrupted schooling learning English. Using a case study methodology, I will explore how identity and investment changes over time for refugee language learners in a newcomer program in an American high school. Implications for ESL will be discussed.

**Mary Hunnicutt:** A Needs Analysis of Middle Eastern Immigrants and Refugees for Community ESL [poster, research]

The purpose of this study was to examine the needs of Middle Eastern immigrants and refugees within a community ESL setting in the Portland-metro area. The needs analysis provided insights and recommendations to the program coordinator and teachers so that they can more effectively meet their Middle Eastern students’ needs.

**UTS 307**

**Amanda Bent:** The Power of Service Learning for Pre-Service LESLLA Teachers [poster, teacher training]

Service learning can provide pre-service teachers with practical experience and pedagogical knowledge for educating LESLLA learners. By sharing insights from one such initiative, Project SHINE, in SF State’s TESOL program, I invite attendees to explore the value of service learning through a reflection guide with tools for developing an initiative.

**Andrea Craig:** English Learners Earning, Learning and Conserving [poster, classroom instruction]

Urban Corps of San Diego County is a local conservation corps and charter school where disadvantaged youth ages 18-26 earn a high school education, paid green job training while benefiting the communities and habitats around San Diego County. This poster presentation will highlight its English language learner program.

**UTS 308**

**Amanda Snell:** Play and Bricolage in LESLLA Classrooms [poster, research]

This research argues that text-based language play and bricolage, or the construction of something new from available resources, allow adult learners in beginning-level, community based English language classrooms to display their multiple forms of knowledge while also practicing basic English.

**Minna Suni:** Whose task? Language education policies and practices in reception centres in Finland [poster, research]

The process and key findings of an ethnographic project focusing on language classes in reception centres are presented. The instructors, “pure novices” in L2/LESLLA, reported major problems in enhancing oral interaction and teaching without printed materials. Their readiness to adopt new methods and LESLLA perspectives was remarkable, however.

**12:30pm-5:15pm: Exhibitors in UTS 206**

Visit exhibitors in UTS 206! Coffee and light snacks will be provided in the exhibitor room.
### 3:45pm-5:15pm: Concurrent Sessions in UTS Building

**UTS 203**

*Andrea DeCapua: Bringing Culturally Responsive Teaching into the LESLLA Classroom [workshop, classroom instruction]*

This workshop introduces and practices implementing a culturally responsive instructional approach designed for LESLLA learners. After an overview of the approach, participants will engage in hands-on activities, practice using a teacher planning checklist, and create projects for their own teaching contexts, which will then become resources for the group.

**UTS 205**

*Jen Vanek, Kathy Harris, and Jill Castek: Digital Literacy for LESLLA Learners: Impact of Context on Teaching and Learning [panel, classroom instruction]*

This panel examines three unique settings that provide digital literacy instruction to LESLLA learners. Recommendations will be made about what shape responsive instructional design might take in each setting to support learners as they build digital literacy proficiency required to use digital technologies in everyday life, school, and/or work.

**UTS 206**

*VISIT THE FOLLOWING EXHIBITORS IN THIS ROOM:*

- abc English Publishing
- Eye On Literacy
- Language Matters Education Consultants
- MICHIGAN ELT
- National Geographic Pearson

*Coffee is provided in this room*

**UTS 306**

*Caitlan Rivera and Christine De bush: How to Turn a Blank Space into a Memory: Changing Up Vocabulary Instruction [workshop, classroom instruction]*

Join us in an engaging workshop to experience an alternative method of internalizing vocabulary. This method, which begins with students not even seeing words or images, builds a foundation for future activities that reinforce fluency, accuracy, comprehension, and phonics. Experience, reflect, discuss, and create as learners and teachers!

**UTS 307**

*Larry Condelli, Patsy Egan, Marcela Movit: Invisible but not Forgotten: LESLLA in US Adult Education Policy [panel, policy]*

After situating LESLLA education in current US policy (specifically WIOA 2014), panelists describe new driving forces in the field and their interplay with LESLLA teaching and learning, including the English Language Proficiency standards (2016). We share how one state is moving LESLLA learners toward College and Career Readiness Standards (2013).

