



2019 THREE RIVERS TESOL ANNUAL FALL CONFERENCE

**Reflection in Teaching and
Professional Development**

OCTOBER 19TH, 2019
8:30AM- 3:30PM

DUQUESNE UNIVERSITY
COLLEGE BUILDING, 600 FORBES AVENUE
PITTSBURGH, PA 15282

PLENARY: Reflecting on Our Practice

Thomas S. C. Farrell

Brock University

Session Abstract:

Gaining teaching experience as a teacher is not enough to provide automatic professional development, for we do not learn much from experience as much as we learn from reflecting on that experience. Reflective practice involves teachers systematically looking at what they do, how they do it, why they do it, what the outcomes are in terms of student learning, and what actions they will take as a result of knowing all of this information. Thus experience combined with systematic reflection can lead to professional growth so that we can become more effective teachers. In this plenary I discuss what reflective practice is and how it can be accomplished.

Presenter:



Thomas S.C. Farrell is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, Language Teacher Education & Development. He has published widely in these areas. A selection of his books include: *Reflective Practice* (TESOL, USA, 2013); *Reflective Writing for Language Teachers* (Equinox, 2013); *Reflective Practice in ESL Teacher Development Groups* (Palgrave McMillian, UK, 2014); *Promoting teacher reflection in language education: a framework for TESOL professionals* (Routledge, 2015); *From Trainee to Teacher: Reflective Practice For Novice Teachers* (Equinox, 2016); ***Sociolinguistics and Language Teaching* (TESOL, USA, 2017); *Research on Reflective Practice in TESOL* (Routledge, 2018); *Reflective Language Teaching: Practical Applications for TESOL Teachers* (Bloomsbury, 2018). *Reflection as Action in ELT* (TESOL, 2019). *Reflective Practice in ELT* (Equinox, UK, 2019).** His webpage is: www.reflectiveinquiry.ca



CONFERENCE SCHEDULE

Reflection in Teaching and Professional Development

Conference Schedule

8:30-9:00	Breakfast/Check-in
9:00-11:20	Breakout Sessions
11:30-12:30	Plenary Talk
12:30-1:30	Lunch
1:00-2:00	Posters
2:10-2:50	Breakout Sessions
3:00-3:20	Three Rivers TESOL Update

Conference Schedule at a Glance

College Hall	104	105	220	222	223	225	346
8:30-9:00	Check-in & Breakfast in the 1st floor lobby						
9:00-9:40	Enriching the Student Experience with Extracurricular Activities	Effects of Tonal Awareness on Beauty Judgement of Audio-Recorded Poetry	Tweaking a sequence: Giving Students What They Need	Discourse Strategies as Comprehension Tools for English Language Learners	Repetition and Review Strategies for Inclusive Practices	Waging Peace with an English Bootcamp	Approaches to Prevent Discrimination in the Classroom
9:50-10:30	My Accent and My Social identity: Perceptions of L2 English Speakers in the American context	Andragogical Techniques for Management Issues in the ESL Classroom	Reflective lesson planning to foster student learning	Pedagogy and Technology: Teaching Notetaking in Twenty-First Century Classrooms	How to Improve Accuracy through Technology	Minimizing the Academic Gap for ESL Students Using Inclusive Instruction	CANCELLED
10:40-11:20	Saving Time (and Paper) with Automated Assessment using Excel	Among All others, Sometimes the Teaching Is the Easy Part	Teach Abroad with the English Language Fellow Program	Teaching Chinese EL's Being Aware of their Differences/How to Assess	Implementing Accreditation Standards to Guide Professional and Program Development	Using VideoScribe to Create 2D Animated Storytelling Videos	CANCELLED

11:30-12:30	Plenary in College Hall 105						
	Plenary: "Reflecting on Our Practice" by Dr. Thomas Farrell						
12:30-1:30	Lunch (not included)						
1:00-2:00	Posters in the Hallway of the 2nd floor (See schedule below)						
2:10-2:50	Using Newsela to promote close reading with ESL GED students	Using Flipgrid to Enhance Classroom Engagement	Teaching Transnational Writing Through Translation	Developing Critical Listeners: Listening Beyond the Power Point Slides	Successful Ways to Effectively Immerse an ESL Student in Class	Differentiation Matters: A Subjective Perspective	CANCELLED
3:00-3:20	3RT Business Meeting in College 105						

