

Running an Association for Language Teachers: Directions and Opportunities

Edited by Susana Gómez



International
Association of
Teachers of English as
a Foreign Language

Running an Association for Language Teachers: Directions and Opportunities

Published by IATEFL and the British Council
Darwin College
University of Kent
Canterbury,
Kent CT27NY
United Kingdom

First Edition 2011

Copyright © IATEFL and the British Council 2011
Design Department/Z383

Editor: Susana Gómez

Project Coordinator: Amy Diederich Jost

Advisory Panel: Susana Gómez,
Amy Diederich Jost, Ana d'Almeida,
Tim Phillips and Les Kirkham.

British Library Cataloguing in Publication Data.

Education

Running an Association for Language Teachers: Directions and Opportunities

ISBN: 978-1-901095-36-4

Copy-edited by Susana Gómez,
Amy Diederich Jost, Ana d'Almeida,
Tim Phillips and Les Kirkham

Cover, text design and typeset
by Mamen Zayas, Igor Gavilán
and Susana Gómez

Contents

Foreword from IATEFL president	4
Foreword from the British Council	5
What IATEFL can do for you	6
Introduction	7
Les Kirkham	7
Chapter 1 <i>Financial management of a volunteer organisation</i> Robert Dickey	9
Chapter 2 <i>Fundraising and sponsorship</i> Bethany Cagnol and Jarek Kawalek	23
Chapter 3 <i>Recruitment and retention of volunteers</i> Vinicius Nobre	31
Chapter 4 <i>Newsletter editing - a guide</i> A. Suzan Öñiz and Amna M. Bedri	37
Chapter 5 <i>Newsletter production and distribution</i> Susana Gómez	51
Chapter 6 <i>Publications</i> Simon Greenall	57
Chapter 7 <i>Using technology to improve your English language teachers' association</i> Sara Hannam and Marisa Constantinides	63
Chapter 8 <i>Event management. SPELT's international travelling conferences: a success story</i> Zakia Sarwar	69
Chapter 9 <i>Organising and running online events</i> Gavin Dudeney	77
Chapter 10 <i>Membership and conference database management</i> Robert Dickey	83
Chapter 11 <i>Publicity and public relations</i> Silvija Andernovics	91
Chapter 12 <i>Community outreach</i> Bethany Cagnol and Jarek Kawalek	97
Chapter 13 <i>Creating and running new TA branches</i> George Pickering	101
Appendix 1 <i>Contributors' Biodata</i>	105

Foreword from IATEFL President

IATEFL is delighted to present this new handbook *Running an Association for Language Teachers: Directions and Opportunities*, a companion volume to our publication *Developing an Association for Language Teachers*, first published in 1988 and currently in its third edition.

This new publication aims to provide a guide for exploring new opportunities and directions for long-established associations. A glance through the contents page reveals a rich source of ideas for developing and managing an association including organising conferences, fundraising, developing online conferences, using technology, managing events, producing newsletters and other publications, handling publicity and recruiting volunteers. Moreover, the authors of the individual chapters come from a variety of countries reflecting the global mix among our Associates.

The current volume has grown out of the discussions over two Associate Days during the 2008 and 2009 conferences, and is the result of collaboration between a number of diverse people from several different countries. First, each chapter has been written by an active volunteer in one of

our affiliated Teachers' Associations or in the IATEFL committee structure. Second, a specially established Advisory Panel has been active in providing constructive feedback and advice throughout the process. Meanwhile, Susana Gómez from Spain has carried out the painstaking job of editing the volume. And finally, the entire enterprise is the result of the ever growing collaboration between IATEFL and the British Council, who has provided the allimportant financial support as well as help with printing, promotion and advice along the way. We are particularly grateful to them for their ongoing support.

Congratulations to all the authors, advisors, co-workers and others involved in this magnificent project. While it represents a considerable amount of work from all involved, the handbook will provide an invaluable resource to all those who run teachers' associations throughout the world. I believe we can be rightly proud of this achievement by our Associates.

Herbert Puchta
IATEFL President

Foreword from the British Council

The British Council is proud to support the publication *Running an Association for Language Teachers: Directions and Opportunities*. Our aim is to support teachers of English round the world and we believe that this publication will be a valuable tool in helping Teachers' Associations serve their members sustainably into the future.

Since the publication in 2006 of *Developing an Association for Language Teachers: An Introductory Handbook* there have been a number of new developments which have already impacted on the way Teachers' Associations operate.

In particular, technological innovations have opened up the ways in which teachers can network. Associations have benefited from this by using Facebook and Twitter and other social networking tools to engage with teachers. Some associations have also started offering online training workshops. These new developments represent exciting new opportunities that are transforming the work of Teachers' Associations, and in the British Council we aim to support this trend further by offering a range of online teacher development courses delivered by partners such as Teachers' Associations around the world.

At the same time associations face challenges such as retaining and building membership, maintaining effective leadership or finding funding for activity. An effective association also helps to disseminate new thinking and practice in English language teaching and requires people with editing and publishing skills. As you will see, the handbook provides a wealth of advice on the issues that Teachers' Associations face, written by experts with extensive experience in the field.

The British Council maintains close links with Teachers' Associations around the world and has built a database of associations which is shared with professional colleagues so that we can keep in touch with each other and build a global network of ELT teachers.

The British Council is pleased to be able to extend our collaboration with IATEFL in this way and to help support the work of teachers of English and their associations around the world.

Michael Carrier
*Head English Language Innovation,
the British Council*

What IATEFL can do for you

'IATEFL' stands for the International Association of Teachers of English as a Foreign Language. It was founded in 1967 and has a registered UK charity status. Our aim is to link, develop and support English Language Teaching professionals throughout the world. To this end we produce a bimonthly newsletter called *Voices*, we hold an annual international conference, and we have special interest groups (SIGs) which seek to develop and disseminate state-of-the-art knowledge and practice about language teaching and learning.

IATEFL is a truly international association. Approximately three quarters of our members live and work outside the UK and over half of the 2,000 who attend our annual conference come from outside Britain, typically representing 100 countries. At any one time there are also about more than a hundred associated Teacher Associations in other countries. These Associates subscribe to broadly the same educative purpose as IATEFL and are able to offer lowcost 'basic' membership of IATEFL. As even this is out of financial reach for many teachers throughout the world, an important development which was introduced in the year 2000 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 at greatly reduced rates. Please see the website www.iatefl.org for more details.

IATEFL has around 3,500 members and an office staff of seven. Our office is based in the University of Kent at Canterbury, a cathedral city in South East England.

Whether you are a new teacher just starting out on your career or an experienced ELT practitioner IATEFL has a lot to offer you. IATEFL - The International Association of Teachers of English as a Foreign Language - is a vibrant network of English Language professionals from around the world. We have members from over 100 countries making IATEFL one of the most stimulating communities you could belong to.

So, why join IATEFL? How can you benefit? And, what could you offer? Of course, there are many tangible benefits such as *Voices*, the IATEFL newsletter, which members receive six times a year; special rates at our annual conference; opportunities to apply for scholarships to enable teachers to attend our annual conference; special rates at other IATEFL events; special rates for IATEFL publications; a copy of the Conference Selections publication; the opportunity to join one of our SIGs; and the possibility of joining and participating in the SIG discussion lists.

On top of this there are many other benefits that may not be so obvious to begin with. For example, English Language Teaching can be quite a lonely profession, so being able to network with other professionals from around the globe can add a new dimension to your teaching and your own development. You can also find out about other benefits of being an IATEFL member by visiting the IATEFL website at www.iatefl.org.

Les Kirkham
IATEFL Associates Representative

Introduction

This handbook had two inspirations: the original handbook *Developing an Association for Language Teachers: an Introductory Handbook (DALT)* which has gone through three editions, the last one edited by Ana Falcão and Margit Szesztay in 2006; and specific requests voiced by Associates at Associates Day meetings at the annual IATEFL conferences in 2008 and 2009. Whereas DALT was intended to help teachers set up new associations, we hope the present handbook *Running an Association for Language Teachers: Directions and Opportunities (RALT)* will be of especial value to established associations that are looking for new orientations and alternatives for the future, hence its subtitle.

We hope that this handbook will enable Associates to build on their established foundations in a way that best enhances their activities in whichever part of the world they operate. Within this volume can be found expert advice on a range of issues of importance to all Teachers' Associations covering most spheres of operation.

A glance at the author credits for each chapter will reveal the broad international scope of this venture, and it is worth emphasising that every word has been written by members of IATEFL Associates. It is a truly international collaboration, drawing on the skills, expertise and experience of members of associates throughout the world (Korea, France, Poland,

Brazil, Turkey, Sudan, Spain, Greece, Pakistan, Latvia and United Kingdom).

In my term as IATEFL Associates' Representative I have been impressed by the enormous amount of energy and expertise voluntarily given by Associates' members to further their colleagues and their own professional development. This is an activity which would be very difficult to cost, but which demonstrates the commitment of teachers to their profession, to their colleagues and to their students.

On behalf of IATEFL I would like to express our appreciation to the British Council for their general support and financial assistance in the production and printing of this handbook. Thanks are also due, of course, to the contributors, who have offered their services for the benefit of their colleagues, and to the other members of the Advisory Panel, Amy Jost, Susana Gómez, Ana d'Almeida (former Ana Falcão) and Tim Phillips, with Susana shouldering the major part of the editing and the whole team being very ably led by Amy as the project coordinator.

Les Kirkham
IATEFL Associates Representative

Chapter 1

Financial management of a volunteer organisation

Robert J. Dickey

1. Introduction

Arguably one of the critical elements to maintaining a reputable organisation, financial management has the reputation of “boring,” “blocking progress,” and “driving away volunteers.” None of these negatives need be true. In the following sections the chapter will consider all types of volunteer organisations, from small start-ups to groups with thousands of members and decades of service. The principles and resources are the same.

Unfortunately, many organisations fall into financial management (or mismanagement) haphazardly. The following points should be considered at the earliest possible stage, and then reviewed from time to time (every couple of years?).

Tools for financial management must fit both organisational needs and resources. An organisational inventory extends beyond physical assets; we might imagine it as Who does What, When, Where, How and Why this process was chosen (based on Which choices). Needs include reporting requirements to government offices, to (potential) funding sources, and to members. You should consider several years down the road – will an audit be required? How often must you prepare various types of reports? In terms of resources, the old “3 Ts” is a useful guide: Time, Talent, and Treasury. Who has time to do this, and will the task grow beyond their time? Do you have the talent within the organisation to do the work, **and to sustain it**? How much will it cost to do this? And we can add a fourth T-Technology. Will you choose to use computers for recordkeeping, and if so, will internet play a role? Unfortunately, much of financial management is circular (the “chicken and egg” problem) – you learn from experience,

tools for management are derived from past performance, and you discover needs only when someone demands certain information. However, we can learn from our IATEFL associate partners to avoid some of these issues.

It is assumed here that your organisation is already properly registered with the civil authorities, that you will make regular reports to those authorities, and through such registration you have the ability to open a bank account for the organisation. (Holding organisational funds in the treasurer’s personal account can lead to very negative tax issues for the treasurer!)

Along with failing to develop financial management systems, the other great problem for organisations is failure to maintain a system. It’s better to start simple, develop further as you go, and always know that even with the loss of key finance staff (volunteers) you can continue to maintain your records.

As a vocabulary note, bookkeeping usually refers to regular (daily?) recordkeeping, and may include some minor reports, such as budget or actual comparisons on a quarterly basis, whereas accounting includes all types of reporting required by generally accepted accounting principles¹, tax agencies, and other finance bodies.

2. Needs assessment

The basic rule of quantitative study is important here: you can’t retrieve information if the data isn’t coded that way. A key aspect of financial management is coding your transactions, whether for computer-based accounting systems or the simplest “shoebox” recordkeeping system. Transactions can be viewed in relation to the **Annual Budget**²,

¹(GAAP) a common set of accounting principles, standards and procedures (guidelines, not fixed rules) used to standardize the compiling and reporting of financial statements.

but budget development can be very irrational (or highly political) process. Instead, a Chart of Accounts must be developed; this should consider all the various types of reports you may be required to present, and how those various reports may require data to be presented – often in quite different arrangements. Such **Charts of Accounts**³ invariably include some fields that aren't needed in the current budget plan, but may become necessary later in the year during a budget revision, or in a future year. Some organisations require that when an expense category exceeds a certain amount, subcategories (**line-items**) must be used if it is possible to distinguish the expenses, e.g., printing could be sub-divided into “journal”, “newsletter” and “conference books.” In the ideal case, a local tax-accountant who is familiar with nonprofit professional/scholarly societies can advise on the probable issues and develop the necessary systems, but here we assume that for any number of reasons (financial or otherwise) your organisation will be without their advice. Ultimately your budget will incorporate the codes from the Chart of Accounts. A sample **Periodic Financial Report** (Appendix 1), which includes many of the categories from a typical Chart of Accounts and the Annual Budget, may be found in the appendices.

As indicated at the top of the chapter, reporting drives the needs assessment. Will you prepare an annual **Balance Sheet**⁴ and a **Statement of Revenues and Expenses**⁵? Are there governmental reports to be filed that require specific arrangements of financial transactions? (Consider both non-profit organisation registry offices and tax authorities, as you may have to report to both, with different data arrangements.) Will you be required to undergo an **independent audit**⁶? If so, what are the

standards for organisations of your type and size in your locale? Will potential funders (e.g., government ministries, international donors, publishers) expect particular types of financial reports before or after their support?

What are the expectations of your members? Financial transparency can be a major issue, as leadership can be suspected of misuse of funds simply because they don't explain legitimate activities clearly. Does your organisation's bylaws require frequent financial reporting? Will an **internal audit** (conducted by a special audit committee of the organisation) be sufficient, or must an external financial professional be involved? What information does the executive management committee need or want in order to carry out their tasks? Are certain budget categories or amounts of money more noteworthy, for whatever reasons?

Can you keep your accounting in a **cash basis**, or will **accrual**⁷ be required? In simplest terms, “cash basis” means that all money in and out is only reported when it actually affects the bank account, and various accrual methods report activity that has not yet affected cash (such as debts and pledged – but not yet received – grants). Many groups keep their books in cash, but at end of year the annual report is adjusted to reflect accruals that cross the annual period.

3. Resource assessment

It can be challenging to project resource availability beyond the current executive council. Who knows what the next election will bring? One bad conference can wipe away years of savings. (I write from first-hand experience!) A change in school administration can remove valuable support services the organisation has relied upon.

In many organisations, members or their spouses may have general business experience, including bookkeeping. It is not unusual to discover that those members welcome the opportunity to put those skills to use for their organisation if the expectations are reasonable. It is very important to not expect too much time or too much talent, as volunteer resources can come and go at short notice, and over-estimating the resource base can result in costly and time-consuming reversals. Similarly, some of the rules of financial management that are expected of large nonprofit organisations with several full-time staff are beyond the capabilities of small volunteer-driven voluntary organisations.

Your local bank may offer a variety of bookkeeping services to small businesses that a teachers' society may be able to access, and perhaps even offer free or heavily discounted accounting and/or financial audit services. Similarly, local service groups such as Rotary Clubs or (Junior) Chamber of Commerce may have valuable support available, if you ask.

We should also note that while many organisations' Constitution requires the treasurer to be responsible for the accounting, the bookkeeping duties might be delegated to an assistant. In many cases this is actually preferable, as it supports the **two sets of eyes rule**⁸ on financial transactions.

Some organisations choose to have an outside accounting service prepare annual financial reports as a modest form of audit. This also reduces the burden on a volunteer treasurer who may have very little accounting background. Some retired accountants or bookkeepers, and even some current CPAs⁹ will offer a modest level of accounting assistance to recognized nonprofit groups. As teachers, we should never hesitate talking to former students who have entered into the world of business, they have contacts and allegiances that can save an organisation from significant costs.

Organisations need to budget for accounting under the “3 Ts” guide. Financially, the cost might appear minor, if you have more “Time” and “Talent” on hand. There is an initial “setup” cost, and then ongoing “maintenance” costs. Organisations should plan for occasional training expenses (new treasurer). A not uncommon problem of backsliding occurs when an organisation has become dependent on a bookkeeper who leaves, with no one able to maintain the more sophisticated aspects of the job. Where a team of assistant treasurers and/or future (or past) bookkeepers are not available to carry on at the previous “high-tech” system, one would do well to consider operating at a less sophisticated level, or planning to pay for accounting services until a skilled volunteer becomes available. Simply leaving the recordkeeping untended for months is unacceptable. One should also consider whether a less-sophisticated accounting system is more appropriate for groups that are concerned about the availability of more-skilled treasurers.

4. Tools available

To be computerized, or not to be, for many that is the question. Computerization is a recordkeeping choice, yet there are several other aspects we need to deal with as well. How will you annotate the physical receipts (for both expenses and income)? How will you retain those receipts? How will you manage your cash?

Of course the bank account(s) transactions statement is vitally important, whether in book form or in periodic statements. This data is part of the “paper trail” (even if electronic) that financial management requires, and auditors will expect to see. **Cash on hand**, as evidenced by **bank statements**, is the ultimate data source in financial management.

While your **Cash Log** will report all changes to the bank balance(s), as recorded by the bookkeeper (it should match the bank

²A detailed plan for anticipated income and expenses.

³A listing of every possible area of income and expenses, as well as other technical categories in accounting.

⁴Also known as a Statement of Financial Position, this is a financial statement that summarizes the organisation's assets, liabilities and equity at a specific point in time.

⁵Also known as an Income Statement, this summarizes an organisation's revenue and expenses for a specific period of time, usually one quarter of a fiscal year and the entire fiscal year.

⁶A systematic review of the accuracy and truthfulness of the accounting records of a particular organisation by a person or firm qualified to do so and not related in any way to those undergoing the audit.

⁷An accounting method that recognizes financial events regardless of when the cash transaction actually occurs, for example, paying a printing bill in January for a project that was completed the previous December would be a December accrued expense, but a January cash expense.

⁸As might be expected, this rule simply means that every transaction should be witnessed by two different people, particularly when dealing with cash.

⁹Depending on your country, these may be known as “Chartered Accountants,” “Registered Public Accountants,” or “Certified Public Accountants”.

statement), you'll also want to use something like the sample **Request and Authorization for Disbursement**¹⁰ (Appendix 2) to show who requested and who authorized payments to whom. You will also need some type of **Cash Receipt** for those cases where people who give money to the organisation, such as for membership dues or conference support grants. These cash receipts should meet local requirements for tax considerations. Local book publishers can be a good consultant, they will tell you what type of documentation they need for record of their support of your conference!

Accounting requirements range from occasional reports of all monies in and out since the last report (a **Cash Report**) to detailed studies of financial management, including **cash-flow statements**¹¹, depreciation, etc. Simply pushing all receipts into a shoebox at year-end and relying on the pencil-scratches of a volunteer treasurer are seldom acceptable in the 21st century. That doesn't mean you have to scan every document and hire a CPA to do the books. There are intermediate steps, such as those described below.

