“Linking Theory to Practice” encourages ESL teachers, students of TESOL and those involved in the educating process at all levels, pre-school, public education K-12 and post-secondary as well as ESL family advocates, to learn more about how to infuse our teaching with best practices based on SLA theory as we serve English language learners.

**Schedule:**

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>8:00 AM to 9:30 AM</td>
<td>Registration</td>
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<tr>
<td>9:00 AM to 11:50 AM</td>
<td>Concurrent Sessions</td>
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<tr>
<td>12:00 PM to 12:45 PM</td>
<td>Plenary Session</td>
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<tr>
<td>12:45 PM to 12:55 PM</td>
<td>Three Rivers TESOL Membership Meeting</td>
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<tr>
<td>12:55 PM to 2:05 PM</td>
<td>Break</td>
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<tr>
<td>2:05 PM to 4:20 PM</td>
<td>Concurrent Sessions</td>
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**Format Explanations:**

<table>
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<th>Format</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>Lecturers will present for 20 minutes, followed by 10 minutes for questions.</td>
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<tr>
<td>Discussion</td>
<td>Discussion leaders will present information and guide discussion for 30 minutes.</td>
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<tr>
<td>Workshop</td>
<td>Workshop leaders will present and guide workshops for 60 minutes.</td>
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9 AM

Connemaugh Room

**Collaborating on a Pragmatics Project: Exploring Teacher Collaboration on Teaching English Conversation**

Hsinyu Chen & Joseph Slick, C & T Indiana University of Pennsylvania

Teachers usually reflect that the ways of their learning will shape their ways of teaching (Borg). With a collaborative project between teachers, their various learning backgrounds and experience interact with each other during the collaboration and could affect their teaching.

Susquehanna Room

**Nonnative Speakers Attitudes toward Peer Review in an Integrated Writing Class**

Lan Wang

Monongahela Room

**Identity Construction of Self**

Pisam Chamcharatsri, IUP
This pilot study investigated the identity construction of an L2 speaker of English when interacting with L1 and L2 speakers of English.

Allegheny Room

Welcome to Web 2.0: An Overview of Online Social Networking

Claire Bradin Siskin, University of Pittsburgh

The presenter will explain the meaning of “Web 2.0” and describe several examples of online social networking. These will include YouTube, PageFlakes, PBWiki, VoiceThread, Second Life, Twitter, YackPack, Sloodle, Vaastr, Chinswing, and as many other resources as time permits. Do these tools promote authentic communication, or are they simply a waste of time? She will encourage discussion on the issues involving the use of social networking sites and ask the attendees to share examples of how such sites might be used to best advantage with second language learners. She will provide a web page with links to all the sites mentioned so that attendees can explore them after the session.

Knowlton Room

What Kind of Tasks Can We Use in ESL Classroom?

Bongsuk Song, MA TESOL course in IUP

As an English teacher, I have taught students with grammar-translation methods for a long time, mostly focusing on reading abilities. Nowadays, in second language teaching, many of the people focus on the communicative language teaching approaches because communicative language skill is one of the main purposes of learning second language. To enhance communicative language skills, task-based language teaching methods seems to be one of the effective teaching methods.

Ohio Room

Breakfast

9:35 AM

Connemaugh Room

How My TESOL Knowledge Affects My Japanese Teaching in the United States

Atsushi Iida, Indiana University of Pennsylvania

This paper reports on how my knowledge of Teaching English to Speakers of Other Languages (TESOL) has affected my Japanese teaching at Indiana University of Pennsylvania. It may seem that English Language Teaching (ELT) and Japanese Language Teaching (JLT) are totally different, but it is not true. They are language teaching as a foreign language. Although there are some differences such as English versus Japanese or whether or not the instructor and students share the same L1, the fundamental is the same. From this aspect, it is possible to apply some teaching approaches in TESOL field into my current Japanese teaching with some modification.

Susquehanna Room

Writing Like That: Paratextual Identities and L2 Writing Pedagogy

Olaf For, Indiana University of Pennsylvania

Drawing on the work of Freire, Giroux, Street, Prior (2005 and elsewhere), and Williams and Garcia (2005) this paper argues that the emphasis on privileged features of language and texts, and the dependence of constructed otherness, and marginalize L2 writers.

