



TexTESOL III Newsletter

Texas Teachers of English to Speakers of Other Languages

Volume: 1

No: 2

July 2009

LETTER FROM THE PRESIDENT

Linda Munoz

Are we there, yet?

It is early July and half the year has passed since I was elected president and the board has been busy! Since I missed writing to you in our April newsletter, I thought I would take the opportunity to let you all know what the board has been up to, and where we are heading. Early in 2009, the board focused on a few priorities for the year. Two of these priorities were growing our members and maintaining fiscal responsibility over the finances of the organization.

At the start of this year, the board's challenge has been to determine the most effective way of maintaining a strong membership base between state conference years while expanding our networks outside the Austin area. One of the first steps was for two board members to attend an all-day workshop entitled *The Case of Support: Creating the Most Powerful Tool in Funds Development* here in Austin. The workshop focused on identifying the root problems that TT3 needed to address as an organization, the problems that current or potential members have that can be resolved by membership in our organization, and how best our organization can determine those needs.

Another way that we worked to learn how to build our membership and improve how we market our association was a meeting that Dawn Allen, the membership chair, and I had with Cecile Shopen, a consultant on marketing, fund raising, and membership building in nonprofits. She gave us a number of suggestions on how to make TT3 more member-centric. The key question that TT3 asked was: How can we, as an organization, grow our membership and provide the best services? One major suggestion: improve communication. This might mean looking at how we communicate with members through our website, newsletter, and email and improving relationships with potential sponsors who might not only help us during a conference, but who might also help us with sponsorship of web programs that would make it easier for potential members to sign-up online to TT3. You will begin to see the implementation of some of her suggestions on our website and through our email communication with you as the summer ends and the fall begins.

And finally to leave membership issues, I want to leave you here with one of the best ways we have been able to build membership. The joint membership pilot program between TESOL and TT3 which was implemented in the latter part of 2008 has helped increase membership; currently, half of the members of TT3 joined or renewed their membership to the parent organization, TESOL, and our affiliate, TexTESOL III, through this pilot program.

In terms of the board's ability to maintain fiscal responsibility of the organization's finances, we have been lucky in that the money is in the hands of Harishini Ernest, a most dedicated steward on fiscal restraint. However, despite our efforts, TT3 has not been able to find a current member who is qualified and willing to join the board as treasurer. Harishini, Past President and board member extraordinaire, has taken on this role for the past two years. Although she is doing a wonderful job and is meticulous in her concern for accuracy in reporting revenue and expenditures at all board meetings, the board could not continue to exploit her kindness, her time, or her accounting sense much longer. With that, the board voted in late February to move forward with hiring an accountant. After several phone interviews with accountants who specialize in working with nonprofit associations, the TT3 executive board decided to work with Cheryl Black from Dreamco, a company in Austin. During the initial phase, Ms. Black will set up two TT3 accounts in Quicken Online – one centered on the annual operating budget of the organization and the other centered on the operating budget for the 2011 conference. After these budgets are set up, Ms. Black will train board members to use the software to track expenses and revenue. Following this initial set-up and training period, scheduled for late summer and fall 2009, the executive board will share the responsibility of using the product, and then training newer board members to use the product throughout 2010. At the end of the 2011 conference year, Ms. Black will work with the board again to reconcile accounts and submit tax returns for that year. Once the books are set up in Quicken, and members of the board are trained in using the software, we may be able to find someone

willing to join the board as treasurer thereby relieving some of the Harishini's workload.

Finally, there have been other projects that the board has worked on in the past many months, but space does not allow me to expand too much on these. The TT3 Fall 2009 Conference will be hosted at St. Edward's. Dr. Rubino, board member -at-large for higher education, is the conference chair and will no doubt be asking for volunteers to help with a number of duties. Please look for an email and help out if you can. Information about the conference will be in your inboxes shortly. The venue of the 2011 Conference

has been identified, contracts have been signed, and the Conference chair, Katherine Fouche, is moving to find volunteers to chair different committees.

All of this is just a small part of what we have been up to this spring and summer. We are meeting some of the 3-year strategic goals set out by the 2008 board, but we still have work to do. Please remember, connect with that ESL teacher in the next office or the program administrator in a sister program across town or in a different town. Build your network and help build our organization.

From the Editor's Desk

Hayriye Kayi, Newsletter Editor

Greetings to all TextESOL III members and welcome to the latest edition of the TextESOL III Newsletter!