Posters: 2nd floor lobby (1:00-2:00pm)

Now, After, and Later: Reflective Language Teaching in Practice	Practicing Verb Forms through the Board Game Settlers of Catan	Utilizing Themes from Hispanic/Latinx Children's Picture Books
Using Kagan Strategies to Apply Cooperative Learning Inside the Classroom	Enhancing Peer to Peer Through Communication Through Hello Talk	Teaching Tip: Articulation Challenges for Russian ESL's
Using Basecamp as an Educational Tool in English-Teaching Classrooms	Teaching ESL Writing and Academic Research through Wikipedia-Based Assignments	Revisiting ESL literacy Classrooms: Utilizing Twine for Engagement and Creativity
Integrating Authentic Tasks for Authentic Language Practice with Voice-Thread	Engaging Readers: Enhancing Vividness in Descriptive and Narrative Writing	CANCELLED

Presentation Information

9:00-9:40 SESSIONS			
CH 104	<p>Enriching the Student Experience with Extracurricular Activities Rob Mucklo Olivia Baker English Language Institute University of Pittsburgh rom17@pitt.edu olb18@pitt.edu</p>	Practice-Intensive English Program	<p>Planning effective extracurricular activities can be time consuming for busy teachers and administrators. Participants will learn best practices to implement extracurricular activities and events that enrich the learning experience and empower students to communicate in the “real world”. Best practices for planning, budgeting, promoting, and staffing activities will be discussed.</p>
CH 105	<p>Effects of Tonal Awareness on Beauty Judgement of Audio-Recorded Poetry Danning Liang Zhigang Bai Jun Akiyoshi Indiana University of Pennsylvania wysx@iup.edu cbvv@iup.edu kbvv@iup.edu</p>	Research-Higher Education	<p>This session will offer research findings from a quantitative study that investigated the relationship between tonal linguistic awareness and beauty judgment in audio-recorded poems. Based on the research findings, the presenters will provide potential pedagogical suggestions for teachers involved in writing education.</p>
CH 220	<p>Tweaking a sequence: Giving Students What They Need Eva Wegrzecka-Kowalewski Lynne Sunderman Duquesne University kowalewski@duq.edu mintwood36@gmail.com</p>	Practice-Intensive English Programs	<p>This session will focus on discussing the prescribed progression of language skills in ESL textbooks compared to skills needed for success in academic programs. The presenters will share insights from their own reflections on learning a second language and how these reflections have informed their decisions about her practice.</p>
CH 222	<p>Discourse Strategies as Comprehension Tools for English Language Learners</p>	Practice-PreK-12	<p>This practice-oriented presentation focuses on discourse strategies for intermediate and advanced English Language Learners (ELLs). The presenter explains how reading comprehension is achieved at the discourse level and</p>

	Ying Zhang Robert Morris University zhang@rmu.edu		introduces four strategies. Audience will have opportunities for hands-on experience with these strategies and share their reflection.
CH 223	Repetition and Review Strategies for Inclusive Practices Amanda Sevilla Youngstown State University drmandisevilla@yahoo.com	Teaching Tip- Higher Education	To promote student learning, instructors can use a variety of methods to create a more seamless pathway toward understanding in the English classroom. Reflective practices in conjunction with review strategies can be a way to promote informational consistency, which can in turn help students understand objectives and expectations for assignments.
CH 225	Waging Peace with an English Bootcamp Claire Bradin Siskin csiskin@edvista.com Independent Consultant	Practice- Adult Education	A coding bootcamp is operating in Amman, Jordan; its primary purpose is to empower refugees and minority populations around conflict zones. Its graduates are gaining highly paid employment. An “English bootcamp” was established to enable more applicants to qualify for the coding bootcamp.
CH 346	Approaches to Prevent Discrimination in the Classroom Sara Anderson Tonya Duca, Abby Hauser University of Pittsburgh at Johnstown sea80@pitt.edu tmm140@pitt.edu amh283@pitt.edu	Workshop- PreK-12	This presentation introduces approaches that relate to discrimination and ethnocentrism in the classroom. These issues are important to observe and identify. Potential solutions are; cultural days, active classroom environment, and the idea of collaboration. Specific scenarios and interactive supplements will allow the audience to become engaged and experience a scenario.
9:50-10:30 SESSIONS			
CH 104	My Accent and My Social identity: Perceptions of L2 English Speakers in the American context Douglas Lopez Dr. Shumaila Memon Penn State University sbm5986@psu.edu	Research- Intensive English Programs	Accent reflects a speaker’s linguistic and ethnic background. The current study employed a survey method on a small group of international students in an American University to understand their self-perceptions about their accents in English and social identity at three intervals of time.