Most groups use some type of computer software nowadays to help organise financial data and prepare reports. There are two major types: accounting software, and general software.

General software includes things like Microsoft Excel[®] (a spreadsheet) and Microsoft Word[®] (word-processing). When the organisations are handling fewer transactions, generally of smaller amounts, anyone with a modest level of skills in these programs can handle the routine bookkeeping tasks and minor reports. Both **double-entry**¹² bookkeeping and single-entry (recording cash in and out) bookkeeping can be done in a spreadsheet, but managing **Accounts Receivable**¹³, etc., can become very tricky outside of dedicated accounting software systems.

QuickBooks[®] and PeachTree[®] are two very popular accounting software options. These are quite modestly-priced, and come with various levels of functionality – you only pay for what you plan to use. These two brands have been out in the market since the 1980s, and an older version can be perfectly acceptable for most small-to-mid-sized organisations (but please respect copyright laws!). There is also a wide assortment of “freeware” and “shareware” programs, but the weaker documentation and lack of widespread acceptance of these programs can create headaches later. While there can be a bit of a learning curve (it's not very technical) to dedicated software, and the initial setup can be a minor challenge for those who haven't done it before, most organisations report that accounting software provides a major upgrade in the types of information presented. On the other hand, such programs can lead to otherwise-qualified candidates for Treasurer declining the post simply because they don't know that particular software.

Expenses are generally the focus of members' attention. Was an expenditure wise, and in the members' best interest?

Cost/Benefit Analysis is simple, and important, in financial management. In simplest terms, is this expense worth it? Is there a better bargain available? This analysis requires options:

1. Do nothing (do not spend money)
2. Do the proposed
3. Do the proposed at a more expensive (better performance?) level
4. Do the proposed at a less expensive (lower performance?) level

Many organisations also require a multiple-bid process for any major expenses, such as printing journals or conference venue rentals. In bidding, one may or may not be bound by a rule of **lowest qualified bid**¹⁴ – such a rule merits careful consideration before inclusion in a set of financial policies.

Financial Policies often include rules such as two persons overseeing all cash transactions (two sets of eyes), approval from several officers for large expenditures, and frequency of reports and audits. Are officers allowed to receive compensation for their services? Is a dinner during a council meeting an appropriate organisational expense? If reimbursing for travel, is “First Class” travel acceptable? Such questions are not always included in the financial policies, but clearly-worded policies can prevent unfortunate incidents.

Nonprofit organisations often utilize a system called **Fund Accounting** which allows the organisation to track financial activity by source of income. It's in many ways similar to program-based budgeting or profit-center accounting. There are two types of funds: **unrestricted funds** can be used for any purpose, and **restricted funds** are limited by the donor to specific uses, and must be tracked accordingly. A government contract would be a restricted fund, as would an **endowment**¹⁵. Some organisations also make use of “dedicated” funds, which is a sort of restriction, but placed by the organisation itself (so it can be reversed). It's easier to imagine this as a series of columns, one for each fund (two separately restricted funds would each get one column). At **End of Year** (EOY) these can be folded into the two basic types, or even into just one, depending on the needs of the organisation, but the funds must always be tracked separately as well. What this means is that, where organisations have received restricted funds from the government or from certain donors, the task of accounting becomes far more complex.

Fortunately or not, few teacher associations have to deal with multiple “funds” but it is an important element to be aware of. Some organisations choose to manage their conference accounts as a separate fund, since many of the expense categories (printing, postage, etc) are the same for general “throughout the year” activities as well as for

a major conference, but the bulk of the expense may be for the conference. Other organisations take the simpler approach of either developing an independent budget and accounting process for major events (the model used in the sample Periodic Financial Report at Appendix 1) or “burying” the other events within a single expense section. The problem here is you lose the overall sense of organisational spending patterns – a conference program book is a printing expense, just like the regular newsletter and journal, but might not be reported clearly without a special fund account for the conference.

5. Conclusion

Countless books and training courses are available on the subject of financial management for nonprofit/charity organisations, and a chapter such as this can only hope to begin to raise awareness on some issues. The Internet Bibliography listed in the following section can help with further reading on the topic prior to buying a serious book on the subject or consulting with a registered tax accountant or **CPA**.

One should remember that a budget is a plan, developed by the organisation, managed by the organisation, and subject to change by the organisation. It is often necessary to limit the discretion of individual officers through a budget, where spending authority is controlled by the council. How strictly the budget categories are limited (subcategory “line-item” limit or only at major expense classifications? 10% over-spend allowance if counter-balanced elsewhere?) and whether a few officers can override the budget limits are important considerations, one pointed out in the sample **Request and Authorization for Disbursement** (Appendix 2). The following year's budget should reflect the current year's actual expenses, modified by the new year's management plan. Financial policies will be revised based on the experiences (both

¹⁰Disbursement is the paying out of organisational funds.

¹¹A detailed record of how each financial transaction affects the organisations bank balance(s); it may include projections for the future.

¹²An explanation of double-entry bookkeeping is beyond the scope of this chapter, suffice to note that no one should be expected to use this system, the norm in modern accounting, if they aren't familiar with how it works.

¹³A system of recording all income expected based on invoices, pledges, and debts under an accrual form of accounting.

¹⁴A rule by which all applicants must show that they are able to do the work to the specific standard before allowing them to be considered under a “low price wins” bidding process.

¹⁵Gifts that may not be consumed, but instead the principal must be maintained intact and invested to create a source of income for an organisation.

positive and negative) of the organisation. There will be some tough choices with equally valid concerns on each side, and there may be volunteers who are unwilling to subject their activities to diligent financial oversight.

The purpose of financial management is to protect the assets of the general membership, and comply with the requirements of funding authorities and governments. Transparency through accurate and detailed recordkeeping and reporting is a basic right of members. As voluntary organisations, we aim for the maximum flexibility possible while preserving the rights, privileges, and assets of our members.

Internet Bibliography

The following web pages, or pages like them, may provide useful information. If these pages are not currently available, you can try The Internet Archive (www.archive.org) or the page cache in Google or Yahoo search engines to attempt to read them as saved pages.

www.omafra.gov.on.ca/english/rural/facts/88-010.htm

http://managementhelp.org/finance/np_fnce/np_fnce.htm

www.idealists.org

www.nfpaccountinghelp.org/pages/free-resources/sample-chart-of-accounts.php

www.nationalserviceresources.org/files/legacy/filemanager/download/walker/NPO_Acct_Manual.doc

<http://web.archive.org/web/19990128153109/www.grantthornton.com/gtonline/exempt/serving/audtoc.html>

www.coloradononprofits.org/PandP/

www.muridae.com/nporegulation/accounting.html

APPENDIX 1

Sample periodic financial report

ELT Assn Summary Report As of July 2010 (Year To Date)
(Fiscal Year January – December 2010).

Currency: Thaler.		Budget	YTD
Description		(Rev. March)	Actual
1. Income		66,500	37,985
4100	Member Dues – Individual	26,400	12,685
4200	Institutional Partnerships (corporate)	34,500	22,400
4300	Revenue from Investment	1,900	614
4400	Revenue from ELT Assn Event(s)	5,000	2,086
4800	Other Revenue	700	200
2. Expense		163,550	36,301
6100	Member Dues Shares (to chapters)	12,000	15,420
7100	International Conference (2010)	25,000	–
7200	National Conference (2010)	7,000	3,788
7400	Chapter	16,500	4,000
7500	Other	6,400	1,500
8100	Office Supplies & Equipment	3,050	342
8200	Outsourcing	150	–
8300	Affiliate Dues	430	–
8500	Travel & Meeting Expense	7,600	1,584
8550	Leadership Retreat	8,100	–
8600	Other Expense (Special Programs)	2,500	815
8700	Officers' & Chairs Discretionary Funds	3,200	135
9100	National Program Committee	13,000	1,271
9200	Publications Committee	33,500	4,624
9300	International Affairs Committee	10,200	5,049
9400	Membership Committee	5,450	1,044
9450	Publicity Committee	5,000	639
9500	Tech Committee	200	–
9550	Website Services Committee	4,500	–
9600	Research Committee	5,150	1,910
9650	Community Affairs Committee	1,000	–
9700	Financial Affairs Committee	15,200	2,500
Net Income (Loss)		(97,050)	1,684
Bank Status			
ADBank /Operating account – 827		26,881	
ADBank /Membership -841		10,086	
ADBank /Savings – 063 (Interest Bearing)		30,530	
ZXBANK /Savings – 796 (LT Interest Bearing)		150,000	
Grand Total		217,497	

ELT Assn Revenue Statement (Actual vs Budget Comparison)
As of July 2010 (Year To Date)
(Fiscal Year January – December 2010).

Currency: Thaler.		Budget	YTD
Description		(Rev. March)	Actual
4100 Member Dues – Individual		26,400	12,685
10	Regular (560 @ 40 Thaler)	22,400	10,080
20	Int'l (4 @ 60 Thaler)	2,400	205
30	Lifetime (4 @ 400 Thaler)	1,600	2,400
40	Student (unbudgeted)	–	–
4200 Institutional Partnerships (corporate)		34,500	22,400
50	Premier Partner (3 x 5,000)	15,000	10,000
60	Assoc. Partner (17 x 1,000)	17,000	12,400
70	Training Partner (5 x 500)	2,500	–
4300 Revenue from Investment		1,900	614
10	Interest –Savings & Investments	1,900	614
4400 Revenue from ELT Assn Event(s)		5,000	2,086
10	International Conference (2009) Loan Reimbursement	5,000	1,922*
20	Miscellaneous	–	164
4800 Other Revenue		700	200
10	Gross Sales – ELT Assn Brand Items	50	–
20	Advertising Revenue (Journal, News, Proceedings)	500	200
30	Miscellaneous Revenue (Deposit Refunds)	150	–
Total Revenue		66,500	37,985

ELT Assn Expense Statement (Actual vs Budget Comparison) P.1
As of July 2010 (Year To Date)
(Fiscal Year January – December 2010).

Currency: Thaler.		Budget	YTD
Description		(Rev. March)	Actual
6100 Membership Dues Shares		12,000	15,420
10	Chapter Dues Shares (50% of Individual Dues)	12,000	15,420
20	Dues Overpayment	–	–
7100 International Conference (2010)		25,000	–
10	Loan (approved increments with periodic reports)	25,000	– *
7200 National Conference (2010)		7,000	3,788
10	National Conference Loan (up to full amount)	4,000	3,788 *
20	National Conference Exigency Support (up to full amount)	3,000	–
7400 Chapters		16,500	4,000
10	Chapter Start-up Support	–	–
20	Chapter Special Event Advances (@max 1,000)	3,000	–
30	Chapter Special Event Speaker Grant (@max 1,000)	3,000	1,000
40	National Subsidy to Chapters (@max 1,500)	6,000	–
50	Chapter Operations/Conference Grant (@max 1,500)	4,500	3,000
7500 Other		6,400	1,500
10	Partner Displays at Events Other than the IC	6,400	1,500
8100 Office Supplies & Equipment		3,050	342
10	Office Supplies/Equipment	1,000	–
20	Postage & Shipping	200	–
30	Printing & Copying	100	–
40	Books, subscriptions, references	100	–
50	Awards, Gifts	1,500	320
60	Banking Fees	150	22
8200 Outsourcing		150	–
10	Translation	150	–
8300 Affiliate Dues		430	–
10	TESOL, Inc. Affiliate Dues (601-850 Members)	430	–
8500 Travel & Meeting Expense		7,600	1,584
10	Council Meeting Travel	4,000	1,507
20	Officers' Domestic Travel	3,000	77
30	Council Meeting Refreshments	300	–
40	Council Meeting Site Usage	300	–

ELT Assn Expense Statement (Actual vs Budget Comparison) P.2
As of July 2010 (Year To Date)
(Fiscal Year January – December 2010).

8550 Leadership Retreat		8,100	–
51	LR Travel	2,000	–
52	LR Hotel	2,000	–
53	LR Meals	2,000	–
54	LR Snacks and Misc.	100	–
55	LR Venue	2,000	–
8600 Other Expense (Special Project)		2,500	815
10	ELT Assn Policies and Procedures Project	1,000	–
20	TESOL-Franklin Spell Event	1,500	470
30	TESOL-Nat Con 2010 Travel & Discretionary	–	345
8700 Officers' & Chairs Discretionary Funds		3,200	135
10	President	500	105
20	1st Vice-President	500	–
30	2nd Vice-President	400	–
40	Secretary	200	30
50	Treasurer	200	–
60	Organisational Partners Liaison	500	–
70	Elections & Nominations Committee Chair	500	–
80	Long-Term Planning Committee Chair	200	–
90	Immediate Past President	200	–
9100 National Program Committee		13,000	1,271
10	Program Committee Meetings	500	–
20	Speaker-Related Expenses	3,000	–
21	SIG Special Event Grants	5,000	–
30	Publicity	500	–
40	SIG Facilitators' Meeting	500	–
49	Facilitators' Discretionary Funds	500	–
50	Outlying Areas Workshops	500	–
51	Travel and Honoraria	2,000	1,271
52	Publicity (brochures, banners, etc.)	300	–
99	Discretionary Fund	200	–
9200 Publications Committee		33,500	4,624
10	News 14 (1-4): Design, printing, etc.	16,000	4,554
20	Journal 2010 (v.13): Design, printing, etc.	5,000	–
30	Proceedings 2009 Design, printing, etc.	4,000	–
50	Print Support (Toner, ink, paper, etc.)	500	10
51	Postage & Shipping (News, Proceedings, Journal)	7,500	60
99	Committee Discretionary Fund	500	–

ELT Assn Expense Statement (Actual vs Budget Comparison) P.3
As of July 2010 (Year To Date)
(Fiscal Year January – December 2010).

9300 International Affairs Committee		10,200	5,049
10	IATEFL representative travel	2,750	2,241
11	TESOL, Inc. representative travel	2,750	1,925
12	ThaiTESOL representative travel	800	749
13	ELT-India representative travel	1,000	–
14	JALT representative travel	750	–
15	SPELT representative travel	800	–
16	PALT representative travel	750	–
50	Mail to Affiliates	250	10
51	Display Booth Materials	200	85
99	Committee Discretionary Fund	150	39
9400 Membership Committee		5,450	1,044
10	Membership Benefit Items	1,500	–
11	ELT Assn brand Calendars	1,000	1,044
12	Membership Drive Coupons	400	–
13	Chapter Member Service Awards	500	–
14	Promotional Materials Printing (Brochures)	500	–
20	Membership Card Machine (replacement)	–	–
40	Stationery	500	–
41	Postage and Shipping	850	–
49	Committee Discretionary Fund	200	–
9450 Publicity Committee		5,000	639
51	Regional Conference "A"	200	–
52	Regional Conference "B"	200	–
55	National Conference	500	495
60	International Conference	2,490	–
70	Miscellaneous Costs	310	144
80	Marketing Material (Brochure)	800	–
90	Stationery	100	–
91	Postage and Shipping	200	–
99	Committee Discretionary Fund	200	–
9500 Technologies Committee		200	–
10	Equipment Purchases	–	–
99	Committee Discretionary Fund	200	–
9550 Website Services Committee		4,500	–
51	Website Maintenance, Design and Software	2,000	–
52	WS Committee Training Programs	2,000	–
53	KOTESOL Website Service	150	–
54	Streaming Video Site (private/dedicated)	150	–
99	Committee Discretionary Fund	200	–

ELT Assn Expense Statement (Actual vs Budget Comparison) P.4
As of July 2010 (Year To Date)
(Fiscal Year January – December 2010).

9600 Research Committee		5,150	1,910
10	Research Paper Grants	3,000	1,500
20	Research Presentation Grants (up to 5; @ up to 200,000)	1,000	200
30	Research Lecture Series (Presenter Travel:)	1,000	210
49	Committee Discretionary Fund	150	-
9650 Community Affairs Committee		1,000	-
51	Travel to Chapters	200	-
52	Superintendent Gifts	500	-
99	Committee Discretionary Fund	300	-
9700 Financial Affairs Committee		15,200	2,500
10	FAC Internal Procedure Documentation Consultant	5,000	2,500
20	FAC Auditing Consultant	9,000	-
30	FAC Meeting and Travel Expenses	1,000	-
49	Committee Discretionary Fund	200	-
Total Expense		163,550	36,301

*Loans to events should be repaid to the full amount possible within 90 days of close of the event, this may result in shortfalls and repayment crossing fiscal years.

APPENDIX 2

Sample request and authorization for disbursement

Request & Authorization for Disbursement

Date of Submission: _____ / _____ / **2 0** _____
DAY MONTH YEAR

To: TESOL TREASURER

From: Name: _____ Division: _____
 Position _____ Signature: _____

For: *(Describe items or purpose of request. Submit a separate request form for each budgeted category.)*

(Attach receipts if currently available)

Is this a budgeted item in the division's currently approved budget? Yes No

Budget Category (Number & Name): _____ / _____

Approved Budget Category Total: _____ Won

Total of Previous Disbursements: _____ Won

Total Amount of This Request: _____ Won

PAY AS FOLLOWS

Account Holder's Name (as in bank book): _____

Bank Name & Telebanking Code, or "Cash": _____

Bank Account Number:

(If amount of request is greater than \$1,000, if not a budgeted item, or if overbudget, the approval of 3 National Council Members is required – either by signature below or by email message to be attached.)

Signature or Name	National Council Position
_____	_____
_____	_____
_____	_____

TREASURER'S USE ONLY

Amount of Disbursement: _____ won. Payment Method: INT / Cash / ATM / Teller

Disbursement Date: / / **2 0** Receipts Received: **Yes / No / N/A** Sign/Seal: _____

Send to: (Treasurer's Contact Info, include postal, email, and telephone info)

Chapter 2

Fundraising and sponsorship

Bethany Cagnol and Jarosław Kawalek

1. Introduction

Fundraising and finding sponsors are important steps for today's teacher associations; they not only help to finance activity, but also yield excellent developmental opportunities and can help to raise the status of both the association and its individual members. It often requires outside-the-box thinking in order to reach the goals set by your team. Therefore, this article highlights strategies for seeking and obtaining funds, goods and/or services for your TA organisation. We also looked to other associations for help in writing this article, and we obtained invaluable advice from other IATEFL TAs: the English Teachers Association of Georgia (ETAG); English Teachers Association of Switzerland (ETAS); IATEFL Poland, TESOL Arabia and TESOL France. Working together is key when obtaining support from past, present and future partners.