Monongahela Room

Teacher and Student Identity

Chris Freeman, Indiana University of Pennsylvania

Identity is a crucial issue in the world education today, especially in the realm of TESOL. Because identity is communicated primarily through language, it is an important topic to ESL teachers and learners. Identity is constructed through language to other language users, and is imbedded in the words of the individual doing the construction. Everyone constructs identity through various speech acts, and this construction is as important as the words themselves. Therefore, those who are L2 English users must find different ways to construct their identity.

Allegheny Room

Using Facebook Applications as Tools for ESL Education

Ya-Huei Chen, Indiana University of Pennsylvania

Have you ever heard of “Facebook Learning”? Despite the issue of who invented Facebook, it continues to grow. A lot of students of ESL educators have a Facebook page. Other than Google, Facebook is currently the most trafficked web site. It is important to look at the educational value of this network. Some people might see Facebook as Pandora’s Box thinking of addiction problems or privacy issues. However, in this open discussion, we are going to look at the positive side of Facebook.
"I Want to Talk Real English": Teaching Everyday English in Speaking Class

Jaime Horst, University of Pittsburgh – ELI

Teaching students to speak "everyday English" is not as simple a task as it might seem, but most students have a strong desire to learn to speak like the people around them. Come prepared to share your ideas and materials that help your students to learn colloquialisms, slang, idioms, and common expressions used in everyday contexts.

Between the Myth and Reality: The Non-Judgmental View of Teaching Among Indonesian In-service Teachers

Faishal Zakaria and Ani P. Astuti, Indiana University of Pennsylvania

This study examines how two Indonesian trained teachers dealt and perceived non-judgmental teaching practices as they were trying to avoid their pre-conceived notions that they received in their prior education about teaching supervision/observation. This study also provides some of the benefits these teachers get from employing a non-judgmental stance in their conversations about teaching; benefits that lead them to develop either personally and professionally.

From Watching to Writing: An Empirical Research on the Efficiency of a Prediction-Based Outlining Task

Basim Mohammed Al Hasn

A lot of research has been conducted for the sake of ESL class’s development and one of the researched aspects has been the usefulness of the materials ESL teachers use inside classes. Therefore, researchers have empirically started to figure out how ESL students would benefit from such materials and especially those of tasks basis. One of the materials that could be used in ESL classes is the visual aids such as: paintings, projectors and movies. These aids have been frequently used by ESL teachers; believing that such use will lead to obvious improvements in the ESL students’ linguistic skills.

The Closet in the Classroom: Re-Positioning Queer Identity as a Non-Issue in TESOL

Marlen Elliot Harrison

In this interactive discussion, we’ll examine our attitudes and beliefs about the positioning of queer identities in language classrooms, queer identities themselves, current scholarship examining queer theory in applied linguistics, and the politics of TESOL materials creation around the world. The researcher will also present relevant excerpts from a chapter of his forthcoming dissertation about this very topic.

A Microsoft Classroom

Issam Affaneh, MA-TESOL

Microsoft plays an integral part in adopting 21st century learning methods in the classroom. Teachers, who practice elements of 21st century learning, incorporate skills into the classroom that aid student preparation into the advanced real world.

Corpus: A Data-Driven Tool for EFL/ESL Grammar Instruction

Shu-fen Lai, De-Lin Institute of Technology

Traditionally, learners have been taught “rules” of language. Rules are abstract and are therefore, difficult to learn. Corpus, which was used by linguists, is now a useful resource that enables EFL/ESL learners to discover language by exposing them to the authentic language data. This paper explores the role of Corpus in the development and enhancement of EFL/ESL grammar instruction. The presenter will address the following topics: (a) what is Corpus, (b) the benefits of using Corpus as a tool for EFL/ESL grammar instruction, (c) the functions of Corpus, and (d) the difficulties of Corpus-based grammar instruction. It is hoped that teachers will be encouraged to use the data-driven approach to teach the language based on Corpus of native speakers’ language production. Handouts and other on-line resources about Corpus will be distributed.
People may find the need to learn a language at any point in their lives, and with each point in a person’s life, they face new obstacles in learning the language. To combat these obstacles, different learning methodologies can be utilized according to age. Different methods applied to different age groups can result in different levels of interest and motivation in the learner. In this discussion we share our experiences with the needs of language learners of different age groups within a structured setting.