This issue of the newsletter contains many interesting ideas and tips for you! Let me start with 'Ready, Set, Monday'. It is no doubt that this section will enable you to make a difference in your ESL class(es). Katherine Fouché explains step by step how to use multi-media to make a class souvenir as well as a lesson. 'Weaving webs' will further help you strengthen your teaching by introducing interesting web sites.

Starting now, every edition will introduce a member of TextESOL III so that we not only get to know each other better but also learn from our experienced colleagues, encourage others, and share our

ideas, achievements and even fears. This time, our guest is Beverly Sladek, 2008 Region III Best TextESOLer of the year (p. 8, 9, 10). I would like to extend my sincere thanks to Lindy Kosmitis, our marketing chair, for taking her time to interview Beverly!

I hope that you will enjoy the articles, ideas and tips in our current issue. Before closing, as the editor, I would like to ask each of you to contribute to TextESOL III Newsletter. Put on your thinking caps and think about what experiences and questions you can share with us! Send your articles, book reviews, stories, lesson plans or questions. Suggest topics that you would like to see covered in future issues. You may not be a writer, then help us find the someone who is. If you have students who have ideas, connect them to us. If you cannot do any of these, then just let your friends from Texas read TextESOL III Newsletter!

Call for Newsletter Submissions

Do you have some thoughts on the teaching of English to speakers of other languages? Do you have personal stories to share that are related to TESOL issues? Do you have helpful tips for other TESOLers? If you do, please consider submitting an article to TextESOL III Newsletter. Submission deadlines:

Submission	Publication
12/15	1/15
3/15	4/15
6/15	7/15
9/15	10/15

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Boston TESOL Party

Come and help re-imagine TESOL!



Re-imagining TESOL, 44th Annual TESOL Convention and Exhibit

March 24–27th, 2010 , Boston, Massachusetts USA

Convention 2010 Theme: Re-imagining TESOL

You are invited to join us in re-imagining TESOL at the Boston TESOL Party! The 2010 Convention Team is planning a variety of sessions and activities to encourage professional conversations, promote member participation in the organization, stimulate thought and reflection, and revitalize your zest for teaching. Submit your proposal to add your voice to the ongoing dialogue about the issues, practices, policies, and direction that our profession and our organization should take as we begin a new decade.

For further information about the convention and submissions, please visit:

http://www.tesol.org/s_tesol/convention2009/docs/BostonTESOLPartyFinal.pdf

Deadline for Supporting Materials for Video and Digital Media Theater Proposals:

Monday, August 3, 2009, 5 pm EST

2009 TESOL State Conference

[A Pass to the Future](#), the 2009 State Conference, will be held in El Paso, October 29-31.

2009 TABE Conference

The Texas Association for Bilingual Education (TABE) will hold its 37th annual conference, October 14-17, 2009, in Houston, Texas, at the Westin Galleria. For further information, please visit <http://tabe.org>

Fulbright Scholar Program for US Faculty and Professionals

Fulbright Scholar Program for US Faculty and Professionals for 2010-2011 is open. The application deadline is August 1, 2009. U.S. citizenship is required. For a full, detailed listing of all Fulbright programs and other eligibility requirements, please visit their website at www.cies.org or send a request for materials to scholars@cies.iie.org

The Fulbright Scholar Program is offering 13 lecturing, research or combined lecturing/research awards in linguistics, including a Fulbright Distinguished Chair. Even better, faculty and professionals in linguistics also can apply for one of the 144 "All Discipline" awards open to all fields.

What does Fulbright offer in linguistics? Here are a few of the awards for 2010-2011:

Southern and Western Europe:

Award #0268 - Linguistics in Greece;

Award #0392 - TEFL/Applied Linguistics in Turkey;

Award #0221 - Applied Linguistics/Linguistics (English phonology and semantics, history of English language, psycholinguistics, sociolinguistics) in Bulgaria.

Middle East and North Africa: Award #0455 - All Disciplines in Morocco.

Northern and Eastern Europe: Opportunities in linguistics exist in Latvia, Lithuania and Russia, with a special emphasis on theoretical or applied linguistics in Hungary, Poland and Ukraine.

Distinguished Chair: Award #0006 - Fulbright-Karl Franzens University Graz Distinguished Chair in Cultural Studies in Austria.

Ready, Set, Monday!

by Katherine Fouché, Vice President

Dusting off the camcorder!

Multi-media is such a big part of the learning process these days, so why not use it to make a class souvenir as well as the lesson. Make a "Day in the life" of your students video in three class lessons!

