

Developing an Association for Language Teachers

An Introductory Handbook

Edited by
Ana Falcão
and
Margit Szesztay



International
Association of
Teachers of
English as a
Foreign
Language

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Third edition (IATEFL) 2006

Edited by

Ana Falcão (member of BRAZTESOL and IATEFL)

and Margit Szesztay (IATEFL Associates Coordinator 2003-2006)



To Dick Allwright
with thanks
for giving TAs
this most useful resource

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An Introductory Handbook

Published by IATEFL,
Darwin College,
University of Kent,
Canterbury,
Kent CT2 7NY,
United Kingdom

Third edition (revised) 2006

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First published 1988 by Lancaster University, Centre for Research in Language
Education. Revised 1989
Second edition 1997 published by IATEFL

British Library Cataloguing in Publication Data
Education

Falcão, Ana and Szesztay, Margit (Eds.)

Developing an Association for Language Teachers

An introductory Handbook
ISBN 1-901095-04-5

Copy-edited by Ana Falcão
Cover, text design and typeset by Clara Negreiros, Recife, Brazil
Printed and bound in Brazil by Pro Visual Divisão Gráfica Ltda

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The Purpose of the *Handbook*¹

This handbook has one simple purpose. That is, to provide some practical suggestions for language teachers. It may be that you are thinking about setting up an association or that you have already started an association and would like more ideas on certain aspects. The suggestions which are presented here are all based on the practical experience of teachers in many parts of the world.

However, we cannot pretend that all the ideas in this handbook can be applied automatically in any situation. When setting up or developing an association you will, of course, have to pay primary attention to the needs of language teachers in your own situation. You will also have to pay attention to the constraints of your own situation, and make use of the resources which are available in your situation. It is impossible for a short handbook to deal with all the possibilities which may exist.

Think of this handbook, then, simply as a bank of suggestions. It is for you to adopt, adapt or reject these suggestions as you think fit.

¹ This text has been slightly adapted from the introduction of the 1988 edition.

Introduction to the 2006 edition

Ten years have elapsed since the last edition of this handbook. Teacher Associations (TAs) have continued to flourish and thrive in many parts of the world, helping teachers develop professionally and personally. Nevertheless, few resources can be found to specifically support the work of TAs. We believe this handbook is a valuable resource to anyone wishing to set up a TA or review their TA organisation and management. This time, besides the print edition, the electronic version of the handbook can be downloaded from the IATEFL Associates website, and worldwide distribution of the print version will be carried out through various channels: IATEFL Associates, the British Council offices and meetings of TA reps across the world.

The content of the 1996 edition has been reviewed and updated, but special care has been taken to change only what had become dated. The distinction between Formal and Informal associations, which characterised that edition, has been kept, and as before, a note included where the distinction would not apply. In the appendices, we have kept the samples of constitutions, replaced the list of international associations with a list of useful links, and expanded 'Networking by electronic mail' into a new section.

In this new edition, we have included two new sections: 'Organising conferences', with suggestions on how to find sponsors and a detailed checklist; and 'TAs working online: engagement and collaboration', with an overview of online tools and possibilities for TAs. We have also added two articles, the main change in this edition. The first article, 'TAs at the crossroads?', opens the handbook and draws our attention to membership benefits, the challenges facing TAs, and what they need to survive in our over complex world. The closing article deals with 'Leadership for TAs', a mix of theory and useful tips for developing personal leadership skills which help ease conflict and tension in TA activities.

You will also notice that we have shifted the introduction of the previous editions of this handbook to the appendices, so as to preserve its history. In Appendix Three, the list of Useful Links provides a good range of sites to help you connect with other TAs and educational institutions and check out online possibilities for your TA. In Appendix Four, a 'Checklist to help setting up a TA from scratch' summarises much of the overall content in a practical way. Furthermore, a short section on IATEFL and the Wider Membership Scheme at the beginning of the handbook aims at encouraging the growth of the network worldwide.

Just as the previous editions, this present handbook is the product of true international collaboration. We would like to thank Adrian Underhill (UK) for his insightful article 'Leadership for TAs'; Brana Lišić (Serbia and Montenegro) for her helpful 'map for finding sponsors'; Dick Allwright (UK) for encouragement and suggestions for this new edition; Gavin Dudeney (Spain) for suggestions on online options for TAs and for making the electronic version available on the site; Julian Wing (Brazil) for the entirely new section on online options; Les Kirkham (Arabia) for review of section 2; Marjorie Rosenberg (Austria) for sharing her checklist for organising conferences; Robert Dickey

(Korea) for his thorough review of sections 4, 5 and 6; Rusiko Tkemaladze (Georgia) for review of checklist in Appendix Four; Sadasivam Rajagopalan (India) for review of section 3; Sara Hannam (Greece) for comments on the final draft; Sara Walker (Brazil) for review of the checklist in Appendix Four; Silvija Andernovics (Latvia) for suggestions on finding sponsors and review of the checklist in Appendix Four; Simon Fenn (UK) for the information on the Wider Membership Scheme; Simon Greenall (UK) for editorial advice; and Tessa Woodward (UK) for her help with initial arrangements for this edition and the information about IATEFL.

Finally, the print version of this handbook was funded by the British Council's English Language Teaching Contacts Scheme (ELTeCS), and we are also very grateful for the useful feedback which was provided by the ELTeCS project evaluation committee.

Welcome to the third edition of the IATEFL TA Handbook!

Ana Falcão (Brazil) and Margit Szesztay (Hungary)

IATEFL: what it is and how it works

The International Association of Teachers of English as a Foreign Language was founded in 1967 and is a UK registered charity. Our purpose is to link, support and develop ELT professionals worldwide. To this end, we produce a bi-monthly newsletter called *Voices*, we hold an annual International Conference and we group our members by special interests. These Special Interest Groups, or SIGs, of which there are currently 14, also hold conferences and typically produce two or three newsletters each year. By this means the SIGs seek to develop and disseminate state-of-the-art knowledge and practice about language teaching and learning.

How is IATEFL international?

IATEFL is a truly international association. Approximately two-thirds of our members live and work outside the UK and approximately half of the 1,500 delegates who attend our Annual International Conference come from outside Britain, typically representing 80 or 90 different nationalities. At any one time there are also 75-80 associated Teacher Associations in other countries. These Associates, as we call them, subscribe to broadly the same educative purpose as ourselves.

IATEFL has around 3,500 members and an office staff of 6. Our office is based at the University of Kent at Canterbury, a cathedral city in the South East of England. A notable development of recent years has been the introduction of the **Wider Membership Scheme**. This enables Associates to bid for a proportion of their members to enjoy membership of IATEFL itself at greatly reduced rates. Please see below for more details.

Becoming a member of IATEFL

By becoming a member, you help to develop yourself and you make a contribution to the development of our profession worldwide. You can then choose free membership of one SIG and take advantage of specially negotiated subscription rates to well-established journals and other publications, such as the *Teacher Trainer Journal* and the *English Language Teaching Journal*. You will receive copies of IATEFL *Voices* containing articles on ELT and a series of regular columns, and a free copy of *Conference Selections*. There are also special offers from time to time, such as (in 2006) a subscription to *English Teaching Professional* included in the membership fee.

The Wider Membership Scheme (WMS)

Throughout its history, IATEFL has always supported and encouraged fellow teacher associations. English teaching is an international profession and it is very appropriate for national and regional TAs to be able to form international links through an organisation like IATEFL with its network of associates across the world.

This network has grown rapidly since the early 1990s. At the beginning of the decade, a fund generously donated by individual and institutional members supported new

TAs in the former communist states of Europe and brought members to IATEFL through these associations.

In the mid-90s, IATEFL overhauled its structure of 'branches', building formal links with independent TAs around the world and introducing low-cost membership specifically for members of associate organisations. 'Basic' membership offered restricted benefits but allowed members of Associate TAs to join IATEFL for about half the normal subscription.

However, for teachers in many parts of the world even Basic membership was out of reach. At the end of the decade, as a project for the new millennium, IATEFL set up a scheme to offer Basic membership at locally-affordable rates through associate TAs in less economically developed countries. Within five years, almost one IATEFL member in five was supported by this Wider Membership Scheme (WMS).

Further details of IATEFL and the WMS are available on the website (see Appendix Three).

Tessa Woodward (IATEFL President, 2005-2006) and Simon Fenn (IATEFL WMS)

OPENING ARTICLE

Teacher Associations at the crossroads?

by Margit Szesztay²

Who needs teacher associations?

For a number of years now, this question has become more and more urgent for me, both as a member of IATEFL International and IATEFL Hungary. It seems I am not alone in wondering about the future of teacher associations (TAs) based on voluntary work in our fast-paced, work-dominated, multi-connected lives. For example, the Associates section of IATEFL *ISSUES* (December, 2004) looks at rewards and challenges facing teacher associations in different parts of the world. It is a kind of jigsaw article giving voice to the views of eleven voluntary TA leaders from Germany, India, Canada, Japan, Croatia, Thailand, Romania, Chile, the Czech Republic, Spain, and Greece. There are two messages emerging very strongly out of these combined voices:

- It is increasingly harder for TAs to find (active) members.
- It is increasingly harder to find people who are ready to do voluntary work for TAs.

In response to these concerns, I would like here to focus on why people might join a teacher association in the first place, and what might encourage them to become active perhaps even to the point of deciding to take on a leadership role. I think that it is crucial to explore these two questions when setting up a new association – or when thinking about ways of sustaining and revitalising an already existing one.

Why join a teacher association?

Considering why teachers join the association for ELT professionals in Hungary – the context I am most familiar with – there seem to be two distinct (though related!) sets of reasons. The first one could be labelled ‘practical benefits’, and the other, ‘sense of belonging to a professional community’. To illustrate these, here are some quotations from the responses given by IATEFL Hungary members to the question:

WHAT DO YOU VALUE MOST ABOUT YOUR IATEFL HUNGARY MEMBERSHIP?

PRACTICAL BENEFITS

‘Attending the Conference’; ‘Reduced price at the Conference’; ‘The debate training’; ‘mElting Pot and Forum magazines’; ‘Finding out about ELT events and courses’; ‘Fresh and sincere information’; and ‘The feeling that I can find out about opportunities too – even if I can’t take part’.

² This article first appeared in IATEFL Voices 2005, Issue 184. Margit was IATEFL Associates’ Coordinator 2003–2006. Her main professional interests are group facilitation and community building.

SENSE OF BELONGING

‘Belonging to a family of language teachers’; ‘To get in touch with other teachers’; ‘Team feeling’; ‘Being in a community of colleagues – meeting teachers from other countries at the conference’; ‘Networking opportunities’; and ‘The energy I get from being with like-minded professionals’.

(taken from Members’ Perceptions Questionnaires, 2003 and 2004)

The more practical, tangible benefits are perhaps the ones that come to mind first when thinking about why people join an association. A chance to attend a conference, participate in training and development opportunities, receive Newsletters, be a member of an electronic discussion list, etc. However, as the above example shows, acting on the less tangible reasons for joining a TA might be central to recruiting and retaining future members. Therefore, it is important to consider what these less tangible benefits are, and how they can be made more prominent. Here is a checklist of ideas to consider:

1. Are there opportunities for members to get to know each other/socialise during a conference? (e.g. Longer coffee breaks, social events in the evening)
2. Are there sessions at conferences/seminars where members can engage in professional discussion? (e.g. Roundtable discussions, Open Space discussions)
3. Are steps taken to make sure that new members/first time conference attendees feel welcomed and part of a professional community? (e.g. Some TAs list the names and background info about new members in their Newsletters)
4. Does the TA organise events which strengthen the sense of community among members? (e.g. Some TAs organise Book Clubs, Joint Walks, TA Choirs)

I think that the sense of belonging to a professional community is a crucial source of inspiration for active membership. And this, in turn, can inspire active members to take a further step and get involved in TA leadership.

Why get involved in *leading* a teacher association? What is needed to do the job well?

When starting up a Teacher Association, you need ‘people of energy, drive or influence’ suggests Dick Allwright in the second edition of this handbook. I think what people of ‘energy’ and ‘drive’ have in common in the ELT world is **commitment** to our profession, commitment to wanting to make a difference and change things. I see this as the key motivating factor for getting involved in leading a teacher association. However, I think that many more things are needed apart from the initial drive in order for someone to find their place as a committee member, and to derive fulfilment and satisfaction from the work they do. Based on my own committee experience, the most important other requirements are the following:

- Task clarity
- Time
- Skills

- Team mindedness
- Responsibility

Task clarity is extremely important for organisational leadership as work is divided up within a team. Unless you have a very detailed description of who is responsible for what, important areas are likely to be left out. The problem is that many committee roles leave plenty of space for uncertainty about what they entail. This is why all the tasks which need to be done should be part of somebody's *job description*. This of course does not mean that one person is responsible for *doing* everything stated in the job description – but it does mean that s/he is responsible for making sure that the job gets done.

The second requirement on my list is **time**. This seems obvious, but members joining a committee sometimes forget that they need to give *regular* attention to whatever tasks they have undertaken. Also, with teachers being overworked and underpaid in many parts of the world, this can be a serious obstacle to finding people to work for committees. In fact, I think it is a good idea when looking for committee members to give a rough estimate of the time that will be required of them (e.g. 2-4 hours a week, 2-3 days a month, etc.).

In addition to knowing what to do, and putting time aside to do it, most jobs on committees require certain practical **skills**. A newsletter editor will obviously need to be skilled at editing, a webmaster will need to know how to set up and maintain a website, and the treasurer will need to know something about putting together a budget, to list a few key examples. However, all these skills can also be learnt on the job. In fact, it can make the job itself more attractive if there are developmental opportunities involved, e.g. the chance to attend a course, or to learn from a more experienced colleague.

For me, **team mindedness** is the willingness and ability to work as a member of a team. While I see this first and foremost as a question of personality and attitude, there are also a number of skills which can facilitate or hinder working in a team. For example, the ability to communicate clearly and effectively during meetings is essential. In addition, I think that self-awareness and emotional maturity also help a lot. As do a sense of humour and light-heartedness. These qualities become especially important if people are getting bogged down trying to sort out a problem, or work through a conflict situation.

Perhaps the most crucial requirement, though, is a sense of **responsibility**. When you have a thousand other things to do, e.g. tests to correct for the next day, lessons to plan, as well as family and friends to attend to – it can be very hard to remind yourself of your voluntary TA tasks. As president of IATEFL Hungary, I have learnt that the more responsibility committee members take, the easier it is for the president to do her job. For example, if everyone takes responsibility for carrying out action points agreed on at a meeting, there is less need for the president to remind, check up on work, and nudge people on.

Why stay involved in running a teacher association?

Just as we differentiate between initial motivation and sustaining motivation in the long process of foreign language learning, I think it is also important to think about

what keeps volunteer committee members going. There are six things that I would like to mention here:

- Sense of achievement
- Acknowledgement
- Recognition
- Rewards
- Belonging to a good team
- Personal/professional development

Sense of achievement perhaps plays the most central role in sustaining motivation. It helps people to realise that responding to e-mails, taking part in meetings, soliciting articles, putting together applications forms, etc. DO bear fruit. This is why it is really important for volunteers to recognise and celebrate their joint achievements, such as a successful Conference, or even a Newsletter hot off the press!

Acknowledgement and recognition can also be important in boosting motivation. For me, acknowledgment means getting credit from friends and fellow committee members for work that one has done. Recognition, though very similar, to me implies that the credit given for something comes from a slightly wider public. It could take the form of a 'thank you' letter, or flowers given, for example, to the organisers of a conference. There could also be rewards attached – such as opportunities for travel or the chance to participate in a summer course.

In my opinion, one of the most important motivating factors in doing voluntary work is the feeling that I am a member of a team of committed and enthusiastic professionals – and simply people that are fun to be with! And finally, I think there needs to be a sense of personal-professional growth. This could be linked to learning new skills, coming across new ideas and being challenged to think differently, as well as having one's personal and professional horizon's widened by meeting and working with people from different cultural backgrounds, for example.

So, what do I conclude?

The impression that it is increasingly harder to find active members and people ready to take on voluntary work for teacher associations is one that I also share. In many parts of the world TAs are faced with a new social reality: an accelerating pace of life, increased 'professionalisation', as well as growing commercialisation of ELT.

Against this backdrop, I think there is still – perhaps more than ever – a need for teacher associations which can instil in their members a strong sense of belonging to a wider international community of caring and committed professionals. In order to do so, teacher associations have to become more conscious of what they can offer and of what helps or hinders their work. I believe in this way we can tap into the vast energy source that language educators can create together.

SECTION 1

Why form an association in the first place?