**Connemaugh Room  WORKSHOP**

**Students with LEP and the Special Education Process**

Susan Spadafore, PaTTAN

This training will provide teachers with an overview of both second language acquisition and the Special Education Process. Participants will learn about their role within the process and be better prepared to be active participants, ensuring students receive both the instruction and services they need.

**Susquehanna Room**

**Creative Writing with L2 Learners**

Pisam Chamcharatsri, Indiana University of Pennsylvania

This historical study is researched to find out the effect of implementing creative writing to the second language (L2) learners. You will have a chance to try one of my teaching activities that you will understand the process of writing. With activities, it leads to building up confidence and motivation in language learning and develops language proficiency.

**Monongahela Room**

**Direction-Giving: Do Non-Native Direction Seekers Receive Special Treatment Because of their Non-Native Identity?**

Jiun-Iung Lei, A Ph.D. student at the C&T program of IUP

Basically, this paper is one of the further studies in response to a question posed by Scotton and Bernsten (1988) in “Natural Conversation as a Model for Textbook Dialogue”: Do in fact non-native speakers receive directions with fewer components and less variation in direction-giving?

**Allegheny Room**

**Using Multimedia to Improve Listening Comprehension Skills**

Sarah Swango, Natsumi Kuroda, Jyun Bang, Ahmad Almutairi, Indiana University of Pennsylvania

Without the ability to listen comprehensively, an L2 learner will be unable to acquire sufficient skills to speak effectively. The Internet offers a variety of multimedia resources that can be used by L2 learners to improve their comprehensive listening skills.

**Knowlton Room**

**Style Wars in the Classroom: From Theory to Practice**

Emine GECGIL

If, as teachers, we become aware of our students’ learning styles, it can be possible for us to arm ourselves with a variety of materials in case of a style war in the classroom. In this presentation, I will go over the learning styles of EFL learners giving practical ideas. Together with the participants, we will analyze sample activities and identify the learner types targeted.

**Ohio Room**

**Personal Philosophies of Teaching and Learning: Theoretical and Practical Perspectives**

Irene Pannatier, Indiana University of Pennsylvania

This presentation highlights the narrative and reflective functions of a philosophy of teaching. It defines this dynamic and evolving artifact, prevalent in teacher education and the professional world, and it identifies the potential benefits of creating and revising this narrative self-inquiry. The lecture also suggests points to include when writing effective philosophy of teaching and learning statements. A handout will summarize the topic and provide additional references. The presentation concludes with audience participation.

**Connemaugh Room  CONTINUING WORKSHOP**

**Susquehanna Room**
Individual Writing Projects in Teaching Multi-Cultural Writing Classrooms

Deepak Pant, Indiana University of Pennsylvania

I am critically examining the implementation of Brulée’s collaborative learning in multi-cultural writing situations, and for this I am bringing my personal experiences as an ESL learner and then as a teacher. I argue that the process of achieving consensus through discussions and group writing for group-projects include impediments to students’ individual growth, especially in the case of minorities in a multi-cultural classroom.

Monongahela Room

Identity Construction Through Code-Switching Among Indonesian Students

Ani P. Astuti and Faishal Zakaria, Indiana University of Pennsylvania

This study explores the shifts of self-identity of Indonesian students currently studying at Indiana University of Pennsylvania. In particular, it examines the influence of English and cultural immersion on how these students perceive themselves and others when they are communicating among their American and Indonesian peers.

Allegheny Room

Determining L2 Students’ Comprehension of College Lectures

Katrina Leslie, Indiana University of Pennsylvania

This presentation focuses on a short study regarding L2 students’ comprehension of college lectures. By understanding the cognitive processes through which the students comprehend academic lectures, teachers may be able to not only be aware of how L2 users are interpreting their lectures, but to design a useful structure that will help L2 users excel in their listening comprehension. Teachers need to be aware of their students’ unique needs in understanding college lectures and to be able to develop scaffolding methods in order to help their L2 students to comprehend lectures without compromising the needs of L1 users in their classrooms. This study was created primarily because there exists neither research specific to second language listening nor general consensus on the best techniques for assessing that construct.