CH 105	Andragogical Techniques for Management Issues in the ESL Classroom Asli Neriman Ogulcuklu Cevik Shippensburg University aocevik@ship.edu	Research-Teacher Education	There are three groups that generate classroom management problems: administrators, teachers, and students. This study proposes practical strategies to overcome classroom management problems. The strategies are teachers bringing their own technological devices to class; preparing detailed lesson plans; assigning interesting and engaging pair/group work activities; and diversity in reflective and responsive teaching.
CH 220	Reflective lesson planning to foster student learning Janine Carlock Duquesne University carlockj@duq.edu	Practice-Intensive English Programs	Reflecting on our own philosophy of education and the science of learning can inform how we frame lesson planning for more effective student learning as well as improved professional satisfaction. This session will ask participants to conduct reflective inquiry through investigating their own 'frame' of lesson planning.
CH 222	Pedagogy and Technology: Teaching Notetaking in Twenty-First Century Classrooms Cynthia Lennox Duquesne University lennox@duq.edu	Practice-Intensive English Program	Notetaking remains essential for academic success. However, conflicting research results on the efficacy of handwritten or technologically-generated notes confuses classroom practitioners about best practices in teaching notetaking skills. Combining high tech classroom tools with strategy-based instruction, presenters provide models to enhance listening and notetaking competencies using both modalities.
CH 223	How to Improve Accuracy through Technology Ehean Kim Penn State University exk5341@psu.edu	Practice-Adult Education	This presentation aims to provide a new perspective of language teaching by using technology. Pronunciation and grammar are the two main challenging aspects of language learning that non-native English speakers would like to overcome. Technology hybrid strategies to develop language acquisition will be offered based on behaviorism and communicative language teaching methods as solutions.
CH 225	Minimizing the Academic Gap for ESL Students Using Inclusive Instruction Eileen Schmidt, Olivia Porter Tiffany Johns University of Pittsburgh	Workshop-PreK-12	This workshop highlights the verbal discussion of the reflective practice (Farrell, 2015) while utilizing the positioning theory (Davies & Harré, 1990) to present various methods and strategies to create the balance between inclusion and immersion. Along with discussion, participants will assemble different manipulatives to analyze proper inclusion within the classroom.

	eis15@pitt.edu, oep2@pitt.edu taj31@pitt.edu		
10:40-11:20 SESSIONS			
CH 104	Saving Time (and Paper) with Automated Assessment using Excel Bill Price University of Pittsburgh wcp5@pitt.edu	Teaching Tip- Teacher Education	This teaching tip demonstrates two automated assessment methods using Excel: one for performing automatic grading and error analyses of tests and one for providing quantitative and qualitative feedback on spoken/written work. Ready-to-use spreadsheet templates will be provided to attendees.
CH 105	Among All others, Sometimes the Teaching Is the Easy Part Mariana Syrotiak Brian How Gannon University syrotiak001@gannon.edu how001@gannon.edu	Practice- Intensive English Programs	What happens when a lesson plan can't be followed due to a variety of issues? What happens if this is a frequent occurrence? This facilitated session looks to draw on the knowledge of the audience on the topic of time/content/participation negotiation and identify strategies to address these occurrences.
CH 220	Teach Abroad with the English Language Fellow Program Caroline Nabors U.S. Department of State English Language Programs outreach@elprograms.org	Practice- Teacher Education	Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.
CH 222	Teaching Chinese EL's Being Aware of their Differences/How to Assess Matthew Oppy Chris Mabon Alan Beatie University of Pittsburgh at Johnstown mwo7@pitt.edu ccm76@pitt.edu atb34@pitt.edu	Workshop- PreK-12	School Districts across the United States are seeing an increase in Chinese English Learners (K-12) (Lynn, 2018) The workshop will introduce attendees to some of the cultural and linguistic differences that Chinese English Language students face in the classroom. The workshop will also include assessment practices for Chinese ESL's.