1.1 Why should teachers take the time and the trouble to associate with each other at all?

The following are just a sample of the many and varied reasons teachers give for wanting to work together:

- to improve the practice of language teaching and learning
- to promote high standards of initial and in-service language teacher training
- to foster and promote scholarship relating to language teaching
- to foster high academic and professional standards
- to break down the isolation that teachers experience both in their classrooms and in their institutional settings
- to encourage cooperation and mutual support
- to foster the articulation and development of teacher-theory concerning classroom language learning
- to offer a regular forum for the introduction for the production and exchange of materials and other resources
- to encourage the development of foreign language teacher identity and collegiality
- to provide opportunities for personal language development

1.2 What can a formal association do that an informal one cannot?

The above reasons reflect the sorts of things teachers can expect to do if they meet and work together, and for some of them a strong formal association may be more appropriate. Such reasons might be:

- to strengthen language teachers' sense of identity as members of a respected profession
- to take a lead in providing in-service training opportunities
- to disseminate information about language teaching
- to establish local and national professional journals for members

- to provide a focus and a forum for persons and organisations interested in the teaching of languages
- to foster and protect members' professional interests within the education system of the country
- to represent language teachers in dealing with government and other official bodies in professional matters
- to have a consultative and advisory role with regard to educational developments and innovations
- to provide a consultation service for language teachers
- to provide information for members about opportunities and facilities both at home and abroad for professional development
- to provide any necessary support for activities initiated at the local level
- to establish scholarships, perhaps with outside funding
- to establish contact, perhaps through formal 'affiliation', with other national and international organisations of language teachers

SECTION 2

How to get started³

2.1 Making contact

2.1.1 Who should you contact?

Informal associations

As a group of teachers working in the same institution or in the same geographical area, you might want to adopt a collaborative approach towards your professional development. This is one way of starting an informal association of teachers. You may find colleagues who share your concerns or working conditions, and by talking to them in the staffroom or in in-service courses, you may decide to meet more regularly, in order to develop teaching strategies and/or to understand your teaching better. The lists provided in Section 1 include a few other objectives that could justify the promotion of regular discussions among a small group of teachers.

Once you have agreed to start an informal association, the decision about who is going to belong to the group will depend on the group dynamics and the commonality of interests. This type of association would certainly be more appropriate for 'natural' groupings of people who feel comfortable working together.

Formal associations

An association that started small may reach a point in which members decide to open it to a larger number of people. Alternatively, some individuals may wish to set up a formal association that is intended to be large from the start. In this case, the next stage is to identify as many individuals or bodies as possible who are likely to have an interest in the development of the association. They are likely to fall into the following categories:

Potential members: Begin to make a list. The core of this can be individuals known to be the initiator or initiating group but various bodies such as schools or government departments may be able to help by making their own lists available, or themselves distributing your informational circular at your request. Some kind of chain letter might be useful here, i.e. those which ask the recipient to send copies to five, or ten, others who they think will be interested.

Potential workers: As a subsection of the list, identify people or energy, drive or influence who may be willing to form some kind of steering committee. Ask for volunteers in any initial letter that is sent out.

Potential supporters: There may be other individuals or bodies who can provide support. This may be in the form of advice, professional support, or more concrete support such

³ Les Kirkham, from TESOL Arabia, has kindly reviewed this section.

as money, resources or facilities. Example of such bodies include international associations of language teachers such as FIPLV and TESOL (see Appendix Two), ministries, publishers, international special interest bodies such as The British Council, The Goethe Institute or Alliance Française, teachers' centres, trade unions, and even banks. These institutions may be able to assist in contacting potential members through help in sending correspondence or hosting an initial meeting.

Existing groups: Parallel associations or groups may already exist in other fields. Contact these and see what they can offer. They may be working at a regional, national or international level (see Appendix Three for the major international bodies). If there is already another association of language teachers (even of another language), consider if you can work together either in one association, in a federation of associations, or with a joint council.

Authorities: It may be necessary in some countries to seek permission from an authoritative body such as a government department before any steps can be taken at all. It might even be advisable for the initiators to seek legal advice. Some form of legal document may need to be written or obtained. Bear in mind that the specific type of legal documentation required may vary dramatically from country to country. Initiators are advised to clarify their legal responsibilities and obligations at the earliest possible opportunity.

2.1.2 How many people should you contact?

Informal associations

Again your options differ whether growth is in the agenda or not. As a group of teachers who want to work together, you might see no purpose in increasing membership. The ideal number would be one that allows you to carry out the planned activities without disruption. Too many people would certainly limit the type of activities that could be carried out. Too few could lead to a lack of the encouragement and support that you need to keep the group alive.

Formal associations

The decision about the objectives of the association plays a key role in the planning phase. If the association is to have a representational status, then a large number of members is important, especially if the interests concentrate on influencing policy-making and lobbying for the profession. In any case, it is necessary to consider the scale of the initial operation.

If a big association is envisaged, it may be wise to concentrate on one educational sector, e.g. secondary school teachers, or a particular geographical area. The association might in this way be able to create a stronger base and later move towards involving other sectors or regions.

If you are thinking of eventually affiliating to international associations, then it would be wise to contact them in order to find out about the minimum number of members. Some addresses are supplied in Appendix Three.

2.1.3 When is it sensible to make contact?

For both formal and informal associations, the initiators may need to consider the best time to make initial contact. For example, the beginning or end of term may find teachers too busy or preoccupied with other professional matters. It may be useful to make initial contact coincide with other professional events.

2.1.4 How is it best done?

Informal associations

As a small group of teachers the contact is fairly simple and straightforward. Since in this scenario it is more likely that resources will not be available, individuals will have to be contacted by word of mouth or by email. We have already mentioned the staffroom and in-service courses. Conferences and professional meetings could also be a forum for this type of contact, as well as the establishment and publicising of an association website (see Section 8), which may, initially at least, be the work of one of the initiators with appropriate IT skills. Information about the association could also be spread by messages to existing websites, Internet lists and newsgroups devoted to educational issues (see Appendix Three). These suggestions apply to both informal and formal associations. Below are some other ideas for initial contact that would be more appropriate for formal associations.

Formal associations

When the intention is to start a formal association with a large number of people and the necessary resources are available (see potential supporters, above), then the obvious way of making initial contact is by some kind of circular letter or mass email message. This may be accompanied by a questionnaire to attempt to establish what kind of role potential members see the association playing in the profession, and to gather additional names under the categories listed above. It may also be possible to advertise. Though advertising can be expensive, there may be sources of free publicity such as teachers' bulletins or newsletters. Instead of an advertisement, it may be possible to persuade an editor to run an article on the proposed association or to write a letter to the editor for publication.

2.1.5 What could the contact be about?

Informal associations

The initiative of starting an informal association will probably be taken by a group of individuals who are already colleagues who share common interests. Therefore, the initial contact will be about setting up a more structured relationship (for example, how often to meet and where) and will certainly involve decisions about objectives and ways of working together. There will probably be negotiated within the group and concentrate more on professional development than on representational roles. One example of the sort of structure you might want to create in your informal group is to keep a record of your meetings, both for your own consultation or to allow future members to trace the history of the group.

Formal associations

The setting up of a formal association usually derives from a perceived need by the professionals in a sector or geographical area. However, if this need is neither present nor transparent, it would be advisable to carry out consultations about it, so that the objectives of the association reflect their members' interests. Therefore, the initial contact will have the purpose of finding out what the needs of the potential members are. The forms of contact mentioned in Section 2.1.4 foresee this possibility.

It will depend on the particular situation to what extent the new association's aims can be established in the initial stages. It may be necessary for legal reasons to make a statement of general purposes and aims from the very beginning, although it is probably preferable for the initiators to establish operational aims initially and consult with the potential membership before the final aims are decided upon.

You might like to set up loose objectives for the inaugural meeting. However, it would be desirable to have some sort of agenda organised in advance but leaving the opportunity for changes. A bit of preparation for the inaugural meeting is essential if you want to come out with a firm commitment to the creation of the association. For instance, you will have to decide whether you want to carry out full elections at the inaugural meeting or elect a provisional committee that would be responsible for organising full elections some time later, say six months. This would allow other people who were not involved in the inaugural meeting, to join in later.

2.2 Obtaining resources

Resources typically fall into the following categories: professional and financial.

2.2.1 Professional resources

Informal associations

A small group of teachers is more likely to share human resources and to not worry about the financial aspect, because the sort of activities they develop do not depend so much on money. However, they can get insights into possible resources listed below and adapt them to their own needs.

Formal associations

The professional resources could fall at least into three categories, though not all of them would apply to an informal group:

Human resources: The initiators or steering committee may wish to identify individuals with different skills. Someone with negotiating skills will be valuable in meeting with potential supporting bodies (see 2.1.1 above), particularly if financial matters are being discussed. Verbal skills become important where large numbers of people need to be addressed and persuaded to lend their support. Many teachers have artistic skills which could be used (e.g. in advertising or laying out a newsletter, designing a logo for the association, etc.). IT skills are useful for the utilisation of websites and the internet.

Others may have experience in financial matters, e.g. they may have acted as treasurer for other associations or may have ideas for fund raising. It may be an idea to build some kind of social programme into the association's early development, and here again there may be individuals with particular skills. Finally, organisational skills are crucial. Associations may work best if the various jobs are spread around as many people as possible, on the basis of the particular skill each offers. In this way, each individual will not be overburdened, and will feel confident in the role. In this sense, a large working group or steering committee may be more effective than a small one, but, in many places, it is probable that the initial group will be small.

Materials resources: An obvious need in this category is stationery. Certain institutions may be willing to provide this as a gesture of initial support. Printed stationery may not be necessary at first. If a word processor or computer and printer are available, quite professional-looking headers can be designed at no additional cost. Food and drink is another resource that may be desirable in some contexts. The provision of refreshments may help to make meetings or sessions more informal, and enable those attending to make contact with each other more easily. Again, institutions (like publishers) or individuals may be willing to make donations.

Facilities: As with stationery, initiators may be able to use equipment such as computers, printers, or photocopiers from their place of work and individuals or groups who have access to such equipment need to be identified. Space is another factor and considerations here include cost, size, facilities available (e.g. computers, data projectors, OHPs, recorders, screens), and convenience and accessibility for people attending (consider whether a use of a single location or rotating venues is more suitable). The association will also need a postal address and an email address through which all correspondence can be channelled and, in some cases, for legal reasons. The postal address could be just a postal box, of course. But it may be possible to have a specific place. Think about the impact of your choice of location. Consider whether it is possible to find neutral grounds, i.e. somewhere that would convey the image that the association is not linked exclusively to one specific educational sector, if that is the case. There is a wide range of free email and free website facilities available, but the association may decide at some stage to buy (or seek sponsorship of) a domain name on a commercial or institutional server and have their own email addresses associated with it (see Section 8).

2.2.2 Financial resources

A number of relevant points have already been made above and financial matters are discussed more fully in Section 7. The main sources of financial support in the beginning stages are:

Individuals: The initiators may wish to ask potential members for a small donation before any kind of official subscription is established. They should also ascertain what facilities individuals have access to at little or no cost to the association.

Professional bodies: These may be able to offer assistance initially either in the form of a donation, a loan or resources such as equipment or space. An institutional membership fee may be created at an early stage to raise funds more quickly.

Commercial bodies: These may be the most promising source of initial funding, particularly publishers, who may also be willing to provide well-known speakers free of charge at events. If funding is provided by one, then this may act as a lever on the others. However, it is probably unwise to rely on just one commercial source for financial support, as this may give the impression that the association is too closely linked to particular commercial interests.

Institutions: Very often institutions (especially universities, colleges or schools) are willing to support teachers' professional associations by allowing the free use of their facilities, equipment, and sometimes, resources. Our advice on choice of location is worth repeating: be cautious about housing the association at one institution which could inhibit teachers from making full use of the association.

In most countries, there are special financial arrangements for voluntary organisations. Certain procedures will need to be followed in, for example, opening and holding a bank account. The association will almost certainly need to name particular people to authorise payments on the association's behalf. There may also be benefits in registering, for example, as a charity and, in some countries, in becoming incorporated (see also Section 7, on 'How to look after the money').

SECTION 3

Questions of association structure and membership⁴

3.1 Informal associations

3.1.1 The role of organisational structure in an informal association

If you are just a small group of say ten or fifteen people who want to work together, and you do not see any reason why you should want to grow in numbers, then you may think you really do not need any sort of organisational structure at all, and you might be right.

Some small associations, however, have found it useful to have some sort of organisational structure, if only to protect themselves from themselves. Setting up a programme committee, for example, can help make sure that the group does take the time to decide what it really wants to do as a group. It can also help to make sure that whatever has been planned to happen does in fact happen. Without a programme committee, a group could find it difficult to discipline itself enough to make specific plans and keep to them.

However, any committee can become a problem for a group, if it becomes part of a power structure, given the potential of power structures to poison interpersonal relationships. In such circumstances it may be wisest to rotate committee membership much more rapidly than might otherwise seem sensible. For example, in the earliest days of the English Language Teaching Community, Bangalore, the committee changed every six months. In this way, you can make sure that if there is any power to be had, then everyone gets a turn at it, but not so long a turn as to constitute much of a danger to overall group health. Also, rotating committee membership means that everybody can, over time, get involved in decision-making. It will not get left to the same few people.

Some sort of structure will be necessary if membership of the association costs money, because someone will have to have responsibility for collecting the money, for chasing members who do not pay it, and for using the money in whatever ways the group decides. It may be easier to avoid having any money in the first place. And that may have the benefit of making the group do things so cheaply that no one need feel unable to participate just because they are poor. For example, one association decided to not allow members to offer tea when they met for their monthly discussion meetings. That was because some members might not have enough teacups, and they might therefore feel unable to offer their home as a meeting place.

⁴ Sadasivam Rajagopalan, president of the English Language Teachers Association of India, has kindly reviewed this section.

Having no money may restrict your activities, but it may not restrict them to what you really want to do – work together on your own pedagogic and personal development. Having a budget to manage may mean many hours spent purely on organisational matters.

3.1.2 Membership in an informal association

If you have no membership fee, then you can avoid some of the problems about who can be a member. First of all, no one will be kept out just because they do not have enough money. Secondly, you can welcome people to join the group on a short-term basis, without having to ask them for an annual fee. Also, you can interpret attendance at events as a true indication of how useful people find them to be, instead of having to worry that people are only attending because they want to get the most out of their fee. In addition, if you set up a formal structure, with an annual membership fee, then there is a danger that if the initial enthusiasm for the group goes away, some people will be left having to work very hard just to keep the formal association in existence, or to wind it up officially. A purely informal group, on the other hand, can be dissolved quite naturally, whenever the enthusiasm has waned (if it ever does), because there is no structure to be maintained for its own sake. People can then regroup if they wish, with different people for different purposes, without having to destroy anything to do so.

3.2 Structure and membership in a formal association

All these issues will look very different if you are a small group that has ambitions to grow, perhaps to become a nationally representative group, for example. A formal association will probably be absolutely necessary if you see yourselves as becoming nationally influential whenever language teaching decisions are being taken, or if you see yourselves as needing to make a major contribution to national teacher training schemes, or national textbook development work. In such circumstances, you may need to start as you mean to go on, and give your infant association the sorts of organisational structures that will give it the best possible chance of growing rapidly without too many ‘growing pains’. The rest of the section is intended for just such circumstances, where right from the beginning it seems important to plan for growth.

3.2.1 Structure

A Committee or Executive Committee is usually formed to run the association on behalf of its members. It is usually elected by a ballot of the membership, and typically consists of a President (or Chairperson), one or more Vice-Presidents (or Deputy Chairpersons), a Secretary and a Treasurer. Some associations have free elections for all positions, while some, to ensure continuity, require the President to serve first as Vice-President and/or to remain on the committee for a further year after leaving the Presidency.

The President: in charge of general co-ordination and oversight of the affairs of the association, and chief spokesperson and representative of the association in relations with outside bodies.

Vice-Presidents: to deputize for the President and may be responsible for the day-to-day running of one or more of the association’s key areas of activity (e.g. recruitment, events, publications).

Secretary: responsible for correspondence, records, minutes, etc.

Treasurer: responsible for all income and expenditure and maintains the financial records (see also Section 7).

The committee frequently forms sub-committees, made up of ordinary members of the association. These sub-committees help the main committee by, for example, assisting with conference planning. They are a valuable means of sharing out work and encouraging greater involvement of the membership at large in the running of the association (also of discovering people who may later be willing to stand for office).

Other roles have been added to associations over the years. It is common now for associations to appoint a marketing person, a webmaster and a conference organiser.

A constitution is essential. It is a document which describes clearly the nature of the association and spells out how it is to operate. In drawing up a constitution, any local legal requirements must be considered and it may therefore be useful to seek advice from other associations, relevant government departments, or the legal profession. In some countries, it is desirable to consider 'incorporation' so as to limit the personal liability of officers and members of the association. The local taxation requirements must also be considered. See Appendix Two for two examples of constitutions.

There are three common ways by which associations frequently extended the simple framework so far described – by forming regional 'sub-groups', by creating 'Special Interest Groups' (SIGs), and by affiliating with an international association (such as FIPLV, TESOL, IATEFL – see Appendix Three for details).

Regional Sub-Groups or Branches or Chapters: these are often based on geographical areas within a country. Such groups facilitate the involvement of members in different places. Typically, each sub-group has a small committee of its own, runs a more or less modest programme of activities for members based in its area, and receives a certain amount of support, financial or in kind, from the central association, on whose committee it is usually represented. General guidelines for setting up and running chapters (e.g. the frequency and quality of events and publications, conference fees, etc.) can be included in the constitution. This could help secure minimum standards for all members. However, flexibility should be allowed, as the work of the chapter will be mostly guided by the needs of its context. Ideally, after some time chapters should be able to stand on their own feet so far as the finances are concerned, and enjoy more autonomy in their functioning. Chapters' development can be monitored through period reports about their activities to the parent body, which in turn can create support systems to chapters facing problems.

