

PUBLICATION OF
LOUISIANA TEACHERS OF
ENGLISH TO SPEAKERS OF
OTHER LANGUAGES

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Summer 2007

LaTESOL

NEWSLETTER



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Allons à Lafayette!

Ken Lemoine
LaTESOL Conference Chair

Let's go to Lafayette! LaTESOL will hold its annual conference on Friday, November 9, 2007, at the Hotel Acadiana in Lafayette, Louisiana. **Recovery! Discovery!** is our conference theme this year. A perfect theme for the fall LaTESOL conference to be held in this unique city in southwest Louisiana. Known as the heart of Cajun country, Lafayette's French heritage has influenced its food, language, music, and people with a distinct *joie de vivre*. Celebrating the 250th anniversary of the birth of Lafayette's namesake, the Marquis de La Fayette, 2007 is a year of food, fun, music, art, history, culture, and for LaTESOL, learning and sharing.

Our plenary speaker this year will be John Segota, currently the Advocacy and Communications Manager of TESOL. He will address the topic of the No Child Left Behind Act (NCLB) and its impact on English language learners. Since its passage in 2002, the NCLB has fundamentally changed PreK-12

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New LaTESOL Logo/New Format

With input from the LaTESOL Executive Board, but with talent all his own, Joseph Smith, Webmaster for Baton Rouge Community College and owner of Magnetic Creations, LLC, designed the new LaTESOL logo that appears for the first time on the masthead of this newsletter. The Board wanted the new logo to have elements of the new emerging from the old - an echo of our conference theme - **Recovery! Discovery!**

Joseph managed to do just that.

Here we display the old logo which served us for 25 years,



and debut our new newsletter format with our new logo

for our next 25.



For more information about the designer, contact Joseph Smith at joseph@josephsmith.com or log on to his website: magneticcreations.com.



LaTESOL

Executive Board Meeting

When: TBA
10:00 a.m.
Where: Hotel Acadiana
Lafayette, LA

LaTESOL 2007-2008 OFFICERS AND EXECUTIVE BOARD

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Problems? Challenges?

Mary Klaus, LaTESOL President

Do you teach ESL in public or private school and struggle to find ways to challenge your students without frustrating them? Are you an ESL tutor working with limited resources and professional support? Are you a program administrator constantly battling apathetic or even hostile bureaucracies that view you as an insignificant irritant that never goes away? Perhaps you are a new graduate wondering if there is anything even close to a real job out there for you. Or, are you an IEP teacher who never knows from one session to the next whether or not you will have a job because of immigration hurdles international students have been facing since 9-11?

ESL teachers, administrators, and tutors face challenges and unexpected obstacles every day. Often there is

not enough time to think about these issues, much less plan strategies for conquering them. This fall at the LaTESOL annual conference, we plan to hold a series of interest sections designed to address the concerns that confront you daily. We will attempt to find informed section leaders who have faced and met these challenges and are eager to share their success stories. Think about topics you would like to have included in this part of our conference and email any LaTESOL board member with your suggestions. (See this page for contact information.) If you would like to lead one of these discussion groups, or can recommend someone to lead a group, please let us know this as well. And - continue to look at our website for updated conference information.

Wishing you a restful summer.

English Language Fellow Positions

The English Language Fellow program is nearing the end of recruitment for 2007-2008, but there are a number of vacant projects remaining. All interested applicants can either contact John Thomas, the regional recruiter/advisor for your region (210.208.8009), or Faith Jarmon, the Project Officer at Georgetown University (<http://elf.georgetown.edu>).

John Thomas (Arkansas Regional Recruiter)
International Programs, ACCD District
201 W. Sheridan; San Antonio, TX 78204
210.208.8009 - jthomas100@mail.accd.edu

The *LaTESOL Newsletter*, the official publication of the Louisiana Affiliate of Teachers of English to Speakers of Other Languages, is published four times a year: January, April, July, and October.