CH 223	Implementing Accreditation Standards to Guide Professional and Program Development Heather McNaught Christine O'Neill, English Language Institute University of Pittsburgh hlm44@pitt.edu mco3@pitt.edu	Practice- Higher Education	Teachers and administrators often find it challenging to integrate professional development opportunities into their busy schedules. Two experienced self-study coordinators from a long-time accredited program will demonstrate how to utilize accreditation standards to provide practical, helpful and accessible opportunities for professional and program development.
CH 225	Using VideoScribe to Create 2D Animated Storytelling Videos Islam Farag Indiana University of Pennsylvania kxsx@iup.edu	Teaching Tip- Adult Education	VideoScribe, as a software, can be used to help students improve their listening skills through the creation of an animation storytelling video. In this teaching tip session, participants will creatively write their own story and then learn how to use Videoscribe to create an audio-visual video.
2:10-2:50 SESSIONS			
CH 104	Using Newsela to promote close reading with ESL GED students Beth Kopay beth.kopay@gmail.com Multicultural Community Resource Center	Teaching Tip- Adult Education	The presenter found that when teaching the ESL students who are studying for any of the GED subject tests, there is a lack of close reading. There is a resource called Newsela, which provides text sets that develop different close reading techniques.
CH 105	Using Flipgrid to Enhance Classroom Engagement Janelle Newman Mercyhurst University jnewman@mercyhurst.edu	Workshop- Intensive English Program	Learn how to enhance your classroom English speaking and presentation skills through video discussion boards.
CH 220	Teaching Transnational Writing Through Translation Omar Yacoub Indiana University of Pennsylvania dnvx@iup.edu	Practice- Adult Education	Since languages are fluid resources (Canagarajah, 2018), translation can be a medium through which languages can be negotiated. This proposal is inspired by a translation assignment that is utilized in a composition course to help students (co)construct a transnational identity. The outcome of this presentation is a tangible teaching material.

CH 222	Developing Critical Listeners: Listening Beyond the PowerPoint Slides Julia Salehzadeh Duquesne University salehzadehj@duq.edu	Practice- Higher Education	The presenter will discuss the need to listen for important elements that may or may not be on PowerPoint slides such as connective comments (signposting) and speaker evaluation of lecture content. Participants will listen to several excerpts from rich, contextualized, authentic lecture material useful for courses and workshops.
CH 223	Successful Ways to Effectively Immerse an ESL Student in Class Kaitlyn Walker Lilianna Romero University of Pittsburgh at Johnstown KMW158@pitt.edu	Workshop- PreK-12	This workshop presents techniques of effective immersion of ESL students. As a result of insufficient immersion methods, the education of English Learners has been challenged. The workshop will demonstrate how effective immersion occurs when ESL students integrate language, content, and needs, with their L2 to create an effective learning environment.
CH 225	Differentiation Matters: A Subjective Perspective Neha Ahmad, Marin Hesperheide, Mikayla Hagerty University of Pittsburgh at Johnstown nea35@pitt.edu, meh198@pitt.edu, mkh58@pitt.edu	Workshop- PreK-12	This workshop teaches how to implement differentiated instruction for ESL students with multi-level learners. Equipping the strategic instructions will help alleviate the academic pressure placed and to best education all students. The presenters will employ a critical pedagogy approach to implementing differentiated instruction to the classroom.