**UTS 308**

*Laurel Pollard: Back from the Brink of Burnout: Easier Ways to Teach Beginners [workshop, classroom instruction]*

Want the rest of your teaching life to be easier and more effective? Come and practice interactive activities that help emerging readers improve all their language skills and require no teacher prep time. With these activities, you can help your students learn more and avoid burnout at the same time!
Saturday, August 12th
Detailed Schedule:

9:15am-10:30am: Plenary Session in University Place Hotel

Heide Spruck Wrigley: Sparks of Hope: Resistance and Teaching in Times of Uncertainty

Abstract: As anxiety rises in the current climate of uncertainty, we nevertheless see programs and teachers fighting back in support of their students. Many communities have become advocates for immigrants and refugees, and hundreds of teachers are developing their own lessons on Know Your Rights - lessons that advise students on what to do when immigration enforcement knocks on the door. Some programs seek to find common ground with others in the community to bridge divides, while others engage in advocacy. The ending plenary will highlight efforts by cities, programs, and individuals to create safe spaces where meaningful learning can happen and hope is possible.

Bio: Heide Spruck Wrigley is one of the founding members of LESLLA and has presented and written extensively on LESLLA related issues. For the last four years, she has been a consultant to OneAmerica, an advocacy group in Washington State and to the Office of Immigrant and Refugee Affairs in Seattle. She is a non-resident fellow with MPI’s National Center for Immigrant Integration Policy and has served on several panels for the National Academy of Sciences. Her works focuses on the intersection of research, policy, and practice and includes technical assistance to states and individual programs serving language minority youth and adults new to English. Heide holds a PhD in Education with an emphasis on language, literacy, and learning. She lives in Mesilla, New Mexico, an hour from the US Mexico border and makes a mean plate of green chile enchiladas (margaritas optional).
11:00am-12:00pm: Concurrent Sessions in UTS Building

UTS 203

Christophe Portefin: French second language training for LESLLA learners at workplace: a mixed picture [paper, policy and research]

In France, LESLLA learners now have access to vocational basic skills training at work, including French language training. Through an ethnographic inquiry made in two occupational sectors, we examine how well this new approach serves LESLLA learners in the workplace and identify practical ways to improve outcomes for learners.

UTS 205

Shawna Shapiro and Raichle Farrelly: Innovations in Educational Research in Refugee Resettlement Communities [paper, research]

This session highlights trends emerging in recent research on LESLLA learners in refugee resettlement communities in the U.S. and abroad. We show how researchers are using emergent tools and methodology to foreground student voices and perspectives in three key areas: Adjustment, Literacy, and Equity.

UTS 206

Mariet Schiepers, Peter De Cuyper, and Christina Maes: Guiding low-literate newcomers along the digital highway: an integrated and customized approach [paper, research]

Do low-literate newcomers, entering our Western digitized society, have specific needs regarding digital literacy? Can we define a set of digital skills crucial for their integration process? In which ways can digital literacy be developed in integration programs? Results from a small-scale study in Flanders offers new insights into these questions.

UTS 306

Laurel Pollard: Teacher, I Need More Words! Boosting Vocabulary for Emerging Readers [demonstration, classroom instruction]

Students know it, teachers know it, and research supports it: vocabulary is crucial! Help your emerging readers become lifelong vocabulary learners with this collection of best-practice vocabulary activities. Little preparation time for you, maximum engagement for your students, both in class and in the world beyond the classroom. Extensive handout.

UTS 307

Lisa Vogl: Lessons from Elders: Cultural Dissonance in the Beginning Language & Literacy Classroom [paper, research]

Elder learners face unique barriers in LESLLA classrooms. Using qualitative research, fourteen low-literate elders and their instructor were interviewed and observed in the classroom. Elders compared their prior learning experiences, based in Indigenous Knowledge, with their experiences in Western classrooms. Themes identified provide important implications for further LESLLA research.