Day 1: Setting up the scene!

- Have students in pairs or small groups talk about a typical day in their lives as students. Make some notes about the time, the location, and the activities they do throughout the day. A prepared handout may help guide younger or lower-level students.
- Talk about the answers as a class, and find what's common, OR list 2-3 variations of a typical day (ex: 1) eating a big breakfast at home, 2) eating a breakfast on the bus, 3) waking up too late to eat breakfast, etc.)
- Tell the students about their next task of making a class video about a typical day or variations on a certain part of the day.
- Give students a handout with various roles that students can fill. Here are some suggestions: time-keeper, traffic controllers (co-directors), camera operator, camera equipment manager, prop managers, wardrobe and make-up artists, scene designers, actors, and so on. EVERY PART PLAYS A VITAL ROLE!
- Ask students to write down what role they would like to fill on Day 2 and/or on Day 3. When they are not working, they are supporting others by listening and writing down notes about what they see happening. Homework: Everyone is a script writer! Give each student or pair of students a part of the movie to write a dialogue for.

Day 2: And, PRACTICE!

- Take some time in your next class to work on scripts (cleaning up the dialogues) and blocking (how and where the actors need to move around the scene).
- Also, make sure everyone has a list of what props or other objects they'll need to bring to class. (**I try to always have a back-up plan for whatever's needed, just in case.)

Day 3: And, ACTION!

Time-keeper will give everyone about 15 minutes to practice their lines (script writers can practice with the actors), get on

**2009 Region III
TexTESOLer of the year
Gladriel Friese**

TexTESOL III congratulates Gladriel Friese for having been selected 2009 Region III TexTESOLer of the year and wishes her all the success she deserves in her present and future endeavours!



TEXTESOL III NEWSLETTER 2009 ADVERTISING RATES

	Full Page (per issue)	½ page (per issue)
Single Run Ad	\$ 150	\$ 100
2 Consecutive Ads	\$ 115	\$ 85
3 Consecutive Ads	\$ 100	\$ 75
4 Consecutive Ads	\$ 80	\$ 65

wardrobe/make-up if needed, set up the

- scenes, get the camera equipment ready, etc.
- "PLACES EVERYBODY!"
- Give each scene a practice run without running the camera so they can have a chance to feel comfortable on stage.
- "And, ACTION!" – let the camera roll and what they have fun with the scenes!

A few suggestions!

- Give them a time limit for the dialogues! Around 2 minutes per scene. This will keep the upload size manageable also.

- Use a camera that can dump the video straight into your computer.
- Find out who the "techies" are in your class and let them help you with putting the film together.
- Ask students to bring in a blank CD rom or a USB memory stick to distribute the movie to them. You can also upload it onto a class website.
- Put some limits on scenery and wardrobe/make-up – students can get very enthusiastic about making it as real as possible, and this can eat up a lot of your time. Emphasize the importance of the dialogue and body gestures.



Weaving Webs

- **WordSift** is a great tool for teachers and students being developed by Kenji Hakuta of Stanford University. WordSift provides visual representations of academic and content words as well as links these words to a variety of definitions and visuals. It follows two main principles: simplicity and utility.

It is easy to use and free. Try

<http://wordsift.com> out by copying any piece of text into the frame on the site, click the SIFT button and just see what happens. It will take a minute, then you will see a panel display showing the main vocabulary, the academic words, the Visual Thesaurus word web, pictures and videos from Google searches, and sentences in the text containing targeted vocabulary words

- **Texas Education Agency** has recently updated its Bilingual/ESL website and invites you to use the new links, presentations, and information that it contains. The URL for the bilingual/ESL website is:
<http://ritter.tea.state.tx.us/curriculum/biling/>



New Interest Section

The Social Responsibility Interest Section (SRIS) joins TESOL as its 21st interest section. SRIS comprises TESOL members who are actively engaged in integrating language teaching with social responsibility, world citizenship, and an awareness of global issues such as peace, human rights, and the environment. The IS aims to promote social responsibility within the TESOL profession and to advance social equity, respect for differences, and multicultural understanding through education. To join SRIS as a primary member or to sign up for the e-list and/or e-newsletter, log on to the TESOL Web site and select "My Communities" in the member toolbox.

By: Lindy Kosmitis, Public Relations Chair

As a new teacher, I often turn to my more experienced colleagues for advice and encouragement. Luckily, at Texas State I work with 2008 Region III TextESOLer of the year, Beverly Ingram Sladek. With 33 years of experience teaching ESOL, Mrs. Sladek has a wealth of insight and has given me some excellent advice in my first year of teaching ESOL.