Knowlton Room

Linking Theory to Practice: Some Considerations for the Somali Bantu English Language Learners

Leonora Anyango-Kivuva, Pittsburgh Public Schools

As scholars continue to theorize language learning, practitioners continue to look for ways to put these theories into practice in every day learning situations. This continues to be a challenge, especially for new students whose culture and educational experiences have not been widely documented or seen in schools in the United States before. Having practiced as a teacher for the Somali Bantu students in the Pittsburgh Public Schools for the last three years, I find that a lot of things that are theoretically taken as viable for most ESL students may not be practical for this population. In this paper, I outline some of the challenges of linking theory to practice so as to suit the Somali Bantu ELLs. I also propose changes that could be made at the policy-making level to make English language learning a meaningful experience for this unique population of students.

Ohio Room

Incorporating Learning Community into English for Specific Purposes Programs

Dwi Agus Yuliantoro, Michigan State University, Dept. of Teacher Education

Creating learning community to help adult learners of English for specific purposes at the Mining company in the South Borneo island of Indonesia is proofed to be effective in their foreign language acquisition. I will explain the natures that distinguish 'andragogy' from 'pedagogy' and the needs that arise as its consequences in this adult language acquisition. I will also discuss several ways that teachers can do to create learning community as well as integrate it into their classroom practices. In addition, I will share on how integrity and identity of teachers can shape their teaching practices.

12:00 PM: PLENARY

Principles and Practices in Teacher Development: What Teachers Can do to Become More Aware of Their Teaching"

Dr. Jerry Gebhard

2:05 PM

Connemahua Room WORKSHOP

Using Children's Literature to Improve Literacy Skills

Simarjeet K. Sandhu, Howard Community College, University of

The session will cover different types of children’s literature that can be used to help adult ESL students improve their English literacy skills. This method of teaching English incorporates reading, writing, speaking, and listening activities for all levels. Specific objectives will be covered to
display the wide skills that this method has for English literacy skills. Attendees will get the opportunity to see how this strategy is designed to encourage ESL students to read children’s literature, either books or short stories to help them improve their English literacy skills. The session will also show how students develop critical reading strategies, improve vocabulary, and learn about culture as they read various forms of children’s text. Examples of student work and progress will also be discussed.

Susquehanna Room

**Consciousness-Raising (CR) Approach to Teaching English Grammar**

Handoyo Puji Wododo, Indiana University of Pennsylvania

The place of grammar in language teaching has always been a long stand debate among language teachers, particularly regarding the question of whether grammar should be taught.

Monongahela Room

**Identity Negotiation and ESL Literacy Development in the US – A Case Study of a Chinese Little Sojourner**

Qisi Zhang, Indiana University of Pennsylvania

As a little sojourner, my son came to join me in December 2004, during my doctoral study in the States. The subsequent three months was for him a mix of identity negotiation and ESL literacy development. This case study proved that ESL program at school intertwined with outside-school sources in influencing the sojourner to adapt to the new culture.

Allegheny Room

**Using Media in ESL Classroom**

Wafa Shaheen, IUP Graduate student

My research goal is to measure the participant’s ability to develop awareness toward the linguistics and social terms used in American TV commercials, and to understand the type of appeals used in media to attract certain categories of audiences

Knowlton Room WORKSHOP

**Things That Work in the ESL Classroom- Best Practices and Other Advice**

Janet L. Pierce, Joan Kelly, Deborah Sams, Daniela DiGregorio, Kathy Ramos

Five ESL teachers discuss best practices that work in their own K-12 ESL classes. The ideas they present vary from task based learning using computer technology, and student background and interest to create projects in Middle and High School ESL classes; to using visuals to enhance ESL instruction; using themes to organize instruction for diverse ELL populations in an ESL class; to differentiating reading instruction for diverse ELL populations; to the use of literature circles to promote ESL learning.

Ohio Room

**Adaptations for Your Classroom Tomorrow or Returning to the One Room Schoolhouse**

Wanda K. Garbrick, ESL Consultant; ESL Educator Bellefonte

This symposium or workshop provides ESL Program Specialists / K-12 teachers/administrators with a thorough knowledge of how to and implement practical adaptations and differentiated instructional strategies to meet the needs of diverse learners in the mainstream classroom. The workshop will give an overview of successful adaptations to use in any classroom with ELLs/LEPs and other diverse learners. This workshop will rigorously engage the participants in making accommodations and adaptations on their instructional and curricular materials to use for the current and following academic school year.