UTS 308

Stephen Reder: Changing Patterns of Migration: LESLLA Learners in the United States, 1900-2015 [paper, policy]

The migration and integration patterns experienced by LESLLA learners entering the United States have changed dramatically over the past century. This presentation examines comprehensive U.S. Census records from 1900-2015 to highlight the changing experiences of LESLLA learners, and how they are shaped by changing immigration policies and post-entry integration programs.

12:00pm-1:15pm: Lunch
We highly recommend visiting the food cart pod on SW 4th Ave between College and Hall Streets, one block north of the UTS Building or exploring the PSU Farmer’s Market on the South Park Blocks, one block north and three blocks west of the UTS building. See page 21 for food recommendations.
1:15pm-5:00pm: LESLLA Institutes:

UTS 307

Luba Leadbeater: Against all odds - LESLLA learners of EAL in the UK [research, classroom instruction, policy, programme design]

This interactive and highly practical Institute (with demonstration of programmes, resources, classroom techniques, advice on setting-up a new programme, and individual success stories) will showcase a secondary school in the UK, where a specific EAL provision model allowed adolescent LESLLA learners to make the most of their potential in education against all odds.

UTS 308

Patrik McDade: Building A Resource-Generating, Multilevel, Community ESOL Program From Scratch [program design & implementation]

This Institute will fully demonstrate, with hands-on experiences, guests, and discussions, how to build an effective, fundable and geographically dispersed community-based language & cultural skills development program that empowers LESLLA language learners and their families, while simultaneously training community members to be more culturally competent.

2:30pm-5:00pm: LESLLA Institute:

UTS 306

Elza Hess: Set Up and Run a Literacy Class from A to Z [classroom instruction]

This Institute will show you how to set up and run a successful Literacy Class from A to Z. Participate in a typical class day with real materials, best practices, examples of high stakes assessments, and tips for practical programmatic arrangements to use within your institutional framework.

LESLLA Institutes are extended workshops. Attendance at the Institutes is included with your registration fee and requires no extra payment.
1:15pm-2:15pm: Concurrent Sessions in UTS Building

**UTS 203**

**Anke Grotlüschen**: Political Efficacy & Social Trust - why Literacy Programs shouldn’t focus on Employability only [paper, research]

According to PIAAC data, social trust is low amongst low literate subpopulations compared to more literate adults, volunteering seems to sparsely integrate low literate adults. Their feelings of political efficacy hint at a certain disengagement with politics. These findings are robust across countries - what does that mean for literacy provision?

**UTS 205**

**Grazia Mora, Alison Ascher Webber, and Syuzanna Petrosyan**: MOBILE UP! : Cellphone First Education for Low-Wage Immigrant Workers [paper, use of technology in education / mobile learning]

Union training programs in California are piloting how to use cellphones to bring ESL Instruction, Career Education and Coaching to low-wage immigrant service workers otherwise not served. Project leaders from MOBILE UP will share emerging best practices in mobile learning with building service, healthcare hospitality and other workers.

**UTS 206**

**Martha Young-Scholten, Rola Naeb, Belma Haznedar, Joy Kreeft Peyton, Andreas Rohde, Marcin Sosiński, Minna Suni, and Taina Tammelin-Laine**: International, online teacher training and professional development [paper, teacher training and development]

This presentation describes six online professional development modules for teachers of LESLLA learners: Working with LESLLA Learners, Bilingualism and Multilingualism, Language and Literacy in their Social Context, Reading Development from a Psycholinguistic Perspective, Vocabulary Acquisition, and Acquisition and Assessment of Morphosyntax. Key features and outcomes of the modules are described.