Newsletter items should be sent by the first of each publication month to email or mail to:

Joanne McMullen, Newsletter Editor
jmcnull@lsu.edu

Extended Learning/Intersession Programs

Louisiana State University
1207 Pleasant Hall, Baton Rouge, LA 70803.
Phone: 225.578.5227 • Fax: 225.578.5305

Advertising in

LaTESOL Newsletter

Ad Size:	Rates per issue
\$100	full page
\$ 50	1/2 page
\$ 25	1/4 page
\$ 15	bus. card

Send ad as **jpg, tif or gif** to LaTESOL Newsletter Editor (jmcnull@lsu.edu).

Logon to
LaTESOL'S website

<http://latesol.org>

for the latest LaTESOL news and
member information.



LaTESOL Registration Grants

If your presentation proposal has been accepted by either Southeast Regional TESOL or TESOL, you may be eligible for a LaTESOL Registration Grant.

Logon to the LaTESOL website (<http://latesol.org>) for information on how to apply for these grants.

LaTESOL Membership Information

Encourage your colleagues to join
LaTESOL.

Fill out your application online at:
<http://latesol.org/appform.htm>

For more information, or for
address changes, contact

Liz Anderson, Treasurer or
Joanne McMullen, Newsletter Editor.
(See contact information on p. 2.)

Allons à Lafayette!

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education in the United States. Its focus on standards, assessments, and accountability is both complex and controversial.

This year, NCLB is scheduled to go through a legislative renewal, or authorization, in Congress. This will undoubtedly spark heated debate on the many issues that have emerged concerning the implementation of NCLB, especially questions about testing and accountability. John is eminently qualified to address these issues.

With TESOL since 1996, John's responsibilities there have included government relations, media communications, and management of TESOL advocacy activities. The TESOL Advocacy Day that took place on June 20, 2007, is an important example of his advocacy activities. On that day, representatives from state TESOL affiliates converged on Washington for updates on NCLB and English language learning issues, lobbying of Congressional representatives, and interactive learning experiences about grassroots advocacy skills. John's office now operates the TESOL U.S. Advocacy Action Center (<http://capwiz.com/tesol>). Here, TESOL members can learn about current issues about ESL and immigration. In addition, the website offers easy access to key members of Congress.

John acts as a TESOL liaison with organizations such as the National Coalition for Literacy, the Joint National Committee for Languages, and the National State Boards of Education in advancing the concerns of English language learners. He has spoken throughout the United States on behalf of TESOL, especially at affiliate TESOL conferences, concerning national educational policy.

He works closely with the TESOL executive director and Board of Directors on management issues and elements of strategic planning. All educational practitioners, from administrators to classroom teachers, will benefit from his perspective.

Other interesting and informative speakers will also address our membership at our fall conference. Leslie Lightbourne, with the Louisiana Department of Education, Division of Standards, Assessment, and Accountability has agreed to discuss issues regarding statewide testing of limited English proficient (LEP) students.

Come and join us this fall for an informative conference in another of our wonderful Louisiana cities—Lafayette, Louisiana. Updated conference information and registration forms will appear on the LaTESOL website: <http://latesol.org>. For more information about Lafayette and Hotel Acadiana, contact the following:

Lafayette Convention and Visitors Commission:

800.346.1958 or <http://www.lafayettetravel.com>

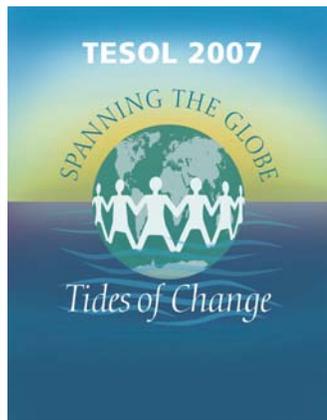
or **Hotel Acadiana (Best Western):**
337.233.8120

<http://www.bestwesternlouisiana.com/hotels/best-western-hotel-acadiana/>



NEW YORK HILTON
AND
SHERATON NEW YORK
NEW YORK, NEW YORK

APRIL 2-5, 2008



TESOL 41: Spanning the Globe; Tides of Change

Eleanor Howes

As I entered the Washington State Convention & Trade Center last March to pick up my materials packet for the 41st Annual TESOL Convention, I couldn't help but think back to the first one I attended in San Antonio in 1989 (and the others in between).