Poster Information

Now, After, and Later: Reflective Language Teaching in Practice Kathleen Gardner Indiana University of Pennsylvania KathleenNGardner@gmail.com	Higher Education	Often, as educators, we tend to fall into routine and expect certain responses from students. When an unexpected, or abnormal, response occurs it can disrupt the set routine. It is in these moments where teachers must use reflective practice to assess how to handle future occurrences.
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<p>Practicing Verb Forms through the Board Game Settlers of Catan David Solberg Indiana University of Pennsylvania xbhbc@iup.edu</p>	<p>K-12</p>	<p>This poster shows participants a technique of instructing primary and secondary school students in verb morphology through playing a board game, Settlers of Catan. The present tense, past tense, and modal verbs are applied as students are prompted to describe the actions in the gameplay.</p>
<p>Utilizing Themes from Hispanic/Latinx Children's Picture Books Janeida Turbi jturbi14@lakers.mercyhurst.edu Mercyhurst University</p>	<p>PreK-12</p>	<p>This presentation will describe common themes found in a content analysis of selected children's Hispanic/Latinx picture books from 1993 to 2018. The analysis pointed towards five prominent themes in Hispanic/Latinx children's picture books, which are: Language, Culture, Family, Community, and Self-Love.</p>
<p>Using Kagan Strategies to Apply Cooperative Learning Inside the Classroom Dalia Seifallah Indiana University of Pennsylvania dalia.reda90@yahoo.com</p>	<p>Higher Education</p>	<p>This poster presents the use of Kagan strategies in creating collaboration and active learning. It shows how three Kagan strategies: Quiz Quiz Trade, RallyRobin, and Timed Pair Share can be used to make students more engaged, reduce the knowledge gap between top and lower achievers, and to provide groupwork equity.</p>
<p>Enhancing Peer to Peer Communication Through Hello Talk Sean Barton Indiana University of Pennsylvania vxxr@iup.edu</p>	<p>Intensive English Programs</p>	<p>This poster focuses on using the phone app Hellotalk to find target language partners for communication practices. It also demonstrates classroom applications.</p>
<p>Teaching ESL Writing and Academic Research through Wikipedia-Based Assignments Bakheet Almatrafi Indiana University of Pennsylvania ybnz@iup.edu</p>	<p>Adult Education</p>	<p>The presenter reviews research conducted on teaching second language writing and academic research through Wikipedia-based assignment and encourages ESL teachers to adopt Wikipedia-based pedagogy. Shows strategies for teaching Wikipedia-based assignments. The presenter also shares his experience for learning second language writing and academic research through editing an article in Wikipedia.</p>
<p>Using Basecamp as an Educational Tool in English-Teaching Classrooms</p>	<p>Adult Education</p>	<p>Discusses the online program Basecamp and its potential use in an English-learning class. Offers suggestions for use in specific contexts and in managing group projects.</p>

<p>Angela Prencipe Indiana University of Pennsylvania hlvv@iup.edu</p>		
<p>Teaching Tip: Articulation Challenges for Russian ESL's Tia Diviney Jeanna Harclerode University of Pittsburgh at Johnstown tad77@pitt.edu, jmh295@pitt.edu</p>	PreK-12	<p>This workshop informs the audience of the articulation problems in Russian and how to identify the pronunciation errors. English grammar issues such as verb tenses, articles, and prepositions are the most common mistakes Russian ESL's make. Strategic solutions will be provided for the benefit of PreK-12 ESL instructors.</p>
<p>Integrating Authentic Tasks for Authentic Language Practice with Voice-Thread Onesmo Mushi Indiana University of Pennsylvania zpfw@iup.edu</p>	Teacher Education	<p>With the outburst of produced language materials and pressure to meet standards, engaging learners with real-world tasks is probably challenging. This poster shows how to use the Voice-Thread to assist students practice language skills authentically. It illustrates step-by-step, how to create, adopt and manipulate real world tasks, and facilitate discussion.</p>
<p>Revisiting ESL literacy Classrooms: Utilizing Twine for Engagement and Creativity Tariq Al-Soud , Nada Tayem, Hany Zaky American Language Institute Indiana University of Pennsylvania ntvb@iup.edu, vtnw@iup.edu, lnmw@iup.edu</p>	Teacher Education	<p>This poster suggests that engaging teaching interactive text through using Twine enhances ESL college students' learning aptitude and engagement in classroom. Conversely to traditional text, using Twine prompts students toward more creativity through the interaction with digitalized text. Hence, students prove their multiliteracy and linguistic competence by learning through fun.</p>
<p>Engaging Readers: Enhancing Vividness in Descriptive and Narrative Writing Tewero Tchekpassi Indiana University of Pennsylvania hjyr@iup.edu</p>	Practice-Intensive English Programs	<p>This presentation offers an opportunity for the presenter to share his experiences of "writing with students" and how this practice informs writing decisions and instruction in second language context. Teachers and writers who attend this session will discuss strategies for selectively embedding vivid details in narrative and descriptive writing.</p>