I thought it would be interesting to sit down with my colleague and learn about her own experiences as a new teacher. From an Italian priest and a pants-splitting student from Mexico to the days of hand cranked handouts, Mrs. Sladek shared with me some of her memorable moments in the field, as well as some of the significant changes she's witnessed over the years.

When and where did you first start teaching ESOL?

I started at the Intensive English Program at UT Austin in 1972. I had come back to UT as a grad student and thought I would improve my French teaching, but I just stumbled into teaching ESOL.

Interesting, how did that happen exactly?

It was in the first two weeks of my master's program. I was enrolled in the FLEC program, and I was in the first or second class of the foreign-language-education seminar when a fellow grad student came through and said they needed teachers at the International Office to teach English to international students. I went over and interviewed and the director said, "You seem really young, and you haven't taught ESL before." This was on Wednesday, by the way. Then he said,

"Go in Thursday and teach, and I'll come watch you on Friday and decide if your hired."

Were you nervous?

I think I was too enthusiastic to be nervous. I loved it. I was hooked. To this day I can remember two or three of the students vividly. Father Armando Bridaroli was a 60-year-old Italian priest headed to Chile to teach English to children. It was just a detail to him that he had to learn English on the way. He was so fun. I also had two women from Libya, and when we had a class party they wore sequins. There was a young guy from Mexico. He had these really tight white pants, and he sat down one day and split them. He just tied a sweatshirt around his waist and laughed--no problem!

The director came (to watch me) and he said, "You have a lot to learn, but you've got a lot of promise; you're hired." It was a good thing too because I already knew on Thursday before he came to watch me on Friday that teaching this kind of class was what I wanted to do. After that, I knew I wanted the MA in TEFL. It was like, BAM, this is what I want to do.

What significant changes have you seen in the field since you started?

Well, certainly technology. Duplication, for one thing. When I started, we usually made copies on the ditto machine or mimeograph. Both had a drum with fluid in it, and you would grind out copies. You got used to it, but it meant that you just didn't make handouts as much. It took some trouble. When we eventually got to use the photocopier, we thought we'd gone to heaven.



New technology like audio-cassettes, CD's, video and the Internet brought tremendous increase in students' access to authentic spoken language. I knew teachers who used to record radio programs and handwrite transcripts to take to class. Being able to record something easily was a huge step. Being able to videotape a person's presentation, that was a huge leap.



A picture of Beverly with her students

A lot has also changed methodologically as well. When I started, audio-lingual methodology was still prominent. In the strict audio-lingual approach, we were trained to focus on the prevention of errors and used exercises that rarely went beyond mechanistic manipulation of the target language. The shift to the communicative approach was big. Within the communicative approach, we've learned to regard errors as a natural part of the risk-taking required for real communication in the new language. Yet, the evolution took a while.

Teaching writing at lower levels was mostly mechanistic when I started. Students modified models with emphasis on everything being correct, so the advent of a process-centered writing approach for lower-level students felt like a daring change at the time.

Overall, I think theoretically the important shift was from a preoccupation with a search for the perfect method to a more eclectic and communicative stance

in which teachers learn to use the appropriate methodology or technique for the problem or individual at the given point in time. It's a lot more flexible now.

How have the students changed?

I think we feel the impact of technology more and more. Given TV, movies and the Internet, I think our students are coming here better prepared in listening and speaking. Students from the Far East, for example, are coming with better backgrounds in spoken language. They're starting English younger, and they have access to English in a way that students didn't when I started.

What do you find the most interesting and rewarding about the profession?

To me, a very interesting thing about our profession is how quickly it reflects changes in the world. If there is an economic or political change in the world, we feel it in our student population. When I started at UT in the early 70's, we taught lots of Algerians, Libyans and Venezuelans because of oil money. We taught few people from the Far East. When the peso devalued, the Mexican students disappeared for a while. When the Shah was deposed in Iran, classrooms full of Iranians disappeared from all over the U.S. Later when I was teaching in NYC, there was the Solidarity Movement in Poland, and suddenly we were teaching people who were involved in that. Then, when the Soviet Union came apart, we began teaching people from Kazakhstan and Kyrgyzstan.