That San Antonio convention provided my first opportunity to see the global impact of TESOL. Because it was so close to the southern border of the United States, many ESOL professionals from Central and South America attended, as did a few from the Pacific Rim. Two years later, when I attended the convention in New York, there were a number of attendees from Europe, including a few from the former Soviet Union, and some from Africa, the Middle East, and the Indian sub-continent. Year by year, the convention attendees have reflected the growing ease of travel, increased travel subsidies for those from poorer nations, and the ever-changing faces of teachers of ESOL.

So, my first walk through the Seattle convention site was marked by wonder at the number of languages I heard spoken, the variety of faces I observed, and the sheer size of the space needed to comfortably house presentations and other convention activities. In fact, even the huge convention center was not large enough—presentations and other meetings were held at neighboring hotels as well. Having picked up my program book and handsome, generously sized, turquoise tote bag, I got a cup of Starbucks, found a table, and sat to look over the delights that lay in store. There were many and, as usual, the most difficult task I faced was choosing which sessions I would attend. Since this was to be my last TESOL convention, I decided to focus on plenary sessions that reflected the changing face of TESOL and sessions that would provide information and insight that I might be able to use as a retired ESOL professional.

The program book itself is worth comment, for it reflects the change and growth of TESOL over the past two decades. Forums for doctoral students and graduate students were listed; handouts were available online; a number of plenary addresses and other events would be available as “event casts” online to convention attendees. The list of interest sections included several that did not exist in 1989: Computer Assisted Language Learning, English for Specific Purposes, Intercultural Communication, Second Language Writing, and Video and Digital Media. These and other changes reflect the ways in which our international organization reshapes itself to respond to changes in technology and to meet the needs of ESL professionals

As I continued looking at the program book, I recalled conversations and presentations from earlier conventions. For example, there were several conversations in Vancouver in 1992 with a scholar from France who was on the commission deciding language policy in the emerging European Union. The commission's concern was with finding the best means of protecting national languages while ensuring good cross-cultural communication. My friend's proposal was that every child should learn a home (national) language, a neighboring country's language, and a global language. Students of mine from France last year told me that now French schoolchildren are being offered the opportunity to learn Chinese, an emerging global language.

In New York in 1999, I attended a session led by a university faculty member from China. He was trying to recruit native English speakers to go to China to be teacher-educators and materials-developers, training Chinese

nationals to teach English to children all over China. He said that China had established a goal of teaching every child English and was investing heavily in doing so. This year's convention included a number of sessions led by faculty from Chinese schools and universities and a number of sessions focused on meeting the needs of non-native speakers of English who are teaching English to other non-native speakers. Perhaps an interest group for Non-native Speaker ESOL Teachers will form soon.

So, after all of my looking and thinking, how did I spend my time at the convention? I chatted with friends and colleagues from Louisiana: Elin Epperson, Cynthia Dennis, Joe Abraham, and Brian Ary. I went to plenary talks by Betty Azar, Diane Larsen-Freeman, and Ron Carter, as well as to a number of sessions on grammar, second-language writing, and academic writing for graduate students. I also attended a thought-provoking presentation by colleagues from the University of Southern Mississippi, Bill Powell and Chris Miles, titled “Analyzing and Teaching the Language of Disaster.” They spoke of the difficulties they had encountered in getting information crucial to survival to the residents in our coastal communities with limited English proficiency both before and after Hurricane Katrina struck. This hurricane-ravaged world is familiar to us Louisianians, but the problems they identified and the principles they suggested could apply throughout our nation to those preparing to assist in any disastrous situation.

I left Seattle with a tote bag full of information, a mind stuffed with ideas, and a spirit once more thrilled to be part of a group so creative, so dedicated to spreading not just a language but also a sense of the individual worth of those we teach.



Gloria Gladman, a former LaTESOL Executive Board Member-At-Large has been named the Coordinator of ESL in the LSU English department, replacing Edith Babin, who retired in May.

Cynthia Dennis joins the Spoken English Program in the LSU English department full time in the fall.