**UTS 306**

**Jenna Altherr Flores**: Spheres of the semiotic landscape in a southwestern U.S. border town: Implications for refugee-background LESLLA learners [paper, research]

The semiotic landscape of institutions in a large border town in the southwestern United States will be presented. Data was collected from two adult education centers and two local refugee resettlement agencies; data was analyzed according to geosemiotic, social semiotic, and multimodal approaches. Implications for refugee-background LESLLA learners will be discussed.
2:30pm-3:30pm: Concurrent Sessions in UTS Building

UTS 203

Elizabeth P. Quintero: Carrying our Roots: Learning through Multilingual Stories in Times of Migration [paper, research]

Adult learners from the US and internationally inform pedagogy that supports LESLLA learners. Through story, participants combine family history and lived experience including strengths and needs relating to issues of identity, language acquisition, and access to education. Qualitative findings are related to specific needs of LESLLA learners through examples.

UTS 205

Lisa Gonzalves and Elizabeth Wendt: Incorporating Career and College Readiness Standards into the LESLLA Classroom [demonstration, classroom instruction]

In the U.S., the Career and College Readiness Standards incorporate 21st century skills into our adult education curriculum, and many wrongly assume these are primarily for more advanced ESL students. We will demonstrate how to modify these standards for LESLLA learners, to begin building their foundational and academic skills.

UTS 206

Heather Smyser: Using Variability and Complexity to Promote Written Vocabulary Learning [paper, research]

This project investigated the use of two principles of statistical learning: variability-showing the same word in multiple forms- and complexity-the amount of linguistic information presented with the to-be-learned word—could help refugee English learners accurately spell and recognize newly learned words. In short, variability promotes learning.

3:45pm-4:45pm: Concurrent Sessions in UTS Building

UTS 203

Jennifer Christenson: LESLLA Learners, iPads, and Smartphones: Experimenting with Mobile Apps [demonstration, MALL]

This presentation will demonstrate several ways to use iPads and smartphones with LESLLA learners. I will share about a dozen different free mobile apps appropriate for LESLLA learners, and I’ll also share my experience of attempting to develop a new educational app for LESLLA students.

UTS 205

Blaire Willson Toso and Carol Clymer: We Learned That We Are Leaders: Leadership and Language in Family Literacy [paper, research]

This session presents findings from an independent national evaluation on how a substantive leadership component can be integrated into family literacy programming to increase adult immigrant learners’ language, literacy, and numeracy skills while developing voice, self-efficacy, and a sense of belonging. Discussion and activities will be integrated into the session.

UTS 206

Martha Young-Scholten, Colleen Ijuin, Samawal Jarad, and Anne Vainikka: Second language English morphosyntax acquisition by adults with varying home language literacy [paper, research]

The presentation explores evidence for influence of literacy on L2 acquisition which points to greater and somewhat different use by those without home language literacy of morphological ‘place holders’ during their development of syntactic structure in English.
Where to Eat?

We strongly recommend that you get lunch at a food cart while you’re here in Portland.

There is a food cart pod -- a parking lot full of lots of delicious food carts -- on SW 4th Ave between College and Hall Streets, one block north of the UTS Building. Along with the food carts, there are many phenomenal food options around the PSU Campus, including the PSU Farmer’s Market on Saturdays, located in the South Park Blocks (one block north and three blocks west of UTS), where you can find lots of locally grown treats. Here are the favorites of the LESLLA 2017 Symposium Planning Team:

**Domminick:** The Laotian Mi Gai noodles at the Haan Ghin food cart next to the university’s library (two blocks north and three blocks west of UTS, on the South Park Blocks) are my absolute favorite! I would also recommend Love Belizean (Broadway and Clay), which has delicious options for both meat eaters and vegetarians. If you are looking for something more upscale, Raven & Rose and Imperial (both on Broadway) serve unique contemporary American cuisine. Finally, the Philly Cheesesteak cart on Pioneer Square is a great choice for a quick bite.

