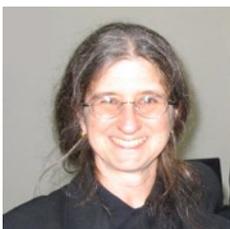


TESOL President-Elect Candidate Questions: Deborah Healey

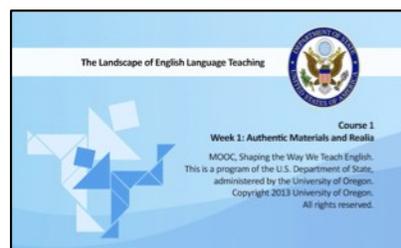


1. Why are you interested in being TESOL President?

TESOL International Association and the Oregon affiliate, ORTESOL, have been part of my professional life almost from when I first started teaching. Most recently, I have had the honor of serving on the TESOL Board of Directors. I participated in developing TESOL's mission and vision statements, strategic goals, and new governance structure. As a former Board member, I understand how the Association operates, where it has been, and where it might go.



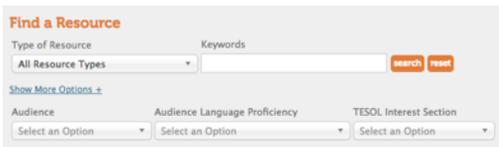
I have experience as a language teacher for over 30 years and a teacher educator around the world, both in face-to-face workshops and online, including the Shaping the Way We Teach English MOOC. I've been an administrator of an intensive English program, where long-term and systems thinking were critical to success. Most importantly, I am a life-long learner. All of these will help me bring perspective and expertise to the position of President.



But why TESOL President? I believe in the power of member-based organizations, such as TESOL International Association, to effect change. In this time, marked by both globalization and nationalism, we need an organization that gives voice to those who are enhancing connections among people. TESOL members are reaching across languages and communities, often in a country far from home, to achieve language-related goals for themselves and for others. The scope of the position is broad, but I believe my previous experience, strong sense of collaboration in action, love of learning, and good sense of humor will help me perform it well.

2. If elected, what do you anticipate would be your single most important contribution to TESOL International Association?

One of my strengths is an understanding of what technology can do for teaching and learning, and also for administration. Since the 1990s, a number of the suggestions from TESOL's Organizational Technology Task Force and the Virtual Professional Development Task Force that I served on have been adapted and adopted. As technology has changed and mobile devices have become a greater presence, the ways that the Association uses technology should continually improve to meet current conditions. TESOL's online professional development offerings continue to grow and evolve. As the MyTESOL online



community and the TESOL Resource Center grow, members need to be able to find and add content easily.



I would also like to see the Association become a premier resource for advocacy information. We need good data about employment concerns, government regulations, and best practices in advocacy efforts globally so that members have good tools to use in their own efforts.

The TESOL Executive Director and staff would implement these efforts. The TESOL President and Board can set the direction and ensure that adequate resources are allocated. My experience on the Board and as a former intensive English program director give me a good perspective on the challenges of achieving goals with resource constraints. I am also aware that more can be accomplished with a long-term systems view than with a short-term mindset. Taking the long view with technology use is a challenge, but one that I feel I can help TESOL to achieve.

3. What do you think are some of the biggest challenges facing the Association, and what do you think the Association should do to meet those challenges?

The challenges are both external and internal. As an Association, TESOL is committed to



encouraging language learning and teaching in a context of linguistic and cultural diversity. The field should be recognized as valuable and teachers respected for their professionalism. Today, the values of multilingualism and multiculturalism are at risk in an environment of nationalism. Professionalism is threatened when there is a widespread feeling that any native speaker of English can teach it, and the Internet is all a teacher needs for training and resources. Governments may arbitrarily declare that English will be taught at a lower grade level, without preparing

teachers. The 2017 Summit on the TESOL Profession in Greece was a good step to get stakeholders communicating with each other. TESOL should continue to serve as an

advocate and become a clearinghouse for global advocacy tools, backed by research and other data, to help address these external challenges to our profession.

Internally, TESOL already provides professional development resources and guidance, but these assets could be easier to find and retrieve. The Association needs diverse revenue streams that support its long- and short-term goals and let TESOL continue to encourage new initiatives from members and staff. Reaching out to partners for support should be frequent and transparent.



The Association is strong and is going in the right direction; we should continue to evolve and expand our advocacy and resources for teachers, learners, researchers, administrators, and other language learning and teaching stakeholders.