Eleanor Howes retired in July after 21 years in the LSU English department. She taught native and non-native speakers in composition, literature, and English grammar classes. Most recently, she helped to develop and then taught a course in Teaching English as a Second Language. She is pleased to have enticed several of her students through the years into the ESL field. Eleanor has also been an active LaTESOL member. She has presented papers at LaTESOL conferences and has served as a Member-At-Large on the LaTESOL Executive Board and, with Robbie Phillabaum, was co-newsletter editor, Co-Conference Chair, and Co-President.

Elizabeth Roberts retired in May after teaching for 27 years in the LSU English department. Elizabeth taught English composition and literature to both native and non-native speakers. She was a member of the LSU Freshman English Committee and a long-time member of LaTESOL.

Center Stage: Express Yourself in English

B
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O
K



REVIEW

by Frances Le Grand

Text by Lynn Bonesteel and Samuela Eckstutd-Didier
Pearson Longman Publishers / For Adult Students / 4 Skill Levels

This refreshing textbook seamlessly incorporates language skills with practical and applicable life skills. In addition to the student book, schools may order a Teacher's Edition, Teacher's Resource Disk, Color Transparencies, Audio Program, and Assessment Suite. However, the book itself, is brief with more speaking and listening practice than reading and writing practice.

This series includes all four major skills in a framework of everyday topics and situations. The book claims to utilize 45-60 minutes of class time for each of the 7 lessons in the 20 units.

The series attempts to include practical language and critical thinking skills in conjunction with "Life Skills" such as comparing phone services or discussing how to change a living situation. The series also lists specifically how each unit corresponds to national standards.

The units include topics such as Crime, Health and Fitness, Food, Advertising, and Gadgets. Each unit begins with relevant vocabulary and listening exercises. The listening activities test for the main idea, specific details, grammar forms, or inferences from the audio. For example, a superintendent talks with a building owner about replacing old smoke detectors.

The meat of each unit comes in three grammar sections. Each section includes a grammar chart and simple applications of the concept. Afterwards, the students have a chance to use the grammar skill in a spontaneous topical conversation. For example, a student may practice adjective word order by presenting a one-minute television commercial about an imaginary product.

Next, students can review the grammar materials or challenge themselves with more advanced listening practice. In the Review and Challenge section, students may practice dictation, correct grammar mistakes, or participate in a discussion. This section provides the teacher with additional activities for a sharp class or for brighter and ambitious students.

A Reading section follows with brief passages utilizing the new vocabulary to make inferences and answer questions on the main ideas and details. Texts include "Choosing the Right Job" and "Buying or Renting?" While the readings are topical and interesting, they are brief.

In the Writing section, specific writing skills are exercised, for example, writing a letter of complaint. Students learn practical tips and practice the skill using a model text. Some of the writing skills are refreshing such as "choosing a title," or "writing a cover letter." Essay writing skills are also taught in this section. Students may also refer to additional grammar charts and explanations in the appendix.

Center Stage provides a great text for adult learners who need a little bit of everything. They will appreciate language topics and skills presented in contexts relevant to their lives, but the text focuses more on listening and speaking with little emphasis on reading and writing. Reading texts are especially short, and as is the case with many textbooks of this type, each lesson cannot cover the class time suggested.

This textbook is creative but would not serve well as a primary text. However, with supplementary materials, it could provide a good framework for an adult ESL course. *Franny LeGrand, Coordinator of the Intensive English Program in the Office of International Affairs, University of Louisiana, can be contacted at: ffs6889@louisiana.edu*

Accepting the Challenge of Newcomers

Carolyn Sanchez, Elementary ESL Coordinator, Jefferson Parish (Retired)
Elizabeth Anderson, Secondary ESL/Foreign Language Coordinator, Jefferson Parish

Throughout the United States, public school systems are rising to meet the challenge of educating our new immigrant population. In most cases, ESL elementary school programs provide sufficient support to enable younger English language learners to acquire English and attain grade-appropriate skills and knowledge in a relatively short time. However, older students who enter the U.S. at the middle or high school levels face a much greater challenge.



The school environment is as complex as the English language itself; students do not quickly grasp social customs, our grading system, or the policies and procedures that guide schools.

