

TESOL/CTEL Advisory Board Meeting

Friday, April 5, 2019, 1:00 – 2:30 p.m.

Agenda & Minutes

Attendees

Dr. Ken Kelch – Alliant International University TESOL/CTEL program director

Dr. James Perren - Alliant International University TESOL/CTEL faculty

Dr. Jin-Suk Byun - Alliant International University TESOL/CTEL faculty

Dr. Carla Liu – Cal Baptist University, ESL, TESOL, English administrator and faculty

Mr. Saladin Davies – CATESOL Board of Directors member, CTEL instructor, TESOL adjunct instructor

Ms. Kim Lawgali – UC San Diego TEFL program director

Dr. Maria Petkova – San Diego State University TESOL adjunct instructor, ESL instructor

Ms. Ingrid Bairstow – Mira Costa College ESL instructor

Ms. Edythe Ade – Miramar College ESL instructor

Mr. Tyler Young – ESL instructor, private university in Chile

1. Introduction
	1. The Alliant TESOL and CTEL programs would like to ensure that we are aware of and take into account the viewpoints and opinions of our professional community.
	2. This information will be considered in evaluating our program curricula to ensure they are responsive to the needs of the field.
2. Participant introductions
	1. Name, current role, and institution
3. Discussion topics: Alliant faculty introduced and moderated discussion on the following.
4. In your role as a teacher or administrator, what are your needs in the field of second language teaching and learning? What are your needs in terms of teaching, gaining employment, finding qualified instructors, adapting to the changing landscape of the profession, and so on?

Topic focused primarily on the role of technology in language teacher professional development and student acquisition of English. Participant comments: Teachers are being pushed into teaching hybrid or online classes. It is important for teachers to be able to take on these roles for their job security (Edythe). Teachers are also asked to develop curriculum which incorporates technology (Carla). Part of the teacher’s job is to provide students with skills in using technology (Ingrid). Professional organizations such as CATESOL promote best practices in the use of technology, and this includes a focus on the challenges that teachers face in its implementation (Sal). Alliant faculty views on the issues raised (Ken, Jin-Suk, James).

1. What is your experience with contributions to and involvement in leadership positions in professional organizations such as TESOL, CATESOL, and other professional groups? What advice do you have for others who may be considering becoming more actively involved in the profession?

Topic focused on two kinds of professional leadership: Leadership roles within an institution and in professional organizations. Participant comments: Experienced teachers can take on a role of mentoring novice teachers in the areas of curriculum development and classroom management (Edythe). Ingrid has established a program at her institution in which experienced teachers can share their skills and insights with new teachers. Some institutions require in-service professional development activities. Each teacher selects an aspect in which he or she has expertise and shares it with all faculty. Part-time faculty are reluctant to engage in professional development activities which cost money, such as conference attendance (Kim). Teacher training programs should not only focus on teaching students from other cultures, but also best practices in working with teachers from other cultures and multicultural backgrounds (Tyler). All educators can participate in professional organizations without expending money. For example, CATESOL encourages teachers to volunteer in their activities and events and there is no cost for doing so (Sal). Taking on leadership roles is a good CV enhancement and assists in finding employment (Maria). Alliant faculty views on the issues raised (Ken, Jin-Suk, James).

1. What are your thoughts and opinions on and experience with community-based, service learning opportunities for our profession? The Alliant TESOL program is taking steps to incorporate such opportunities into our curriculum. What advice or suggestions do you have for us as we expand in this area?

Topic focused on how institutions can promote service learning in their teachers and students. Participant comments: Institutions can offer time spent in volunteer/service learning toward class credit. At UCSD, students receive 1 hour of reduced in-class time for each hour spent in service (Kim, Maria). Various models exist for such “compensation.” Nationally, 20-50 hours of service equate to 3-units toward a degree (Carla). Some institutions require full-time faculty to engage in service as part of the job responsibilities (Edythe). CATESOL would support Alliant faculty in starting a service learning interest group within their organization’s framework (Sal). Institutions could tap into the knowledge of alumni who have experience in service learning to promote participation among current students (Tyler). Alliant faculty views on the issues raised (Ken, Jin-Suk, James).