Three Rivers TESOL

Our organization goes back 30 years, to the first inaugural business meeting of interested ESL professionals at Point Park College on Nov. 17, 1989. About 25 people attended, representing schools and programs in the region. The draft constitution was discussed and accepted with some amendments. After discussion, the name Three Rivers TESOL (3R TESOL) was chosen, with the words “Central and Western Pennsylvania and West Virginia” added to announcements and correspondence whenever possible to show the geographic regions served by the association.

The first officers of Three Rivers TESOL were Kim Bell of Point Park College as President, Dan Tannacito of Indiana University as Vice president, Lionel Menasche of the University of Pittsburgh as Secretary and Missy Butler of Carnegie Mellon University as Treasurer. The organization sent newsletters to its members and offered a fall conference and a spring meeting. The first ESL Fall conference was held at Indiana University of Pennsylvania on Nov. 10, 1990, with Plenary Speaker Alister Cumming.

Three Rivers TESOL serves ELT professionals in the Central and Western Pennsylvania area and is an affiliate of TESOL International Association.

The Mission of Three Rivers TESOL:

- To stimulate the professional development of the teachers of ESOL within the area served by the association: central and western Pennsylvania;
- To encourage and improve the teaching of ESOL within this area;
- To establish national contacts through affiliation with TESOL;
- To provide opportunities for group study and discussion of problems which confront ESL teachers of this area.

Thirty years later, Three Rivers TESOL continues to offer an annual spring seminar and a fall conference, drawing ESL professionals from post-secondary, secondary and family literacy organizations. In 2003, we put our newsletters online and in 2007, we added the position of Webmaster to our board of directors. Institutions hosting our events include Carnegie Mellon University, the University of Pittsburgh, Indiana University of Pennsylvania, Point Park University, Clarion University, the University of West Virginia, La Roche College, Chatham University, Pittsburgh Public Schools, Franklin Regional School District, and the Greater Pittsburgh Literacy Council. We offer membership to individuals, students, institutions, and publishers.

In recent years, Three Rivers TESOL has created more professional development opportunities for 3RT members. 3RT has offered 48 ACT hours, complimentary TESOL memberships, the 3RT Professional Development Grant for research, and the 3RT Travel Grant for TESOL Advocacy and Policy Summit, the TESOL International Convention and Expo, and other established conferences.

Three Rivers TESOL is here for you to grow professionally in the field by inviting many of you to be a 3RT member and/or a voluntary board member, to contribute 3RTESOL newsletter articles (published in spring, summer, and winter), to take a leadership role, and to expand the network and many more. The website, threeriverstesol.org, has been well established, and the membership fees are reasonable.

Whether you are a teacher in a public school, a tutor of refugees, an instructor in a university ESL Program, or a researcher/professor of language education in higher education, you are welcome. Your participation makes Three Rivers TESOL affiliate the professional home base for TESOL educators in the region.

Three Rivers TESOL Fall Conference: It is usually held on Saturday in October at one of the institutions within the Pittsburgh area. We bring experts in the plenary sessions! The presenters and attendees come to discuss issues, to exchange ideas and practices, to network with other local ELT professionals, and to enhance their knowledge.

Three Rivers TESOL Spring Seminar: The half-day meeting usually occurs in April. We invite two to three speakers from the area we serve. In the end, there are 3RT updates and election results for new executive board members.

Three Rivers TESOL 2019 Board Members and Conference Committee:

	Name	Affiliation	Contact
President	Soyoung Burke	Lord Fairfax Community College	president@threeriverstesol.org
Vice President	Kathy Lipecky	Duquesne University	vp@threeriverstesol.org
Past President	Suzanne Meyer	University of Pittsburgh	pastpres@threeriverstesol.org
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Word of Thanks!

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All our 2019 conference presenters

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All 3RTESOL members

Duquesne University