Special Interest Groups: these consist of association members with a particular area of interest (e.g. teacher training, English for specific purposes, research). They encourage activities in their area of interest and are usually represented on the association's main committee. Again, the guidelines for setting up and running SIGs can be included in the constitution.

Affiliation with an international association: there is advantage in affiliating with international associations since this encourages teachers to identify with the worldwide

profession, and it may also give access to considerable support in the form of access to the expertise and services of the international body (see also Section 4). The international body that unites teachers of all languages is the World Federation of Modern Language Associations (or Federation Internationale des Professeurs de Langues Vivantes – FIPLV). There is also a number of international unilingual associations to FIPLV. These are listed in Appendix Three. An international association will often assist in founding a national body as an affiliate, although national bodies may of course also decide to seek affiliation once they are firmly established.

3.2.2 Membership

The life-blood of an association is its members. So it is vital to give the highest priority at all times not only to recruiting new members but also to keeping existing ones. Here are some suggestions, culled from associations around the world:

- Make it easy to join, e.g. always have joining facilities available at workshops and conferences, always include subscription information in publications, and accept new members at any time of the year
- Encourage renewal of membership, e.g. include date of membership renewal on mailing labels, send friendly reminders, encourage the use of standing orders and direct debit facilities with banks, allow multiple year subscriptions
- Keep an eye out for potential members, e.g. retired teachers, student teachers, etc.
- Be seen to provide value for money, e.g. ensure that activities occur frequently, and that publications appear regularly
- Provide inducements to join, e.g. reduced charges to members for services, arrange discounts for members with local businesses
- Set fees for ordinary members as low as possible and consider the possibility of having a range of membership fees, e.g. reduced fees for students, retired teachers, offer institutional membership at a higher rate, offer recruitment incentives
- Set recruitment goals (even if you do not manage to meet them, you are still likely to recruit more members than you would otherwise)
- Devise leaflets and posters with essential information about the association and ensure they are distributed and displayed at key recruitment locations
- Provide inducement for remote members
- Identify potential key members amongst people prominent in the profession
- Establish a simple and effective method for keeping membership records
- Personalise correspondence (addressing members by their names) as much as possible. There is software available on the market, which is not very expensive.

- Plan a recruitment drive around an event that attracts more than usual interest, e.g. a workshop about a national language examination or the national conference
- Consider how a balance can be achieved between expatriate and local membership, e.g. different categories of membership, limitations on voting rights, differential fees
- Make sure you offer a good range activities and opportunities suitable to all types of members. The adequacy and quality of the activities offered by the associations is critical in developing and maintaining membership. Section 4 deals with these in detail
- Although it would be naïve to think of all members as fully active members, it is important to tell people at the moment of affiliation that the association runs on voluntary work, and this makes all members volunteers. Therefore, each member should be willing to do their share of work for the association. Inviting colleagues to the association, posting the association's news to the bulletin board at their schools are just a few of the simple, almost effortless acts that members can do for their association, yet a great help if we all do it

SECTION 4

What an association of language teachers can do⁵

An association's programme of activities will depend at least in part on whether it is a small informal or a large formal association, but mainly, of course, the programme will depend on the association's purposes. The following suggestions have been collected from language teacher associations around the world, as well as from individual language teachers, with association experience, permanently or temporarily based at Lancaster University. These suggestions, therefore, reflect a very wide range of association purposes.

The section starts with activities focussing on teachers themselves, moves to learner-focussed activities, and goes on to deal with public relations and advisory activities. The section ends with some ideas on the evaluation of an association's programme of activities and events.

4.1 Teacher activities and events

4.1.1 Informal associations

The following list covers the sorts of activities and events that do not depend on being in a large formal association:

- Meetings to share individual experiences as well as to discuss specific problems people may have encountered as language teachers
- Meetings to discuss the current literature in the field
- Team research (for an excellent example see Naidu et al in the Annotated Bibliography)
- Meetings to discuss individual or group research projects which are being developed or are already being conducted by members. In this way, an informal association can also help members who are working towards preparing papers to be presented at conferences or seminars run by major associations
- Series of workshops on a given topic
- Announcements/Calendar of upcoming regional events of interest to teachers
- Workshops or roundtable discussions to prepare and/or evaluate teaching materials, workplans, syllabuses, tests and examinations, curricula, educational policies, and so on, perhaps with a view to preparing a position statement

⁵ Robert Dickey, from TESOL Korea, has kindly reviewed this section.

- Meetings to exchange materials among members (e.g. books, videos, cassettes)
- Presentations and/or discussions of published materials by materials writers, publishers, book distributors, etc.
- Group viewings and/or discussions of audio/video programmes (live television, live or recorded online/satellite transmissions of seminars, discussions, presentations)
- Weekend or holiday get-togethers to practice using the target language, through language immersion (with or without the involvement of native speakers, or special guest visitors)
- Promoting cultural events such as theatre, films, videos, etc., in the local community
- Meetings to make the most of potentially useful visitors (e.g. specialists visiting a local institution, or coming to the area to take part in a major conference)
- Mentoring and peer-coaching partner matching systems
- Study tours, or more informal group visits, to a country where the target language is a native one
- Exchange programmes with colleagues in such countries
- Information exchange arrangements with other associations
- Purely social events such as dances, barbecues, parties, dinners, to promote good social relationships, within and around the membership
- Any of the above might be done through 'virtual' environments such as email discussion groups, internet chat-boards (forums), live text-chat (rooms), internet-based audio/video chats, simple internet web-pages or even telephone conference calls (see Section 8 for online communication tools)

4.1.2 Formal associations

If you are a big formal association, you may want to do all of the things listed above anyway, but you can also hope to be able to do more elaborate things that follow, if they are relevant to your overall purposes:

- Mounting local, state, national, and/or international conferences, seminars, etc.
- Disseminating information about events and activities through reports, newsletters, audiocassettes, videos, internet web-pages, etc.
- Promoting research through the public presentation of individual or joint projects
- Publishing journals, newsletters, etc. (see also Section 6 on Publishing journals and newsletters)
- Affiliating officially with regional, national and international associations

- Initiating contact and the exchange of information with informal associations
- Providing the incentive for the creation of informal associations
- Creating theatre groups to present plays in the target language
- Creating and maintaining a Teacher Resource Centre
- Promoting and administering exchange programmes for teachers with institutions in countries where the target language is spoken
- Promoting and administering scholarship schemes, perhaps mediating between individual members and foreign agencies to provide scholarships

4.2 Learner-focussed activities and events

These are activities and events provided for learners and intended, for example, to foster their interest in and enthusiasm for the target language, and to assist them to develop their language skills and cultural understanding. If a small charge can be made for such events and activities, then some useful income may be generated for the association in general, but the primary aim of such events and activities will probably remain that of meeting learners' needs.

4.2.1 What informal associations can do

- Provide language immersion events (e.g. group camping, or a weekend in a resort hotel, or just a day or an evening out together to practice the language)
- Promote and help organise the exchange of letters, books, cassettes, videos, between learners
- Arrange formal or informal meetings for the discussion of specific learner-centred matters (such as examination preparation)
- Promote social events for learners to get together informally
- Rehearse short plays for learners to present to the immediate community
- Help learners get involved in small jobs using the target language (e.g. tour guide work, translating)

4.2.2 What a formal association can add to the above

- Arranging and administering study tours or visits to a country where the target language is spoken
- Establishing and administering learner exchange programmes
- Setting up and running formal meetings or online surveys for finding out about learner opinion on such matters as the curriculum, or the examination system
- Setting up learners' conferences

4.3 Public relations activities and events

4.3.1 What informal associations might wish to do

By its very nature, an informal association is unlikely to need to engage upon very much public relations work, since it will probably not be very concerned about having a public image at all. Nevertheless, an informal association may sometimes wish to make its views known to a wider circle of people. The following are just a few ideas that might be appropriate:

- Writing letters to, or articles for, newspapers
- Getting involved in radio or television broadcasts on relevant issues
- Displaying posters

4.3.2 What a formal association might also do

A formal association, if it becomes very large, may need to look after its public image by employing professional public relations experts and lobbyists. Unless and until this is the case, however, the following ideas may be helpful:

- Assessing the numbers of potential members in the association's area and developing ways of reaching them, perhaps by establishing regional representatives or just by finding volunteers who would visit schools and talk to the teachers about the association and its work
- Publishing at least an information leaflet to inform enquirers and members of the general public about an association's aims, structure, and regular activities
- Developing an internet website to publicise the group's aims, structure, and activities
- Inviting people in key policy-making positions to officially open such major public events as national or international conferences
- Inviting local press and other media to attend and to report upon association activities and events

4.4 Advisory activities

These are activities in which the teacher association advises individual teachers or teachers' groups, institutions, businesses, government departments and other official enquirers on matters relevant to the purposes of the association.

4.4.1 What an informal association can do

- Produce agreed position statements on key issues in language education
- Respond collectively to any invitations for consultation from policy-makers
- Organise group letter/email writing to policy-makers

- Seek individual membership of policy-making bodies

4.4.2 What a formal association can hope to do in addition

- Seek formal representation on policy-making bodies

4.5 General guidelines for developing programmes of activities and events

4.5.1 Informal associations

Informal associations will have their own aims and objectives to guide their activities, but the following advice may be of general relevance:

- Try to provide a balance of theoretical and practical activities and events
- Seek to foster relations with the wider local community, in particular to encourage people to understand and to support the group's aims
- Do not forget the possibility of establishing productive relationships, if only by correspondence, with more remote people like other informal associations elsewhere, and with formal associations
- Do not forget the possibility of getting help from more formal associations
- Do not forget the possibility of your own small associations making a distinctive contribution to the work of more formal associations
- Do not ignore the possibility of formalised speaker exchanges with other groups to broaden the pool of speakers and potential topics

4.5.2 Special factors for consideration by more formal associations

- Remember that it will probably be extremely important to clearly distinguish at all times your professional association from commercial and/or party political organisations
- Remember that the association will be expected to provide professional leadership, but in response to members and their needs, not in isolation from them
- Remember that the association will need to provide for a good variety of activities and events, in order to respond to a wide range of interests, personality types, and professional needs
- Remember that although the professional goals of the association must come first. These may sometimes be best served by social events that help language teachers develop a sense of group identity as members of a worthwhile profession
- Remember that members who cannot come to activities and events will need to be kept fully informed about them, and about everything else that the association is

doing, and may have joined the association for reasons other than face-to-face participation in group activities

- On the other hand, you can encourage attendance by creating a fidelity scheme where members who participate regularly in the association's events will be able to get special prizes (which can be provided by sponsors) at the last or the main event of the year
- Take advantage of any other events that will bring teachers together (national examination moderating meetings, for example) and arrange for an association meeting at the same time
- Try to avoid always having meetings in the same place or places. Rotate venues to cover as broad a geographical area as possible
- Seek ways of getting services and benefits to members who are never able (perhaps through physical disability or geographical remoteness) to attend association events (see Section 8 for online options for TAs)
- Find out about potentially interesting visitors to the area (perhaps funded by international agencies) and seek ways of organising special events around them
- At the same time, look for ways of developing local expertise, and of giving it due recognition in the association's programme of activities
- Remember that affiliation to a larger (perhaps international) professional organisation may give you access to, and perhaps even funding for, visiting speakers for conferences, support for publications, advice on association management, and so on
- Affiliation will also give you access to the work of many other associations and individuals
- Remember, also, that affiliation to a larger association will perhaps enable your members to contribute more widely to the profession
- Remember that if you do not work very hard to involve as many people as possible right from the beginning, then just a few people may be left to do all the hard work, and they may eventually be attacked for appearing to dominate when all they want to do is serve
- Seek, therefore, to continuously bring in new people to help with the association's activities and events, and look for new leaders among such people
- And then make sure that your association's structure guarantees regular elections for decision-making positions, and prevents anyone from doing any one job for more than a few years at the most without clear and specific support from the membership

4.6 Evaluating an association's activities and events

4.6.1 What an informal association needs to bear in mind

Although the group may wish to carefully evaluate all its activities and events, working in a small group poses some special problems. For example:

- When a close colleague has prepared an event for a small group of friends, it is likely to be very difficult for such close friends to say what they really think about it, especially if they do in fact feel that their time has been poorly used. In such circumstances, a simple but formal (and anonymous) evaluation procedure may be more tactful (and so more helpful) than an open discussion
- Each person may have consciously to work hard to avoid being over-sensitive to criticism
- However, these sensitivities are themselves something to discuss as a group from time to time, as sensitively as possible of course
- Small size is both an asset and a challenge. As mentioned in Section 3, the issue of size should be discussed regularly: is there an aim to expand, or a preference to remain at the present size (in terms of both the scope of individual events, and annual activity and membership numbers)?

(For more on conflict management see the Closing Article on 'Leadership for TAs'.)

4.6.2 Additional issues for formal associations

- Large events like conferences or extended workshops may be formally evaluated through large-scale opinion surveys (perhaps by questionnaire) conducted at the time, but the results of surveys should be carefully balanced against personal observation, consideration of the goals of events, and so on
- A regular membership survey, perhaps distributed with annual membership renewal forms, will help your association to find out how well it is serving its members' needs, and help your association adjust its goals and programmes of activities and events accordingly
- Remember that many who are generally satisfied may not bother to complete evaluations: temper negative remarks against the number in attendance
- Online surveys with email introductions/links and follow-ups may increase survey response numbers

SECTION 5

Organising conferences

Although Informal Associations may also benefit from this section, it mainly aims at providing Formal Associations with practical ideas for organising conferences, which are for many associations their main activity. In the first part, the secrets of the journey into finding sponsors for conferences; and in the second, a checklist with all the steps towards a successful conference.

5.1 Finding sponsors: from a phone call to the thank you note⁶

Being a part of a Teachers' Association has many advantages and beautiful sides, but finding sponsors is not one of them. At least, not one of the favourite reasons why teachers join the associations in the first place. Usually, sponsors are thought about when the conference is in sight and as soon as the conference is over, the 'strictly money' thoughts can rest for the next nine months.

In the case of associations for teachers of English, we have usually limited ourselves to known partner-sponsors: The British Council, The US Embassy and the publishers, but these generous partner-sponsors will not be discussed here.

Since we all work as volunteers, it is only normal not to think about money until the issue is burning. However, by the time we approach any other sponsors it is already too late to get any sponsorship and we usually draw gloomy conclusions that teachers' associations are simply not attractive to invest in.

Let's look into this matter a little closer. As clichéd as it may sound, finding sponsors is a journey and as with any other trip, if we do not have a map and a plan and a timetable we will get lost.

5.1.1 How to start?

The easiest way to know where we are right now is to start backwards by asking *how much money we need for the next conference*. Once we have defined the figure, it is not vague any more and we have set the aim.

The next question is *how much money could be substituted by goods* (coffee, tea, mineral water, cookies, wine and cheese, juices or soft drinks, and freebies for the lottery or raffle: T-shirts, bottles of wine, packs of tea, sweets... anything you think might be needed to make the conference more memorable and enjoyable for the members).

Now we have a 'map', and it is time to make the plan. This is the part where we simply must not forget the fun factor. Finding sponsors should be an enjoyable and fun activity for the person(s) in charge. It is exciting and it opens up a whole new world – the

⁶ This article by Brana Lišić first appeared in IATEFL Issues Dec 2004-Jan 2005 Issue 182. Brana is International Relations Coordinator for ELTA, a TA in Serbia and Montenegro.

corporate one, to the teacher who is to step in it. It gives opportunity to talk to all the interesting business people in the town or region and leaves the teacher and the association with many new contacts afterwards.

5.1.2 Before we start

A checklist is a good idea to map out the sequence of actions for contacts. It could look something like this:

Reminder at the top:

- The number one fear among all the people is rejection.
- The number one need among all the people is acceptance.
- When contacting sponsors, it is not about US, it is about the IDEA.
- The worst case scenario: 'NO' to the IDEA (this time) but WE are still OK.

Agenda:

1. Contact the local Rotary Club⁷ or similar organisations

Rotary Club is a good starting point. People who gather there are well known business people in the town and they are willing to help. In addition, they all have friends as well who might also be willing to help. One of the options is to ask to be their guest one evening and present your association in the best light, highlighting the importance of the conference and further teacher development. The presentation should not be longer than 20 minutes. After the official part of the meeting, the teacher will be invited to stay for dinner, so there is another opportunity to use this time to get to know the people there. It is a good idea to bring the latest newsletter or brochure and leave it to the members together with the business cards of the contact person. (Important note here is that the association needs to develop a few materials with relevant information to potential sponsors.)

2. Contact the local newspaper

Local newspaper is another helpful source. Make an appointment with the editor and propose the idea of their writing an article about the sponsors who helped the teacher association's conference. Local newspapers cover education as well and they also know who might be willing to help. Invite them to cover the event and we will automatically have higher visibility of the association and higher visibility for the sponsors. It is a win-win situation.

⁷ Rotary is a worldwide organization of business and professional leaders that provides humanitarian service, encourages high ethical standards in all vocations, and helps build goodwill and peace in the world. Approximately 1.2 million Rotarians belong to more than 31,000 Rotary clubs located in 167 countries. <http://www.rotary.org/aboutrotary>

3. Get an updated Yellow Pages

Yellow Pages or other resource of similar nature – we will immediately recognise some companies and get new ideas (Coca Cola, Pepsi, Mc Donald's, etc.). Make a 'bank of contacts' – at least 50 companies, so we never feel as if our list is getting dangerously short and we still have not succeeded. With dozens of companies yet to contact we will feel much more secure.