2. The team

2.1 Choosing the committee

While all the associations consulted said they had a fundraising coordinator, several written sources stressed the importance of having a fundraising team, an effort which should be taken on by the association as a whole (Belford, 2010; John, 2010; and Mintzer, 2003). The smaller the team, the more difficult and time-consuming the task will be. Therefore, unless they are hiring a professional fundraiser, associations need to be ready to evaluate that individual's level of commitment when choosing their coordinator. While many roles on the board may be one-year positions, you may want to consider making the fundraising coordinator(s) a two-year position along with a vice-coordinator to allow plenty of time to establish and maintain an up-to-date network of donors.

If your association has different regions, you will then have access to expanded efforts, with smaller teams in select areas. It is here the association needs to decide if those regions will focus their efforts on obtaining funds for their own events, for the association as a whole or both.

2.2 Involvement

Making sure that the people involved are committed and maintaining their involvement are important factors in reaching your fund-raising and sponsorship goals. Awareness and action to achieve this can avoid some common problems.

Mintzer (2003: 31) warns that participation in a fundraising project drops by nearly 50% in the first two or three weeks. Most often, people realise they cannot devote the time and effort necessary. Other times, they realise that asking for money isn't so easy, that it makes them feel uncomfortable or that it is too much like "selling". Some get frustrated thinking they have wasted time on companies that do not respond to their solicitations. Such is the nature of most fundraising projects. However, members working in a team have a higher level of volunteerism.

One way to retain a committee is to delegate to volunteers specific tasks in accordance to their interests, background and skills. If someone on your team is a good writer put them in charge of writing emails, funding requests and thank you notes. If another team member is a good public speaker then put them in charge of handling face-to-face solicitations. If you have a very creative person on your committee, ask them to think of new and innovative ways to obtain funds or goods for the association. And above all, everyone should be on board to pool their contacts and network with prospective donors all year round.

3. The association's perspective

3.1 Sponsorships

Fundraising takes on many different shapes and forms. It can mean asking for goods, services and/or volunteers in the form of sponsorships. One starting point can be asking the membership how the association can be improved, thus establishing a need. You can also reevaluate your annual budget and seek out companies to sponsor various expenses. All of the associations consulted for this article cited sponsorships for welcome bags, supplies, conference receptions, speaker accommodation and travel, staff members, programs and free ELT materials. TESOL Arabia suggests rewarding sponsors who provide funds early in the conference organisation process by giving them the choice of which items they want to attach their names to (e.g. the printed program as a whole). See Appendix 1 for an example of how a sponsorship scheme may be managed.

Other needs can take the shape of real estate, or venues (e.g. try approaching a language school to provide a room for an ELT workshop and invite their teachers to attend free of charge), or time (e.g. ask a major publisher to publicise your events by sending out a mailing), or skills (e.g. one association had a masseuse sponsor free massages for all speakers during a conference).

3.2 Raising money

Teacher associations can also hold fundraising initiatives to raise money towards the upkeep of the association and/or its events. For example, organise a used book or bake sale, or invite the public to a cheese, wine and music party, a poetry reading night, or a talent show and charge a small admission fee. During your events hold an auction, or sell raffle tickets to win donated items like teacher development workshops, new course materials, membership to your association or free attendance to next year's conference. These initiatives may seem challenging at first, but many can be incorporated into your preexisting event goals and schedule.

3.3 Target donors

After defining your association's target funds, you need to evaluate the professional sectors that can then fill those needs. You can approach individuals, corporations, state and local governments, other associations and foundations. First seek out companies which are clearly connected with education (publishers, testing agencies, bookstores, etc.) then local educational bodies and finally other companies (e.g. banks, insurance companies, and businesses) especially those which want to be seen as supporters of education and culture. The lesson, according to John (2010), is not doing what works for you, but doing what works for your target audience.

3.4 Grants

Seeking a grant will require not only research on your association's part, but a wellhoned grant proposal in accordance with the foundation's guidelines. While grants can be a major step, keep in mind that this area is quite competitive and many will cover only a part of your fundraising needs (Mintzer, 2003:76). When writing a proposal, do not submit the same one to several agencies. Make slight changes and tailor it to various organisations. And don't get discouraged if you are not successful at first because grant writing can act as quality control for evaluating your organisation's current actions and future needs.

4. The donor's perspective

It is to your association's advantage to look at fund-raising from the donor's perspective. Sponsors are very often interested in knowing what they can gain from the partnership. Can they deduct the funds from their corporation tax? Will this help boost their image in the education market? Clearly this is true for publishers and testing agencies, but what about non-ELT businesses? For example, "sell" the benefits of your association to banks, insurance companies or government agencies as a way to support local educational and cultural activities. Why not approach a car dealer to sponsor an event? English teachers need to buy cars

too. And instead of paying more for traditional advertising, sponsors can advertise through your association at a fraction of the cost. Your donors could benefit from the extensive database of teachers your association has compiled; and continued support can mean continued advertising through your newsletters, mailing lists, websites, etc. In brief, it's in your association's best interest to bear in mind your donor's best interest.

5. Communication

Whether you choose to use direct mail, the telephone or the Internet, Mintzer (2003:79) stresses the importance of being clear, concise and attention-grabbing when soliciting potential donors.

Breaking the ice is often the hardest part, but Mintzer (2003: 84) provides some useful tips. Use the phone call to follow up on an email, but don't call repeatedly. Be well versed in your association's history and cause; John (2010) recommends citing past donations, and the mutual benefits that followed, to provide prospective donors ideas on how they too can participate in your cause. Have a common denominator in mind - what can bring them and your cause together. Be ready to explain to the sponsor how they could save money on publicity by helping you and how that could generate income for them in the long run. Listen carefully - don't fall into the hard sell trap. Ask for a contribution, but have a backup offer, or two, in mind. Always tell donors how their contributions will be used. If they are not interested, shrug it off and move on - your efforts have not gone to waste because you have successfully raised awareness toward your cause. Above all, be polite and courteous (see Appendix 2 for further advice on communicating with sponsors and donors).

6. Fundraising plan

Many different elements factor into how your association goes about raising funds. It should be treated like a project and carrying it through

is much like running a business. It will require time and flexibility to incorporate the skills of the various people involved.

6.1 Set reasonable goals

All fundraising begins with a problem or a need. Therefore your association should strive to find donors who will provide solutions to those problems. When setting goals, use the same tactics as business owners. Goals should be SMART: Specific, Measurable, Attainable, Realistic and Timely (Belford, 2010). This is especially important in the educational context in which we take large, general goals (e.g. improve teaching conditions in schools) and boil them down to attainable goals (e.g. provide your membership with ideas to enhance their teaching environments). Having small goals also facilitates showing sponsors that their money was well invested (e.g. via statistics, feedback and long-term evidence).

6.2 Construct a plan together

Once your association has defined the goals, you need to construct a plan for each need based on the overall cost (how much funding is necessary for this project and how much can come out of the association's pocket in the event no donors are found), the resources necessary (people, venue, etc.) and, most importantly, the time (divide the project into manageable tasks based on the order of operations and your committee's skills and level of commitment).

It is very important to set milestones in your plan; this will help you determine if you have completed the key, and planned activities on time. Keep on file a detailed action plan including up-to-date, step-by-step guidelines and to-do lists for the entire team. For an example of a fundraising plan see Appendix 3.

6.3 Delegate

Don't try to do everything on your own; delegate responsibility but also be ready to ensure your team members are rewarded for their hard work. Consider taking on professional help; some government agencies allow for the expense of a project manager to be built into a grant.

6.4 Quality Control

Be ready to evaluate all your fundraising activities. Compare the successes and failures of past and present tasks, but don't fall into the trap of "if it didn't work five years ago then it won't work today". Keep a record of your actions and create a goodpractise template for future leaders in your organisation.

6.5 Acknowledgement

The time given by volunteers and the gifts provided by donors should always be acknowledged. Don't let any commitment go unnoticed and repeatedly remind your association's membership who *they* should thank. Thank your volunteers by throwing them a private party, or a "volunteers-night-out", or even consider working into the budget a stipend for a particularly successful fundraising coordinator. Write personalised thank you notes. Encourage sponsors to provide banners during events and list all gifts in printed programs and on event websites. And don't forget to publicly thank those involved before, during and after your events. Acknowledgement is the best way to ensure long-term commitment.

7. Conclusion

John (2010) reminds us that fundraising is not something we do as a one-off, but rather something we should do habitually. Yes, fundraising is *selling*, but *selling* is not a dirty word. Selling your concept, your service, your cause, is not wrong. For associations, fundraising is also a multiple-win situation (Cagnol, 2008). It offers your executive committee members a rare opportunity to work directly with the leaders in the ELT industry. The coordinator communicates with the sponsors throughout the year and the skills learnt on the job are numerous: writing, marketing, communication, solicitation and leadership skills. Companies benefit from being sponsors thanks to the reduced advertising and event costs as well as the opportunity to show a wider community that they support respected teaching organisations. And finally, your

association benefits from the extra funding boost as well as the opportunity to show its members that it works in partnership with a large variety of high-caliber companies inside and beyond the ELT world.

References

- Belford, T. (2010). *SMART Goals and Fundraising*. Retrieved on 9 July 2010. <http://www.theagitator.net/dont-miss-these-posts/smart-goals-and-fundraising>
- Cagnol, B. (2008). *Supporter Guidelines*. Unpublished guidelines for TESOL France.
- John, R. (2010). *Best Practice in the World of Fundraising*. Talk at IATEFL Harrogate Associates Day.
- Mintzer, R. (2003). *The Everything Fundraising Book*. Avon, Massachusetts. Adams Media Corporation.
- Unknown author (2000) *Fundraising 101: How to raise the money you need to fund your vision*. Compton International Fundraising LTD. Sydney, Australia

Other fundraising resources

There is no shortage of fundraising resources. Here are two resources we felt your association would find useful.

The Agitator: Fundraising and advocacy strategies, trends, time, with an edge (<http://www.theagitator.net>). This blog is loaded with advice on fundraising and has an extensive "blog roll" with other helpful links.

Fund-raising Ideas & Products Center (<http://www.fund-raising-ideas.org>). This website provides associations with useful tips and has an extensive list of ideas for fund-raising.

APPENDIX 1

Sponsorship tiers for teacher associations (for a conference & the subsequent year)

This table is an example of how a sponsorship scheme may be managed; you can adapt it to your association's routine. Just be sure that

the different "suggested levels of sponsorship" don't greatly exceed the total cost of the items themselves. This may cause some companies to request paying for the items "a la carte."

Benefits	Platinum Sponsor	Gold Sponsor	Silver Sponsor	Bronze Sponsor	Friend of the Association
Suggested levels of sponsorship in local currency*	€6,000+	€4,000+	€2,000+	€1,000+	€200+
Letter of appreciation from the executive council, signed by the president	Yes	Yes	Yes	Yes	Yes
Logo on the conference banner over the main stage or sponsor's own banner	Prominent	Yes	Small banner on stage left or right	No	No
Logo or name in the conference program	On Platinum Sponsor's page	On Gold Sponsor's page	On Silver Sponsor's page	On Bronze Sponsor's page	On Friends of the Association page
Complimentary, full colour ad in the conference program	Full page	Half page	Quarter page	Quarter page	No
Complimentary, black and white ad in the magazine	Full page	Half page	Quarter page	Quarter page	No
Logo on the sponsors page of the association's website	Yes	Yes	Yes	Yes	Yes
Logo or name in the conference proceedings	On Platinum sponsor's page	On Gold sponsor's page	On Silver sponsor's page	On Bronze sponsor's page	On Friends of the Association page
Complimentary stand space in exhibition	Two adjacent standard stands	One adjacent standard stands	One small stand	No	No
Complimentary conference registrations and sponsor badge ribbons (speaker/s included)	8	6	5	4	2
Certificate of appreciation displayed at the stand	Yes	Yes	Yes	Yes	Yes
Logo on page of plenary/ featured speakers	Yes	Yes	Yes	Yes	Yes
Sponsor's prospectus or flyer included in the conference bag distributed onsite to all	Yes	No	No	No	No
Choice of optimal placement on the conference schedule	Yes	Yes	No	No	No

*These amounts should be adapted to your association and country's situation.

Figure 1. Sponsorship tiers for Teacher Associations

APPENDIX 2

Ta checklist based on compton's principles of fundraising

- If you want sponsors to donate, you, in turn, may also have to donate a great deal of your own time.
- Executive Committee members must also give – with their time and sometimes money.
- Sponsors need to trust your organisation; they want to see you are serious and professional. Your paperwork needs to be up-to-date and responsible right down to the tax implications.
- Approach sponsors face to face. You can write and send emails, but ultimately, you have to pick up the phone and meet people. Many may fear that this sounds “too commercial,” or is like “selling”, but if you want to fundraise, that is what’s necessary.
- Tell sponsors what you want them to do. It’s a commercial arrangement after all. And tell them what they will get in return.
- When you are asking sponsors to commit, mention what others have donated.
- Give donors and sponsors plenty of recognition.
- Donors often give more over time. Sponsor fidelity takes time and commitment.

APPENDIX 3

Fundraising plan

The following is a sample plan you can use to help you stay on top of your fundraising. This schedule is based on recommendations and can be modified to suit your association’s needs and situation.

Example task: Raise money to set up a branch of the association in another part of the country.

How the money will be used: Sending one or two board members to this location to meet with prospective volunteers and hold a mini event, venue, printing and mailing costs.

Goal: €500.

Timeline:

Five - three months before an event

- Put together a small team that will organise a fundraiser or incorporate it into a preexisting event.
- Brainstorm ideas with your team: wine tasting, summer barbecue, bake sale, talent show (photography, painting, dog walking, etc.), silent auction, raffle... the possibilities are limitless!
- If desired, set financial goals for the task (or set annual goals).
- Construct a small budget for the event (e.g. supplies, car rental, etc.) and clear it with your association’s treasurer. Decide if this money will come out of the money raised or out of the association’s “investment” or events budget.
- Arrange for a place to store any items you will need for the event.
- Start listing names and addresses of potential donors - aim for about 50. Add to this list as you make progress in your efforts.
- Draft your fundraising letter. Tell donors what their contribution will go towards.
- Update your website, or blog, with latest info on the event and add a special donations page thanking those who have donated in the past and how prospective sponsors can participate.
- Consider including a pamphlet on your association in the fundraising letter.
- Send out fundraising emails and mail your pamphlets.

Ten - eight weeks before an event

- Line up locations, supplies and free advertising.
- Call businesses to request raffle prizes.
- Make phone calls to those who expressed interest in your association to talk about your activities and fundraising opportunities.
- Send a follow-up email advertising events

Five - two weeks before an event

- Periodically update the event website to include the names of those who have donated money or have signed on as sponsors.
- Continue to call prospective sponsors to remind them of the event.

Three weeks before an event

- Make a checklist of all the donated items and funds still to be obtained.
- Check everyone is on board for the event (e.g. for baked goods, books, refreshments, etc.).
- Update your association’s email signature to show how many days remain to donate funds or goods.
- Email all sponsors and donors personalised invitations with directions to the venue, parking information and schedule of the event.

The week of the event

- Delegate one or two people to handle deliveries (e.g. storing banners, goods at the venue, etc.).
- Purchase any supplies needed for the event.
- Send a reminder email to all sponsors and donors with directions to the venue and parking information.

Day of the event

- Greet sponsors as they arrive.
- Have fun!
- Periodically give updates during the event letting attendees know how much has been raised so far.
- Publicly thank your donors and sponsors throughout the event.

The week after the event

- Send a “Thank you” email or letter to all of your donors. Remind them how their contribution will be used.
- Post additional “thank yous” on your website, blog and newsletter along with photos from the event

The week after setting up your new branch

- Post and email photos of the new branch and remind donors “You, our friends and sponsors, made this possible!”

Chapter 3

Recruitment and retention of volunteers

Vinicius Nobre

1. Introduction

One of the biggest challenges Teacher Associations (TAs) across the globe have to face is the difficulty in finding volunteers and maintaining them as active contributors to the Association¹. Teachers are usually overworked and left with no time for voluntary work and institutions (schools, universities) do not always encourage TA affiliation as part of teacher professional development. Also, our teacher education books are not always clear about the importance of TAs for the profession, and most importantly and really sad, TA affiliation is hardly discussed at university whilst student teachers are getting their education. Moreover, teachers who might be interested in getting involved can also be burnt out with administrative work or other kind of time-consuming activities that we always do for TAs and give up in the end.

Nevertheless, volunteers are still essential to keep a TA alive and although their work might be overwhelming at times, it still needs to be inspirational too. Also, as most of the time there is no direct material gain involved, finding the people with the right profile – and who are also willing to do the job – turns out to be a rather difficult mission; it is difficult but not impossible, since many TAs have successfully survived and thrived in different countries throughout the years because of their volunteers. So what do these TAs volunteers have in common and how are they kept involved?

2. Volunteers can (and should) come from different professional contexts

TAs have to cope with not getting enough supporters, and might end up with an overworked few, or a longstanding team that can look exclusive to outsiders. Hence, it is really important to try and include a variety of professionals in the team and guarantee a coherent turn-over that should bring new energy and ideas but also keep the history and the TA's memory alive. This variety will also encourage different professionals to step forward and accept different responsibilities – because they feel the TA is not always composed by the same people.

An interesting solution is to approach the different institutions that might want to get involved with a TA (universities, language centers, regular schools, publishers, government organisations) and invite them to appoint a candidate who could contribute to the TA and represent the institution. By asking the institution to recommend a name, the TA increases the likelihood of creating a partnership with that specific organisation, which will understand their employee's commitment with the association and which will have therefore a stronger feeling of partnership.

Sometimes, TAs limit their choices to the most obvious context and do not involve other important stakeholders that might have a lot to contribute or overlook less experienced or less qualified professionals aiming at more 'ideal' volunteers. In other words, TAs can try and welcome other professionals and not just expect the renowned English teachers

¹Szesztay, M. (2006) "Teachers Associations at a crossroads" In A. Falcão and M. Szesztay (Eds) *Developing an Association for Language Teachers. An Introductory Handbook*. Canterbury, United Kingdom: IATEFL. Available for download from <http://www.teachingenglish.org.uk/transform/books/developing-association-language-teachers>

or people who are friends with the existing volunteers to step forward. Someone from a publisher, for instance, with a more corporative background might be able to help with finance, marketing strategies and networking. A representative from the government can offer their expertise and networking to help the TA grow and reach different teachers across the city, state or country. A teacher student can be responsible for operational procedures and slowly grow in the TA to embrace more challenging positions and responsibilities.