Additional barriers to the academic success faced by many of our limited English proficient (LEP) students include a limited education background, low self-esteem, personal and economic trauma, and excessive family responsibilities and changes. Ruiz-de Velasco and Fix (2000) found that 20% of all limited English proficient students at the high school level and 12 % of the LEP students at the middle school have missed 2 or more years of schooling. These students have weak literacy skills in their own language and lack the background knowledge to be successful in their core-curriculum coursework. Graduation in the usual four-year time frame is exceptionally difficult for high school learners with these educational deficiencies and little knowledge of English.

School districts throughout the country have turned to innovative

Newcomer programs to reduce the alarming national dropout rate of 41.4% for Hispanic immigrants (2002 statistics from Nation Center for Education Statistics.) *Newcomer* programs provide intensive English language instruction to help students learn English as quickly as possible. They also provide core-subject instruction, which is made more comprehensible through the use of ESL sheltering strategies. The nurturing, emotionally-safe environment of *Newcomer* programs for immigrants, speed immigrants' adjustment to the American educational system and acculturation into U.S. society.

For many years, the Jefferson Parish Public School System (JPPSS) has served the largest number of English language learners in our state. Despite the overall reduction in student population that accompanied Hurricane Katrina, the number of active LEP students rose from 2168 in 2004-2005, to 3138 in 2005-2006, and to 3519 (approximately 8% of our population) at this present time. An even greater number of language minority students are anticipated next year and in the foreseeable future. The creation of a *JPPSS Newcomer Program* would relieve individual high schools from the stresses associated with educating and socializing immigrants and allow JPPSS to provide more comprehensive services to this population.

In July of 2006, the Assistant Superintendent, Isaac G. Joseph, and coordinators from the English Language Acquisition Department began researching *Newcomer Centers* across the United States. Programs in both Fort Worth and Houston were visited by the team. After much exploration, in June 2007, a proposal was pre-

sented to the School Board and the implementation of *Newcomer* programs on both the Eastbank and Westbank of Jefferson Parish was approved. Although sites have yet to be determined, the new programs will begin in August 2007.

Program Description

The *JPPSS Newcomer Program* will be a specialized academic program designed to meet the needs of beginning English language learners. Housed on a high school campus, the program will feature both intensive English language courses and core-subject instruction taught through *sheltered*¹ strategies. The *Newcomer Program's* goal will be to prepare these students to meet the challenges of an academic high school curriculum and the state's testing mandates as quickly as possible to ensure graduation in a timely manner.

Students at the *JPPSS Newcomer Program* will be scheduled into three hours of English instruction daily. The curriculum in these courses is built around the academic language that is used in other high school courses and is focused on all four language domains; listening, speaking, reading and writing.

Additionally, students will earn math and science credits required for graduation. These courses will be taught by certified math and science teachers who are also trained in ESL methodologies to work with English language learners. Teachers and students will follow the state curriculum for these courses.

Research has demonstrated that knowledge acquired in one language transfers to another, therefore; advanced native-language literacy

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Newcomers

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enhances academic achievement in English. Research has also shown that students in bilingual programs reliably score higher on standardized examinations than their monolingual peers. Furthermore, bilingual fluency and literacy open global opportunities to students in the future. With this in mind, Spanish-speaking students will be given the opportunity to take the Spanish I and II proficiency exams at the beginning of the semester. The subsequent Spanish III course for *Hispanohablantes* would focus on literacy, translation, and interpretation skills with the purpose of preparing them for bilingual employment opportunities.

Computer-assisted language learning will be utilized in the *Newcomer Program* to allow for greater individualization of instruction and to extend learning time beyond the school day.

Knowledge of and assimilation into American culture and society is another challenge faced by newcomers. The *Newcomer Program* will address these concerns by offering bilingual counseling and family-education initiatives. Counseling, field trips and presentations will offer practical knowledge to help immigrant students find their place in American society. Career awareness counseling will be an integral component of the counseling initiative.

Identification and Eligibility

Newly arrived immigrant students will be evaluated for language proficiency using the LAS (Language Assessment Scales). All 4 domains of language (listening, speaking, reading, and writing) will be evaluated. Secondary students who score at the beginning level will be encouraged to attend the *Newcomer Program*. Students entering at the beginning of

the year will remain for the full academic year. Students entering second semester will be evaluated at the end of the year and will be advised on enrollment for the next academic year. Students can remain in the *Newcomer Program* for up to 2 years.