2:40 PM

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Connemaugh Room CONTINUING WORKSHOP

Susquehanna Room WORKSHOP

**Facilitating Vocabulary Acquisition: The Academic Word List in Context**

Hilary Hodge, Oxford University Press

Participants will explore the relationship between academic reading and word learning. Focusing on an interactive reading model, the presenter will discuss how the reciprocal relationship between reading and vocabulary can be used to help students develop academic proficiency. Using materials from Oxford’s new Academic Word List in Context series, Inside Reading, participants will discover that rich word knowledge facilitates reading which in turn, facilitates vocabulary comprehension and learning. The Academic Word List, compiled in 2000, consists of the words in the academic register needed by students who intend to pursue higher education. Sample materials provided.

Monongahela Room
Developing Learner Autonomy in Chinese EFL Context

Zhiling Wu, Indiana University of Pennsylvania

In the field of second language acquisition and applied linguistics, the importance of learner autonomy has long been highly valued. However, whether it is appropriate to develop learner autonomy in Asian context still remains a controversial issue among scholars. This article, therefore, looks into the appropriateness of learner autonomy development particularly in Chinese EFL context both from an etic and emic point of view. Practical applications of further enhancing learner autonomy in current Chinese EFL context are discussed as well.

Allegheny Room

Technology and the Evolution of the ESOL Textbook

Lilia Savova, Indiana University of Pennsylvania

This session discusses technology's impact on ESOL textbooks. From printing to the World Wide Web, it traces the evolution of textbooks, which began as bilingual glossaries and developed into textbook multimedia packages. It emphasizes the emerging trends of textbook standardization and individualization resulting from changes in language and instructional factors.

Knowlton Room

CONTINUING WORKSHOP

Ohio Room

Emotions and language: Can Using Language Be Destructive?

Joseph Slick, Indiana University of Pennsylvania

Darwin offers that emotions evolved over the course of time to deal with human survival, and that this creates human commonalities. The first part of the presentation explores the categories of love and hate between different languages, which show the similarities and differences between languages.

3:15 PM

Connemaugh Room

WORKSHOP

Bullying and the ESL Student

Deborah Sams, Sevier County Schools and IUP

This presentation takes a sociolinguistic look at bullying and ESL students in public school settings. Information from two informal studies explain the motivation of bullies plus actions teachers may take to help ESL students. A session at the 2007 Seattle TESOL conference, this multi-media presentation is accompanied by a handout with helpful resources.

Susquehanna Room

CONTINUING WORKSHOP

Monongahela Room

(De)Constructing the Self through Narrative: An Exploration of Second Language Methodology

Stephen M. Swartz, University of Pennsylvania

Recent Second Language research has begun to include consideration of the ways language learner’s construction the self. This is primarily studied through the use of language learner first-person narratives

Allegheny Room

Designing an Integrative CALL-Based Writing Class

Handoyo Puji Wododo, Indiana University of Pennsylvania

Since the Digital Age has helped English teachers provide more interactive and well-vene language input, the application of Computer-Assisted Language Learning (CALL) in the fields of EFL and ESL has increasingly been popular. English teachers can build an integrative CALL-based writing class that involves such CALL resources as word processing software, the Webs, and ACMC. Within this framework, writing activity encompasses three stages: pre-teaching, while-teaching, and post-teaching.

Knowlton Room

How to Get Non-paying Students to Keep Coming to Class

Patricia Hankins, IUP MATESOL program

In an ESL program I worked in, many students stopped coming as the semester neared the end. The program was funded by a state grant. None of the students had to pay to attend. If there are not enough students, the university cuts the program short or does not offer it. This affects students and teachers, but especially teachers because they are paid through the grant.
Ohio Room

**It's Time to Speak: Motivating EFL College Students to Speak Up in the English Speaking Class**

Yuseva Iswandiari, Graduate student, Arizona State University

The biggest challenge for teachers of EFL in Indonesia is to create a “lively environment” where the students are motivated to involve actively in the learning processes. Therefore, the purpose of this paper presentation is to discuss two ways of motivating the EFL college students to speak up in the English speaking class: (1) promoting interpersonal relationship and (2) activating student’s prior knowledge.