However, the main point is that if the TA simply waits – passively – for different professionals to volunteer, it might end up with the same profile of supporters or, even worse, the same people. It is important that the existing volunteers and members of the board take a more aggressive role by approaching and inviting younger teachers and professionals from less predictable contexts (such as private teachers, translators, professionals who are involved with publishers, etc) to join the TA more actively. There are many people who are willing to help but who might believe that they are not cut out for the job or that they lack the qualifications or the networking to contribute more actively. Identifying talented and reliable people and inviting them to become more active volunteers is a strategy to ensure variety, new blood and continuity. Taking for granted that those who are interested will step forward might not work as well and potential new leaders might be lost. Hence, a letter of invitation (from its leaders) to join the TA as a volunteer might be an effective way to reach out for different people in a more formal and structured manner.

Making a conscious effort to build a team with various professional backgrounds is an effective way to sustain the TA and give it a more solid basis.

3. Giving volunteers a reason to join a TA and stay

Regardless of the real reason behind one's choice to get involved with a TA, it is important that the relationship be light and inspiring.

Szesztay (2006) states that what keeps volunteers going are: sense of achievement, acknowledgement, recognition, rewards, belonging to a good team and personal/professional development. Teachers have to deal with a lot of difficult professional relationships and less appealing tasks in their routine, so if TAs want their volunteers to be maintained, it is vital that the environment be of cooperation and mutual respect, and that the atmosphere be positive and rewarding. Underhill (2006) says that *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* (2006: 64).

Nonetheless, this intrinsic motivation may not be enough and the TA might want to look into how they can generate and stimulate the feelings mentioned by Szesztay and the rewards listed by Underhill. In other words, it is important that the TAs take responsibility for the maintenance of their volunteers, which is much more than simply identifying what motivates them to keep their level of commitment.

Volunteers might join an association because they expect to get professional and personal development but may not see the benefits that they can have when helping a TA. When this happens, a highly motivated volunteer can become much less enthusiastic about taking up more responsibilities. It is important to show that by being an active volunteer, teachers can develop a number of different skills that they might not have the opportunity to do in their usual context. When helping a TA, teachers can learn about management, financing, marketing strategies and several other areas that one finds in the administration of an organisation. This can make a difference in teachers' professional background and might stand out in their resumes. In order to show volunteers the kind of development that they are getting in a more concrete way, TAs might want to consider issuing a certificate that can be recognised by local authorities to formalise the

work done by a volunteer. Another possibility is to provide volunteers with funds to take a course in a different area that would add value to the association or develop partnerships with other organisations that might be interested in offering scholarships or this kind of investment to TAs' volunteers.

On top of that, active volunteers will expand their networking tremendously and will meet several professionals from the most diverse contexts. TAs might be able to help them do that by organising meetings, cocktails, and other events where volunteers have a real chance to socialise with different authorities and professionals. The TA can be responsible for giving them the opportunity to meet and talk to other teachers, teacher trainers, editors, consultants, book writers and school administrators among other professionals. This kind of networking is extremely valuable and it is not something teachers have the chance of doing in a more traditional context – systematising these moments more effectively will give the TA more recognition and will make volunteers more interested in staying involved.

Finally, an efficient volunteer will have excellent professional exposure (national and international exposure) which might work as a springboard for several other challenges and new professional perspectives. However, TAs help is essential for this to happen whether through networking in events, setting business meetings to which volunteers are invited to participate as well, encouraging newsletter contributions (with pictures of the contributors and clear reference to who they are), among other more straight-forward and well-planned measures.

Many professionals simply want to give their share of contribution hoping that their effort will help the profession become more respected and that teachers will be better qualified and will be able to count on a stronger community. These professionals might even shy away from being a member of the board but can be extremely helpful without the need to accept a position. There are many people who will work as much as an elected president,

for instance, but who do not want to be in the spotlight. It is vital to give these people a chance to get involved as well and identify tasks that they can do and that they can be recognised for without the pressure of being exposed. Recognition and rewards are essential but a lot can be done without the pressure of having to accept a public commitment with the TA. Sometimes, helping in the backstage might be a first step towards a future and more formal involvement.

An effective – and fun – way to involve different professionals and give them a feel for what the TA does is to invite them to help with the organisation of a conference. This can work as a focused task with a clear deadline before they get more connected to the actual daily routine of the TA. Solid teams are built and passionate connections might happen because of the intensity of an event, and what might start as a specific task with a deadline turns out to be the entrance door to an ever-lasting relationship. Acknowledgment of these professionals' contribution is essential: it can be furnished through thank you notes in the program, announcements before plenary sessions, a small gift, calling them on the stage, knowing their names and talking to each and every one of them. Unfortunately, a group of volunteer leaders – highly involved with a project – might come across as being too harsh due to the fact that they might sometimes forget the affective needs of another professional because they all have a stake in it and are pressed for time (for instance). It is vital that TAs understand that it is not up to the volunteer to understand the pressure TAs leaders are going through but rather it is up to leaders, who want to recruit and maintain other volunteers, to take the time to get to know their new contributors, praise them for the work they have been doing, and guide them with plenty of generosity and an awareness of the importance of positive feedback.

4. Suitable jobs and tasks

As mentioned above, different people might be more or less attracted to different tasks. Some do not want to feel the pressure of being the TA's president, others might be intimidated by numbers and math; what is important is to respect the gifts, likes and dislikes that different professionals have; otherwise, they might simply give up. Planning a rotation of jobs and responsibilities might also be a worthwhile strategy to keep volunteers interested.

Before election, an important step is to announce the positions and explain what each job entails very clearly through the TA's website, newsletter and mailing lists. Often people realise that they can get more involved once they understand what is expected from them. TAs have to fight the temptation of assuming everyone knows what volunteers do and what each position represents exactly.

Transparency and effective communication with the TA members are essential features to help professionals choose tasks and positions that they find more suitable. It is also very important to show flexibility and allow teachers to get involved with different responsibilities as time goes by so that they don't feel burnt out and always have a variety of challenges ahead of them.

5. Succession

Some TAs find it very difficult to involve younger professionals more consistently for a number of reasons. There is the underlying misconception that younger teachers are not interested or not ready to take more responsibilities. There might also be some preconceived ideas from both parties as to how things should be done, and there can always be a communication barrier that prevents more experience TA members to relate to newcomers more smoothly.

No matter where the obstacle lies, it needs to be overcome for the TA to survive. Younger teachers might lack the experience and the knowledge to run a TA by themselves but they have the energy and the enthusiasm

that every association needs. Therefore, more experienced volunteers need to gradually involve these younger talents to help them develop their leadership skills, increase their knowledge about the TA and better equip them to ensure the survival of the association.

For succession to take place successfully, a plan needs to be carefully designed so as to prevent the TA from running out of human resources. This plan includes identifying future leaders in the teaching community, getting them involved with the TA, preparing them for the different tasks that need to be done to help a TA survive, mentoring them to help them choose responsibilities that they would be interested in embracing, welcoming their suggestions and contributions, and giving them the support to become more autonomous.

Overall, the most important thing is to believe that there are other (younger) professionals who might feel the same way about being a volunteer for a TA but who need to be identified, encouraged and prepared to accept the challenge in a more systematised manner.

6. Conclusion

Volunteers are the fuel that keeps TAs running and a solid team can really make a difference. However, being a volunteer needs to be appealing and TAs cannot wait passively for new volunteers to arrive. TAs need to work consciously in order to attract a variety of professionals to ensure a wide range of human resources, and systematise the different jobs, tasks and responsibilities to offer clear perspectives and the possibility of choice.

Spreading TAs' reach to involve the most diverse people (from different professional contexts, with more or less experience, near or far from the TA's office...) and finding ways to motivate them might be difficult to do but it is what guarantees the TAs' survival. Different professionals will get involved for different reasons but TAs leaders need to believe that there are a lot of people who could be helping a lot but who might not even know how to approach the TA or what needs doing.

References

- Underhill, A. (2006). "Leadership for TAs reps" In A. Falcão and M. Szesztay (Eds.) *Developing an Association for Language Teachers. An Introductory Handbook*. Canterbury, United Kingdom: IATEFL. Available for download from <http://www.teachingenglish.org.uk/transform/books/developing-association-language-teachers>
- Szesztay, M. (2006). "Teachers Associations at a crossroads". In A. Falcão and M. Szesztay (Eds.) *Developing an Association for Language Teachers. An Introductory Handbook*. Canterbury, United Kingdom: IATEFL. Available for download from <http://www.teachingenglish.org.uk/transform/books/developing-association-language-teachers>

Chapter 4

Newsletter editing – a guide

A. Suzan Öñiz and Amna Mohammed Bedri

1. Introduction

Newsletters play an important role in the work of teacher associations. They are a way of providing members with relevant content for their professional development, showcasing the work of the various segments of the association, and keeping in regular contact with members in-between events. For members in remote places the newsletter may be one of their few options to get in touch with news and developments in the profession.

In the previous IATEFL handbook (cf. Falcão and Szesztay, 2006), there is an overview of the role of journals and newsletters in informal and formal associations. In this handbook, the topic is discussed in more detail in three different chapters: chapter six looks at practical issues of setting up a list of publications; chapter five details aspects of newsletter production and distribution, and this one, chapter four, is on newsletter editing. In it, you will find practical suggestions to help you set up a new newsletter and improve an existing one.

2. Benefits of publishing a newsletter

Before looking into the more practical details of editing a newsletter, let's take a look at the benefits of having a newsletter.

Newsletters:

- Help establish and promote the objectives and activities of the association
- Provide a platform for writers and journalists within the association and in the wider community
- Offer an open forum for members to share their opinions and professional concerns
- Encourage professional development by

publishing articles, teaching tips and ready-to-use resources

- Keep members up-to-date with the latest developments in the profession
- Help build feelings of collegiality amongst members and sustain professional motivation
- Promote professional networking by seeking contributions from other associations nationally and internationally

This list is by no means exhaustive but you can use it as a guide to help you think of how best to structure your newsletter.

→ *What benefits is your newsletter more likely to offer and which ones do your members most expect?*

3. Setting up a new newsletter

There is a lot of planning to be done before setting up the first issue of your new newsletter. You may want to have a piece of paper and a pen handy, and take notes as you move through the next sections in this chapter. There is a question at the end of each item. Alternatively, you can make a copy of the setting up a newsletter guide in Appendix 1.

3.1. Readership

Your readership is probably the first thing that you will take into consideration in your plan. In most cases, your readership will be all the members in your association, from students and new teachers to senior and retired teachers. Knowing your readership well will help you determine the content of your newsletter. Now have a think about who will be reading your newsletter.

→ *Who are your readers likely to be and what impact do you want to make on them?*

3.2. Publication frequency

Next, you will need to make a decision on the publication frequency of your newsletter. It is common for newsletters to be scheduled according to the seasons of the year. So you will have issues coming out in spring, summer, autumn and winter. The three times a year solution is also very popular, given the amount of work needed to publish and deliver a newsletter. You will also find rare cases of association newsletters being issued twice or only once a year – which may not seem an ideal situation but it is better than no newsletter at all. What is your context, what kind of support will be available to help produce your newsletter?

→ *How often will you publish your newsletter?*

3.3. Layout

Your newsletter will need a 'face'. Although the content of your newsletter is what will make it relevant to members, the layout of your newsletter is also a very important element, as it will remain the same for some indefinite time. A catchy lay-out that is easy on the eye and of a size that is comfortable to carry is what you need to aim at. Layout considerations will involve:

- Choosing a name – you can brainstorm a few names and set up an online poll and ask members to choose the name of their newsletter. See chapter seven from this handbook for suggestions on online poll websites



LINKING, DEVELOPING AND SUPPORTING ENGLISH LANGUAGE TEACHING PROFESSIONALS WORLDWIDE

Fig. 1. Slogan from IATEFL Voices

- Creating a logo – you will probably need a designer for this task but it always helps if you have a draft and a clear idea of what message/image your newsletter logo should convey
- Deciding on the main colours – bright colours are known to send out a positive and somewhat fresh, happy message, whereas neutral colours may add a more sober and professional look to your newsletter. Choose well!
- Choosing the page size, number of pages and the binding format – you can have a look at other associations' newsletters for ideas but you will also need to consider the costs and the budget available. See chapter six from this handbook for more details on matching your desired format to your budget, and also considerations about the cover of your newsletter – another very important item as far as layout is concerned!
- Setting a template for pages and sections – you will probably need a designer to help you format a template for your newsletter. However, there is good advice on templates in section 2.2 in chapter five of this handbook
- It is also common to include the slogan of your association in your newsletter (see figure 1 below). And of course you can create a slogan just for your newsletter.

THE INGED NEWSLETTER

NEWS ON-LINE

Together we stand!

Fig. 2. Slogan from INGED Newsletter

Now think of the layout items above and make a few more notes. If you are in an artistic mood, make a draft of your newsletter (see examples below).

→ *What will your newsletter look like?*

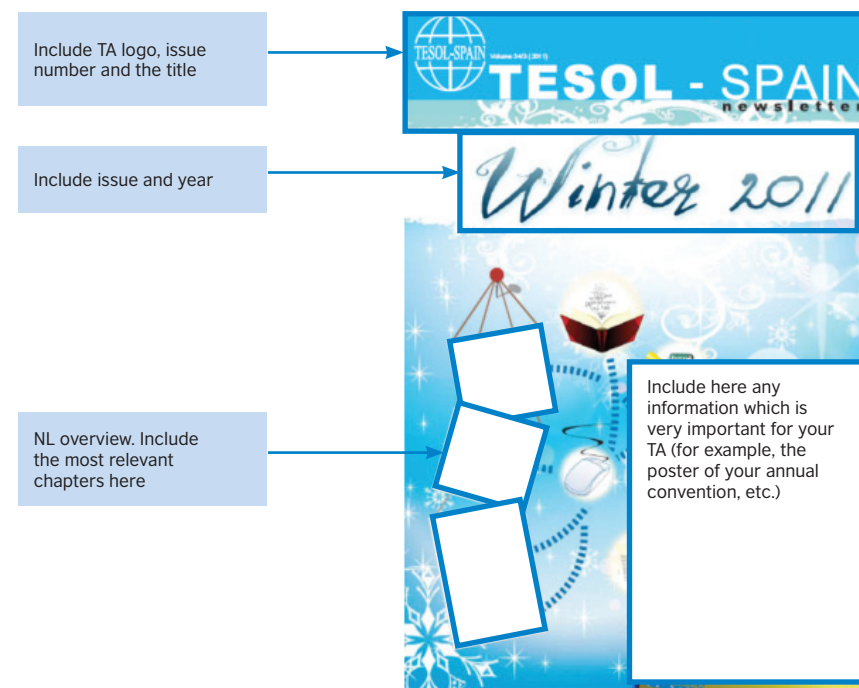


Fig. 3. Draft of TESOL-SPAIN Newsletter 34/3 (2011)¹

¹Susana Gómez, Editor of TESOL-SPAIN Newsletter, has kindly shared this information with us.

3.4. Language conventions

Along with layout, there are a few considerations about language conventions that you need to make. Assuming that your newsletter will be published in English, will there be room for contributions in other languages, in case of bilingual or multilingual environments? Another idea would be to publish a bilingual newsletter, as is successfully done by JALT (Japan Association for Language Teaching). Besides the language, you need to determine what register will be more appropriate for your newsletter – formal, informal or both? You will also need to decide on the referencing style when articles are reviewed. A few options include: the APA (American Psychology Association), Harvard System of Referencing Guide, and the MLA (Modern Language Association of America)². See chapter seven from this handbook for suggestions on online citation making websites.

→ *What language/s, register and referencing style will you adopt for your newsletter?*

3.5. Call for Submissions and Guidelines for Submissions

Before seeking contributions, you will need to put together two very important documents: the Call for Submissions and the Guidelines for Submissions.

The **Call for Submissions** is where you invite colleagues to collaborate with your newsletter. Your call could include:

- The aims of your association and newsletter and the benefits for the contributors
- The types of contributions your newsletter is most likely to accept
- A note on 'other types of contributions are also welcome and will be published at the discretion of the editorial panel'

A short, informal and friendly call for submissions is likely to generate a better response rate. See chapter five from this handbook for more on call for submissions and Appendix 2 for a sample.

→ *What would your call for submissions look like?*

The **Guidelines for Submissions** go together with the call for submissions. It is a detailed document with clear instructions for writers on:

- Word limit for each type of contribution (e.g. 1500 for articles, 500 for book reviews, 250 for teaching tips, etc)
- Format requirements for the text (e.g. A4, Times New Roman, font size 12, double spacing)
- Text editor details (e.g. 2003 MS Office)
- Language conventions (language/s, register and tone)
- How to format titles, headings, subheadings, paragraphs, etc.
- Use of bullets and numbers
- Format requirements for photos and other visuals (e.g. size/pixels, jpg format, KB or MB limits, etc.)
- Use of abbreviations and jargon
- Copyright information (see chapter six of this handbook for more information)
- Referencing requirements (e.g. APA, MLA, etc.)

Please see Appendix 3 (IATEFL YLT SIG , Children and Teenagers : Guidelines for Contributors) for a sample.

→ *What items would you include in your guidelines for submissions?*

Although it is not a common part of guidelines for submissions, it is a good idea to include details of the reviewing process of articles in your guidelines. What is going to be reviewed each time a version of the article is submitted (e.g. the first review on content, the second on content and language accuracy, etc.) and by when writers can expect to receive feedback. Your guidelines should also include information on why a contribution may be refused. This will help avoid unnecessary tension and expectations, provide more transparency to negotiations and help everyone keep to the deadlines and work more efficiently.

For more on finding and dealing with contributions, please see 'Getting contributions' in chapter 5, (sections 1) from this handbook and section 6.2.5 in chapter six in the previous handbook.

Reviewing, editing and proofreading submissions which are the next steps in the process of editing your newsletter are outside the scope of this chapter. These are detailed in the following chapter.

For the first issue of your newsletter you may want to have a launch party where the newsletter will be introduced and distributed to members and friends of the association at first hand. You can invite members through email or send them a nice invitation by post. You can also invite other 'sister' associations which may help spread the word about your newsletter and encourage submissions.

3.6. Advertisements

You may want to consider offering space for advertisements when planning your newsletter. This can be free or paid. Including paid advertisement may help keep you within your budget but more importantly it may also lead to more options for professional development, assuming that you want to advertise educational programmes and services. You will need to decide on the amount of space for adverts and issues of size, fees (if paid) and possible positions in the newsletter for them. If possible, ask your association to assign someone to take charge of contacting and dealing with prospective sponsors. Let's consider your own newsletter now.

→ *Is it worth including advertisements in your newsletter? How do you plan to do that?*

3.7. ISSN

Although your newsletter does not necessarily need to have an ISSN (International Standard Serial Number), this is something that you might consider looking into for your newsletter. For academic career purposes many colleagues will prefer to contribute to indexed publications. For more on ISSN please see chapter six on Publishing journals and newsletters in the 2006 handbook (cf. Falcão and Szesztay, 2006). Think of your own context and your members, if many

of them are in Higher Education you may want to consider getting an ISSN for your newsletter.