Students would attend an extended-day schedule giving them the opportunity to earn an additional credit toward graduation. One hour of ESL instruction will be provided during an extended day, allowing students a greater opportunity for rapid progress.

In addition, students would be offered the opportunity and highly encouraged to attend summer school in order to maintain their current level of English during the summer and to earn an additional credit toward graduation.

Program Outcome

After attending one complete year in the *JPPSS Newcomer Program*, most students will be ready to successfully transfer from the program to a traditional high school classroom setting.

Those who exit the *Newcomer Program* will still need ESL instruction and language support services; these will be provided at the student's district school housing an ESL center.

It is anticipated that *JPPSS Newcomer Program* students will gain the linguistic and academic vocabulary and skills to successfully complete their secondary education, continue their education, and/or become productive members of the workforce.

¹*Sheltered* instruction is a teaching approach promoting the development of a second language while simultaneously facilitating mastery of academic content taught through that second language.—

Center for Research on Education, Diversity & Excellence

MINI-GRANT Letter of Appreciation

Dear LaTESOL Board,

I recently applied for a LaTESOL Post-Hurricane Mini-Grant and was graciously awarded enough money to purchase five *Taboo* and five *Word Up! Classroom Edition* board games for the high school ESL program in Jefferson Parish. Thank you!

Taboo is a board game where players take turns describing a word or phrase on a drawn card to their partner without using five common additional words or phrases also on the card.

Word Up Classroom Edition is an easy-to-play, fun and exciting vocabulary quiz game for English language learners. Each set contains thousands of questions graded into 5 levels (beginner to advanced) with all the answers included. Players of various ages and abilities may play together, each answering questions from their own level.

Both games will be used to develop and practice vocabulary in a fun, interactive environment. My teachers can't wait to open their boxes at the beginning of the school year!

Thank you again for awarding me this grant and giving Jefferson Parish's English language learners the opportunity to learn and have some language fun at the same time!

I encourage all interested teachers to logon to

<http://latesol.org/recover.htm>
to apply for a LaTESOL Post Hurricane Mini-Grant today.

Elizabeth Anderson

Teachers of English to Speakers of Other Languages 42nd ANNUAL CONVENTION AND EXHIBIT

FREQUENTLY ASKED QUESTIONS

Where?

Above Time Squares
Hilton New York
1335 Avenue of the Americas
New York, NY 10019-6078

Sessions will be divided between the Hilton New York and the Sheraton Hotel and Towers.

What is the theme?

Worlds of TESOL: Building
Communities of Practice, Inquiry
and Creativity

How do I register?

The Advance Program, which is mailed in late August, contains all necessary registration forms and will be mailed to all members. If you are not a member and would like to receive a Program, please e-mail info@tesol.org.

Where do I stay?

Housing for the convention will open in early December 2007. For a list of convention hotels, please consult the Advance Program.

What is the convention schedule?

Tuesday, April 1, 2008
Registration: 3-6 pm
Preconvention Institutes

Wednesday, April 2, 2008
Registration: 7 am-7 pm
Educational Visits
Preconvention Institutes
Committee Meetings
Interest Section and Affiliate
Leaders' Workshops
Opening Plenary 5 pm

Thursday, April 3, 2008
Registration: 7 am-5 pm
Job MarketPlace: 9 am-5 pm
Exhibits: 9 am-5 pm*
Sessions and Workshops

Friday, April 4, 2008
Registration: 7 am-5 pm
Job MarketPlace: 9 am-5 pm
Exhibits: 9 am-5 pm*
Sessions and Workshops

Saturday, April 5, 2008
Registration: 7 am-3 pm
Job MarketPlace: 9 am-5 pm
Exhibits: 9 am-5 pm*
Sessions and Workshops
Post Convention Institutes

*All times are subject to change.

Where do I get more information?

TESOL Conference Services Department
700 South Washington Street, Suite 200
Alexandria, Virginia 22314 USA
Telephone: +1 703/836-0774
Fax: +1 703/836-7864
Email: conventions@tesol.org



2239 St. Nick
New Orleans, LA 70131

LaTESOL

NEWSLETTER

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