Candidate for TESOL President Elect, 2018-2019

Gabriela Kleckova
University of West Bohemia
Plzen, Czech Republic

Bio

Education
- Ph.D., English, concentration in Applied Linguistics, University of Memphis
- M.A., English, concentration in ESL, University of Memphis
- M.A., Lower Secondary Education, EFL, University of West Bohemia
- B.A., Lower Secondary Education, EFL, University of West Bohemia

Professional Work Experience
- Chair, English Department, Faculty of Education, University of West Bohemia, Plzen, Czech Republic, 2010-present
- Assistant Professor, English Department, Faculty of Education, University of West Bohemia, Plzen, Czech Republic, 2005-2010
- Adjunct Online Instructor, English Department, University of Memphis, Memphis, TN, USA, 2005-2010
- Post-doctorate Instructor, English Department, University of Memphis, Memphis, TN, USA, 2004-2005
- EFL Teacher Trainer/Teacher/Head Coordinator, International Summer Language School, University of West Bohemia, Plzen, Czech Republic, 1999–2010
- Teaching/Graduate Assistant, English Department, University of Memphis, Memphis, TN, USA, 1999 – 2004

Professional Affiliation
- IATEFL: Member (2010-present).
- AMATE (Association of Czech Teacher Educators): Member (2005-present); Election Committee Member (2009-present).
Research and Publications

- Author of various teacher development articles on language teaching methodology including contributions to *The TESOL Encyclopedia of English Language Teaching* (2017).
- Author and coauthor of various texts on CLIL for the Czech National Institute for Pedagogical Research (2010-2012); and [coauthor] of *Getting Started with Primary CLIL*, (2009), a project of the European Commission.

Candidate’s Statement

While serving as steering committee member for TESOL’s recent “Summit on the Future of the TESOL Profession,” I realized that the key issues I face in my own language teaching context are shared by TESOL professionals around the world. These issues affecting our profession include the impact of technology on our practices, restrictive language policies, the role of English in multilingual contexts, high-stakes testing, and perhaps most significantly, the low status and recognition of TESOL professionals. This last issue is a burning issue that affects all our members. We are the experts, but we are rarely asked to participate in the development of policies and curricula. After 51 years of existence, our association’s vision of becoming the trusted global authority for knowledge and expertise in English language teaching has yet to be fully realized. Without a strong, influential professional voice neither the profession nor the Association can successfully address the other key issues.

As TESOL President with a strong EFL and ESL background, I will work with the Board, members, staff, and affiliates of the Association to help achieve our vision by identifying and implementing strategies in two major areas: advocacy and professional learning. With strong advocacy for our teachers, programs, and learners, we enhance the legitimacy, visibility, and expertise of our profession and indeed our members. With innovative and time-tested professional learning resources, we provide a strong foundation of knowledge and competencies that encourage our members to grow professionally and enhance their careers as TESOL professionals. I look forward to working with all of you in achieving these critical goals.