→ *Do you think you will need an ISSN for your newsletter?*

3.8. Branding

Earlier in this chapter we mentioned that your newsletter needed a 'face'. Once you have got a copy of all the files you have produced for your newsletter (announcements, call for submissions, guidelines for submissions, reminders, standard emails, etc.) have a look at all of them and consider 'branding' them with your association and newsletter logos. You may also want to include your association website address and contact details for your newsletter. You will find that you will be able to recycle most of those files the next time around.

3.9. Feedback

Interestingly enough, you will find that editing a newsletter and teaching follow the same steps: you need to plan, execute and then evaluate. Asking for feedback from your readership is therefore an essential part of editing your newsletter. It will help you gauge their satisfaction and also reinforce their participation in the association newsletter. You can have a section in your newsletter where you publish the feedback you have received and invite more comments and suggestions, but you can also carry out regular online surveys – you can find out more about that in chapter seven.

3.10. Online newsletters

If you are wondering about publishing an online newsletter, please have a look at the following three chapters and chapter six in the previous handbook where you will find plenty of advice on why and how to publish an online newsletter.

3.11. Editorial calendar

Finally, much of the success of your newsletter will depend on how organised the whole process is. As soon as you have an idea of all the tasks involved in editing your newsletter, you will need to create an editorial calendar – where you keep a register of all the tasks (e.g. announcements, submissions, editing,

²See more on referencing styles at <http://www.library.uq.edu.au/infoskil/styles2.html#mla>

copy editing, printing, distribution, etc.) and respective deadlines. This is likely to take a minimum of three, four months. Although the final editing is very much the lonely work of one single editor, in many cases you will have an editorial board. A good idea is to set up an online space where everyone can collaborate and follow the editing/production process. In the case of this handbook, we were a group of five working on a wiki. See chapter seven for more on wikis.

→ *From what you have learned so far, what items would you include in your editorial calendar?*

4. Choosing the content

As mentioned elsewhere in this chapter, the content of your newsletter should reflect the needs and interests of its readership. Articles and book reviews are usually the most popular newsletter items. If you take a look at IATEFL Voices you will find the following materials:

- A brief editorial
- From the President
- Feature Articles
- Regular columns
 - Viewpoints
 - Materials reviews
 - Practical teaching ideas
 - ELT under the microscope
 - Talkback (readers' letters)
- Inside IATEFL
 - Focus on the SIGs
 - Associates news (conference news and reports of other associations)
 - Coming events
 - Who's who in IATEFL
 - Publications received (from SIGs and Associates)

It may seem a bit lean but nevertheless it includes a bit of everything for everyone, beside plenty of relevant advertisement, invitation to write for *Voices*, and news of the association activities and contact details.

A few other types of materials include:

- Guest writers contributing an article/a series of articles
- Guest interviews (with association members or ELT professionals relevant to the context of your readers)
- New technologies and ELT (practical tips, case studies, project reports, etc.)
- Cartoons, humour corner
- Competitions (crossword, riddles, ELT trivia, etc. – with results in the following issue)
- A day in the life of ... (a member of the association, a prominent colleague in ELT, etc., writes about a typical work day in their life – an idea from early issues of *English Teaching Professional*)
- Useful web links for teachers and learners
- Q&A (questions & answers – where members post questions and get answers from other members or a guest)
- Poetry corner
- Oldies but goodies (old activities with a new twist–based on 'An old exercise' from *Humanising Language Teaching magazine*)
- Article watch (brief summaries of relevant articles from other journals - an idea from *The Teacher Trainer Journal*)
- Printables (ready to use, photocopyable teaching/learning resources)
- Research updates
- Annual conference information (if applicable, many associations choose to publish a separate pre-conference booklet)
- Agenda, invitation to the annual general meeting (AGM), financial report, post-AGM report for members (many associations choose to include this information in a separate flyer to avoid taking up newsletter space)
- Call for submissions and guidelines for submissions (if your teacher association has a website, you can include a short version

of your call for submissions with a link to the association website where colleagues can download the guidelines for submissions)

- Recycled articles (using free online articles – see chapter five for links)

In chapter six in the previous handbook there are suggestions about keeping the content uniform or adding a bit of variety in the length of articles, and also the choice of publishing special issues on relevant topics for the readership. Please see that chapter for more on newsletter content. Now think of your newsletter and choose a few items from the lists above.

→ *What content would you include in your newsletter?*

5. Improving an existing newsletter

After a few years, your brand new newsletter will probably need new clothes, and in some cases a major overhaul will be required. How do you know when the time has come? It may be

that you are finding it hard to get contributions, feedback comments have become few and far between, and you feel that editing your newsletter has become a tedious task, and that you would rather be doing something else in your free time.

Keeping your newsletter up-to-date and relevant to its readership is one of the biggest challenges for the editor. Here are a few potential areas that may need reviewing and improving:

- **Costs** – how to increase funds, reduce costs, and attract more sponsors
- **Contributions** – how to widen the circle of writers and increase the amount of contributions
- **Logistics** – how to make the editing process more efficient and less strenuous

However, the best way to review your newsletter is to **listen to your readership**. You can create a simple online survey based on the content of your newsletter (see example below).

Contents		Your satisfaction				Comments
		1↑	2	3	4↓	
1.	Editorial					
2.	From the President					
3.	Feature Articles					
4. Regular columns	Viewpoints					
	Materials reviews					
	Practical teaching ideas					
	ELT under the microscope					
	Talkback (readers' letters)					
5. Inside IATEFL	Focus on the SIGs					
	Associates news (conference news and reports of other associations)					
	Coming events					
	Who's who in IATEFL					
	Publications received (from SIGs and Associates)					
6.	Advertisement					

Fig. 4. Voices Survey

If you find members will need a little encouragement to answer your survey, find sponsors to donate gifts to the first responses. Reveal and praise winners at the relaunch party (you should have one!) and in the next issue of your newsletter.

Analyse the feedback you have received – what features of your newsletter seem more successful? What features are the least successful? What do the other comments tell you about your newsletter? What are your members' expectations for the future of your newsletter?

Go back to the drawing board and make adjustments. It may be that you only need to change a few features and colours. However, you may feel that you need to reinvent your newsletter. You can even think of renaming it. In this case, use the *Setting up a newsletter guide* in Appendix 1, and together with the editorial board draw up a new plan for reinventing your newsletter, and relaunch it in grand style!

This chapter looked into several aspects of editing a new newsletter and improving an existing one. It was structured as a guide with questions – the idea was that you finished reading with a clear plan for your newsletter. We hope this chapter has achieved its aims.

References

Falcão, A. and Szesztay, M. (Eds.) (2006). *Developing an Association for Language Teachers. An Introductory Handbook*. Canterbury, United Kingdom: IATEFL. Available for download from <http://www.teachingenglish.org.uk/transform/books/developing-association-language-teachers>

Appendix 1

Setting up a new newsletter – a guide

1.	<p>What benefits is your newsletter more likely to offer and which ones do your members most expect?</p> <ul style="list-style-type: none"> • Help establish and promote the objectives and activities of the association <input type="checkbox"/> • Provide a platform for writers and journalists within the association and in the wider community <input type="checkbox"/> • Offer an open forum for members to share their opinions and professional worries <input type="checkbox"/> • Encourage professional development through the provision of articles, teaching tips and ready to use resources <input type="checkbox"/> • Keep members up-to-date with the latest developments in the profession <input type="checkbox"/> • Help build feelings of collegiality amongst members and sustain professional motivation <input type="checkbox"/> • Promote professional networking by seeking contributions from other associations nationally and internationally <input type="checkbox"/>
2.	<p>Who are your readers likely to be and what impact do you want to make on them?</p> <ul style="list-style-type: none"> • Student teachers <input type="checkbox"/> • Beginning teachers <input type="checkbox"/> • Senior teachers <input type="checkbox"/> • Retired teachers <input type="checkbox"/>
3.	<p>How often will you publish your newsletter?</p> <ul style="list-style-type: none"> • Four times a year <input type="checkbox"/> • Three times a year <input type="checkbox"/> • Twice a year <input type="checkbox"/> • Once a year <input type="checkbox"/>
4.	<p>What will your newsletter look like?</p>

5.	What language/s, register and referencing style will you adopt for your newsletter?
6.	What would your call for submissions look like?
7.	What items would you include in your guidelines for submissions?
8.	Which format will you use? Printed, digital or both?
9.	Is it worth including advertisements in your newsletter? How do you plan to do that?
10.	<p>Do you think you will need an ISSN for your newsletter?</p> <p>• Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>How can you find out about it in your context?</p>
11.	<p>From what you have learned so far, what items would you include in your editorial calendar?</p> <p>• Announcements <input type="checkbox"/></p> <p>• Call for Submissions <input type="checkbox"/></p> <p>• Guidelines for Submissions <input type="checkbox"/></p> <p>• Reminders <input type="checkbox"/></p> <p>• Deadlines <input type="checkbox"/></p>
12.	<p>What content would you include in your newsletter?</p> <p>• A brief editorial <input type="checkbox"/></p> <p>• From the President <input type="checkbox"/></p> <p>• Feature Articles <input type="checkbox"/></p> <p>• Regular columns <input type="checkbox"/></p> <ul style="list-style-type: none"> – Viewpoints – Materials reviews – Practical teaching ideas – ELT under the microscope – Talkback (readers' letters)

Continued	12.	<ul style="list-style-type: none"> • Inside (your Association) <input type="checkbox"/> <ul style="list-style-type: none"> – Focus on the SIGs – Chapters news (conference news and reports of other associations) – Coming events – Who's who in (your Association) – Publications received (from SIGs and Chapters) • Guest writers contributing an article/a series of articles <input type="checkbox"/> • Guest interviews (with association members or ELT professionals relevant to the context of your readers) <input type="checkbox"/> • New technologies and ELT (practical tips, case studies, project reports, etc.) <input type="checkbox"/> • Cartoons, humour corner <input type="checkbox"/> • Competitions (crossword, riddles, ELT trivia, etc. – with results in the following issue) <input type="checkbox"/> • A day in the life of ... (a member of the association, a prominent colleague in ELT, etc., writes about a typical work day in their life – an idea from early issues of <i>English Teaching Professional</i>) <input type="checkbox"/> • Useful web links for teachers and learners <input type="checkbox"/> • Q&A (questions & answers – where members post questions and get answers from other members or a guest) <input type="checkbox"/> • Poetry corner <input type="checkbox"/> • Oldies but goodies (old activities with a new twist – based on 'An old exercise' from <i>Humanising Language Teaching</i> magazine) <input type="checkbox"/> • Article watch (brief summaries of relevant articles from other journals - an idea from <i>The Teacher Trainer Journal</i>) <input type="checkbox"/> • Printables (photocopiable teaching/learning resources) <input type="checkbox"/> • Research updates <input type="checkbox"/> • Annual conference information (if applicable, many associations choose to publish a separate pre-conference booklet) <input type="checkbox"/> • Agenda, invitation to the annual general meeting (AGM), financial report, post-AGM report for members (many associations choose to include this information in a separate flyer to avoid taking up newsletter space) <input type="checkbox"/>
------------------	-----	--

Continued	<ul style="list-style-type: none"> • Call for submissions and guidelines for submissions (if your teacher association has a website, you can include a short version of your call for submissions with a link to the association website where colleagues can download the guidelines for submissions) <input type="checkbox"/>
	<ul style="list-style-type: none"> • Recycled articles (using free online articles links) <input type="checkbox"/>

Appendix 2

Example of call for submissions. TESOL-SPAIN Newsletter³

Call for papers. TESOL-SPAIN Newsletter is looking for talented writers who want to share their experiences of teaching and ideas for enhancing the teaching and learning of English as a foreign language. Articles, book reviews, lesson plans and tips for teachers should be sent to publications@tesol-spain.org. For more information on the submission guidelines, go to <http://www.tesol-spain.org/Publications/Newsletter/submit.html>.

There is no call deadline

Appendix 3

Children and teenagers (c&ts): guidelines for contributors* (IATEFL young learners and teenagers SIG)

We welcome contributions or suggestions for future publications on any aspect of teaching English to children and teenagers. Please read the contributor guidelines below. Copy should then be sent to our newsletter editors, Janice Bland or Janet Crossley.

Readership

The YLT SIG is an international publication with subscribers in many different countries. Readers include infant, primary and secondary English language teachers, in state and private sectors, as well as teacher educators and managers.

Subject matter

The YLT SIG invites articles on a wide range of topics related to teaching English to children and teenagers. Some issues of the publication are based around conference papers while others have special themes e.g. story-telling, bilingualism. It is advisable to contact the Editor with a proposed title and outline of the content of your article before submission in order to check its potential suitability for the theme of forthcoming issues.

Style

We particularly welcome articles that are clearly structured and easily accessible. Please include definitions of any terms you use that may not be familiar to all readers. If you refer to theoretical principles and concepts, please ensure that their relevance and application to classroom practice is clear.

Submitting an article

Articles should:

- be in English;
- have a title of no more than ten words which gives clear information about the content;
- be no longer than 1,500 words (unless this has been previously agreed with the Editor);
- be submitted to the Editor as an email attachment in Microsoft Word 6.0 or above;
- be typed using left justification and single line spacing in a black, 12 point Arial font (with one line space between paragraphs);
- not be in columns, indented or framed;
- have no hyphenated words at the line end;

- contain no headers, footers, page numbers or footnotes;
- include headings and subheadings as necessary (each typed in bold on a separate line and ranged left);
- avoid using numbering or lettering systems for headings;
- include a note to show the position of tables, diagrams or other illustrative material and send these separately either as attachments. (All illustrative material, apart from photos, must be in black and white);
- contain two or three lines of bio-data in italics about the author at the end of the article (plus, optionally, an email address);
- include a small photo of yourself with your biodata if you wish this to be published;
- the postal address should be added but will not be published (the editor needs to forward the address to IATEFL, who sends out C&TS to the contributors when the issue appears);
- contain full bibliographical details of any references given in the article (see examples below).

References

For books

Cameron, L. (2001). *Teaching Young Learners*. Cambridge: Cambridge University Press

For chapters in edited books

Bland, J. (2006). "Staging English, CLIL in Action". In *Fortschritte im frühen Fremdsprachenlernen*. Schlüter, Norbert (Ed) Berlin: Cornelsen, 124 – 132

For articles

Smith, S. (2003). "Using video to look at Scaffolding". *C&TS (Children And Teenagers)*, IATEFL YL SIG Publication, 2/03:4 – 6

For websites

<http://enchantedlearning.com>

Copyright

Obtaining permission and meeting the costs of any fees for the use of copyright material in the article is the responsibility of the author.

Permission

Obtaining permission of the legal guardian for the use of photos of children in the article is the responsibility of the author.

Terms of acceptance

1. Articles which are not submitted following the above guidelines cannot be considered for publication.
2. The Editor(s) and the YLT SIG Committee reserve the right to accept or reject articles for publication depending on their quality and suitability for our readership. In some cases, authors may be asked to make revisions to their articles before final acceptance.
3. If an article is accepted for publication, the Editor(s) reserve the right to make minor editorial changes deemed necessary for reasons of e.g. space, style, clarity and accessibility. If more than minor changes are needed, the author will be consulted and an edited version of the article will be sent to them for approval.
4. The copyright of the article will remain with the author, subject to the following:
 - IATEFL retains the right to publish the contribution in electronic or paper form at any time in the future.
 - If the article is subsequently published elsewhere, the publication of the IATEFL YLT SIG (plus the issue and date), should be acknowledged as the first place of publication.

*Kindly used with permission of YLT SIG http://www.countryschool.com/ylsig2/pub_guidelines.php

³Susana Gómez, Editor of TESOL-SPAIN Newsletter, has kindly shared this information with us.

Chapter 5

Newsletter production and distribution

Susana Gómez

Members look to their Teacher Association (TA) as an important source of information and in this way, newsletters are a critical part of association communications. The previous chapter and the one published in the 2006 handbook (cf. Falcão and Szesztay, 2006, pp.47-53) provide us with an excellent starting point on the role of publications in a TA: what a newsletter (NL) is and how it differs from a journal, the scope, the content, the editing, the frequency of the publication, and so on.

The following chapter will cover in a more detailed and comprehensible way two key stages of the process, i.e., the production and distribution of the publication. Whether you are creating a new TA newsletter, taking the role of the editor or planning some improvements to your current newsletter, you will find here some practical suggestions based on my experience as a Newsletter Editor and on the feedback I have received from my editorial team, other editors, teachers, colleagues, TA members and readers in general.

1. Getting contributions

One of the main difficulties newsletter editors have to face is the lack of contributions coming in. This is due to the fact that experienced writers are difficult to get hold of (they may prefer to write in scientific journals or somewhere else where they get paid), and also because practising classroom teachers in the school system are too busy -or feel insufficiently qualified- to write articles. Thus, rather than passive waiting to see what comes in, we need to active search for contributors, and I think this is the first and most recurrent challenge a NL editor has to face. Some suggestions for this will be described below.

1.1. Take care of contributors

We must not forget that without contributions, the NL could not be issued, that is why caring about writers is a crucial aspect for me. Not only I include thank-you messages whenever I contact them, but also I make sure they are well informed about the publication process, they get a certain number of free copies, together with a PDF version of their particular contribution, plus a certificate of publication if required. This way, not only will they feel valued for their work, but also they may consider writing for you again.

1.2. Help non-expert contributors

For those who are willing to contribute but do not know how, encourage them to share their ideas by providing them with support and help throughout the writing process. Alternatively, you can call upon experienced authors to act as mentors for them. This can be a rewarding process for them, as one of my contributors' report showed.

I then spent a bit of time 'slaving' over my article and sent a draft to Susana Gómez, the Newsletter Editor. This was then sent on to the Editorial Board who reviewed what I had written. It then came back to me with some suggestions for editing. This for me was the best part of the process as the Review Board, although anonymous, are leading lights in the field and their feedback made me rethink some of what I had written, which in turn transferred into my classroom practice. When do we as teachers normally get this kind of personal attention from the 'gurus'?

[...] I would highly recommend giving it a go as it is a truly rewarding process that helped me develop as both a writer and a teacher.

(Cf. O'Keeffe, in press).

1.3. Network

Networking is a key issue in this process and, although finding contributors is part of the editorial responsibility, all the executive committee members should be willing to help with. The best places for this are conferences where you can approach speakers directly or be inspired by some issues you would like to address in your TA publication. Alternatively, you can also read other journals/books so as to identify interesting topics or prospective contributors that you could approach. Moreover, potential contributors can also be publishers and specially the official examining bodies (Trinity, CESOL, TOEFL), which although they are often promotional, can still be of interest to our readership.