**Eric:** Phat Cart (420 SW College St) transitioned to an actual building next to the food cart row (though it is a small space and fills up quickly), and offers a range of Asian fusion sandwiches and salads, including at least one vegan option, for $7-10. The larb poke packs a punch, if you’re looking for a raw tuna fix. It also has coffee and breakfast 7:30 am - 11 am, coffee, and a bar with happy hour deals.

**Jen:** One of my favorite hearty lunches is the veggie curry wrap -- it’s like a big naan burrito -- from the food cart New Taste of India (SW 4th Ave between College & Hill Streets). Also, you should walk three blocks west and check out the South Park Blocks, where you’ll find the best burrito of your life at Blazin Burritos on weekdays, and where the PSU Farmer’s Market is held on Saturdays.

**John:** I rarely eat out in the area. The Vietnamese place on the corner of College St and Broadway is where I usually go.

**Kathy:** The food cart called New Taste of India at 1901 SW 4th is one of my favorite places to eat. I usually order saag paneer, medium spicy. Another go-to place for me is Laughing Planet Cafe on SW 4th, about 3 blocks north of the food carts at 1720 SW 4th. I like both their bowls and burritos.

**Margi:** Nothing brightens my day like getting to make a trip to Nong’s Khao Man Gai. Definitely more expensive than the chicken and rice dish you would find on the streets of Bangkok, but so authentic and so super delicious (fellow co-chairs Domminick and Eric agree). On the corner of SW College & 4th, be sure to stop by Mon-Fri, 11-4. When I’m feeling extra hungry, I order my dish Portland (extra big) and add chicken livers. Yum.

**Peggy:** I would like to recommend a nearby cafe: Park Avenue Cafe at Park and Market, a sit-down place three blocks west and six blocks north of UTS. It would be great atmosphere for a small group to kick back and get away from the crowd.

**Steve:** Luc Lac is a great Vietnamese place with delicious pho! Address: 835 SW 2nd Ave. Hours: 11am-2:30pm for lunch, 4pm-12am for dinner, 4-7pm for happy hour.

...But wait, there’s more! Portland is a hotspot of amazing dining. Check out any of the restaurants at [pdx.eater.com](http://pdx.eater.com) and you’ll eat happy.
LESLLA 2017 Symposium Planning Team Bios:

Jen Sacklin (co-chair) - jmsacklin@gmail.com - Jen teaches at Lane Community College and Linn-Benton Community College in Eugene, Albany, and Lebanon, Oregon. She is currently the president of ORTESOL (Oregon Teachers of English to Speakers of Other Languages), and she enjoys conference planning and wedding planning (her own is in 2 weeks).

Eric Dodson (co-chair) - dodsoner@gmail.com - Eric teaches ESOL at Portland Community College, Portland State University, and at various community sites. He also coordinates a volunteer literacy tutoring program at one PCC campus and teaches citizenship classes with a nonprofit legal office. He is a former ORTESOL president, and loves the food Portland has to offer (questions are welcome!).

Margi Felix-Lund (co-chair) - margifelixlund@gmail.com - Margi is an instructor in the ESOL (English for Speakers of Other Languages) department in the beginning levels at Portland Community College and a graduate of the MA TESOL program at Portland State University. She loves getting to work with LESLLA learners, spending time with her one-year-old daughter, and riding her bicycle. You should join her on Sunday (8/13) for the Bridge Pedal!

Domminick McParland (co-chair) - docmparland@gmail.com - Domminick is a graduate of the MA TESOL program at Portland State University. He now serves as an Education Program Specialist for the United States Citizenship and Immigration Services Office of Citizenship. Through this role, he works to further the field of Adult Citizenship Instruction by conducting training seminars, developing instructional materials, and providing technical support to citizenship programs throughout the country.

Kathy Harris - harriska@pdx.edu - Kathy teaches in the MA TESOL and TESL Certificate programs in the Applied Linguistics department at Portland State University. She currently focuses on digital literacy acquisition and works with teachers across the U.S. to integrate digital literacy into their ESOL classes and programs.