5.1.3 First appointment

Now it is time for the timetable part. Since we all work and we all have limited free time, this part should be well planned as well. Contact the first switchboard person from the 'company list' (a good idea is to start with the companies which provide goods for the conference – they are easier to obtain) and ask for the name of the Marketing Manager. Then ask for Mr or Mrs X and ask for an appointment regarding the conference highlighting that it is not about money but goods and that there will be media coverage.

We are likely to get an appointment if we get through the secretary. (Tip for the secretaries: speak from 'their shoes' point of view: '**You** are very kind and helpful, **you** must have dozens of calls per day and still **you're** so patient'. And do not forget to sound sincere – if you do not feel it, it is better not to say it).

Now that we got our first appointment, it is very important that we feel good about ourselves when we go to the actual meeting. Everything matters – body language, clothes, tone of voice. We cannot allow ourselves to go unprepared. We need business cards, the leaflet about the association (one printed page maximum), latest newsletter and a model letter for sponsors. Above all, we need to know how to bond with the person we have a meeting with. Bonding is important and brings people closer in an instant. Bonding means giving a sincere compliment to the person or asking an appropriate, but personal question or commenting on something – maybe photographs of the children or the office décor or something appropriate for the situation.

Keeping records of all the arrangements made that day is a good idea – write down everything. Conference is still very far away and we are likely to forget most of the details of things discussed. Be ready to offer something: their banners, space in the conference brochure and an article in the local newspaper with the photos from the conference. This should be enough.

We will make a very professional impression if we keep the meeting short and to the point. It is likely that the Marketing Manager would have to discuss this matter further, so we should not expect a miracle after that one meeting, but we could expect an invitation to send them everything in writing via e-mail. If we approach the sponsors well in advance, they are more likely to accept the sponsorship than not because they would not feel pressured.

After this first meeting, regardless the result, we will feel that we CAN do it further. The first one is the hardest, and as we contact people from our list, we will get only better each time.

When we have succeeded with these sponsors who would obtain goods for the conference, we are ready to approach the 'hard cash' ones with the same success. Practice makes perfect and enthusiasm makes it work.

However, the job is not finished until the paperwork is done. After the conference, it is crucial to write warm 'thank you' notes to all the sponsors, no matter how little they might have contributed. These notes, among other things, will keep the doors open for the next conference.

(The text above deals with sponsorship for conferences. For other sources of income, see 7.2.5.)

5.2 Using checklists

Organising conferences requires a lot of skill and planning on the part of the organising team. Using checklists can help them set deadlines effectively, and have overall control of all parts of the process that will lead to a successful conference. The checklist⁸ below is just an example of how much thought and work go in the planning phase. However, you may wish to adapt it to your own situation.

5.2.1 Six months to a year beforehand

- Create a checklist and updated it regularly
- Create a committee. Decide who is responsible for what (one person in charge of venue, one for delegates, one for speakers, etc, or more general duties)
- Find a venue. Clarify what it will cost or if it is possible to use the facility without paying. Make sure the venue has got enough rooms, the proper technical equipment, is fairly easy to reach, has staff that can help out. If there is a plenary speech, does the venue have a room where everyone can fit or do you need to find any extra place for this? Check parking facilities/unloading bays for exhibitors
- Choose a date. Make sure it does not coincide with other conferences teachers may want to attend, or busy times at schools (such as beginning and end of terms)
- Choose a call off date (a specific deadline when the organisers can call off the conference if there are not enough people signed up for it)
- Choose a name and create a logo for the event, as this will help with advertising
- Decide if the event is meant for a particular target group or is a general conference
- Decide on programme (tracks, mini-courses, pre-conference events, etc.)
- Decide on timetable (how many talks, workshops, plenary or no plenary)

⁸ This checklist was adapted from an article by Marjorie Rosenberg, in the Teacher Trainer Journal, Vol. 19, No. 1 Spring 2005 (pp 7-9). Marjorie is a committee member of TEA (Teachers of English in Austria).

- Find plenary speaker(s) if necessary
- If it is possible for teachers to get expenses reimbursed (or the day off from school) through the Ministry of Education or another institution, find out what you need to do for this and contact the person who can help
- Discuss lunch breaks with people on site. Can we offer lunch at the venue? What does it cost? (supply lists of restaurants nearby)
- Discuss coffee breaks. Decide if these will be supplied for delegates, covered by conference fees, sponsors, or delegates pay for themselves
- Decide on conference fee. Will speakers have to pay or not, or do they pay a reduced fee?
- Decide on cost for exhibitors (per table, per stand, etc, advertising in programme, putting leaflets in bags)
- Check out whether the venue can provide necessary requirements for exhibitors (e.g. electrical power points, internet access, etc.)
- Inform exhibitors about limitations so they can adapt their stands accordingly (width, depth limitations, technical limitations)
- Decide if you can raise money from corporate sponsors. How would they benefit? What could you offer them?
- Create forms
 - General information form
 - Conference registration form
 - Speaker proposal form
 - Exhibitor form (how many tables, chairs, when will they arrive?)
 - Exhibitor confirmation form (with costs for exhibitors)
 - Corporate sponsor forms
 - Confirmation form for participants (add a box asking if their names/emails can go into the list of delegates)
 - Confirmation form for speakers
 - Certificates (this too can be funded by sponsors)
- Send out forms
- Send exhibitors the forms as well in case they want to sponsor speakers or register for the conference

- Set a deadline for speakers' proposals
- Set a deadline for registration (have two or three set dates and increase the fee progressively, the nearer the date of the conference the more expensive)
- Publicise the conference. Mail out the forms, send emails, create posters, find out about websites where you can advertise, contact newspapers, etc.
- If the conference lasts for more than a day, arrange a welcoming meeting and an evening social programme
- Put a provisional budget together. Think of overall costs (advertising, programme handbook, venue, coffee breaks, etc.) and make a decision on how much sponsorship will be needed, conferences fees, etc.

5.2.2 In the last six months

- Decide which honorary guests should be invited, who should speak at the opening and who is responsible for inviting them
- Collect speakers' forms, review and choose the presentations
- Inform speakers that their proposal has been accepted (If possible, give speakers an idea of how many people to expect so that they know what to do about photocopies)
- Put the program together
- Send out confirmation letters
- Send out information about hotels to delegates (give delegates some names of hotels near the venue, give them a website where they can see where to book, etc)
- Ask publishers or other sponsors for bags, pens, paper, etc. Offer to put their brochures and catalogues into the bags. Give them an address where they can send the materials before the conference. Inserts can also be paid for, generating more income to cover costs
- Begin to advertise the event intensively
- Have a treasurer who is responsible for making sure the conference fees are paid and can make payments for the event

5.2.3 In the month before the event

- Arrange for a conference office or registration area. Decide who will be there and what they have to do
- Contact delegates to remind them about the conference
- Let speakers know when they will be speaking (at least inform them about the day and general time frame). Reconfirm the equipment needed with the speaker

- Arrange with the venue about the coffee breaks (when, for how many people, what will be served, who will do the serving)
- Print the programme handbook. Find out if it can be sponsored so that printing and copying costs can be saved
- Send out a provisional programme if possible
- Let the people at the venue know how many rooms will be needed and what kind of equipment they need. Make a room plan
- Let the people at the venue know what the exhibitors will need
- Ask the exhibitors to clearly mark materials meant for the conference bags if they are sending them ahead of time
- Find student helpers or other assistants. Explain what they need to do
- Arrange with the venue about the cloakroom (for coats and luggage)
- Arrange with the venue about a speakers' preparation room
- Arrange with the venue about photocopy possibilities, if it is necessary to make copies on the spot. Find out how to do this and what it will cost. (Sometimes a copy card can be bought, or a person appointed by the venue who then charges for the copies on the spot)
- Arrange with the venue a room for exhibitors to store things
- Arrange with the venue for speakers to be able to store things. If they have more than one presentation and are presenting on different days, they may want to leave things at the venue
- Create a feedback form, a delegate participation form and a speaker participation form

5.2.4 The last minute things

- Make the name badges. (We have found it helpful to put names, titles and institutions on the badges. We have also made speakers' badges a different colour so that people can ask someone what they are speaking about and when)
- Print the list of the delegates and presenters
- Print confirmation forms and feedback forms
- Stuff the conference bags
- Label the building (put up signs for registration, workshops, rest rooms, restaurant, speakers' room)
- Put up signs outside the rooms listing the names of the workshops and the times they are being held

- Put up full programmes (rooms, names of workshops or talks, times) in several places in the building including a central bulletin board
- Set up a message and general information board
- Make sure there is a student helper or assistant at each room. Explain to them what they have to do (their main job is to help the presenter, if equipment is not working they have to find someone to take care of it, they can help with handouts, they keep the room from becoming too crowded if necessary, they find more chairs if necessary, etc.)
- Have several student helpers or assistants who help with general information, traffic, etc.
- Remind people to fill in the feedback forms (you may want to exchange certificates for forms at the end of the conference)
- Make sure that someone has a key for luggage room, so that people can collect their bags/coats when they need them and not miss their trains and planes

5.2.5 A few other important things to remember

- Make sure that there are enough people at registration to make it go as quickly as possible
- If students work at registration, make sure that one of the conference organisers is there as well in case there are questions
- Have a copy of the list with payments so that this can be found quickly
- Have copies of the programme with the exact times of the talks and workshops. Keep one at registration, and hang up other copies around the venue
- Have a speakers' room if possible
- If possible, have special badges or T-shirts for the helpers
- Provide a vegetarian and a non-vegetarian lunch
- Let smokers know where smoking is allowed
- If the numbering of rooms is at all unusual, have a sign on the ground floor letting everyone know where to find rooms

If you have never been involved in organising a conference, the list above may seem daunting. Nevertheless, it will help organising committee members know what each one is supposed to do and by when. Also important noting is that jobs can always be delegated and reallocated among team members as arrangements get under way. Finally, do remember to enjoy yourself all throughout the process!

SECTION 6

Publishing journals and newsletters⁹

6.1. Informal associations

6.1.1 The role of publications in an informal association

An informal association will probably consist of a group of people with similar interests who all meet together at regular intervals. They might not see a need, therefore, to publish a newsletter, since they will all be in contact with each other in any case. They might nevertheless find it useful to keep records of their meetings, either on audio cassette tape or in the form of notes. These can then be kept to form a resource base for the use of members, or for future members to refer to as a way of familiarising themselves with the way the group works.

Given such records, and given the increasing interest in how informal associations can best operate, the group might then decide to produce its own account of its work. This has been done in India (see Naidu et al's account of the work of the Classroom Interaction Group in Bangalore, published in the *English Language Teaching Journal* in 1992 – see Annotated Bibliography for the full publication details). It would be foolish to pretend that the collective production of such an account is an easy matter, but the process of putting the text together is likely to be very instructive as an exercise in mutual development, both in terms of developing the skills involved in writing for publication, and in developing the group's sense of itself as a coherent group with a story to tell.

The group may also decide to produce papers or other items to submit to journals or to newsletters published by more formal associations. They could do this collectively, as suggested above, or they could simply act as a support group for any member putting together something for publication. For example, they might encourage a member with some promising ideas to present them first of all to the group orally and informally, for general discussion, and then they could all consider how the ideas might need to be presented for a written publication. Or the member concerned could produce a draft document which would be discussed by the group, as a way of getting considered feedback before the article is actually submitted for publication anywhere.

Despite informality, a small group may find an interest in organising opportunities for its members to publish such as through local college publishing offices or by organising special issues for outside journals. Some informal groups are based upon developing and publishing materials such as textbooks or educational materials for governmental educational bodies: they may find that their work in that field also generates discussions or additional materials for publication elsewhere.

⁹ Robert Dickey, from TESOL Korea, has thoroughly reviewed this section, and added the item 'online publishing'.

If the group grows large and geographically diffuse, or if there is a strong interest in networking on paper with other organisations, or in affiliating with much larger organisations, then the group is probably changing significantly in character, towards becoming a more formal association itself. If this happens, then the advice in the following subscriptions may be more appropriate.

6.2 The role of publications in a formal association

6.2.1 Publications and the formation of the association

A journal or a newsletter may have one of several different roles with regard to a teacher association. Firstly, the appearance of a publication may precede the formation of an association. Indeed, a regularly appearing publication may provide one of the motivations for forming an association. Secondly, a publication may appear after an association has been formed and be simply one of the association's activities. Thirdly, in some cases (particularly where geographical conditions are very difficult), a newsletter may be the principal vehicle of the association. Publications may exist in forms other than on the printed page – in the body of an email sent to the members, as an email attachment in any number of electronic formats (MSWord and PDF being most common), or on websites (HTML and PDF being most common) – possibly instead of a paper version, or as a purposeful duplicate, or as an archive: online files can help new members find the group.

6.2.2 The scope of a publication

It is useful to make a distinction between a journal and a newsletter. A journal includes articles and book reviews and may tend to look rather 'academic'. It may not need to appear more than once or twice a year. A newsletter, on the other hand, should be exactly what its name suggests: a way of communicating association news, announcements about conferences, and so on. It may need to appear more frequently (some associations produce monthly newsletters, others only two a year), but it should be easier and cheaper to produce than a journal. Newsletters (in contrast to journals) are often less academic in their presentation and are useful for publishing less formal articles, practical hints, etc, and for encouraging teachers to publish their ideas without the constraints of a formal journal. While the distinction between newsletter and journal may appear trite or arcane, for some in the academic community the name and overall design of the publication can influence promotion and retention, and thus influence where they choose to publish their work. Some organisations also produce conference proceedings and books.

6.2.3 Editing a publication

There are many cases in which a publication has been created by a particularly hardworking individual, and then has ceased to appear when that person has moved on to other things or other places. Continuity and sharing the workload are big problems. Team, rather than individual, editorship therefore often works well. One possibility is to have one person responsible for editing, another for production, and yet another for advertising. Another possibility is to circulate responsibility for the production of issues of the publication among different groups. For example, if a journal

appears four times per year, identify four geographical groups, and ask each one to be responsible for one of the issues. Even if it is an individual who sets up a publication, the work should be shared with others as soon as possible. Some associations have found that whereas a journal does need its own editor or editorial team, the production of a newsletter can be left to the association's secretary.

Many organisations find it helpful to specify various levels and types of editorship, with specific duties and expectations for each. The editor-in-chief may not be responsible 'for everything' but instead be responsible only for 'the final work' in an academic sense, whereas associate editors handle specific (theme or type) sections of the journal, a managing editor deals with coordination, editorial assistants handle advertisements, copy editors ensure the absence of linguistic errors, etc. Furthermore, an organisation with more than one type of publication (e.g. journal, newsletter, conference proceedings) may find it helpful to coordinate these under a publications committee. It may also be necessary to designate someone for distribution: who does the mailing, who ensures authors and libraries get their copies, etc.?

Where an organisation presents its publications in both paper and online, there may be differing formatting requirements, and it is often considered important that the online version be made available in a timely fashion and formatted in a manner to not diminish the work done in formatting the paper version. Issues such as whether print page numbers are to be represented in the web-page version should be made in advance, not left to chance. It is not unusual to name a 'web-version editor' who is credited in the print version as well, with the internet address for journals listed in the printed version as well.

6.2.4 Content

There is often a tendency for people from the more academic levels of the educational system – such as universities – to make contributions to journals and newsletters, while practising classroom teachers in the school system are too busy (or feel insufficiently qualified) to write articles. This often leads to association journals being too theoretical and consequently of little relevance to the potential readers. Consequently, everything possible must be done to encourage classroom teachers to contribute. In many cases, it has been found that teachers will be readier to write something if they understand that the editor will provide all the help they need to produce an acceptable final text. For its Journal the TESOL association (see Appendix Three for details) has extended this idea by calling upon experienced authors to act as 'mentors' for people who are just only beginning to write for publication.

Apart from the pleasure of seeing their work in print, authors may need to be encouraged with promise of a certain number of free copies of the journal or newsletter, and/or offprints of their particular contribution. Some publications may even offer payment or scholarships.

Some associations adopt a policy of publishing everything which they receive from members. This may be particularly important where the purpose of the publication is to act as the only means of communication between teachers who are working in isolated situations. Other journals refuse everything received from non-members, except for invited papers.

Apart from the obvious items such as articles and book reviews, some journals and newsletters also carry other types of material:

- Conference reports
- A problem corner, in which teachers present pedagogic or language problems which they have experienced, with their own ways of resolving the problems, or the solutions of a 'resident expert' (or other readers can present their alternative solutions in later issues)
- Readers' letters
- Lists of contents of the recent issues of other publications of interest to readers
- Reprints (with permission) of articles published elsewhere. Note that permission to reprint articles from FIPLV World News (with appropriate acknowledgements) is automatic for associations affiliated to FIPLV. Similar arrangements will often be possible with other associations
- News from other associations
- News from members who are temporarily working in other countries
- Summaries of major works in progress (PhD theses, long-term research projects, etc)

One final consideration here is that a publication's content does not always need to be uniform. Although readers will no doubt like their publication to have a more or less predictable format, this does not mean that all contributions must be, for example, of roughly the same length. Sometimes, it may be a good idea to publish something that occupies far more space than is usual (or to spread a long article over two or three more issues), and sometimes it may be a very good idea to publish pieces that are extremely short. Some organisations choose to publish 'special issues' as one way to accommodate irregular submissions (see also Section 6.1.1 above about how informal organisations may arrange publishing), or arrange topical issues to empower special/guest editors to recruit articles.