1.4. Call for papers

Although word of mouth tends to be the most effective way to get contributions, a call for papers is a very effective way to reach a wider audience. You can send it to all the TA members and speakers, and also to previous and prospective contributors. Creating a template for each group and sending a mass-mailing (making sure that they are blind-copied), would facilitate your work a lot. If you even want to get an even wider audience worldwide, you can send the call for papers through social networks (such as Facebook or Twitter) or through specialised distribution lists such as the Linguist List or Eltecs (<http://linguistlist.org/pubs/journals/journal-call1.cfm>, <http://www.teachingenglish.org.uk/eltecs>) (see chapter 7 of this handbook for further reference). Alternatively, you can create a catching ad to be included in your NL, on your webpage or displayed on your conference, meetings, etc.

1.5. Previously published material

If these attempts become fruitless or you are close to the deadline and desperately need something to include in your publication, there is still a last resource: reprints (with permission) of articles published elsewhere. Thus, IATEFL has an articles' bank that you can use (<http://associates.iatefl.org/pages/materials/index.html>); you can request to reprint items from the British Council Teaching English

website (<http://www.teachingenglish.org.uk/>); Oregon Education Association welcomes you to use any content you find on its web site (www.oregoned.org or <http://member.oregoned.org>) or in any of their newsletters (check their archive at <http://www.oregoned.org/site/pp.asp?c=9dKKKYMDH&b=164966>); and you may also use any NEA (National Education Association) produced content from www.nea.org.

2. Reviewing, editing and proofreading processes

2.1. The Editorial Board

Whenever you receive a contribution, first it has to go through in-house evaluation to ensure that its topic falls within the scope of the publication, and if so, it will be sent out to the Editorial Board for review. This Board is normally made of a set of reviewers plus a coordinator who distributes the contributions among them according to their field of expertise. Having a peer-reviewed journal (i.e. each contribution being blindly reviewed by two experts) will make your newsletter more valuable; therefore, having an Editorial Board not only will save you a lot of work, but will improve the quality of the publication.

Whenever the Editorial Board approves publication (with or without minor/major changes from the author suggested by the reviewers), the contribution is sent to the Editor and then is ready to be published.

2.2. Tips for easy editing

Although this is a time-consuming task, it is very important that you take your time to design a template for your NL. Keep when possible the same order and format, as readers will like their publication to have a more or less predictable format; however, be flexible to modify or introduce new sections if you think they can improve the final result.

It is also very useful to have some fillers that you can use to fill blank spaces. They can have different forms, such as pictures or clipart that you can find on the web

(<http://copyrightfriendly.wikispaces.com>), or just ads or information regarding your TA, such as the web page, events, membership, news, etc.

The easiest way to edit your NL is to send all the material to commercial services, however, if you have a limited budget, you can do it yourself. MSWord is a good starting point for publishing, as it is a programme most of us are familiar with; nevertheless, note that MSWord pages sometimes get formatted when moving from one computer to another, so it is recommended that they are transformed to PDF, RTF or HTML.

Very easy to use templates of TAs NL in MSWord can be downloaded from <http://www.oregoned.org/site/pp.asp?c=9dKKKYMDH&b=3134947> (see an example in Figure 1), and more sophisticated ones can be found at the following links:

- <http://docs.google.com/templates>
- <http://office.microsoft.com/en-us/templates>
- http://www.ppsprint.com/creative/downloads/templates/newsletter_printing_templates.asp
- <http://www.allgraphicdesign.com/templateslayouts/newslettertemplates.html>

Alternatively, you can use other programmes for text editing, the most commonly used being PageMaker, OpenOffice, QuarkXpress, Microsoft Publisher, Scribus and Serif PagePlus.

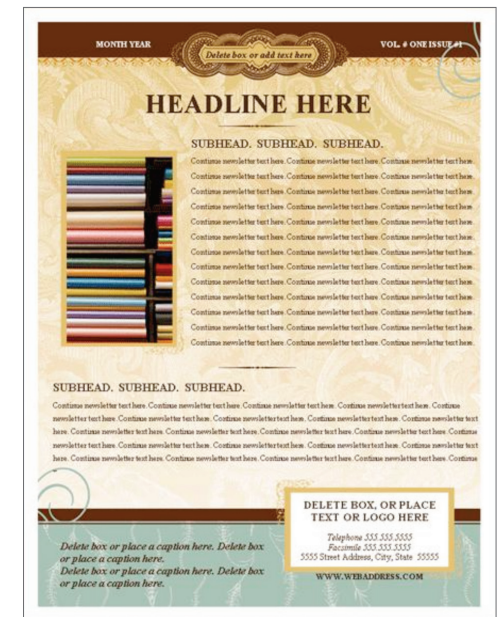


Fig. 1. Examples of newsletter templates

2.3. Proofreading strategies

Once you have your work edited and before you publish your final version, you need to proofread it. This is a hard and time-consuming process, as no matter how many times you read through a “finished” paper, you’re likely to overlook many errors. Some suggestions for an effective proofreading are stated below.

- Give it a rest. Quite often you may have been concentrating on the text for sometime and may miss mistakes because you are too immersed in it. Returning a day or two later will allow you to proofread the document with fresh eyes and will be in a much better position to spot mistakes.
- Proofread from a physical copy. You will be amazed how many more errors can be caught when reading from paper versus a computer monitor.
- Enlarge the font of the text that you are proofreading as it makes much easier to spot mistakes, and sliding a blank sheet of paper down the page as you read encourages you to make a detailed, line-by-line review of the paper.
- Read the text aloud as it encourages you to read every little word; moreover, your ear might catch errors that your eye may have missed.
- Ask for someone to help you to proofread the NL. As they have not been as closely engaged with it as you are, they will be more likely to be able to identify errors.
- Have the same proofreaders for all the issues, if possible, as they will be familiar with the process. Due to the excessive focus on content, it is also wise to have a proofreader who just concentrates on format, colours, uniformity and layout issues which tend to be obviated. Of course, the more proofreaders you have, the better, but if you are not able to find any, you can also access them online at very affordable prices (<http://www.EdThis.com>, <http://www.vappingo.com/online-editing-proofreading-services>, <http://www.editmyenglish.com>, <http://www.theproofreaders.com>).

Once all the mistakes are spotted and corrected, you will need to double check that they all have been included in the final version, that means that you will need to do at least two printouts before the final one.

3. Printed, online newsletters or both?

Considering making your newsletter a digital one can definitely be a way to keep your production and distribution costs down; however, is it really a positive move? Print newsletter experts (cf. Gruttadaurio 2009 and Swift 2003) clearly support their views towards a printed version. Four of the most important reasons they defend are the following:

- They get delivered and are never blocked or caught in spam filters; they do not have to compete with as much clutter or “noise” and do not tend to be thrown away so easily.
- They have more perceived value as members will understand the energy, cost and time required; now that the online medium has become saturated, a properly produced, printed newsletter is much more likely to be read by people who are overwhelmed by online media.
- They offer convenient and comfortable reading: you can read them anywhere, anytime –at work, at home, while commuting, during dead time-, you can highlight information you find interesting, write on it, etc.
- Studies carried out on the field support the readers’ preference for the printed option and show online readers retain much less of what they read compared to those reading in print.

Nevertheless, we must also consider the new technological revolution we are experiencing nowadays, as people are reading on mobile phones as never before, not to mention e-readers. Therefore, all this issues should be considered, and whenever possible, both forms of delivery would be the ideal way to match everybody’s preferences.

4. Postage and online delivery

Although using your local post-office can be the cheapest alternative to send your publication, you will need to consider the number of parcels to be sent and the time-consuming task this can be. Thus, hiring a mailing company can make this task much easier, as you would just need to give them the addresses of the people you want the publication to be sent to. On top of sending it to all the TA members (you can use your database for this), you will also need to send it to contributors, advertisers, and I would also include prospective contributors and prospective sponsors as well. Having a newsletter exchange can also be a very interesting and rewarding experience for both parts, as you keep up to date with what is happening elsewhere, can get new ideas and you may even want to arrange for permission to reprint from each others’ publications.

The 2006 manual offers a set of very interesting ideas to be included on the envelope you use to send the publication, such as the expiry date, return address for undelivered items, a paid advertisement or organisational announcement, the association’s logo, etc. (see the handout for further details).

While print newsletters are generally far superior to e-newsletters, email can be used to supplement it, and both printed and online communications can complement and strengthen each other. Therefore, if you are eager to use email for distribution, here are some ideas:

- Sign up with a web-hosting service and purchase a domain name such as www.YourNewsletterName.com.
- Upload your NL in your TA webpage. Access may be password protected to limit access to members.
- Send your publication as an email attachment in any number of electronic formats (MSWord and PDF being most common), send an email containing a link to the internet address where the electronic publication may be

accessed, or send it as part of the body of the text as in Figure 2 below.



Fig. 2. Newsletter as part of the body of the email (<http://office.microsoft.com/en-us/templates>)

5. Some final suggestions

- Establish how much time and money you can spend on your newsletter and how many people will be able to help you.
- Being organised is the key to success. As loads of emails and materials will be coming in your inbox every day, you will need to keep track of everything and some suggestions for this are the following: organise all the information in different folders, keep a task-to-do-list for each issue, plus a lists of what you need to receive and from whom; make sure the different versions of the same document are clearly identified, either by writing the date as an extension or the abbreviation “rev” “rtbp” for documents which have been reviewed and are ready to be published (e.g. “article.2.07.10”, “article.rev”).

- Save time with templates. Use them not only for the NL, but also for all those documents and information which is normally repeated, such as call for papers, acknowledge receipt, reminders, etc.
- Delegate tasks. Associate editors, editorial assistants and proofreaders can be extremely helpful (appoint members of the Executive Committee or other teacher colleagues). Ask each of them to give you a hand on small duties, such as information on the TA events, pictures, directories, TA databases, advertising, mailing, proofreading, etc. If you divide the work into doable units and you credit their work on the publication, they will be willing to help.
- Have an Editorial Board when possible. Not only will this save you work, but will make your publication more valuable and professional.
- Get in contact with other editors to discuss matters of common concern and exchange publications.
- Set deadlines and send reminders to stick to them.
- Investigate the local regulations regarding publication, as official permission is normally required before printing or publishing can begin. The ISSN is perceived as a step towards professionalism by many readers and authors, and it is free, so it is something worth having. (check chapter 6 for further information)
- Set a space for the NL on your TA web with all the relevant information about the NL: the NL itself, a summary, the submission guidelines, deadlines, examples, call for papers, contact email, etc.
- Be open, flexible and ready to change and improve the publication issue after issue. Get feedback from your Editorial Board, the Executive Committee, TA members, teacher colleagues, other NL editors and readers in general. One of the best ways to get more responses is by using online questionnaires which you can carry out for free from <http://www.surveymonkey.com> or Google docs.

I hope all this information can be of help for both current and prospective editors and can help you out to save time and maximise your work in what I consider is a very hard, time-consuming, non-paid, altruistic but rewarding learning experience. I very much look forward to hearing your feedback and ideas.

References

- Falcão, A. and Szesztay, M. (Eds.) (2006). *Developing an Association for Language Teachers*. An Introductory Handbook. Canterbury, United Kingdom: IATEFL. Available for download from <http://www.teachingenglish.org.uk/transform/books/developing-association-language-teachers>
- Gruttadaurio, D. (2009). *Print newsletters vs. email newsletters: 6 reasons why you should not just do an ezine*. Retrieved on 24 June 2010 from <http://e-articles.info/e/a/title/Print-Newsletters-vs.-Email-Newsletters-:-6-Reasons-Why-You-Should-NOT-Just-Do-an-Ezine/>
- O’Keeffe, R. (in press). “Contributing for TESOL-SPAIN Newsletter: my experience”. TESOL-SPAIN Newsletter.
- Swift, P. (2003). *E-Mail Versus Print Newsletters*. Retrieved on 24 June 2010 from http://www.internetviz-newsletters.com/internetviz/e_article000121698.cfm

Chapter 6 Publications

Simon Greenall

1. Introduction

In 1996, as the incoming Vice President of IATEFL, I was invited to create a list of publications for IATEFL and to establish a policy which would allow it to be managed and to grow in a coherent way. My particular concerns for the IATEFL publications list included the quality of the content, the relevance of the publication to the members of the association and the rest of the ELT profession, the effective financial management, and the long-term viability of a strategy which was not one of IATEFL's core activities.

IATEFL's publishing policy has evolved since then, and some of its present procedures may now be different from what I describe in this chapter. But I've drawn partly on my experience of creating its list in the first place, as well as on my subsequent experiences in other areas of ELT publishing.

If you're thinking about developing a publications list for your own association, I've made a list of questions about policy and practical issues which you're likely to ask, and some answers.

2. Why do we want a publications list?

2.1. To raise the profile of our association

Publishing can be quite a prestigious activity. Everyone is impressed by seeing their name in print, and it can raise the profile of your association not just among your members, but to the rest of the ELT profession as well.

2.2. To provide added value for our members

Growing teachers' associations don't only need to attract new members; they also need to look after their existing membership. If you only offer the same benefits each

year, it's very likely that sooner or later, membership figures will begin to decline. So developing a publications list is a way of providing added value for the membership.

This may suggest that developing a publications list should be part of a longer term strategy, perhaps something which it might be better to do in, for example, year 5 of an association, rather than in year 1.

Books in this category are referred to as free-to-members publications, and come as part of the full membership fee.

2.3. To build a profitable publications list

It goes without saying that a list needs to be managed responsibly. It's your members' money which is likely to be providing the funding, and the list may not break even, or ever become profitable. It's difficult to sell books, even to members of your association, and without the lines of distribution available to publishers, it's almost impossible to sell books in large enough quantities to generate substantial profits. This means that you should aim to break even, or make a modest profit, but not hope to publish a blockbuster.

2.4. To provide opportunities for professional development

Every successful association will need to provide opportunities for professional development at different stages of its members' ELT career. Creating and maintaining a publications list can respond to those members who have moved from their early years in teaching to a more reflective period of consolidation and research, and provide them with an outlet for putting creative, innovative and original ideas into print. Writing a contribution for publication is challenging, and demands clarity of thought and a skill for putting ideas into words. Editing and peer-reviewing contributions also require confidence about your ideas.

3. Which is better – digital or traditional print publishing?

3.1. The advantages of digital publishing

Many teachers are extensively involved in online discussion groups, blogs, social networking and email, so they're familiar with the technology required for digital publishing. This experience can be invaluable if you decide to create a publication and publish it in digital form.

Another advantage is the environmental effect of digital publishing, which requires no paper and does not involve cutting down trees.

Remember that the host website of the publication may need password access so that it's only available to members of the association.

Most important, digital publishing is much cheaper than traditional print publishing. Many of the costs involved in print publishing do not apply to digital publishing. In particular, the cost of distribution, either by mailing or sales, and delivery to specialist bookshops is avoided. Going digital is an appealing option for associations which depend on members' subscriptions to fund its activities.

3.2. The advantages of traditional print publications

Despite the growing popularity of e-books, at the time of writing, they represent only 8% of all book sales in general publishing. Many people still like printed books and enjoy living in a print-rich environment.

For an association looking to raise its profile, as described in 2.1., traditional print publications may provide a more tangible and accessible display of its professionalism. Certainly, when an association presents its activities at exhibitions or events, a selection of books is more immediately appealing than a list of digital publications and websites.

3.3. The advantages of print-on-demand

Print-on-demand is a process by which a publication is edited and designed, but not printed until a firm order has been

received. This makes it more suitable for publications you wish to sell rather than free-to-members publications, because it avoids the risk of printing more copies than necessary. It's particularly useful for publications which may have relatively large initial sales, but a short sales life, which is often the case for proceedings of events.

More and more printers are offering a print-on-demand service. The cover price may be higher than for publications with large print runs, but it ensures that innovative material remains available long after it was originally prepared.

4. What do we want to publish?

4.1. Proceedings of conferences and events

Generally, proceedings of conferences and events are the most common type of publications. As the international conference became more important, IATEFL decided to publish its Conference Selections, a free-to-members publication as a service to the members who were unable to attend, and a record of sessions which members who were able to attend had missed because of a clash of timetables.

Everyone who presents at the IATEFL international conference is invited to submit a summary of their plenary, paper or workshop. Apart from the plenary speakers, there's a limit of 750 words for the summaries, and they need to be submitted within a month of the final day of the conference. These are then peer-reviewed by an editorial committee (see 7.2) and the final decision on which to include is based on both their quality and the number of summaries together with the extent of the proceedings (see 6.2).

Proceedings of conferences and events need to be very carefully managed financially, and the likely readership needs to be considered very carefully if it's not a free-to-members publication. In IATEFL's experience, we found it was difficult to sell the proceedings of a successful event, even to those who were enthusiastically present.

4.2. Books created by SIGs and multi-author teams

Aside from records of events (see 3.1), books created by Special Interest Groups (SIGs) can prove to be a very attractive addition to a publications list. By the nature of the special interest, they're focused on a theme and can be excellent outcome to collaborative work within the group.

Managing multi-author teams, however, can be problematic. The quality of individual contributions can be variable, and there's always the risk of missed deadlines.

Finally, the more practical and classroom-focused the contents of the books, the more popular they're likely to be. If you're relying on sales of the book to fund its publication, it's advisable to take care in getting an appropriate balance between what the theory is and how it works in practice.

4.3. Books written by single authors or co-authors

This type of book is most likely to be proposed by an individual writer or a small writing team with a strong concept, or commissioned by a SIG. It can lead to some innovative material. For example, in the IATEFL list there used to be some simply produced guides on How to make presentations and on Storytelling, among others.

But once again, the financial viability of publishing this type of material is critical. It needs to meet an important need for the members and other readers.

5. What assumptions should we avoid?

You shouldn't assume that the market for a print publication is larger than it really is, and that everyone will buy it. If you print too many copies without being sure how many you need either for a free-to-members publication or for a publication to sell, it's a waste of money for printing and paper, and a waste of space for storage. It's also serious mismanagement of finances, and your members would be justified in criticising you.

You shouldn't assume that every member will consider publications to be relevant to them or consider them a good use of the association's funds.

6. What are the key considerations for traditional print publications?

6.1. Budget

Work very closely with your treasurer to establish what you can afford. Unless you're preparing a digital publication, the budget for free-to-members publications will include the cost of printing and sending a copy to every member of the association. If you also intend to sell the publication, or sell copies of a free-to-members publication to non-members, you need to be sure about the potential market, and to give it a realistic price, one which is affordable to its readers.

6.2. Extent

The extent, or number of pages, can obviously change the costs of producing the publication. It's best to discuss with the printer the most cost-effective extent for what you're planning to publish, and to get some quotes.

You may also want to consider if you want a spine for the book. If a book has a spine, its title and authors can be printed on it, and it can be identified when placed in a bookshelf. If it's 'wire-bound' (i.e. joined together with staples rather than glue), there's no room to have print the title and authors. It's less easy to identify, and perhaps less impressive to have on bookshelves. As a general guide, the maximum number of pages a wire-bound book can have is 96. Any greater extent will need a spine. It's also quite difficult to print information on a spine of a book with fewer than 80pp.

