

Candidate for TESOL President Elect, 2018-2019

Deborah Healey
University of Oregon
Eugene, Oregon, USA

Bio

Education

- Ph.D., Computers in Education, University of Oregon
- M.A., Linguistics, University of Oregon
- B.A., German/French, Queen's University

Professional Work Experience

- Emeritus faculty, American English Institute/Dept. of Linguistics, University of Oregon, and International Educational Consultant (2016-present)
- Senior Instructor, American English Institute/Dept. of Linguistics, University of Oregon, Eugene, USA (2009–2016)
- Associate Professor and Director, English Language Institute, Oregon State University, Corvallis, USA (1999–2008)
- Technology Coordinator, Coordinator of Instruction, and Instructor, English Language Institute, Oregon State University, Corvallis, USA (1993-1999)
- Instructor, English Language Institute, Oregon State University, Corvallis, USA (1979-1985, 1988-1993)
- Technology Coordinator and Instructor, Yemen-America Language Institute (Oregon State University grant), Sana'a, Yemen, (1985-1988)
- Academic Specialist, U.S. Department of State, Washington, USA (1996-present)
- *CÆLL (Computer-Assisted English Language Learning) Journal* editor/co-editor, International Society for Technology in Education (ISTE), Eugene, USA (1988-1992)
- Instructor, Chemeketa Community College, Salem, USA (1979-1980)
- Instructor, Ashland Adult Learning Center, Ashland, USA (1977-1979)

Professional Affiliation

- TESOL: Board of Directors (2014-2017); TESOL Technology Standards Task Force Chair (2006-2012); Computer Assisted Language Learning Interest Section Associate Chair and Chair (1990–1992); Strategic Planning Task Force (2008); Virtual Professional Development Task Force, 1999-2001; Organizational Technology Task Force, 1994-1995; Technology in the Classroom Task Force, 1994-1995; proposal reader (1989-2014)
- Oregon TESOL (ORTESOL): *ORTESOL Journal* co-editor (2004-2011); *Journal* Editorial Board (1995–2004); *ORTESOL Newsletter* editor (1981-1984)
- Consortium of University and College Intensive English Programs (UCIEP): Steering Committee member (2005-2008)

Research and Publications

- Author, two entries in *TESOL Encyclopedia of English Language Teaching*, 2017
- Lead scriptwriter, *Trace Effects* (computer game), 2012

- Editor and co-author, *TESOL Technology Standards: Description, Implementation, Integration*, 2011 and *TESOL Technology Standards Framework Document*, 2009
- Chapter author, "Classroom practice: Language Knowledge and Skills Acquisition" and "Theory and Research: Autonomy and Language Learning" in *CALL Environments, 2nd Ed.*, 2007.
- Author, numerous additional articles and book chapters on technology use in language teaching from teaching and administrative perspectives, 1985-present

Candidate's Statement

The field of TESOL is quite broad, so there are many issues that TESOL International Association addresses. As a long-time professional in the field, I consider one of the most important the issue of respect: respect for English language learners, teachers, researchers, and the profession overall. English language learners need to be valued as multilingual, multiculturally competent contributors to the increasingly global societies in which they live. Their teachers should be valued as professionals who build local and global competence in their students, helping to bring the world into their communities. Researchers give us valuable perspectives and information to use in defining directions and promoting data-based decision-making by teachers, administrators, and governments. As a profession, TESOL is often undervalued by those who feel that anyone who can speak English can teach it. Those who feel that multiculturalism is a buzzword, not a life skill, may also see little value in our profession.

Advocacy is one of the strategic goals of the Association now. If elected as TESOL President, I would consider advocacy for learners, teachers, researchers, and the profession a priority. We need to make the importance of the work we do more visible and relevant to a broad audience. We should continue our work to enhance professional development of English language teachers and language program administrators, since they are prominent representatives of the TESOL profession and can do the most to help English language learners. We should continue to develop the TESOL research agenda. The Association can take advantage of its position as the largest international association in the field to organize and make available resources for professional development, research, and advocacy, including connecting us to each other, helping us teach and learn from each other, and giving us tools to promote respect for each other and our field.