John Hellermann - ihh@pdx.edu - teaches and does research in the areas of discourse analysis, linguistic theories, and learning at Portland State University. He has used conversation analysis to investigate the role of co-constructed language for language socialization and learning in high schools and community colleges.

Stephen Reder - stevereder@gmail.com - Stephen Reder, Ph.D., is Professor Emeritus of Applied Linguistics at Portland State University. His research and teaching focuses on adult second language and literacy acquisition.

Peggy Murphy - peggy@portlandliteracy.org - Peggy is an adult literacy advocate who has tutored ESOL students and other adult learners in the Portland Metro area. She is currently serving as President of Portland Literacy Council, Inc. She holds a B.A. from Portland State University and a TESOL Certificate from Oxford Seminars.
Presenter Bios:

Emails shared only with permission.

Ayan Abdiyo - aabdiyo@humansolutions.org - Ayan Abdiyo is the Resident Services Coordinator at the Lincoln Woods Apartments. She is fluent in Somali and provides residential services including homework club and computer classes for the Somali community on the property.

Amina Adamou - Amina is a LESLLA learner who worked with Ernesto while in community ESL courses, Margi during her community college classes, and an IRCO representative throughout her resettlement time.

Jane Allemann - jallemanno@ucl.ac.uk - Having taught adult ESOL for many years, I now work in teacher education in the same field. My research interest is assessment of LESLLA learners.

Jenna A. Alther Flores - jaltherflore@email.arizona.edu - Jenna A. Alther Flores is a doctoral candidate in Second Language Acquisition & Teaching at the University of Arizona. She works with ESL adult emergent readers from refugee backgrounds.

Vivian Ang - info@midvalleyliteracycenter.org - Vivian Ang started Mid-Valley Literacy Center and has a passion for people to gain literacy skills.

Ernesto Aguilar - eric.ernesto@yahoo.com - From 2012-2015 Ernesto organized and taught a community adult ESL course in Portland, Oregon. His research interests are community and educational partnerships.

Alison Ascher Webber - aawebber@gmail.com - Alison Ascher Webber manages MOBILE UP for the California Labor Federation and is Director of Strategic Initiatives for the EdTech Center at World Education.

Maria Jose Bastias - (LESLLA Volunteer) Maria Jose Bastias is currently pursuing her MA TESOL at San Francisco State University. She has taught English in Concepcion (Chile), Oakland, and currently at SF State’s American Language Institute.

Amanda Bent - abent@sfus.edu - (LESLLA Volunteer) Amanda, an MA TESOL student at San Francisco State University, has interests in immigrant literacies and the power of service-learning models in TESOL professional development. She has taught, tutored, and mentored in academic and non-academic ESL settings.

Jennifer Christenson - (LESLLA Volunteer) Jennifer Christenson coordinates the Humanitarian Center English Program in Salt Lake City, Utah. She also self-publishes books and resources for LESLLA learners available at www.teachocbenglish.com.

Carol Clymer - Carol Clymer, co-director Goodling Institute/ISAL has extensive experience developing and evaluating programs to improve the education and employment prospects of low-income and/or low-skilled individuals.

Larry Condelli - lcondelli@air.org - Dr. Larry Condelli has over 30 years of experience conducting research evaluating instruction, including for LESLLA learners, providing technical assistance to teachers and federal policy development around accountability.

Andrea Craig - andrea.craig@csu.fullerton.edu - Andrea Craig is an ELD Specialist at Urban Corps Charter School. She is a TESOL trained educator with a BA in Classics (Latin)/Classical Civilization.

Clay Cranford - claytonS@pdx.edu - (LESLLA Volunteer) Clay Cranford is an applied linguist and an activist committed to addressing and resolving language-related issues among under-served populations within the community.

Lindsey Grifasi - Lindsey has been teaching ESL since 2005. During her career she has developed curriculum and assessment for digital literacy and for adult emerging readers.

Liesbeth De Bruyne - Liesbeth De Bruyne is a researcher at the Centre for Language and Education (KU Leuven). Her research focuses mainly on multilingualism and diversity in educational contexts, SLA, and welcoming classes for newcomers.