6.2.5 Finding authors

Well-established 'academic' journals may well congratulate themselves on their high rejection rates, but an association trying to set up a journal or newsletter is more likely to have difficulty persuading people to contribute. As we noted in the previous section, university-based members are very likely to be over-represented among contributors, for a variety of reasons, including the fact that they are likely to be under pressure to 'publish or perish'. But it is equally likely that university-based members will be unable to write the sort of articles that will be most meaningful to school system teachers. It may be necessary, therefore, (and useful in any case) for an editor or an editorial team to specifically set out to recruit potential contributors – to go 'talent spotting' at conferences, for example. This 'talent spotting' may uncover potential authors, but of course good conference presenters are not necessarily good writers, and some sort of mentoring system may be worth establishing (as suggested in the previous section).

Alternatively, this ‘talent spotting’ may simply enable editors to identify issues they would like to address in their publications, and for which they will then start scouting for good writers. The main issue here is simply that finding contributors is part of editorial responsibility (although it is one that at least all executive committee members should be willing to help with), and that this is likely to mean an active search for contributors, rather than a passive waiting to see what each day’s mail delivery will bring. This problem is particularly serious for journals that establish a standard for scholarship and/or writing – more than one association has had to abandon or dramatically revise (and rename) their journal due to a lack of qualifying submissions.

6.2.6 Funding publications

There are several possible ways to fund a journal or newsletter. In some cases, it has been found that initial ‘pump-priming’ assistance from the Ministry of Education, a university, or some other organisation, is required to get a publication off the ground. Later on, advertising may be an extremely productive way of funding a publication. (Advertisers, however, are likely to have strict requirements regarding the appropriate timing or the appearance of a publication. Understandably, they are not going to like ‘summer’ issues not appearing until the late autumn, for example, if they are trying to reach teachers at a particular time in the school year.) If an association is already reasonably well-established, with a strong membership base, then it may be perfectly possible to fund a new publication from an increase in the membership fees. Finally, there is always the possibility of what you may call ‘invisible’ funding. The first element here is the unpaid work of all the volunteer people who produce and distribute the publication. And then, there are in some cases, educational institutions willing to ‘absorb’ some of the costs – perhaps by helping with typing and duplicating, or even with postage. In almost every case, mailing – actually getting a publication to the membership – is the most expensive item. Some associations find it possible to reduce costs here by distributing some of their publications at meetings and conferences, instead of guaranteeing to send them to everybody individually.

6.2.7 Online publishing

While briefly mentioned in other places (above), a number of issues in online publishing merit review and additional detail. We start by again noting that online publishing may be in addition to, or a replacement for, traditional print publishing. In the digital age where almost all print publications are done through computer word processing, often the creation of an online electronic version of the newsletter is little more than a few extra keystrokes.

For most organisations, Microsoft’s MSWord is the starting point for publishing. As a rule, submissions to the publication will be received as electronic files (possibly along with ‘hardcopy’ paper versions that can be read by MSWord). And indeed, for many organisations, the final version from which the publication is printed is also in MSWord. Distributing the MSWord file to member is little more than a matter of choice (unless there are numerous graphics not entered into the electronic file – and even these could be scanned and inserted into the MSWord file separate from that which is used by the printers).

Some publications choose to do their 'page layout' differently, either by using their own desktop publishing programmes (such as Adobe PageMaker or Microsoft's Publisher), or by sending it out to commercial services. In any case, there are numerous options for converting these files into Adobe's PDF format or standard HTML web-pages. PDF format allows viewers to see and (if you authorise it) print out the same page they get as a bound publication (if you ever created one), regardless of computer or printer – note that MSWord pages sometimes get formatted when moving from one computer to another. PDF-reader is a free programme available for almost all computer types, though PDF creating programmes range from free (see Appendix Three) to very expensive, depending on a number of factors (such as whether or not the final product is only an image or includes 'copy and paste' text, and compactness of the PDF file produced). Depending on the programme used, PDF files may include hyperlinks to the internet and other locations within the same file.

HTML pages, while technologically simpler than PDF, do not allow for the same level of text formatting, do not allow page formatting, and face a wider variety of competing standards. On the other hand, HTML pages may be easily updated and most internet computers include free HTML editor options which are easy to learn and use (MSWord also offers a 'Save As HTML' option). Websites hosting PDF files generally include an HTML index, and possibly also HTML abstracts of the articles within the PDF pages. MSWord files can be placed on the internet in the same fashion as PDF files, and in fact, if the MSWord file is saved as RTF (rich text file), internet browsers will open it as if it were a regular web-page instead of a word-processing document.

Both PDF and MSWord files can be sent out as email attachments. Because of the expenses of printing and postage, some associations send printed copies to only current members, while others (expired memberships, 'friends' of the organisation, etc) received only electronic versions. Other organisations do not send out attachments, but merely an email containing a link to the internet address where the electronic publication may be accessed.

Access on online publications may be password protected to limit access to members.

6.2.8 Miscellaneous points

In many parts of the world, official permission is required before printing or publishing can begin. Investigate the local regulations carefully. In some cases it may be necessary to ask for the cooperation of an eminent person who will lend his or her name to the editorial body of the publication.

The ISSN (International Standard Serial Number) is perceived as a step towards professionalism by many readers and authors. In most countries, the registration process is simple and free, with a requirement that a copy of each issue be sent to the registering authority. There are few requirements for serialisation beyond a consistent title, though a standard page size and long-term (several years) contact person for the publication are strongly recommended. Almost every country has a local registration centre, though registration may also be done through an international office.

Many associations find that it is useful to include the membership expiry date on members' address labels. This is especially important where the right to receive a publication depends on having paid a subscription charge.

There are a number of issue concerning envelopes that may be overlooked. Unless pricing is dramatically affected, most members prefer to receive their publications in a sealed envelope (if mailed). Such an envelope may also include:

- Return address for undelivered items (helps keep your membership list more accurate, but return mail services may incur additional postal expenses)
- A paid advertisement or organisational announcement on the reverse
- A membership renewal reminder (perhaps lower left corner of the front)
- A printed postage frank which eliminates the task of affixing postage stamps or hand-franking (get details and permission from the local post office. This is often limited to a single 'central' post office in larger cities)
- The association's theme, motto, logo, etc.

Many associations which issue newsletters and journals cooperate with other associations by exchanging their publications free of charge, and possibly by also arranging for blanket permission to reprint from each others' publications. In this way, associations can get material to print, as well keep up to date with what is happening elsewhere, and perhaps get new publishing ideas too.

While the assumption here is that readers of this document are organising local associations, where international or geographically diverse groups are forming, there may be reasons to identify place of publication in one country or city over another, even if the printing itself is done elsewhere.

Some associations have found it useful to cooperate with related disciplines or teachers' groups (for example, technical, or teachers of literature) to produce publications jointly, instead of producing their own independent journal or newsletter.

A workshop for association newsletter editors is organised almost every year at the TESOL Convention (see Appendix Three for the TESOL details), as is a special session to enable people to meet the editors of well-known journals in the field. Newsletter editors also sometimes have a special session at the triennial FIPLV World Congress on Language Learning.

SECTION 7

How to look after the money¹⁰

7.1 Informal associations

7.1.1 The role of finance in an informal association

As mentioned in Section 3 (Questions of association structure and membership), there are definite advantages to keeping membership free and avoiding the whole issue of finance.

You may feel, however, that the members can afford to contribute a small amount to pay for such things as paper, postage, and other items that will come out of petty cash. If there is a fee, or if members make some cash contributions to the association, then it is essential to set up a system for collecting the money and accounting for it.

The easiest system is to appoint or elect a treasurer who will collect the money and keep a record of all incoming and outgoing monies. This system need not be complicated or involve anything more than very simple bookkeeping. A notebook or simple accounts book should be enough. The treasurer should record each receipt of money giving the date received, the amount, the person who contributed it and, if necessary, what the contribution is intended for (e.g. fees, outings). The member who has paid should be given a receipt so that he or she has a record of the payment. If the receipt is made in duplicate, then the treasurer can keep the duplicate to back up the information in the accounts book. Similarly, every payment out should be recorded in the book and any receipts for payments should be kept. If these items are recorded as soon as they are received, then it will take very little time to keep track of the money in and out and it will be relatively easy to present the members with regular reports of the balance in the account. If the amounts collected and paid out are small, it will probably not be necessary to open a bank account, but if membership (and therefore income) increases, then you should consider the advice given in the following section.

7.2 Finance in formal associations: taking care of the money

7.2.1 Safeguards

The most important first step is to determine precisely what major financial regulations are going to apply to your association and to include these properly in your constitution.

Experience suggests that it is a good idea:

- To identify which legal requirements affect your organisation (such as tax exemption status)

¹⁰ Robert Dickey, from TESOL Korea, has kindly reviewed this section and added the item 'compensation to directors'.

- To decide how many officers will be needed to make major financial decisions (will it require the whole committee, for example?) and how to delegate powers for routine day-to-day spending
- To specify which officers will be authorised to sign cheques or make binding financial commitments on behalf of the association
- To determine how expenses exceeding budgeted limits will be handled
- To make sure, if you are dealing with large sums of money, that every cheque is signed by at least two officers, and that this is never allowed to be done in advance
- To identify how often 'regular' financial reports will occur
- To determine how often (and by whom) audits of the financial system will occur

7.2.2 Planning

It is essential to work out how much money you expect to get and how you plan to spend it. This means at the very least that you must decide how much to charge for membership, and what the Association will provide in return for the membership fee. If you intend to produce a newsletter, for example, or some other publication to be funded from the membership fees, then you must calculate the cost of the paper, the printing, and the postage. After an estimate has been made, it is a good idea to increase it by at least 5% to provide for a margin of error. Costs nearly always end up being more than anticipated. This planning should be done each year and a statement of the plan (called the annual budget) should be presented to and discussed (and finally decided upon) by the association's main committee. As a general rule, budget categories over five percent of the total budget should include some description of how the figure was determined, and where possible, subcategories created (e.g. Newsletter could be divided into printing costs and mailing fees, membership income could be described as '100 regular members x \$15 and 40 student members x \$5'). It is often advisable to refer to both the previous year's budget and actual expenses when considering a new year's budget, so that factors such as inflation or changing plans can be included.

7.2.3 Keeping a record

Every financial transaction, however small, must be recorded immediately, as noted above even for informal associations. If any money is received, for example, a receipt must be given and a record kept of the transaction. Below is an example of a very simple financial record.

Record of Income and Expenditure				
<i>Date</i>	<i>Description</i>	<i>Income</i>	<i>Expenditure</i>	<i>Balance</i>
1.02.96	Memberships	155.00		155.00
3.02.96	Paper		3.00	152.00

7.2.4 Reporting

Each year, a statement of all income and expenditure should be drawn up and a 'Treasurer's Report' presented at the association's Annual General Meeting. The organisation's officers may also require periodic reports during the year. All bills and receipts should be carefully kept and should be available for inspection if required. The financial records must be audited by an independent auditor whose report should be attached to the Treasurer's Report. Most professional auditors will also advise on how the financial records should be kept and on the various procedures to be adopted for handling the association's finances. In many countries, an annual financial report must be submitted to certain legal authorities. This may require more or less data than the members or officers of the organisation are interested in receiving.

7.2.5 Sources of income

Income can be generated from a large number of sources. Some of the many possibilities are listed below:

- Membership fees
- Advertising
- Publications (sales/subscriptions)
- Sponsorship
- Donations
- Public events
- Learner events
- Conferences (attendance fees, sales of advertising opportunities)
- Advisory services
- Mailing list rentals
- Testing services
- Teaching materials
- Competitions
- Promotional materials (badges, T-shirts, car stickers, etc)
- Raffles
- Social events
- Fund raising events

7.2.6 Charitable, non-profit making, status

It is important to check, as your association develops, that you have the appropriate, and most financially advantageous legal status. In order to transact its business, the association may have to be legally incorporated as a limited liability company, for example, but this may be with charitable status as a not-for-profit organisation. Some countries allow a tax-exempt status to smaller 'public benefit' organisations without all the legal requirements of incorporation, but in general, some form of governmental registration is required – banks may require evidence of registration prior to authorising an organisational bank account. Tax authorities have been known to challenge association treasurers for unregistered income when they managed organisational funds through bank accounts in their own name rather than as a registered entity, so this point should not be overlooked.

7.2.7 Compensation to directors

While associations are generally founded with the understanding that they are non-profit, and public or mutual benefit in nature, the rules concerning compensation to officers/directors are sometimes unclear. Although few associations maintain a paid staff, reimbursements for expenses and/or paid work directed to individuals can become an issue. As most organisations are understaffed (too few volunteers), and those volunteers often convince friends or family members to perform professional services (such as printing) for discounted rates, it can appear that certain officers are 'profiting' from a significant amount of the budget, and misunderstandings can arise. It is often wise to set policies in place which restrict the amount of funds paid to an individual, which requires payments made directly to end-users (the vendors directly), which require periodic competitive bidding for ongoing or major projects, and which require periodic reports of who/which entities have received large amounts of organisational funds. Competitive bidding need not require the 'lowest bidder' receive organisational work, but decision-making should be transparent and reasonable from a business perspective. Policies for compensation for items such as travel or reimbursement should be clear and unequivocal, and where possible, specific categories should be included in the annual budget.

SECTION 8

TAs working online: engagement and collaboration¹¹

Most teacher associations will, at some stage, consider the possibility of developing some form of online presence as a way of promoting their work and events to a wider public. Having an 'attractive' webspace can help to bring in new members, strengthen the association's identity and also motivate current members. The use of the internet will ultimately complement the physical side of the association's work, save on travel costs and time.

8.1 What are the options?

As web technology progresses, so does the range of options available. There are possibly some general principles that can be applied to any web presence, though as the use of the internet forges ahead, things do not tend to stay still or remain true for long.

For most TAs, a website may be their preferred option. This will be a public-facing space where members or potential members and a wider public can find out about events, access contact details, read articles and generally get an idea about the activity the association is involved in.

Perhaps these 'static' sites will feature a calendar of events, images of past events, online registration for new members and a document library, which could include 'Call for Papers' for the next annual conference. There may be also articles from the association's newsletter, a message from the President and perhaps a list of interesting links. All these features give the visitor an impression of the association and as a result, will help form perceptions of the association – what it stands for, its purpose and its history. The overall 'look and feel' of the website and its visual identity will contribute to the association's image and possibly strengthen it.

It goes without saying that any online presence should communicate/give the visitor a good experience – the site should be welcoming and not confuse. Navigation should be easy and people should not have to spend time searching around to find what they want.

It is possible to build a site that looks 'busy'; one that engages people. How is this achieved?

More ambitious associations may be looking for a more sophisticated website – one that offers its members a chance to interact online. At a basic level there may be a regular poll or survey. In addition, there may be a discussion forum or a chat room. There may be sections of the site only available to association members via a password

¹¹ Julian Wing has written this new section. He works closely together with TAs in Brazil through the British Council Online ELT Community.

or login. For example, members have access to the whole newsletter online, while non-members can only read selected content.

Decisions related to the design of the web presence will depend on the size of current membership, the potential for growth and the extent to which your members (or potential members) see the need to collaborate online.

The content and the way it is presented using an editorial tone creates the personality of your site and needs to be tailored to your audience. Market research is vital to get to know what your audience wants from the site.

8.2 Planning a website: Where do I start?

Objectives: A statement of your online objectives is a good starting point. This will include an outline of resources (time, money and people) needed to set up and maintain the site, and also potential barriers.

Research: What do your members need? How sophisticated are they in terms of IT skills? Are there issues related to internet connectivity? How often do they meet face-to-face? Are there any other associations or institutions willing to enter into a partnership agreement? Are there opportunities for sponsorship?

Define roles and responsibilities: Will training be required? How often will new content be added?

Develop a site map: What sites do you like/dislike why? Visualise the site structure and map it out. Create a 'must-have' functionality list (e.g. search, contribution, discussions, etc.). Start with the essential elements and keep the project manageable and the costs down.

8.3 Maintaining a website

Most of the work related to maintenance will involve updating the site and publishing new content. The skills required to do this can be learnt very quickly. The key questions here are: who? what? how often? and how much? The more interactive features and activity you aim for, the greater the need for resources. Engaging members in meaningful debate using a discussion forum (asynchronous) or live chat (synchronous) requires both time and patience.

8.4 Additional communicative tools

8.4.1 Email discussion groups

In addition to a 'static' website, interactivity among members may be achieved using an email group. These are relatively easy to set up and require little maintenance. When your members subscribe to your discussion group, their email address is added to the group mailing list. Any messages sent to the list will be delivered to all the members of the group. As members respond, a conversation or 'thread' starts to develop. Sometimes it is possible to select a 'digest' option, which will provide a summary of group posts in one email.

Tools such as Yahoo Groups provide a 'free' online space for interaction and information sharing. As with any form of communication and engagement, these online tools only represent an environment. Interaction will require moderation and simulation; whether it be 'seeding' discussion topics or encouraging regular contributions from group members.