A cool thing is, during the time we taught so many Iranians, we learned so much about Iran. We knew about the food, the cities, the geography, and the way of life. Same thing, for me anyway, with Japanese students. When I started teaching at Texas State, the program got about 25 new Japanese students a year, and my knowledge of Japanese culture, language, geography, everything, skyrocketed. To me, personally, that's one of the most fascinating things about this field--the degree to which I, right now in central Texas, can feel a strong connection to people and events all over the world

What advice do you have for those who are new to the field or considering a career in teaching ESOL?

One thing that's very helpful for me is the concept of active listening in dealing with unhappy students and parents. In active listening you take the time to really listen without interrupting. Then, if you can, you acknowledge the feeling or frustration that's being conveyed before trying to defend yourself or give solutions.

Everybody has bad days and everybody faces challenging classes. You don't necessarily connect with every student. You can be a very good teacher and not connect with every student every semester. And, sometimes you end up learning the most from the bad days, as much as I hate to say it! In those

cases, I've really had to step back, think hard, and come up with changes, maybe lots of times. In the end, though, I've often learned something valuable.

I also firmly believe that enthusiasm and fascination with the field can carry a young teacher a long way, and then, as some of the enthusiasm wanes, experience kicks in. Students can benefit in both cases. I think students can be inspired by fresh new enthusiasm and inspired, too, by more seasoned experience. Each has something to offer.

Advocacy Update

by Ronit Ricoy, Advocacy/ Sociopolitical Conc. Chair

NATIONALLY

TESOL Advocacy Day brought 22 representatives from 18 different TESOL affiliates to Washington, D.C. last month to meet with lawmakers, advocating for teachers and students. This year focused on reauthorization of the Workforce Investment Act (WIA), which includes significant funding for adult education and literacy. You are encouraged to contact members of Congress to communicate your support for appropriate funding.

The TESOL U.S. Advocacy Action Center also lists the following key bills in Congress: H.R. 1224 Families Learning and Understanding English Together Act of 2009, a number of Language Policy bills (H.R. 1229, 1228, 997, and H. Con. Res. 3), and S. 729 and H.R. 1751 - better known as The DREAM Act (Development, Relief, and Education of Alien Minors).

For more on all of these bills, visit

<http://capwiz.com/tesol/issues/bills/>.

For additional information on the DREAM Act specifically, visit <http://dreamact2009.com/>.

STATEWIDE

Last week, Gail Lowe was appointed chair of the Texas State Board of Education. During her two-year term, her responsibilities will include shared oversight of the state's public school system.

The 81st Regular Session of the Texas Legislature ended June 1st, but a brief Special Session followed this month. Though a number of bills and proposals were not successful and many education-related bills underwent significant modification, we did see an expansion of pre-kindergarten and post-secondary programs, passage of a bill to promote Tier 1 university expansion, renewed funding for the Texas High School Project, and increased financial aid for the TEXAS Grant Program in higher education.

LOCALLY

World Refugee Day is an annual June 20th event. This year, Austin celebrated in a special way at the Bob Bullock State History Museum. The highlight of the day was the naturalization of 21 refugees, now American citizens. The occasion also included

international music and dance, a fashion show and children's activities.

Many local educational programs break for summer, but providers are as busy as ever making plans for fall, creating new spaces and gearing up for teacher training.

Advocacy includes not only working to ensure that ESL and other applicable services exist to meet student needs but also equipping teachers and students to utilize available resources. The Literacy Coalition of Central Texas will soon publish an updated Literacy Services Directory. We encourage teachers to use this guide and other tools to educate themselves and their students regarding complementary classes and services. For example, an ESL student might benefit from an additional night of classes in a neighboring program, a Health or Financial Literacy class or Citizenship Preparation.

Action Item: If you are aware of new programs or classes, please either contact the Literacy Coalition directly or send the information to RRicoy@hcbc.com (TexTESOL Advocacy Chair Ronit Ricoy) so that this information may either be included in the Directory or be made available to those most likely to benefit.

Teachers are life-long students, and TexTESOL advocates for professional development opportunities. There are a number of conferences and workshops planned in our area.

The TexTESOL Regional (November 14th in Austin) and State (October 29-30th in El Paso) Conferences

are coming this fall. Other local conferences include Literacy Texas (July 27-28th, Austin); Teaching the Adult ESL Learner: A Toolbox for Success (September 26th, San Antonio); and the CREATE Conference (October 5-6th, Austin). Mark your calendars!

The Literacy Coalition of Central Texas offers training in the form of the ESL Literacy Advancement Institute with upcoming seminars July 25th & August 1st, July 30th & 31st, September 10th & 11th, September 19th & 26th, and September 24th & 25th. For more information and additional dates, contact Nichole Lopez at nlopez@willread.org or 512-320-4505.