Christine DeBusch - (LESLLA Volunteer) Christine DeBusch has worked in Adult Education since 2005, in both administrative and teaching roles. She holds a TESOL degree and a MA English/Education.

Andrea DeCapua - drandreadecapua@gmail.com - Andrea DeCapua, Ed.D., is an educational consultant, MALP® LLC and adjunct, New York University. Her research interests include second language acquisition, culture, and LESLLA learners.

Charly Eaton - charleyeaton@gmail.com - (LESLLA Volunteer) As the Digital Inclusion Fellow with Multnomah County Library Charly has worked to develop the capacity of community-based organizations to deliver technology training to marginalized groups.

Cheryl Eccles - (LESLLA Volunteer) Cheryl Eccles is pursuing an MA TESOL at San Francisco State University. With over 12 years of experience as a creative drama teacher, she is passionate about keeping learners’ stories at the center of ESL learning and teaching.

Andrea Echelberger - oechelberger@mnliteracy.org - (LESLLA Volunteer) Andrea Echelberger is the ESL Training Coordinator at the MN Literacy Council where she trains teachers and volunteers. She has 14 years of experience working with literacy level learners.

Patsy Egan - pegan02@hamline.edu - Patsy Egan, PhD, works at Hamline University in Minnesota, USA. She is the Director of
ATLAS, where she designs and implements professional development for the state's adult educators.

Petra Falcon - petraf@promiseaz.org - Petra Falcon leads Promise Arizona, an advocacy group fighting for social justice and immigrant rights. She engages English Innovations students in community issues through movement building that develops leaders and builds power.

Raichle Farrelly - rfarrelly@smcm.edu - Raichle ‘Rai’ Farrelly is a professor in the MA TESOL Program at St. Michael’s College in Vermont, USA. She specializes in L2 teacher education.

Lissa Fogel - lissa.fogel@alamad.adultschool.org - Lissa Fogel has worked with Adult Emergent Readers for 11 years. She received her Masters in Language, Reading, and Culture from the University of Arizona.

Carolien Frijs - Carolien Frijs is a researcher at the Centre for Language and Education (KU Leuven). Her main research interests are (technology-mediated) TBLT and equal education opportunities.

Nan Fryland - nanfryland@gmail.com - Nan Fryland, M.S. Ed., has been teaching ESOL since 2003.

Lisa Gonzalves - lisam.gonzalves@gmail.com - Lisa Gonzalves is a PhD student at UC Davis and an ESL Instructor at Alameda Adult School. Her research interests include assessment, cognition, and policy.

Anke Grotflüsen - anke.grotflueschen@uni-hamburg.de - University Professor for Lifelong Learning since 2008, responsible for national Level-One Survey (LEO) and the follow up (LEO Basic Education, 2017-2020). Recent publication based on PIAAC data, together with Stephen Reder, John Sabatini and David Mallows: "Adults with Low Proficiency", OECD Education Working Papers 131, DOI: 10.1787/19939019

Taylor Harman - taylorharman@yahoo.com - (LESLLA Volunteer) Taylor Harman is currently pursuing her MA in TESOL at San Francisco State University. Having taught adults and adolescents in Chile and California, she is excited to be joining the staff at SF State’s American Language Institute in Fall 2017.

Melissa Hauber-Özer - mhauberr@amu.edu - (LESLLA Volunteer) Melissa Hauber-Özer (M.Ed., World Languages & TESOL) teaches Academic and Workplace English for George Mason University, where she is working on a Ph.D. in International Education.

Belma Haznedar - Belma Haznedar’s research focuses on childhood bilingualism, with special reference to simultaneous and successive bilingual contexts and reading acquisition of monolingual and bilingual children.

Elza Hess - elzahess@yahoo.com - Elza Hess has spent the last six years teaching LESLLA learners at Pittsburg Adult School in California. She has a M. Ed. from Mills College.

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