8.4.2 E-newsletters

Email newsletters provide a low cost and convenient way to keep in touch with association members. Visitors to the association website can subscribe to the e-newsletter online or members' email addresses can be collected at events and added to a simple TA database, which will need regular maintenance. These e-newsletters should only be sent to those who have requested them and should include an opt-out instruction.

In terms of content, they may include brief news sections – perhaps linked to the association website, details of future events and maybe a few useful web links.

If you do decide to make use of e-newsletters, eventually you will need to select a format. Initially, you will be faced with the option of a 'plain-text' or 'HTML' newsletter. Plain-text format has the advantage of being easy to compose, send and receive. Whereas an HTML newsletter, which acts like a webpage, looks more attractive, can include graphics and may be more engaging to the reader. HTML versions can become 'heavy' and certainly take more time to create (For more on electronic publications see 6.2.7).

One issue often overlooked is the percentage of e-newsletters sent in relation to those opened by the recipient. Some e-newsletter software allows you to 'track' this information – this will provide you with a useful source of data and help you improve the service over time.

8.4.3 Document formats

Finished documents, such as articles, newsletters and promotional material can be made available in PDF format. When you create a PDF, you are transforming the original document into an 'image' – this means the file is 'protected', and will maintain its intended layout when sent or downloaded. PDF creators are freely available on the internet (see Appendix Three).

8.5 Other online collaborative tools

Many association members will spend hours in planning meetings and send numerous emails prior to staging an event. Online collaboration and communication tools offer huge potential for document creation, sharing, and group editing. Email is often not regarded as the most effective tool.

With new forms of 'collaborative media' emerging all the time, the selection of the right tool can be baffling. It is worth pointing out that the use of these tools may be for a limited planning cycle – around an event or project. Alternatively, they may be incorporated into other longer-term web-based initiatives.

Imagine a webpage that acts as a simple document. The use of collaborative online tools allows you to invite and authorise members of your team to edit and comment on the text simultaneously – free tools such as ‘wikis’ offer this form of collaboration. Alternatively, you may wish to work on presentation slides making use of an online shared whiteboard.

Instant text messaging and internet telephony (VoIP) can be used for group conferencing – adding a further dimension to the collaborative process. These virtual workspaces allow for prompt and effective online collaboration and setting them up is becoming ever more user-friendly.

8.6 Finally, a word of caution

Free services: The web is becoming increasingly more accessible. While website development is still considered a specialist area and hosting a site will require investment, a range of online publishing platforms are freely available making it easy for anybody to start online publishing. There are, however, limitations. Free services will limit your ability to customise your online offer and you may be exposed to unwanted advertising.

Anxiety: As with all new technology, the biggest obstacle is convincing people to feel part of the process. Initial training may be required before people become comfortable. Forcing people to make use of new technologies will alienate members of the group and it will be hard to win them back. Make access to these web tools as easy as possible in order to encourage participation and exchange.

(See Appendix Three for useful addresses of web tools mentioned in this section.)

CLOSING ARTICLE

Leadership for TAs reps

by Adrian Underhill¹²

In this short section, I will address some of the issues of leadership that come up in the business of running TAs. This is not a discursive article, but a selection of potential problem areas coming from my own experience, from observation of TAs at work, and from what people have told me. In each case I will identify the issue as a question, and then outline the kinds of approaches that I have found useful myself, or that I have seen work for others. Take it all with a pinch of salt and do develop your own approaches.

Why are you doing this? Why are you getting involved in running a TA?

I do not think there are necessarily good motives and bad. But it is important for you to be clear about your motives, as different motives will bring different problems and pleasures. Perhaps you deeply feel the need for teachers to work together, and you can see the benefits of open and connected up conversations through meetings, newsletters, conferences, and the creative influence of a professional mouthpiece that an association might bring. Maybe you feel drawn to working together with others rather than in isolation. Maybe you are ambitious to develop your experience, and you see value in periods of hard work, or you are frustrated or angered by situations and want to bring about changes, or you want to help teachers and other decision makers to be more informed so they can make better choices. Or maybe you feel you 'ought' to do this work, although you do not want to. Or maybe your ego is driving you, and you want to cater for some need in yourself, to have more influence or respect. Perhaps also you can see fun and enjoyment in cooperative action, in identifying and working on issues together, in spending your time and energy in purposeful activity aimed at improving situations around you. All of these factors are OK, it is only not OK if one motive is out of proportion to all the others, or if you are not aware what is driving you. So, a few questions to ask are: *What is deeply important to me in this? Why am I feeling drawn to this work? What is the difference that I want to make? How will I know when I have made that difference? In short, if I have managed to do what I want to do, how will things look then?* This is your Vision, and it is important since it affects your entire leadership style.

So what is your Vision?

Answer the questions in the last paragraph in about 100 words. Arrange to talk to one or two others about it in order to hear yourself saying it. Fold it up and carry it with you for a week. Keep changing it, but always reduce it to 100 words. Now, this is your personal vision, it is what things will be like if you have the effect you want to have. It must be realistic, and it must come from your heart, because this is what will provide

¹² Adrian assists ELT schools to develop whole-school, integrated learning programmes for their staff and management. He is a past-president of IATEFL, an improvising musician and organic gardener.

you with energy in moments of frustration, tiredness, anger. Your vision is NOT a list of things to do. Your vision will of course require lists of things to do, and you will get immersed in lists of things to do. But you need to have higher values than lists of things to do. Be clear about those and refer to them. *What matters?* The clearer you are, the more you may be able to help others to energise themselves too.

How much time have I got? And what will be the rewards?

Certainly you do not have much time, and what is more you will be hoping to get others involved who also do not have much time, and without financial reward. So your vision and purposes need to offer inspiration. *What will be the rewards?* Presumably the rewards are linked to: 1. Serving others and improving some aspects of education. 2. Having fun and learning from it as you go, so that you are always having your cake AND eating it, in the sense of working towards your vision AND learning from it as you go. *How can you set up your work, your team, as a 'learning team' one that works towards an aim AND pays attention to what it is learning as it does so?* A team that can look at its own processes and that makes special times to do this is likely to be more fun and satisfying and worthwhile to belong to. This can include giving feedback to each other team member on what you like about working with them and what from your perspective you would like them to do differently. Teams fall apart when members get isolated from the impacts they are having on each other.

How do we share the positions amongst the members?

Maybe your TA is new, and you do not yet have formal positions. At this early stage you are likely to have attracted a colleague or two with whom you share some of the work. It is important that you approach likely people not with lists of things to do, but with a vision, an inspiration, *'Here's what it would be like if...'* and take time to dream with them, because once you have got an emotional and intellectual purpose under your skin, lots more things become possible. When what you do aligns with what you deeply value and wish for, then you release loads of energy. When it does not, then you soon get burnout. So dream and vision talk around someone's kitchen table is powerful stuff. And as the organisation grows and you have more people running it, keep re-opening the vision thing. You cannot buy into someone else's vision, a vision has to be shared, and kept alive. One way of enabling people to buy in to a position in a TA is to invite them to help remake the vision. Later when you get a bit bigger, you start to change from an informal family type of organisation, to a more formal one with procedures and positions and rules and transparency. But still when getting people to volunteer for positions, you need to offer the inspiration, the value, not (initially) the list of things to do. Suppose you need a membership secretary, you can say *'We're really going places, when people know about us many will want to join us. We need someone who could really enjoy sharing this experience of getting this association off the ground, and in particular someone to put their creativity and enthusiasm into to designing and implementing ways to get members to join, and to start feeling the benefits of membership... would doing this fire you up?'* Compare this with *'We need a membership secretary to carry out the following responsibilities...'* followed by a pre-prepared list of things to do. This may be true, but it misses out on the bigger picture of the value and emotional commitment that could transform that duty into a creative and personal learning journey.

How do we encourage succession for positions?

If possible start to have clearly limited terms of office, e.g. 2 years, rather than having it open-ended. If it is open ended there is no focus, no action frame, an invitation to lethargy. So have a time limit, have a simple process for selecting the next person, keep it public that the position is coming up, talk to people about it, but do so from a position of strength, the worthwhileness, the learning, the fun, the satisfaction, the networking, the buzz, the vision. You are more likely to get succession by valuing people's differences, by seeing the strengths they have that they could bring to the team, and helping them see it. Good teams seem to be made of different people, not similar people. You need difference, e.g. planners, thinkers, doers, starters, finishers, researchers, energisers and people with crazy ideas. In the early stages one person may have to provide most of these herself, but later you can get different people on the team. And remember to have time to feedback to each other, learn together from what you do.

Do I delegate or do things myself?

This is a big one. *'Things get done better if I do them myself'*. Sometimes this may be true, and we have to go with it, but it can also be an excuse for management with a limited vision. Think about this: If part of the aim of the team is to learn from its experience, to become a wiser more confident and more capable team, then it needs to be a learning team. No team can learn if there is too much fear about making mistakes. A learning team will see things in terms of outcomes, rather than in terms of mistakes and correctness. *'Oh how interesting, we hoped for this, but instead that happened. Now what can we learn from this, ALL of us together, not just the one who was in the hot seat?'* If you go along with the new paradigms of 'post-heroic' leadership you find that one of the aims of leadership is to develop leadership in everyone else. This means that the organisation, the team, is also an adventure playground for learning. And you quickly find that this attitude feeds back into and enriches the actions and makes the team more intelligent. This also leads to another concept, the difference between delegation, (*'you do this but I'm in charge and the hierarchy is still in place'*), and dispersed leadership, (*'you too are a leader, use your creativity and leadership to do this, but keep us all in the loop'*). Dispersed leadership requires more trust than delegation.

If someone has agreed to do a job, how do I check up?

What you do not want to be doing is pestering someone who has said they will do something, e.g. perhaps contact someone in the ministry, or write a letter to members. When you pester you spread anxiety and take the fun out of it. And yet you have to make sure it gets done. *So what is the alternative?* The general principle is to manage people through connectivity, keep the line open so that contact is natural, timely, and does not become anxious pestering. For example, you agree to write the letter by Tuesday, so I say, *'Great, now I know how easy it is to get stuck on a letter, and how helpful it can be to talk it through, so I'm going to call you Monday evening and if I can offer any last minute help that's fine'*. In other words, do not let the line go dead, do not finish this transaction without building into it the time of the next. Book the open line.

Invest in simple ways by which the team knows what is going on all round the team... Relational leadership uses the extra 'intelligence' that comes from a team all being interlinked so that, like a spider's web, one small movement here is sensed everywhere. This is in contrast to the traditional hierarchical leadership, where everything links to the top, but the intelligence that could be gained from multiple connections across the team is lost.

What is new paradigm leadership?

It is a collection of practices that is challenging the traditional vertical, leadership resides-at-the-top approach with a more horizontal, connected up, leadership-resides-everywhere approach. The first is sometimes called 'heroic leadership' and is often seen as a masculine model, and the second 'post-heroic' or relational leadership and is often seen as feminine. That is probably too simple, but maybe there is something in it too. What has been found in recent decades is that the hierarchical kind of leadership, with vertical channels of communication leading to one leader at the top is simply not flexible or intelligent enough to deal with the complex, fast moving and networked reality of today. It is simply too slow, too cumbersome. It is based on control and does not trust in trust!

Of course I am exaggerating to make the point. Relational leadership relies on trust, backed up with transparency, openness, accountability, ways of valuing and learning from mistakes, diversity and multiple channels for knowing what is going on everywhere. Both kinds can be done well or badly, so it is probably not a case of either/or, but of conscious and critical balance of both.

That is the theory, but several tips you might take from it are:

- Allow as much discussion and consensus around decisions as possible
- If you have to make a decision yourself, either because of time, or because consensus is not reached, then be clear about it and communicate it
- Put your argument strongly, and let go easily when you hear another that is as good
- If possible before finalising a decision email the team and say what it is and why and ask for any final views
- Establish a system where by people know what is going on elsewhere in the team. What I often ask is that team members copy all other team members in on any email that will keep them in the picture. People have views for and against this, but it does thicken the knowledge around the web
- Listen, listen, and show that you are listening by summarising what the other person has said ('Right, let's see if I've got this, what you're saying is...') and then listen again to see if you have got it right. This is also a supportive way to enable someone to stop once they have made their point. But generally people are more succinct when well listened to. This is also important in meetings (see below)

How we deal with someone who is overdoing their personal ambition?

Personal ambition can be a useful source of energy, but without checks and balances it can start to undermine a team. If it gets like that, then probably you have not got regular team feedback installed in your method of working and you are not reviewing your team processes and using them as sites for learning. So you are allowing 'undiscussibles' to develop. Perhaps you need to talk with the person using 'I' statements, i.e. *'...when I'm working with you I find that I don't have enough information to...'* or *'... to do my work better what I need from you is...'* or *'... from my perspective I feel you are not respecting enough some of the viewpoints of team members...'* or whatever it is. Follow such an intervention with *'...and I'd like us to talk about it... And hear your view'*. Make such an intervention at a place and time when you can talk uninterrupted, and remember that the aim is not to 'solve' it, but to surface it as a discussible subject of conversation, now and later. Everyone is quirky in some way, and a good leader enjoys that, helps it be discussible, enables everyone to play from their strengths, and to learn and enjoy themselves as they do so.

What is the best way to run meetings?

There are plenty of short books and advice on the web around this. But it is a good question. Here are some tips I have found helpful:

- Circulate an agenda well in advance. Invite people to add to it. But keep it flexible too
- Start the meeting with a 2 minute check-in from everyone, not on the business in hand, but on individual 'life worlds' I like to invite a trauma, a trivia and a joy from each (in 2 minutes). Time this and stick to it. This gets everyone established as a speaker in the group
- If you are chair, then summarise what people have said, to make sure you, and others have got it, and to make sure that everyone is heard properly. You can preface it with phrases like *'... ok so what you're saying is... is that right?'* or *'let me just check I've got you, you're saying...'* or *'... I is saying... what do the rest of you think...?'* This is also a positive way of moving things along
- Have a minute taker. Not every word, but action points, with name and date must be a minimum
- Ask them to read back the action points, for checking and reminding, before moving on to the next item. Afterwards minutes must be circulated to all. The same minutes must be the first item at the next meeting, to see what has happened
- Invite everyone to say something on each point before moving on
- Have breaks. Have fun
- Ensure there is time at the end to review the process of the meeting, for everyone to say what worked well and what could be improved

How can I use this TA opportunity to develop my style of leadership?

Good question. This is an opportunity to learn leadership skills and invite all the team to do the same. Here are some tips that have worked for me:

- Constantly reflect on how you are balancing directive leadership actions (e.g. informing, advising, challenging, instructing) with facilitative leadership actions (e.g. listening well, counselling, supporting, inviting people to think and learn aloud, and to express feelings)
- Keep a journal of reflections on your experiences of influencing and being influenced by others
- Ensure that you get and give feedback, and establish a culture of feedback and learning
- Learn to be as authentically yourself as possible in the different settings. This is a life long task, but even working at it makes a big difference
- Accept and enjoy your team members as they are, rather than wishing they were different
- Be flexible, make plans, but do not expect them to work out. Allow plans to change with events. Be opportunistic as well as principled
- Do not be over-sensitive when evaluating your TAs activities. The TA exists because things are difficult, and because there are many points of view

Final tip?¹³

Yes, a study at Leeds University into good leadership came up with a variety of attributes and skills, but as they boiled them down, they were left with one item that was also the strongest predictor of the other items. It was **‘Genuine concern for the well being of others’**.

¹³ Please remember that besides the various checklists provided in this article and throughout the handbook, there is also a ‘Checklist to help setting up a TA from scratch’, in Appendix Four, which summarises the overall content of this handbook in a practical way.

A call for collaboration

We hope you will have found this handbook useful, but we know it could be improved. We, at IATEFL Associates, would be very interested to hear about your own experiences: the difficulties which you have faced, the way in which you have overcome these problems, and other ideas which you have found to be successful. This information will be fed into future editions of this handbook.

The electronic version (PDF) of this handbook is available on the IATEFL Associates website. We encourage you to share this information with colleagues who might also benefit from this handbook.

Contact details of IATEFL Associates can be found in Appendix Three.

Annotated Bibliography

1. Conducting association business

Association Department, Chamber of Commerce of the United States of America (1986) Association Bylaws. 1615 H Street, Washington, DC 20062, USA.

Seventeen pages of suggested wordings for bylaws for professional associations.

McCloskey, Mary Lou & Emily A Thrush (1991) *Keeping Your Head, or, How to Plan an Affiliate Conference and Live to Tell the Tale*. Georgia TESOL, USA, c/o Martyn Miller, University of Georgia, American Language Program, Athens, GA 30602-3603. Fax number 706 542-5990.

Thirty-five pages of practical suggestions from two very experienced conference organisers.

Robert, Gen. Henry M & Rachel Vixman (1967) *Robert's Rules of Order*, New York, Jove Publications, available in a paperback edition through The Berkley Publishing Group, 200 Madison Avenue, New York NY 10016 USA.

Different settings will have different traditions of meeting management, but Robert's Rules is the standard reference used, for example, by the TESOL association in the USA. General Robert published his Rules of Order in 1893, basing his suggestions on British parliamentary procedures. (Vixman's 1967 appendix provides a 'Modern Guide and Commentary'.) Not all of the suggestions will appeal, but at least the volume provides a background against which locally appropriate rules can be revised.