6.3. Format

The format is the height and width of a book. There are many possible variations for the format, all with different names (e.g. A4, Crown Quarto, Royal Octavo), and it's worth looking at your own bookshelves to be aware of the choice.

Obviously, the format and the extent dictate how much you can put on the page, and how many pages you need. You may decide that for a book which is mostly text, you'd prefer to have a greater extent but a smaller format. For anything which has a lot of illustrations, it's probably advisable to have a larger format.

Remember that the best-looking books avoid narrow margins and too many words on the page.

6.4. Artwork and illustrations

Artwork and illustrations include:

- photos
- diagrams and charts
- line drawings (simple sketches)
- fully worked up drawings

Generally, the more illustrations there are, the most expensive the book will be to produce. But they may be essential for the material you wish to publish. Find out from the printer how the different types of illustrations may affect the costs. Then decide how much you can afford for your artwork and illustrations budget, and divide it up among the contributors.

Colour photos can add considerable extra cost to the publication, and unless black and white photos are of a suitable quality and impact, it may be best to avoid photos in the body of the book, and to use other kinds of artwork.

6.5. Cover

The cover of the publication is central to the concept of a publications list. It should not only reflect the contents, but also the image you wish the publication to give to the association. It needs to be simple and non-content specific not just for reasons of cost, but because you may want to use it for several publications, all of which may have very different content.

Remember that too many stages in the process of consultation may lead to further expense. When you approach a designer, you should agree on the design fee if you're paying one (see 8), on the amount of feedback they should expect, on the time frame, and on the number of stages in your feedback. Otherwise, design by committee can be a very lengthy process.

Remember also that as your association grows, it may be worth considering a new cover design or format for your publications list. IATEFL redesigned the cover and adopted a new format for its Conference Selections ten years after its publications list was first introduced.

6.6. Length of contributions

The length of the contributions will depend on the extent and format, and therefore on the total number of words you can expect to include in a well-managed, well-designed publication.

When you calculate the length of the contributions, remember to allow space for:

Prelims (at the beginning of the publication):

- title page
- imprint page with copyright details and the ISBN, and acknowledgements
- contents page(s)
- preface and/or introduction

Endmatter (at the end of the publication):

- appendices
- index(es)

Try to avoid using the inside cover for any of the prelim or endmatter pages because it involves a more complicated printing procedure.

7. What can we do ourselves?

7.1. The publications committee for the whole association

When you start a publications' list, it's advisable to have a publications committee which oversees all publications on behalf of the whole association. It should be responsible both for the quality control and for the financial management of all publishing. It should also formally announce to the membership when it's launching or expanding its publications list, and take the decision about what should be published.

If a SIG wishes to publish something, it should make its request to the publications committee. The SIG may well wish to form its own editorial panel (see 7.2), but ultimately the financial management and quality control should remain with the publications committee.

7.2. The editorial panel to peer review the individual publication

For each individual publication, it's useful to organize an editorial panel to peer review the contributions. In fact, if a number of members are university teachers, peer-review is essential if they wish their work to count towards the quota of articles they're required to publish.

The editorial panel should include the editor of the publication and someone with financial responsibility for the association, e.g. the president or the treasurer. Remember that because the publication is being prepared on behalf of your association, it's important to be transparent about how the contents have been selected.

You need to decide if you're commissioning specific contributors (e.g. for a theme-based publication), or if you're inviting submissions (e.g. for the proceedings of an event). The panel then needs to draw up the guidelines for the contributions and publish them to all members with the call for submissions. The guidelines need to include the length of submissions, the deadline and, ideally, a style sheet in which you specify in what form you'd like to receive the submission, e.g. MS Word 2007, the typeface (font), the type size, the headings and sub-headings, and the style for references.

The panel should read the submissions and circulate comments. For contributions which have not been commissioned, you'll need to establish assessment criteria which lead to a clear recommendation, such as *Reject*, *Request rewriting*, *Accept subject to minor revision*, and *Accept*.

Having a large number of people on an editorial panel may increase the reliability of quality control and convince the membership that the project is being well managed. It may also help in any disagreements between contributors and the panel. On the other hand, having a small number of people on

the panel makes it easier to manage.

Finally, the editor will need to be in overall charge to make final decisions or to give a casting vote.

When the editorial panel has made its selection, it hands over to the editor.

7.3. The editor of individual publications and content editing

It's the editor's role to perform the highly skilled and time-consuming task of content editing, which is the process of detailed reading, checking and suggesting improvements to the contributors. It may also include a small amount of rewriting.

The editor also needs good personal and social skills to get the best from the authors during the editorial process, and to resolve any conflicts.

In the event of disagreement between the editor and an author, the editorial panel needs to be available to advise the editor, and then support any decisions taken.

8. When should we ask for professional or fee-based help?

Volunteering is central to the activities of most associations, and you may be unwilling or unable to pay for help. But if a particular task lies beyond the professional remit of the association, you may need professional help, and it will need to be paid for.

You'll certainly need a professional printer, and it's advisable to hire a cover designer. Your editor will need to be experienced as well as highly committed to the association, and they may need payment for their time.

You also may need a copy editor. Copy editing is the process of proofreading and checking for consistency of style. It doesn't usually involve issues of content, and therefore doesn't need to be an ELT specialist, although the copy editor needs to understand English.

9. Do our publications need ISBNs and if so, where do we get them?

ISBN stands for International Standard Book Number, and is a unique set of thirteen numbers which identifies each book by the country of publication, the publisher and the title. Basically, it's your publication's product number.

No, you don't need an ISBN, but it makes it easier for booksellers, libraries, universities and distributors to identify, locate and market your publications. It also contributes to your association's professional image.

ISBNs are administered by agencies in each country, and you usually need to buy a block of ten or more ISBNs to assign to each publication, including printed books, CDs and DVDs with textual and instructional content, and journals published no more frequently than once a year.

You need a new ISBN for each new edition of any publication, and once you've assigned an ISBN, you'll need to register it with the relevant agency in your country. The agency will also be able to advise you on how to translate the ISBN into a bar code, which makes identifying and locating your publication even more efficient.

10. What about copyright?

Copyright law is complex and is complicated even further by challenges raised by digital exploitation of print material. Copyright is granted to the author or creator of an original work. It does not protect ideas, only the medium in which they're expressed.

For teachers' associations, it's generally (but not always) agreed that the copyright for the whole volume should be assigned to the publisher (i.e. the association) and that copyright for the individual contributions remains with their contributors. If another publication wishes to reproduce an individual contribution, it should address the request to the contributor, but the title, publisher and date of the publication where it first appeared should be acknowledged.

Copyright also prevents you from reproducing substantial extracts from other authors' work. If you're unsure what might constitute an infringement of copyright, it's always best to ask the author or their publisher for permission to quote from their work.

11. Conclusion

Creating and developing a publications list, either in digital or traditional print form, serves both the association and its members. It's a very striking indication of the professionalism of a growing or a mature association. Many members may not have published their work before, so the publications list offers them important opportunity for professional development, and for making an important addition to their résumés. Above all, the process and the outcome are interesting and instructive, and a source of satisfaction and pride for everyone involved.

Chapter 7

Using technology to improve your English Language Teachers' Association

Sara Hannam and Marisa Constantinides

1. Introduction

This article explores some ways Teachers' Associations (TAs) currently use technology, and considers how it can make TAs work easier and help reach a wider audience. This article should be read in conjunction with our wiki containing links, examples and tutorials (<http://techtools4tas.wikispaces.com/>).

The use of technology in education is well documented, and increasingly language teachers are expected to use technology in their classroom. This trend is also impacting on the way TAs are evolving and developing. IATEFL provides a noteworthy example with the e-newsletter and the recent online conference (joint hosted with the British Council). Harrogate 2010 was attended by almost 2,000 people, and an additional 50,000 people (at last count) viewed presentations online during or after the conference.

Our intention is not to suggest that all TAs should copy IATEFL. We have both worked as TAs volunteers and we know organisations rely on the hard work of a handful of dedicated individuals. We do think most TAs could take their technology use to the next level - this depends on the needs of the TA at that time and access to necessary resources. For this reason, we will list a series of applications and platforms and invite you to choose depending on your current profile. We strongly suggest you organise a brainstorming session specifically for this purpose in your organising committee.

2. Exploring current practices: our TA and technology survey

In May/June 2010, we carried out an e-survey to establish what TAs in the IATEFL network actually 'do' with technology. A total of 25 TAs from different countries responded to our survey, representing most major continents. We are satisfied that the results embody a realistic snapshot of TA practice and are worthy of sharing. We list below the major findings.

2.1. Advantages and Disadvantages of TAs Using Technology

Key advantages mentioned were that technology provides a cheap way to enhance TAs presence, creates a more professional image and is a fast and easy way to reach a large number of people, particularly as internet speed and connectivity appear to be improving in many locations. Environmental benefits were also mentioned, as paper wastage and extensive travel can be reduced. It was felt TAs should make sure they are fully engaged in technological development.

Key disadvantages outlined were that using technology is time-consuming, and it is over-ambitious to expect all individuals to keep up with technological change. Email overdose was also thought to result in members and volunteers not reading sent information.

2.2. Communication and Advertising Events

All TAs which took part in the survey use email regularly (100%) and feel that the majority of their members also have access to email (92.3%). A significant percentage has a TA website (88%). In terms of other social networking tools, the most popular is Facebook, with 36% of TAs using this facility to communicate with members. To advertise

events, some TAs still use letter sent by land post (46.2%), many use email (88.5%) with the same percentage using the TA website.

2.3. Enhanced Use of Technology

We found that other platforms and applications such as a TA blog, Twitter, Ning, YouTube, and Moodle were less used in TAs. Most noted an increased use of PowerPoint in presentations. 12% said that they now livestream their conferences to members who are not present. 45.8% of TAs make slides from presentations available to the audience after events, usually on their website. 37.5% follow up their event or conference with an electronic publication.

2.4. Barriers and Solutions

The main barriers identified were lack of training opportunities (52%), lack of facilities (44%), lack of funds (33%) and a lack of familiarity with platforms such as Ning, Twitter or Moodle. There is clearly an unevenness in terms of facilities available demonstrated by one TA based in an African country who pointed out that “almost all schools will have electricity by 2020”. Although the trend seems to be upwards in terms of access to technology, it is not the case that this is equal across all continents. We wish to avoid our analysis being Euro-centric or biased to patterns in North America.

The solutions identified were increased training and funding for hardware/software and the prioritizing of ICT in language teaching which may have the potential to motivate more TAs members to use it. The increased popularity of Smartphones with online functionality was also deemed important, along with the view that younger teachers expect technology and social networking to be part of their educational, personal and professional lives. We agree that mobile phones will play a more active role in the educational technology of the future due to increasing numbers of owners/users across the globe.

3. Our suggested tools, applications and platforms

Based on the information gathered, we want to recommend the following list of applications. We have divided them into (i) Widening TA Presence – Increasing Members (ii) Member Engagement and Retention and (iii) TA Functionality. In exploring the various options available, we decided to focus our suggestions on applications or platforms that:

- Are almost all free
- Offer free training in the form of videotaped tutorials accessible online (and stored in our wiki mentioned above)

3.1. Widening TA Presence – Increasing Members

3.1.1. TA website

Perhaps the most important tool for enhancing TAs presence is the website. Improving the look and content of websites used to be costly and difficult but there are now many free website builder sites such as <http://www.webs.com/> and <http://www.wix.com/>. This makes the creation of a website much easier, providing sleek and functional templates to either improve the appearance of existing pages or help build a new website. Hosting is free, so TAs without a website can save on web hosting fees.

Minor enhancements, like visitor counters, visitor maps or embed videos of talks or PowerPoint presentations can be added, all of which increase the attractiveness and impact of a website. It is equally important to list your website with local or international listing portals and search engines to increase visibility for those surfing the net for information.

3.1.2. Twitter

Twitter is a micro blogging service allowing members (“tweeters”) to send messages (“tweets”) to each other of 140 characters or less. It is an excellent way to create a community of EL educators. TAs could use Twitter to:

- Advertise events, conferences, etc
- Send links and articles to members and non-members
- Discuss important matters related to language education
- Find out what other TAs are doing and link up with them

Start by “following” as many TAs as you can We recommend: @tesol, @iatefl, @iateflonline, @braztesol, @TESOLFrance, @GlobalTESOL, @avealmecc, @aprir, @acpi_cba, @apiba, @BraztesolRN, @aplitis, @VenTESOL, @tesolchile, @TesolArabia, @tesolgreece, @ohiotestol, @bctea, @ITBE @ETASweet.

Twitter takes time to build up and needs patience at the start. It can seem confusing to begin with, but we firmly believe it is an amazing resource that reaches thousands of people.

3.1.3. Facebook

Facebook is a social networking platform allowing the creation of ‘pages’ which are very easy to set up and maintain. A Facebook page is a very powerful way of enhancing TA online presence. Creating a ‘group’ which allows instant messaging to all members is even more effective in reaching a wider audience. All activities or events can be promoted, both to members and non-members, the latter of whom might potentially join through the event itself. TESOL Chile, TESOL International, TESOL France and TESOL Northern Greece are amongst those that have a strong presence. To attract potential members, you need to update your page frequently with events, useful links, photographs and videos of talks, all of which make the organisation appear more interesting and inviting.

3.2. Member Engagement and Retention

3.2.1. Social Networks

Facebook, Twitter and the TA website will also assist in engaging members but in addition, you might wish to consider creating a social network such as those offered by Ning. Ning recently started charging for

use, so we would now suggest alternative free social networking sites like <http://grou.ps/> and <http://www.spruz.com/>.

These networks allow each member to have their own page, make friends with other members, exchange messages, upload and share photographs and videos, share blog posts, create discussions and include wiki pages. A temporary community can also be created for a specific event.

3.2.2. YouTube Channel

YouTube is a website that allows sharing audio-visual presentations for public or private viewing. Creating a YouTube channel is very easy and videos of talks, workshops, events or interviews you have created can be uploaded onto your Facebook page, tweeted or embedded into your website or blog. They help members and potential members get a feel of what you offer and also catch up with talks and events they have missed.

3.2.3. Discussion Forums

Discussion forums give members the opportunity to talk about issues in ELT that are important to them. You can create free discussion forums, open or closed (available only to TA’s members). They will increase member engagement throughout the year, but are especially active before, during and after special TAs events and conferences. IATEFL discussion forums are still going strong a few months after the conference, and also help to increase anticipation ahead of next year’s event. You can create forums on Google and Yahoo, but there are now many other similar free forums to choose from.

3.2.4. Wikis

A wiki is a repository of information that can be shared in multiple ways between groups and individuals and can be a very powerful focal point of member activity, especially if the pages are regularly maintained and useful links are shared. Wikis are dynamic in that they can be constantly updated to reflect changing needs of the members. Our wiki provides a good initial model of how

¹This is the twitter term for seeing other tweeters’ news feeds and sharing their links

this resource could be utilised. We suggest wikispaces and pbworks, as both platforms allow public or private access to their pages.

3.2.5. TA Blog or Online Newsletter

A blog is a chronological journal intended for the public to read online. Creating a blog is very straightforward and there are numerous free platforms which make blogging simple, many of which are designed for educators. We would suggest you try Edublogs, WordPress or Blogger (by Google).

You may also wish to replace your print newsletter, as many TAs have done already, for an entirely online one as a means of saving valuable funds and also to encourage environmental awareness. You can use web applications such as Yudu and Issuu. Members can actually flick through the pages as if they were reading a real print publication.

3.2.6. Online Events

Online events, in virtual classrooms such as WiZiQ or Elluminate, allow participants to actually see and hear the speaker or panel of speakers. Additionally, an online course or discussion can also take place in a Moodle environment, an excellent example of which is the South Eastern European Teachers' Associations platform SEETA (<http://www.seeta.eu/>) maintained by 12 European TAs. It attracts hundreds of teachers every year following shorter or longer online courses. The AVEALMEC in Venezuela has also hosted successful online conferences (<http://avealmec.org.ve/>).

3.2.7. Surveys and Questionnaires

Member engagement and retention may also be further enhanced by regularly circulating questionnaires and opinion polls to members. The results can stimulate discussion in any of the other platforms mentioned earlier or form the basis of blog posts and articles submitted by the TA membership or committee members. SurveyMonkey is one example, Google Docs also provides a free tool and PollDaddy is another popular free online tool.

3.3. TA Functionality

The most important resource a TA has is its membership list although this is often the hardest data set to control. As it is constantly changing, it needs to be stored safely and effectively. It is surprising how many TAs do not maintain an updated database of addresses and emails, despite emails saving on stationery and administrative costs, and on the manual work required to send out a large mailing. We suggest that you promote the idea of contact through email rather than letter.

You can store and update membership details using tools such as Excel or Brilliant DB. A bulk email application is one of the few expenses we would highly recommend, as it can help you send emails with one push of the 'send' button. We recommend CastleMail, PSS BulkMailer or any of the many other products now available to help you achieve this.

Google Docs can improve functionality as TA board members have limited time and may need to collaborate online to finalise programme details or comment on abstracts, etc. There are many free collaborative tools if multiple users are working on the same document. <http://typewith.me/> or <http://piratepad.net/> allow you to see revisions as they happen. Editing images or photographs for a publication or website can be done freely online (<http://www.pixlr.com/editor/> is a good example of a photoshop-like application).

Online collaboration can also be facilitated through Skype which includes a screen-sharing function and even online board meetings enabling better attendance amongst busy volunteers.

4. Implementing technology

Technology is only successful if members engage with it. Encouraging involvement is the key to its success and we should stress it is sometimes not easy to get the ball rolling. We suggest that a useful first step is offering face to face training sessions (or virtual, if distance is an issue in larger countries) which

demonstrate basic applications, how to use them, how to join up and then provide some online support in ongoing use until a sizeable number of members feel confident. This might begin with members of the committee and then move on to the general membership. This initial investment pays off dividends if done well.

5. Final thoughts

The list of applications and tools you can use to bring your TA and its membership into the digital age is growing by the minute and in this short article we could only scratch the surface of possibilities. Please visit our wiki at <http://techtools4tas.wikispaces.com/> to follow up some of the further links and training resources. A wiki like this can potentially be a focal point for collaboration amongst TAs and can eventually be taken over by them. We hope our article will be a step in the right direction to helping your TA become more visible, international, functional and digital.

As an endnote, we wanted to share our own personal technology journey to illustrate how it can enhance professional relationships. We met through Twitter (@sjhannam, @Marisa_C) and although we live in the same country, we have only met in person once. We both maintain blogs and regularly discuss issues related to teaching and learning in online spaces. We wrote this article through the use of a wiki, email and Skype. Collaboration of this type shows how we can cross barriers of time and space, and continue to learn and develop through channels beyond the need for face to face contact. Join us in using technology to build bridges in education and language teaching.