3:50 PM

Connemaugh Room  CONTINUING WORKSHOP

Susquehanna Room

**The Problem of Choosing Standards in Proficiency Assessment of L2 Speakers of English**

Ani P. Astuti, Indiana University of Pennsylvania

The paper is going to discuss some findings and opinion of problems in imposing L2 speakers of English to tests which apply L1 speakers’ norms/standards and possible solution to the problems. The paper also discusses further necessary research related to the issue.

Monongahela Room  WORKSHOP

**Dancing Between Cultures: Negotiating Second Language Identities**

Marlen Elliot Harrison, Roza Kazakbaeva, Tomoko Oda, Henny Zacharias

In this panel presentation by a team of international graduate students in TESOL, the evolution of second language identities and how these identities are co-constructed and performed will be examined. Instructor-Researchers from Indonesia, Japan, the USA, and Kazakhstan will briefly discuss their current research about L2 identity performance in this 60-minute workshop.

Knowlton Room

**Volunteering Vacations and ESL/EFL Learning**

Dj Hendrickson, Indiana University of Pennsylvania

With the rising popularity of Volunteering Vacations, there is increased interaction among speakers of different languages. During these trips, people often work together for a specific purpose, sometimes as ESL teachers in a school, on a building project, or as part of a research team. Often, the language in common is English, as either the L1 or L2 and the primary need is for communication, and not necessarily grammatical accuracy.

Ohio Room

**Fostering Students’ Speech Skills Using Music in the ESL Classroom**

Tatsuno Chinen and Angel Anderson

Due to music’s universal qualities, it becomes a comparatively easy technique for teachers to use as an educational tool in the ESL classroom. In classes which largely focus on reading and grammatical skills, it is absolutely necessary for students to enhance their speaking and listening ability. We present a lesson plan designed to improve students’ fundamental skills (reading, writing, listening) while focusing specifically on speech, as well as presentation skills through music, also stimulating creativity.

4:25 PM

Connemaugh Room

**Learning Anxiety of ESL students at ARIN Language Center**

Asuka Iijima, Indiana University of Pennsylvania

It is difficult to describe what anxiety is because it is caused from many kinds of sources associated with particular contexts or situations that individuals perceive threatening. Although anxiety has been experienced in response to a particular situation, the relationship between second language learning contexts and anxiety levels is still under debate.

Susquehanna Room

**Playing With English**

Amanda LaBrecque, Indiana University of Pennsylvania
It is often difficult to maintain young student’s attention when learning to use English. One way to engage the students is to play board games and card games in a group. The games teach: vocabulary, turn-taking, problem solving strategies, and social pragmatics. In this presentation, I share my student-teaching experience where I taught a class of multi-ability level deaf and hard-of-hearing students.

Monongahela Room  CONTINUING WORKSHOP

Knowlton Room

English Language Learning in Kyrgyzstan

Nazira Kazakbaeva, Indiana University of Pennsylvania

After the collapse of the Soviet Union, Kyrgyzstan got its state independence. As an independent state Kyrgyzstan has established different social and economic ties with various countries. In order to integrate themselves into international market economy people of different occupations and ages started learning English. In other words, social, political, and economic changes gave a push to increased learning of English. Therefore, it has become essential to make appropriate corrections in the English language teaching curriculum in Kyrgyzstan in order to meet increasing demands of people to learn English for functional purposes.

Ohio Room

Enabling Students’ Voices in the Second Language Classroom

Tomoko Oda, MA TESOL of Indiana University of Pennsylvania

The goal of the current study was to explore what, why, or and how an ESL student’s participating attitude and behavior positively changed. Based on one of SLA approaches – Anxiety- this study focused on what was going on the classroom, and how students changed their attitudes or behavior. A data analysis, incorporating transcribed audio-taped records, code-systems, a tallying, interviews, and questionnaires, presented what was going on in the class will be presented.

Many thanks to the following publishers for their support and participation in the 3RTESOL Fall Conference: Cambridge University Press, Delta Systems, Language Magazine and Oxford University Press.

MARK YOUR CALENDAR for 3RTESOL Events

More details to come on 3tesol.org!

Social Networking

Date & location in January 2008 TBA

Members are invited to mingle with other TESOL professionals and students in Western PA!

RSVP by January 10th to president@3tesol.org

Spring Professional Development

Saturday, May 3, 2008, 9AM to 12PM

University of Pittsburgh, Cathedral of Learning

RSVP by April 15th to president@3tesol.org