2. Association histories and accounts

2.1 Informal associations

Thyagaraju, E P S, Nirmal Selvamony & Rajan Shantakumaki (1989) 'Teacher Development Groups', *Focus on English*, Vol 5, No 1, 11-20. Available from the British High Commission, 737 Anna Salai, Madras 600 002, India.

This is a survey article documenting briefly but informatively, and in chart form, the work of eight different language teacher development groups in India.

Rao, Yamuna Raja & C L N Prakash (1991) 'The English Teaching Community, Bangalore: Five Years On.' In Ramani & Joseph (eds.): *ELT in India: The dynamics of change*. Available as Occasional Report No 1 of the centre for Research in Language Education, Linguistics Department, Lancaster University, Lancaster LA1 4YT.

Rao and Prakash report on the first five years of the English Language Teaching Community, Bangalore, and have much to say that will be helpful to other groups of teachers working their way through the same issues. In their introduction, they state that their aim 'is to demonstrate the viability of the small group as a basis for teacher growth'.

Naidu, B K Neeraja, E Ramani, J Shivakumar & V Viswanatha (1992) 'Researching Heterogeneity: an account of teacher-initiated research into large classes'. *English Language Teaching Journal*, Vol 46, No 3, 252-263.

Naidu and her colleagues report on the team research of the Classroom Interaction Group of the English Language teaching Community, Bangalore. Their account is especially interesting for its insights into the benefits (and pitfalls) of working as a small association of teachers.

Moon, J. and Wanjohi, G. (2001) *"Kenyan Teacher Development Groups: Co-ordinators' perceptions of their roles and of their relationships with their groups."* Paper presented at 2001 Joint IATEFL, Teacher Trainer SIG/ University of Leeds Conference on Training the Trainers. Leeds: University of Leeds.

The idea of setting up Teacher Development Groups (TDGs) arose in the 1990s in Kenya supported by the British Council. The TDG project was designed to encourage teachers to form groups where they would identify, analyse and draw from one another in confronting and solving their own professional problems. In this study, Moon and Wanjohi investigate the role of the coordinators in the implementation and nurturing of these groups.

2.2 Formal associations

APPI (Associação Portuguesa dos Professores de Inglês) (1989) *Teaching English: An Association Ten Years On*. Lisbon, APPI.

This volume marks the first ten years of APPI's work as a professional association. In the words of the Preface: 'The book has been laid out in chronological order using a conference to conference format. Each chapter includes a brief summary of the year's activities, quotes and quips from those involved, convention news and comments on the newsletter. The book also includes full interviews of four of the six presidents of the association.'

Murray, Denise (1992) 'Making it happen: an ESL professional organisation's advocacy for teachers and learners', *English Language Teaching Journal*. Vol 46, No 1, 92-95.

As Murray states in her abstract: 'CATESOL (California Teachers of English to Speakers of Other Languages), with more than 3,000 members the second largest affiliate of the international organisation TESOL, has played a pivotal role in the education of second language learners in California. The demographics of California have made it imperative that we develop our own professionalism and also work for the improvement of the education of our linguistic minority students'. This article documents CATESOL's advocacy work.

Ashworth, Mary & Patricia Wakefield (1991) *TEAL: The First Twenty-Five Years*. Vancouver, Canada, the Association of British Columbia Teachers of English as an Additional Language and Pacific Educational Press, Faculty of Education, University of British Columbia.

This brief (94 pages) but highly informative volume documents the first two and a half decades of a particularly successful large formal association – the Vancouver based association of Teachers of English as an Additional Language (TEAL).

3. Teacher associations and teacher development

Allwright, Dick (1991) Exploratory teaching, Professional Development, and the Role of a Teachers Association, Working Paper No 7 of the Centre for Research in Language Education, Linguistics Department, Lancaster University, Lancaster LA1 4YT.

This paper is an attempt to examine the three concepts in the title and to see how they can best be related, bearing in mind the important distinction between informal and formal associations of teachers (termed 'micro' and 'macro' associations in the paper).

Bailey, K. M. (2002). 'What I Learned from Being TESOL President', in J. Edge (ed.) *Continuing Professional Development: Some of our perspectives*, Whitstable, UK: IATEFL Publications.

A personal narrative of how one member of a TA learned the skills needed to perform her duties for the association through peer observation.

Egbert, J. (Ed.). (2003). *Becoming contributing professionals*. Alexandria, VA: TESOL.

This is volume one of TESOL's Professional Development in Language Education Series (PDEL). Lots of inspiring articles on professional development opportunities, including participation in TAs, to help language teachers during the first few years of teaching and throughout their careers.

Murphey, T. & Sato, K. (Eds.). (2005). *Communities of supportive professionals*. Alexandria, VA: TESOL.

This is volume four from the PDLE series. It 'emphasizes that TESOL professionals can accomplish a great deal as members of inquisitive, cooperative communities. The contributors tell stories of their struggles and achievements, describing teacher learning communities and exploring how teachers might cultivate more collaborative communities in their lives.'

4. A few relevant topics for people involved in professional educational communities

4.1 Communities of Practice

Wenger, E. (2003). *Communities of practice: Learning, meaning, and identity*. Cambridge, UK: Cambridge University Press.

The concept of Communities of Practice (CoPs) originated from observations of how people learned in rural communities. It emphasises learning by doing and learning as something done collectively. The concept provide lots of insights into TA functioning. Alternatively, visit <http://www.evenger.com/theory/> for further information on CoPs.

4.2 Connectivism

Siemens, G. (2004). *Connectivism: A Learning Theory for the Digital Age*. Retrieved on 16 February 2006 from <http://www.elearnspace.org/Articles/connectivism.htm>

Not directly related to TAs but an interesting theory on how learning has evolved in the past few decades, and shifted its focus from the content to the networks we create as we look for and manipulate information. Lots of implications to professional communities such as TAs, whose ultimate objective is to promote knowledge sharing. You can also listen to the audio presentation where Siemens summarises the theory and emphasises the need for rethinking learning at:

Siemens, G. (2006). *Connectivism: Rethinking learning*. Retrieved on 20 February 2006 from http://www.elearnspace.org/media/Connectivism_IOC/player.html

4.3 Leadership

Fullan, M. (2001). *Leading in a culture of change: being effective in complex times*. New York, NY: Jossey-Bass.

In this book, a fine account of leadership in times of great change. Fullan proposes five core competencies – attending to a broader moral purpose, keeping on top of the change process, cultivating relationships, sharing knowledge, and setting a vision and context for creating coherence in organisations – to help develop leaders in all sectors, including non-profit organisations.

4.4 Learning organisations

Foskett, N. and Lumby, J. (2003). *Leading and Managing Education: International Dimensions*. London, England: Paul Chapman Publishing.

‘A critical review of educational leadership and management from an international perspective.’ The section ‘Learning futures’ focuses on the ‘widening participation’ movement and the concept of ‘the learning organisation’, and how they might help ‘shape future patterns of education’. Again, lots of implications for us in TAs.

4.5 Social capital

Smith, M. K. (2001) ‘*Social capital*’, *the encyclopaedia of informal education*. Retrieved on 05 January 2006 from www.infed.org/biblio/social_capital.htm

Cohen, D. and Prusak, L. (2001) *In Good Company. How social capital makes organizations work*, Boston, Ma.: Harvard Business School Press. 214 +xiii pages.

‘Social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them.’ A fundamental concept for people working in TAs.

4.6 Voluntary organisations

Handy, C. (1990). *Understanding Voluntary Organisations*. Middlesex, England: Penguin books.

A must read for anyone in TAs. In Part One, you will learn about the people in voluntary organisations and suggestions for improving communication and team work, and in Part Two, an exploration into the culture and structure of such organisations and suggestions to implement and manage change in non-profits.

Appendix One

Introduction of previous editions

Introduction to the first (1988) edition

Background to the *Handbook*

This *Handbook* of suggestions on developing language teacher associations is the product of a symposium on the development of teachers' associations which was organised by Dick Allwright in Lancaster in February 1988. The Symposium itself developed out of discussions between Yoby Guindo, President of MATE (MALI Association of Teachers of English) and Dick Allwright, then President of TESOL. The purpose of the Symposium was to bring together people with an interest in and direct experience of the problems of developing teacher associations in difficult circumstances. The Symposium was particularly concerned with professional development, rather than with welfare or other matters. For example, how can a teacher association best serve the pedagogic needs of a profession dispersed widely, with poor communication services and with little money?

Institutional support came initially from the Department of Linguistics and from the Institute of English Language Education at Lancaster, and through Dick Allwright from TESOL. IATEFL's support was represented by Mike Beaumont of Manchester University, IATEFL's Co-ordinator for Branches and Affiliates, while FIPLV support was represented by David Ingram, temporarily at Lancaster, and a FIPLV Vice-President. The British Council generously provided financial assistance, both from the Manchester and from the Edinburgh offices, to ease the travel costs involved.

Symposium participants came from the Universities of Edinburgh, Lancaster, Leeds, Manchester and York, and from Moray House College of Education. Nine working parties pooled ideas and shared experiences. By the end of the day, it was clear that the materials produced by the Symposium participants were probably going to be sufficient to form some sort of handbook.

Each of these working parties then returned to their own institutions and made independent suggestions for organising the Symposium materials into a handbook. The Edinburgh team consisted of Angie Phillip (UK), J B Arthur (Ghana), Thomas Chacko (India), Getahun Gebeyehu (Ethiopia), Tirth Raj Khaniya (Nepal), Rath Nayak (India), and Khaliqur Rahman (India). The Lancaster team was made up of Edem Adubra (Togo), Dick Allwright (UK, TESOL President), David Ingram (Australia, FIPLV Vice-President), Mabilia Nkwanga-Nsavu (Zaire) and Alan Waters (UK). The Leeds team consisted of Antonio Cabral (Angola), Hywel Coleman (UK), Agostinho Dumbo (Angola), Jenny Jarvis (UK), David Mills (UK), Jayne Moon (UK), David Taylor (UK) and Nega Worku (Ethiopia). The Manchester team was made up of Mike Beaumont (UK), Alpha Ibrahima (Guinea), Kukubo Barasa (Kenya), Avit Gbaguidi (Benin), Tauseef Sultana Haq (Pakistan), N'Kombe Kabedi (Zaire), Junius Njagi (Kenya), Rammana Rasa (Pakistan), Paul Sokeng (Cameroon) and Oscar Zuluaga (Colombia). The Moray House team consisted of Iain MacWilliam (UK), Lukas Mkuti (Mozambique), Abdul Moustapha (Mauritania), and Bob Thornton (UK). Finally, M D Abedi (Zaire) represented York.

After these teams had submitted their thoughts on the production of a handbook, Dick Allwright, David Ingram and Alan Waters designed the outline of the *Handbook*. A further meeting was called in Lancaster in April 1988 to discuss the outline and to allocate responsibility for writing sections of the document. The Edinburgh team agreed to write the section on Finance, the Lancaster group prepared the sections on Rational, and Structure and Membership, the Leeds group were responsible for the section on Publications, the joint Manchester and York team took on responsibility for writing the section on How to Get Started and the Moray House group agreed to prepare the Activities section. The final version of the *Handbook* was edited from the various groups' contributions by David Ingram and Hywel Coleman, with comments by Mike Beaumont, Ian MacWilliam and Bob Thornton. The manuscript was typed by Karin Vandewalle, and prepared for printing by Scott Windeatt.

Introduction to the second (1996) edition

The importance of informal as well as formal associations

The first edition of this handbook had a print-run of one thousand copies. These soon ran out and a further thousand were printed, with a slightly modified text eliminating at least some of the typographical errors. When the second thousand began to run out the Development of English Language Teacher Associations Research Group at Lancaster University (one of several research groups operating within the Centre for Research in Language Education, CRILE) decided to undertake a full-scale revision to take advantage of some new thinking about what such a handbook could and perhaps should contain.

This 1996 edition therefore has some entirely new features. The main change is that we are now trying to incorporate all that we have learned in the last few years about the potential of teachers' associations that are determinedly small and informal. The first edition of the handbook tacitly assumed that the only sort of association worth having was a growth-oriented one, geared up to an ever-increasing membership and therefore an ever more complex and elaborate structure. It ignored the possibility (so well exemplified by the English Language Teaching Community in Bangalore, India – see Naidu, 1992; Rao and Prakash, 1991; and Thyagaraju et al, 1989) that teachers might find it preferable to work together in small groupings that are perhaps very keen, for very good reasons, to remain small. Each section in this new edition therefore begins with a discussion of informal associations and then moves on (using much of the material from the original handbook) to a consideration of formal associations. We have added a composite annotated bibliography as a new Section 8.

We have also updated the information on International Language Teacher Associations in Appendix Two, and added a third Appendix to introduce practical information about recent developments in bringing teachers together through electronic mail networks.

As for the first edition, we would very much welcome suggestions for further revision to this handbook.

Acknowledgments: We would like to express our gratitude to the following people who also helped in the revision process: Jose Carlos Paes de Almeida Filho, Mary Gill, Nicki McLeod, Andre Mpandzou, Joseph Takor.

Dick Allwright, Gertrud Frahm, Telma Gimenez, DELTA Group, Lancaster.

Appendix Two

Examples of constitutions

Constitution of the Modern Language Teachers Associations of Queensland (MLTAQ). (As amended 28 July 1984.)

1. The name of the Association shall be the Modern Language Teachers Association of Queensland.
2. The object of the Association shall be to further the study and teaching of modern languages by means of meeting, discussion study groups, and by other means which may from time to time seem appropriate to the Executive Committee.
3. Two categories of membership shall be recognised, to be granted upon payment of the appropriate subscription: A. Individual membership, B. Corporate membership.
 - A. Individual membership shall be open to any person over the age of seventeen who is interested in the teaching or study of languages. Three types of individual membership shall be recognised: full (i.e. metropolitan and branch), country and full-time student.
 - B. Corporate membership shall be open to educational institutions, libraries, business firms, embassies, government departments and other organisations.
4. Membership subscriptions, as determined from time to time by the Annual General Meeting of the Association, shall run from the first day of January to the thirty-first day of December of the same year. They shall entitle members to receive notices and publications as issues by the Association. The full-time student membership subscription shall at all times be at least equal to the individual Capitation and Babel Subscription Fee payable to the Australian Federation of Modern Language Teachers Associations. Membership of the Association shall be considered to have lapsed if payment of subscription fees is not made by February 28 each year.
5. The general business of the Association shall be conducted by an Executive Committee consisting of a President, a Vice-President, a Secretary, an Assistant Secretary, a Membership Registrar, a Treasurer, a Newsletter Editor, a Material and Resources Officer, a Publicity Officer, a Liaison Officer, an In-service Officer, twelve (12) additional members and a representative from each branch appointed under rule 21.
6. The Executive Committee shall have the power to co-opt two (2) additional members. It shall also have the power to fill any casual vacancy by death or by

resignation. Any person so co-opted or appointed shall be a financial member of the Association.

7. All positions on the Executive Committee shall fall vacant at the Annual General Meeting. Nominations of candidates to any position on the Executive may be received up to and including the date of the Annual General Meeting, when any necessary elections shall be held under the supervision of a Returning Officer appointed by the meeting. Only members of the Association are eligible for office or to nominate candidates.
8. A bank account shall be opened in the name of the Association and any two of the President, Secretary and Treasurer shall be empowered to sign cheques and any one to endorse cheques.
9. All the funds of the Association shall be devoted solely to the fulfilment of the aims set out in this constitution and the Statement of Policy of the Association. No member shall receive any financial benefits therefrom.
10. The Annual general Meeting shall be held not earlier than June 1st and not later than July 31 each year.
11. Amendments to the Constitution shall be made at an A.G.M. Proposed amendments must reach the Honorary Secretary not later than May 1st and be communicated to all members prior to the A.G.M. Such amendments shall be approved by a two-third vote of the financial members present and voting at the A.G.M., and shall take effect immediately or from such date as is determined by the A.G.M.
12. At General Meetings of the Association called for the purpose of voting upon business matters, 25 financial members shall form a quorum; and at meetings of the Executive Committee, 5 members shall form a quorum.
13. The Annual General Meeting shall have the power to bestow Life Membership of the Association in accordance with rules 14 to 16.
14. Life Membership may be awarded to persons who fulfil either Criteria A and B, or, in exceptional circumstances, Criterion B alone.
 - A.
 - (i) Continuous financial membership of the Association over a long period.
 - (ii) Active membership of the Association including membership at some time of the Executive Committee of the Association or of a Branch of the Association.
 - B. Outstanding contribution to foreign language teaching in Queensland.
15. The following procedures shall be followed in bestowing Life Memberships:
 - (i) Nominations for Life Membership must be made in writing by a financial member of the Association and must be seconded by at least two other financial members of the Association.