The Central GREAT Center offers multiple workshops. A sampling (August 12th listings) include: *BEST Plus Test Administrator Training*; *The Brain, Emotions, and Learning: How New Brain Research Translates into Strategies for Adult Teaching and Learning*; *ABE/ASE Strategies*; *Citizenship Training*; and *Texas Adult Education Content Standards*. Additional workshops are offered throughout August and during the fall semester. For more information, visit the Central GREAT website at <http://www-tcall.tamu.edu/projectgreat/central/centralcontact.htm> or call the Central GREAT Hotline: 1-877-798-5522.

YOUR INPUT

We welcome additional information and input which can improve our advocacy efforts: Please write advocacy@textesol.org or rricoy@hcbc.com.



TexTESOL III Membership Application

Texas Teachers of English to Students of Other Languages, Region III

603 13th Street, Ste. 1A, #173, Austin, Texas 78701

Phone: 512-232-4376, Fax: 512-475-6810 (Attn: TEXTESOL III)

www.textesol.org/region3, contact@textesol.org

Name _____

Home Email _____ Work Email _____

Mailing Address _____

City _____ State _____ Zip Code _____

School/Institution Address _____

Current Position/Title: _____

City _____ State _____ Zip Code _____

Telephone: Home _____ Work _____

TexTESOL Membership Type (Check one)

_____ New member _____ Renewal (Membership number: _____)

Are you a member of another Texas affiliate? Which? TexTESOL I II IV V

Are you a member of TESOL? Yes No

Annual Membership Fee

_____ Regular \$15.00

_____ Full-Time Student \$10.00 (University/College attending: _____)

**Please make check or purchase order (PO) payable to "TexTESOL III". Bounced check fee is \$25 for each occurrence.

Want to volunteer? Please check areas of expertise, skills, or background you can help TexTESOL III with.

- | | |
|--|--|
| _____ trainer/consultant | _____ computers/web development |
| _____ curriculum development | _____ serve on other board of directors |
| _____ public relations (PR) | _____ non-profit knowledge/experience |
| _____ fund raising | _____ creative arts (visual & performing arts, multimedia) |
| _____ entrepreneurial/marketing | _____ migrant/ immigrant issues |
| _____ management | _____ conference planning |
| _____ grant writing | _____ translations(oral or written) |
| _____ accounting | _____ speak other languages (list below) |
| _____ budget/finance | |
| _____ corporate | |
| _____ legal services | |
| _____ law enforcement/criminal justice | |

Tell Us About Yourself

1. Position (check all that apply)

- ☐ A. Full-time
- ☐ B. Part-time
- ☐ C. Student
- ☐ D. Retired
- ☐ E. Classroom teacher
- ☐ F. Professor
- ☐ G. Dept Head/Chair
- ☐ H. Principal
- ☐ I. Supervisor/Coordinator
- ☐ J. Administrator
- ☐ K. Student
- ☐ L. Consultant
- ☐ M. Teacher Educator
- ☐ N. Director
- ☐ O. Researcher
- ☐ P. Other _____

2. Institution/Instructional Level (check all that apply)

- ☐ A. Pre-K
- ☐ B. Elementary School
- ☐ C. Middle School
- ☐ D. Secondary School
- ☐ E. 2-Year/Community College
- ☐ F. 4-Year College
- ☐ G. Graduate/Postgraduate
- ☐ H. Business/Corporate
- ☐ I. Non-profit
- ☐ J. Religious institution
- ☐ K. Adult Education Program
- ☐ L. TESL/TEFL Certificate Program

3. Primary Area of Practice (check only one)

- ☐ A. ESL/EFL Instructor
- ☐ B. ESL/EFL Educator
- ☐ C. ESL/EFL Education with some mainstream instruction
- ☐ D. Mainstream with some ESL/EFL instruction
- ☐ E. Mainstream educator
- ☐ F. Applied Linguistics
- ☐ G. Bilingual Educator
- ☐ H. TEFL/TESL Instructor
- ☐ I. TEFL/TESL Educator

May TexTESOL III provide your mailing address to exhibitors and other interested educational organizations?

☐ Yes ☐ No

FOR TextTESOL III Use Only

Paid by _____ Date payment received _____
_____ cash _____(mm/dd/yy)
_____ check # _____
_____ purchase order (PO) # _____