- (ii) Nominations must be received by the Honorary Secretary not later than 1st May. The Honorary Secretary shall then submit them to the Executive Committee of the Association for consideration prior to the A.G.M.
 - (iii) Nominations approved by the Executive Committee shall be presented to the A.G.M. as 'Executive Committee recommendations for Life Membership'. Nominations not approved by the Executive Committee shall not be considered at the A.G.M.
 - (iv) All members shall be notified of the 'Executive Committee recommendations' prior to the A.G.M.
 - (v) Provided that the other requirements of these rules for Life Membership are fulfilled, Life Membership shall be granted by a simple majority vote at the A.G.M.
16. Life Membership shall entitle the holder to gratuitous participation in all Association activities and to gratuitous receipt of all membership benefits.
 17. The Executive Committee shall have the power to authorise the formation and dissolution of Branches of the Association.
 18. Only members of the Association shall be members of Branches of the Association.
 19. Branch rules as incorporated in the Branch charter shall be framed by the Branch within the guidelines promulgated from time to time by the Executive Committee of the Association and must be ratified by the Executive.
 20. Branches may present motions for consideration by the Executive Committee.
 21. A Branch shall be entitled to one representative on the Executive Committee of the Association. A Branch shall appoint its own representative.
 22. The election of office-bearers of a Branch must be ratified by the Executive Committee of the Association.
 23. A member of the Association shall be entitled to membership of only one Branch.
 24. The geographical area of a Branch shall be as determined from time to time by the Executive Committee of the Association in consultation with the Branch. Association members living within the area for which a Branch has assumed responsibility will pay the full membership subscription.
 25. The difference between full subscription rates and country subscription rates shall be placed to the amount of the Branch. The total sum thus due to a Branch shall be determined in accordance with membership numbers.
 26. No expenditure shall be undertaken by a Branch beyond the funds in hand without the prior approval of the Executive Committee of the Association.

27. The Statement of Policy of the Association shall be as determined from time to time by the A.G.M. All actions carried out by the Association, its officers, its various committees, and its Branches shall be in accordance with that Statement of Policy. Amendments to the Policy shall be made in accordance with the same procedures as laid down in rule 11.
28. The Executive Committee shall have the power to form Standing Committees to assist it in determining policies and organising activities to promote the teaching of particular languages. The Executive may delegate to any Standing Committee such powers as the Executive may from time to time determine.
29. The Executive Committee shall name the convenor of each Standing Committee who will, where possible, be selected from the Executive Committee. Where this is not possible, a convenor may be appointed from elsewhere and he/she shall become an ex-officio member of the Executive Committee with full rights of discussion and voting. All convenors must be financial members of the Association.
30. The membership of each Standing Committee shall be selected by the Executive on the nomination of its convenor. Up to one third of the Standing Committee may include persons who are not financial members of the Association, but whose personal qualities or professional capacities enable them to make a special contribution to the promotion of the teaching of that language. The Standing Committee shall be empowered to appoint such officers from amongst its members as it requires to carry out its functions.
31. All positions on Standing Committee shall fall vacant at the A.G.M.
32. All action taken by Standing Committee shall be subject to ratification by the Executive but, with this constraint, each Standing Committee shall be encouraged to take all necessary action within the constitution and policies of the Association to promote the teaching of its language(s) and language teaching in general.
33. A Standing Committee shall be authorised to engage in correspondence on behalf of the Association in matters affecting the language(s) of the Standing Committee provided that the correspondence both inward and outward shall be given to the Honorary Secretary of the Association prior to each Executive Meeting.
34. All monies and other assets obtained by any Standing Committee shall become the property of the Association and all funds shall be held in the bank account of the Association as determined under rule 8.

Constitution of Teachers of English to Speakers of Other Languages – Thailand Chapter

ARTICLE 1: Name and Purpose

Section 1: This organisation will be known as the Thailand Chapter of Teachers of English to Speakers of Other Languages (Thai TESOL), an affiliate of the international association, TESOL (Teachers of English to Speakers of Other Languages), having its headquarters in Alexandria, Virginia, U.S.A.

Section 2: The purposes of this organisation are:

- A. To stimulate the professional development of the teacher of English to speakers of other languages (ESOL) within the area served by this Chapter.
- B. To establish and maintain contacts through affiliation with the international organisation, TESOL, and other related organisations.
- C. To collect and disseminate useful information about new developments in teaching English as a foreign language.
- D. To provide opportunities for discussion and group study of the issues in these and related educational fields.

Thai TESOL is a professional, non-profit, and non-political organisation whose purposes are to promote scholarship, to disseminate information, to strengthen at all levels instruction and research in the teaching of English to speakers of other languages and to cooperate in appropriate ways with other groups having similar concerns.

All monies of the organisation shall be disbursed only in the support of the purposes of this organisation. Monies may be disbursed only with the signatures of both the President and the Treasurer with notification given to the Executive Committee.

ARTICLE II: Membership

Section 1: Anyone residing in Thailand who is concerned with the teaching of English to speakers of other languages at any educational level is eligible for membership.

Section 2: A member is a person who has paid his or her dues for the current membership year. All such members shall have the right to vote.

Section 3: Non-voting memberships shall be open to institutions, agencies, and commercial organisations.

Section 4: The membership year shall be from June 1 to May 31, or from Jan 1 to Dec 31.

ARTICLE III: Officers

Section 1: The officers of this organisation shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a treasurer.

Section 2: The Executive Committee shall consist of the five officers, the last two past presidents (ex-officio), six members elected at large, and one representative each from any special interest groups that may develop. The terms of the elected members of the Executive Committee shall begin the first day of June and shall be for a term of three years, two members elected each year. The Executive Committee shall direct the work of the Chapter under general policies determined by the membership. The Executive Committee shall be responsible for meeting the purposes of the affiliate as stated in Article I, Section 2.

Section 3: The President shall preside at all meetings, appoint such committees as needed, and have general responsibility for conducting the business of the Chapter. In addition, the President shall serve as a liaison officer to TESOL to keep the Chapter and TESOL mutually informed.

Section 4: The First Vice-President shall be principally responsible for making all arrangements in connection with the programmes to be held by the Chapter. In addition, he/she shall preside in the absence of the President and assist the President in the execution of business. The First Vice-President shall succeed to the presidency.

Section 5: The Second Vice-President shall be responsible for promoting and encouraging membership in the Chapter, and shall be responsible for all publications produced by and for the Chapter.

Section 6: The Secretary shall keep all minutes and all official documents, shall be responsible for notifying the members concerning all meetings, and shall handle all official correspondence.

Section 7: The Treasurer shall be responsible for conducting and recording the financial business of the organisation. At the Annual Business Meeting, the Treasurer shall present to the membership audited annual financial statements.

Section 8: All the officers and special interest group representatives of the Executive Committee shall be members of TESOL (TESOL Bylaw XII, Section A, Paragraph 2).

ARTICLE IV: Meetings

Section 1: Frequent and regularly-scheduled Executive Committee meetings shall be held at such times and at such places as the Executive Committee shall decide, and shall be fixed and announced at the Annual Business Meetings.

Section 2: An Annual Business Meeting shall be held at a time and a place determined by the Executive Committee. Those members in good standing present at a regular meeting shall constitute a quorum for voting purposes.

Section 3: The President shall have the right to call special meetings for the general membership or for the Executive Committee.

Section 4: Decisions reached by members present at special meetings of the general membership are subject to ratification of the Executive Committee unless two-thirds of the total active membership is present.

ARTICLE V: Elections

Section 1: Officers shall be elected at large. Officers shall be nominated by a Nominating Committee and elected by ballot at the Annual Business Meeting. The term of office for all officers shall be one year.

Section 2: The Nominating Committee shall consist of a chairman and three other members who shall be elected by the members present at the Annual Business Meetings. It shall be the function of this committee to prepare a slate for the following annual election and present such slate to the Executive Committee at least 60 days before the next Annual Business Meeting. The Chairman of the Nominating Committee shall be responsible for obtaining the consent of each candidate before placing his or her name on the ballot and for preparing relevant biographical information about each candidate, this information to accompany the ballots mailed to the membership.

Section 3: At least 30 days before the Annual Business Meeting, the secretary shall present the report of the Nominating Committee to the membership. Additional nominations may be made by any five members of the Chapter if submitted in writing to the secretary at least 20 days before the Annual Business Meeting at which the election will be held. There shall be no nominations from the floor at the Annual Business Meeting.

Section 4: Election shall be by acclamation in cases where only one candidate has been nominated, and by secret ballot in cases where more than one candidate has been nominated. When there are three or more candidates for an office, a plurality of the votes is sufficient for election.

Section 5: A vacancy in any office, except that of President, shall be filled by an appointment by the President, with approval of two-thirds of the Executive Committee. If a vacancy occurs in the President's position, the First Vice-President shall succeed to the Presidency.

ARTICLE VI: Earnings

No part of the net earnings of this Chapter shall benefit, or be distributed to, its members, officers, or private persons, except that the Chapter shall be authorized and empowered to pay reasonable compensation for services rendered and to make payment and distributions in furtherance of the purposes set forth in Article I hereof.

The Chapter shall not carry on any propaganda, or otherwise attempt to influence legislation, and shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

ARTICLE VII: Dissolution

Upon the dissolution of the Chapter, the Executive Committee shall, after paying or making provision for the payment of all the liabilities of the Chapter, dispose of all of its assets in such manner as is compatible with the purposes of the Chapters and in accordance with Thai law.

ARTICLE VIII: Standard Authority

The rules in *Roberts's Rules of Order*, Revised, shall govern the Chapter in all cases to which they are applicable, and in which they are not inconsistent with the Constitution and Bylaws of the Chapter.

ARTICLE IX: Amendments

Proposed amendments to this Constitution must first be approved by a majority of the members of the Executive Committee or submitted to the president in a petition signed by at least 25 per cent of the members in good standing. Any proposed amendment shall be distributed to all members at least 30 days before the amendment is voted on. To become effective the proposed amendment must be ratified by a two-thirds majority vote of those present at the Annual Business Meeting.

BYLAWS

1. Dues

- A. The annual dues of an individual membership shall be 40 baht.
- B. The annual dues of an institutional membership shall be 100 baht.

2. Bylaw Changes

Proposed amendments to the Bylaws must be submitted to the membership thirty days prior to the Annual Business Meeting or at a special meeting called by the Executive Committee. Approval of a proposed amendment requires a two-thirds vote of the members present at the meeting.

3. The First (interim) Executive Committee

The ad hoc Constitution Committee of the Thai Chapter of TESOL is entrusted with the function of the interim Executive Committee. It is responsible for soliciting at least 50 persons to become members of the Chapter, whereupon the first Annual Business Meeting will be called, where the officers and Executive Committee members shall be elected by an open election.

4. Initial Terms of Membership of Elected Members of the Executive Committee

At the first Annual Business Meeting, 6 members of the Executive Committee will be elected, of which 2 will be chosen by lot to serve for a period of 1 year only, and 2 more will be chosen by lot for a period of 2 years only. The remaining 2 members will serve a normal term of 3 years as provided by Article III, Section 2, of the Constitution. All further elections of the Executive Committee members will follow Article III, Section 2 of the Constitution.

5. Bylaw 1 is rescinded. Fees shall be determined by the approval of two-thirds of the Executive Committee.

Appendix Three

Useful links

1. International Associations

1.1 All languages

Fédération Internationale des Professeurs de Langues Vivantes (FIPLV)

<http://www.fiplv.org>

The New Zealand Association of Language Teachers (NZALT)

<http://www.nzalt.org.nz>

1.2 Chinese

Chinese Language Teachers Association

<http://clta.osu.edu>

1.3 English

International association of English as a Foreign Language (IATEFL)

<http://www.iatefl.org>

Wider Membership Scheme

<http://www.iatefl.org/wms.asp>

Associates Website, where you can download the electronic version of this handbook

<http://www.dudeney.com/iatefl/associates>

Please send your comments and suggestions to improve this handbook to:

generalenquiries@iatefl.org

Teachers of English to Speakers of Other Languages (TESOL)

<http://www.tesol.org>

TA directories

<http://www.dudeney.com/iatefl/associates/pages/contact/others.asp>

http://www.tesol.org/s_tesol/seccss.asp?CID=420&DID=2048

<http://www.britishcouncil.org/eltecs-teachers-associations>

1.4 French

Fédération internationale des professeurs de français (FIPF)

<http://www.fipf.org>

1.5 German

Der Internationale Deutschlehrerverband (IDV)

<http://www.idvnetz.org>

1.6 Spanish

La Asociación Europea de Profesores de Español (AEPE)

<http://www.aepe.us>

2. International electronic networks

English Language Teaching Contacts Scheme (ELTeCS), where you can also apply for funds for English Language Teaching projects

<http://www.britishcouncil.org/eltecs>

Webheads in Action: Communities of practice online

<http://www.webheads.info>

3. Online resources

3.1 Yahoo Groups

A service that allows you to set up an online discussion list for your TA members.

<http://groups.yahoo.com>

3.2 Nicenet

An easy to use platform where you can run courses for your TA members.

<http://www.nicenet.org>

3.3 Software 995

PDF creators to help you protect and give your TA newsletters a professional look.

<http://www.software995.com>

3.4 Survey Monkey

Software to carry out electronic surveys. Basic subscription is totally free.

<http://www.surveymonkey.com>

3.5 Writely

A wiki site for creating, editing and sharing documents (e.g.: TA constitution, project proposals, etc) instantly & collaboratively in real-time with project group members.

<http://www.writely.com>

3.6 JotSpot Live

Another source of web-based applications which replicate your desktop software, and provide opportunities for online collaboration. JotSpot Live allows you and your

colleagues to take notes together on the same web page at the same time. Imagine everyone simultaneously typing and editing the same Microsoft Word document and you'll get the idea.

<http://www.jotlive.com>

3.7 Writeboard

More sharing web-based text document applications that let you edit, save and track changes collaboratively.

<http://www.writeboard.com>

3.8 Skype

A free service that allows you to make voice calls and conference in small groups via the internet.

<http://www.skype.com>

Appendix Four

Checklist to help setting up a TA from scratch

1.	Contacts: make a list of potential members, workers, supporters, authorities, existing groups, funding agencies, etc.	Section 2.1.1
2.	Unless you are deliberately setting up a TA for a single institution, make sure your potential members come from a wide range of schools, universities, institutes, etc. (It is dangerous when a TA becomes too closely associated with one person or one institution. This will alienate others and make it hard to carry on if the person/institution runs out of steam).	Section 2
3.	Decide when it is best to contact people. Avoid peak times for schools.	Section 2.1.3
4.	Decide how you are going to approach people: by email, word of mouth, circular letter, discussion lists, etc.	Section 2.1.4
5.	Decide on the content of the initial contact. Have a few objectives based on what you know of your own context but be open to identify the needs of potential members.	Section 2.1.5
6.	Set up a date and a place for an initial meeting.	Section 2.1.5
7.	Hold the meeting. Show them your vision. The association should be seen as a catalyst for change for a particular context, as well as an opportunity for individual professional growth.	Opening and Closing articles
8.	Once you have a few committed people, start making decisions: decide on name, general objectives and an initial action plan and brainstorm a list of things to do. (This checklist can be used as an initial guide. Note that this item can also be your starting point, depending on what your context is.)	Section 2
9.	If you are setting up an affiliate or a chapter of a larger organisation, make sure you have the mission statement and statutes/constitution of the organisation available. Even if you are setting up an independent association, other societies' statutes are a help. They mean you will not need to reinvent the wheel – though you may want to delete, add or adapt.	Appendix Two
10.	If you have these statutes, use them to help you decide on the structure of your association: roles and job descriptions, duration of terms, how the election will be, etc.	Section 3

11.	Have a look at the constitutions in Appendix Two and start drafting the constitution of your association. Seek legal advice on how to register your TA: documentation, fees, when you will need to register it, etc. Bear in mind that each country will have its own regulations.	Appendix Two
12.	Identify the type of professional (people with different skills) and financial (equipment and space) resources your association will need.	Section 2.2
13.	Identify how to obtain the resources above from individuals, professional bodies, commercial bodies, institutions, etc.	Section 2.2
14.	Make decisions about membership (procedures, fees, renewals, joining facilities, etc).	Section 3
15.	Devise materials (flyers, posters, stickers, etc) to promote your TA. An attractive logo may help set a positive image of your TA. Remember to flag the information about the voluntary nature of the association: everyone is a volunteer!	Section 2.2.1
16.	Think of an initial programme (balance academic and social events; face to face and online) which could be of interest of potential members and feasible to put together. Listen to potential members' needs.	Section 4
17.	Organise a database with details of members and keep it updated.	Section 3.2.2
18.	Make sure you send out regular updates informing everyone of what is going on.	Section 8.1
19.	Produce the TA documentation (forms, constitution, advertising materials, etc) and have only one person to be responsible for it.	Section 2.2.1
20.	Set up committee meetings regularly to plan and keep everyone updated on the TA matters.	Closing article
21.	Carry out evaluation surveys among committee members and members. If there are problems, try and fix them as they come up.	Section 4.7 Closing article
22.	Create procedures for finding sponsors on a regular basis.	Section 5.1
23.	Get used to working with checklists for the various activities of the TA.	Section 4
24.	Decide on the initial budget for the first year: how much money you have, how much you plan on making and how much will be spent.	Section 5.2 Section 7.2.2
25.	If you decide to start chapters in different parts of the country, then think of guidelines to help members set up the work: types, frequency and quality of activities.	Section 3.2.1

'I think the IATEFL TA Handbook is extremely comprehensive as it lists so many everyday essential things in a succinct way. I can see it being of immense help to TAs around the world who will appreciate all the effort that has been made to make it user friendly... An impressive publication with so many useful ideas and resources.'

Sara Hannam

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IATEFL Associates Coordinator 2006-2009

ISBN 190109504-5