Chapter 8

Event management. SPELT's international travelling conferences: a success story

Zakia Sarwar

1. Introduction

A conference is a many splendored event. It reflects the strength of a teachers' association (TA), and at the same time, a successfully managed conference strengthens the image of an organization. Teachers and institutions mark conferences that are important to them on their calendars and wait for year-round for the conference to occur. The gathering gives them an opportunity to meet old colleagues and network to form bonds with new ones. Most TAs hold one conference a year at a specific venue and gather thousands, facing challenges of balancing their human and financial resources to meet the needs of their membership. However, in developing countries there are many challenges beyond what other parts of the world face: electric failures, travel constraints, which limit the choices for conference venues, and social constraints because the majority of teachers are women, who would not be 'allowed' by their families to travel to another city and stay in hotels to attend a conference – even if their meager resources permitted it. The success story of Society of Pakistan English Language Teachers (SPELT), tells how these challenges can turn into strengths, leading SPELT's Travelling Conferences with academic sharing of ideas worldwide. It also gives speakers experiences such as the rich beaches of the Arabian Sea, the spectacular mountain ranges of Himalayas, a taste of the country's rich culture, and opportunities to interact with over 3,000 teachers across Pakistan in a short span of time.

Dr Arifa Rehman, one of Bangladesh English Language Teachers Association's founders (BELTA), writes:

SPELT's Traveling Conference is a unique concept that has been successfully implemented since 1992 in Pakistan. With SPELT spanning a very large geographical area, it was impossible

for teachers from other cities of Pakistan to attend the 3-day International Conference held annually in Karachi. The solution? Simple but brilliant! If teachers can't come to the conference, the conference goes to the teachers! Plenary and featured speakers travel to give the same presentations to at least three more venues. Dates and presentations are juggled so as to maximize the inputs of experts from other countries. At the same time each venue has its fair share of local presenters.

Ganga Ram Gautam, the President of Nepal English Language Teachers Association (NELTA) sharing his experience of organizing a traveling conference on SPELT's model, says:

We organized the Travelling Conference successfully in 2009 in Kathmandu and Surkhet. Though there were many challenges, it was a rich experience for us. One key achievement was the capacity building of the NELTA leaders of other chapters to organize such an international event. This made them feel that they also had the energy and leadership skills to organize such an event in a remote part of Nepal. Moreover, they realized that organizing such a big conference was not an easy job... Surkhet members also felt that being involved in NELTA was worth their while because they were able to participate in an international event in their hometown.

Talking about challenges, Dr Umar Farooq, the current conference coordinator and one of Islamabad Chapter's founder members, shares his experience:

It is not an easy task to have international conferences in five major cities of Pakistan within a period of ten days. It has honed my own leadership skills because it requires exceptional skills of networking, cooperation and management to run such an event. The academic programme has to be carefully balanced and monitored to suit the traveling schedule of the presenters...It becomes

International Traveling Conference - Planning for 2009 (Continued)												
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Certificates/ Conference Badge											x	
Invite Keynote Plenary Spkrs.					x							
Confirm Keynote Plenary Spkrs.								x				
Schedule Academic Program										x		
Fix Inter-Chapter Travel Schd.										x		
Home Hospitality Allocations											x	
Abstract Deadlines								x				
Sent to Reviewers									x			
Received from Reviewers									x			
Confirm. to Presenters										x		
Information to Presenters											x	
Reconfirm. by Presenters											x	
Program Book												
TA Promotional Material												
Sponsor Acknowledgement								x	x			
Abstracts 1st Draft									x			
Abstracts 2nd Draft										x		
Abstracts final for Print											x	
Conference Timetable											x	

Figure 2. International Traveling Conference - Planning for 2009

2. Speakers

First of all, presenters from your own TA who go to international IATEFL and TESOL conferences, could be made responsible to network with overseas speakers, and regional TAs to identify speakers who could participate in your conference. Both IATEFL and TESOL leaders could also help you to identify speakers.

- Explore possibilities of overseas and regional speakers funding their own travel through university travel grants and publishers/other sponsorships.
- Ensure that keynote, plenary, and specially invited speakers have a clear understanding that international as well as national travel costs will not be borne by the inviting TA, but pick and drop to the airport, and to the conference, home hospitality and waiver of conference fee will be given at all conference sites.

- Ask keynote/plenary speakers to give you a short write-up of topics, which they would like to present on. Choose only those topics, which are relevant for your country's context of teaching and learning.
- Request keynote/plenary speakers to conduct a workshop, in addition to the keynote/plenary paper. This enriches your programme and maximizes their input. The same paper and workshop is repeated at the other conference venues, but is tapered to the level of the audience.
- Another important key point is to give at least one plenary slot to both regional and national ELT experts. It is important for smaller regional TAs to nurture their regional experts and national experts. If they don't, who will?
- Add a strand of the national language presentations and workshops to the main conference, to support excellence in first

language acquisition of your country. For instance, Urdu is not the mother tongue of all Pakistanis. So the Urdu strand in the SPELT conference has enriched Urdu teachers to teach it in a more scientific manner.

3. Home hospitality

To cut costs, offer overseas speakers (after checking their credentials of course) "home hospitality". This defrays the cost of their visit. Some speakers are willing to travel at their own expense, if their conference registration fee is waived, and they are given home hospitality. ELT practitioners are adventurous and getting a taste of other cultures coupled with their social sense of responsibility to share their expertise with less fortunate colleagues is some times attractive enough.

- Carefully plan overseas and outstation speakers travel to other cities and spell out who will go where, when and do what. (Refer to annexure for the sample SPELT travel schedule)
- Explore and ensure home hospitality or board and lodging arrangements throughout the traveling conference from active/ reliable TA Board members and friends. Then put them in touch with the confirmed speakers to liaise with them and take charge of their flight, stay and sight seeing. Some organizers have also used University Guest Houses if home hospitality was a problem.
- Encourage your own TA presenters to accompany overseas/outstation presenters when they go to other cities, so they take care of the visitors during travel.
- Organize evening programmes for your guests with a local flavour. Be proud of what your city can offer. In Karachi, for instance, the guests are often taken on a sailboat to the break water point in the Arabian sea for 'crabbing'. The dinner is cooked on the boat and much multi-lingual singing goes on, far away from the noises and stress of the city, bonding the organizers and presenters in warm threads of friendship.

4. Conference venue

- To cut costs, instead of posh hotels or conference halls, look for support from educational institutions, which have auditoriums and halls big enough for holding the inaugural sessions, keynote address, plenary sessions and classrooms for simultaneous workshop/papers suitable for your academic programme and number of expected participants.
- To begin the process, do a survey of the possible available venues and informally sound out to see which ones appear more positive and supportive, besides possessing the required facilities.
- Prepare a proposal introducing your TA and its achievements, strong/prestigious partners like the British Council, Oxford University Press, and include IATEFL/ TESOL as supporters if your TA is associated with them. Institutions are likely to be more positive in their response if you have such supports.
- Outline the high profile benefits for the sponsoring institution, in terms of international networking and national outreach due to the traveling conference, such as their logo on conference promotional materials and backdrop/prominent display of logo at the conference sites.
- Outline clearly what facilities you expect from the hosting institution in return, (keep this list ready when you go for negotiations) such as their teachers as part of your reception committee on the inaugural day, senior student volunteers in the auditorium and classrooms, technical staff to oversee multimedia and overhead projectors (OHP) during the sessions, and availability of service staff for cleaning restrooms, etc.
- Offer limited number of complimentary registrations and concessional rates to all teachers of the institution.
- The location of the venue should be reachable by public transport. In case of a distant location, arrangement of point buses would be essential.

- Make a venue map to plan sessions, registration area, onsite registration, lunch area, TA's 'Office space', presenters' lounge, and publishers' space, immediately after the venue is confirmed to help in planning out allocations.
- In case electrical outages are frequent, ensure that alternate power supply is active and constantly available.
- Explore possibilities of using OHP and Multi-media facilities available at the host institution, using their technicians to ensure smooth running of the sessions.

5. Programme book

The programme book for the conference serves three purposes. It gives the:

1. Programme to the participants in a user-friendly fashion.
2. TA an opportunity to acknowledge its generous sponsors and volunteers
3. TA an opportunity to showcase its achievements during the year, and introduce its regular activities to a wide audience.

So you should try to make the programme book as attractive as possible and plan to pack in as much information about your TA as you can, to convince more teachers to become members.

If a TA has more than one chapter, it can either take turns in composing the programme book, (which involves selecting /branding of the title page, conference information and promotional materials for the TA with a standardized style sheet) or designate their main chapter to do so and share with others. This way, resources can be shared and time and effort economized.

6. Programming the conference

The ultimate goal of a successful conference is developing a rich programme for participants. Unlike TESOL and IATEFL, smaller TAs are not swarmed with abstracts. So you can start the process of programming as soon as abstracts begin arriving. The abstract reviewers can suggest changes and TAs can nurture their local presenters to 'improve' their abstracts, and re-submit before the deadline.

You can also request reputed local presenters to give more than one abstract if there is need. For example, SPELT makes a tentative programme enlarged grid where the presentations are put on a sticky paper, to monitor how many more paper /workshops are needed to fill the grid (See figure 3 below). Being on the sticky paper they can be moved around to see how they fit in the programme. So organizers are not always dependant on technology and electric supply to continue their planning. And those who are not technology savvy can also contribute to planning. Also tracking different abstracts and cross-checking becomes easier as the colour coded sticky papers can be moved easily. Moreover, not all TAs have yet developed Special Interest Groups (SIG), but thematic threading can be done for topics and skills, by moving the sticky papers around.

- Also review and balance the placement of overseas experts, seasoned speakers, crowd pullers, and the topics they are presenting so that there gets to be an equal distribution of participants.
- You can also keep 'extra' workshops by local reliable presenters ready, (some times even overseas presenters offer 'replacement' workshops!), so that 'no show' sessions can be replaced by ready workshops. If you keep a system of presenters' sign in at least half an hour before their session begins, this becomes easy to handle. It also minimizes overcrowding in other rooms.

Figure 3: SPELT's preliminary scheduling of conference programme

- A logistic point to consider in programming is to have a plan for 'pre-conference registration' two days before the actual programme, when the name badge, programme book, and other 'goodies' are ready for pick-up from a designated point (SPELT is lucky enough to have its own office premises) to avoid overcrowding on the conference day.
- Conclude the conference by holding a panel discussion in which the local and keynote/plenary speakers are invited to contribute to an interactive discussion on some "hot topic", which gives the participants chance to express their opinion.
- Finally organize a raffle draw (of free book donations from publishers, and gift hampers from donors) in at least three categories: new members and renewals; return of name tags for recycling (be environment friendly and also save money!); and conference feedback form.
- Invite a local TV/ media personality for the raffle draws and the formal closing. This adds excitement and fun to the closing session.

You would be surprised to find how many media and TV personalities believe in social responsibility and social change. They are happy to participate in the good work your TA does. In 2009, to celebrate SPELT's 25 years, a popular singer Khalid Anum was invited to the raffle draw at the closing session. He came with his guitar and very soon the whole auditorium was resounding with chorus of his popular songs. Participants went back happy with goodies in their bags and a song in their heart looking forward to SPELT's 2010 educational extravaganza again.

Organizing and attending conferences is exciting, but it is also very challenging. Organizing a traveling conference with limited resources is even more challenging—but even more fun! However, Ganga Ram Gautam who organized it last year for NELTA puts in a word of caution:

Let your TA make it a bottom-up rather than a top-down. Let the local branches and chapters take the lead and the centre should support. By doing this, the branch will be heavily engaged and will also develop their own capacity.

References

Falcão A. & M. Szesztay (1988). *Developing an Association for Language Teachers An Introductory Handbook*. Lancaster University Centre for Research in Language Education, Second Edition, 1997, published by IATEFL.

Available for download from

http://associates.iatefl.org/resources/IATEFL%20TA%20Handbook_final.pdf

Gautam G.R.; A.Rehman; S.Rahim; U. Farooq (2010). *Comment on SPELT Travelling Conferences*. Personal communication by email

Chapter 9

Organising and running online events

Gavin Dudeney

1. Why offer an online component?

It's a plain fact that attending conferences costs money - for every person able to go (or sponsored to go) there are hundreds more who simply can't afford it, yet are in need of both professional development and the sense of support and collegiality that comes with shared professional development. For these people, an online component to any conference is a real opportunity to take part in - and benefit from - the event.

Online components also allow Teacher Associations (henceforth TAs) to reach other audiences and other parts of the profession, and this in turn may lead to wider interest in the TA, increased membership and - perhaps - more volunteers, contributions to publications, and so forth.

2. Online conference features

An online component to a conference doesn't necessarily need to be expensive or overly time-consuming. Many TAs will be aware of the large-scale project undertaken each year by the British Council and IATEFL to bring the IATEFL Annual Conference to a wider audience (IATEFL Online), but many other smaller-scale projects are undertaken each year by TAs around the world and each of them adds another layer of interaction and development to the traditional face-to-face event.

The IATEFL Online project usually has a team of over twenty people, broadcast-quality video, streamed plenary presentations, moderated forums, Twitter feeds and blogs, Flickr photo galleries and more, but a project of this scale is generally out of the budget of even the largest TA.

A more modest, yet no less fruitful, online event might be something akin to the online event coverage of the IATEFL BESIG (Business English Special Interest Group) Annual Conference in 2010 which saw a very small team uploading photos, video interviews with presenters and participants and streaming a small selection of talks. With a small team of volunteers and some inexpensive equipment, these kinds of online events are easy to set up and manage.

Here are some ideas of useful features for an online conference:

- **Text reporters**

Consider inviting a few of your TA members to dedicate their time to 'blogging' or producing text reports of sessions and events around the conference. It's useful if they can publish their text reports at regular intervals throughout the event. These reports could feature images and other forms of content such as audio and/or video.

- **Video**

Use a simple video camera (perhaps a Flip or similar), record interviews with participants and presenters and upload them to a free channel on YouTube. If money and equipment are available, record presentations and plenaries and make them available via the same channel. Live video is more expensive and problematic, as you do need access to a streaming video server in order for people to be able to watch live (low quality video can be broadcast using a service such as Ustream).

If you are thinking of incorporating video, you'll need to consider the audio quality. People generally won't tolerate poor audio quality. You may need to find a quiet room and give yourself enough time to test the microphones and recording equipment you have to ensure that the sound quality is the best you can achieve.

- **Images**
A couple of volunteers with digital cameras can easily get around the talks in a conference and take photos of speakers and audiences, as well as exhibition stands, social events, etc. These add to the feeling of 'being there' that online audiences enjoy.
- **Audio**
MP3 recorders can be used by speakers to record their own talks (even a mobile phone will work for this) which can then be uploaded along with PowerPoint slides and handouts for remote participants to download.
- **Backchannel**
Encouraging other participants to contribute to these resources can take the strain of producing all the content yourselves. Participants can be asked to blog and tweet presentations as well as upload their own digital photos and video content as they participate in the face-to-face event. Remember to establish a good tagging system for your event - every upload, tweet or blog post should carry this tag so that people can easily find the pertinent content. For the IATEFL Online conference we usually use a hashtag such as #iateflonline for these purposes.
- **Community**
Setting up a platform for your event (perhaps using Moodle, Drupal, Ning or similar) will allow you to integrate all these materials into one place, as well as add features such as discussion forums, blogs, etc. Giving remote participants the ability to discuss and comment on presentations significantly increases the feeling of involvement and development in such an online event.

These, then, are some ideas of the kind of content you can offer. For IATEFL Online, we offer all of the above, but even a small subset of these media will provide genuine developmental opportunities to your remote participants and give them a taste of your events. The 2010 IATEFL BESIG Annual Conference online component was entirely set up and run by a small team of four and still provided a very engaging and productive environment with many useful resources.

In addition to networking opportunities and resources, and the 'feel good' factor, a few more tangible 'benefits' out of IATEFL Online have been scholarships opportunities, book prizes, etc sponsored by publishers and ELT related institutions.

Let's look now at the team composition.

3. The team

Obviously your team needs will vary enormously depending on what you intend to offer, but here's a small rundown of the kinds of people you should be looking for:

- **Technical**
A project like this needs someone who knows the kinds of tools and platforms available and where to find them. Ideally you would find someone with experience of YouTube, Twitter, Ning and other similar 'Web 2.0' tools. This person will be responsible for setting up the basic platform and for helping the content providers upload and share the moments they capture during the event.
- **Content**
A small team of volunteers to capture content during the actual event. Look for a couple of photographers and someone with experience in video and audio recording and production. These don't have to be professionals, but simply people who know how to use the equipment and get a good shot or video of a talk or interview - the technical person can help them with post-production and uploading.
- **Presentation**
Here you need a couple of people who know the ELT profession well and are able to talk knowledgably to presenters and participants. You may want to record a selection of interviews with attendees - for presenters, try to get them talking about their field of interest and their presentation, whilst for participants, focus on what they've seen and found interesting at the conference, and their impressions of the venue, etc.

- **Community**
Try to engage all members of your TA in contributing to the online experience - if you have special interest groups (SIGs) you might like to think about setting up discussion forums for each and having your 'experts' moderate them. Ensure that everyone knows their way around the chosen platform and try to maximise engagement by facilitating interaction and real developmental opportunities around the conference themes and talks. Encourage Twitter users to tweet talks (using the chosen hashtag) and those with cameras, etc., to provide more tagged images for your event archive. Getting the message out and keeping it as simple as possible is the key here - and this brings us on to the planning and advertising part of the event...

4. Planning & advertising

You should aim to start the 'buzz' for the online event around two to three weeks before the actual conference. By this time you should have done the following things (choose those that suit the actual complexity of your project):

- **Set up an online platform for the event**
Ensure that the platform is branded with your TA logo (if you have one) and that the basic elements are in place: news, conference timetable, details of what will be available and how to find it when it is there, sections for audio, video, photos, etc. Decide on your hashtag/tags for the event and ensure everyone knows what they mean and how they work.
- **Add some initial content**
It's important to give people something to do in the run up to the live event - this might be moderated forums around particular areas, some initial video or photographic media to look at, initial reading for plenaries or talks, etc. Ensure that you have a small team to encourage early participation.
- **Advertise**
You can use all your normal channels of communication with your members, but you might also like to think about exploiting a

TA Twitter channel and mailing to lists such as ELTECs. Getting your message out will guarantee you a bigger audience and all the possible positive knock-ons of that in terms of membership, etc. Encourage bloggers in your TA to blog about the event. Provide downloadable banners and posters which can be displayed on blogs or put up in staffrooms.

- **Assemble your team**
Get your team together and brief them - make sure everyone knows what they are responsible for and what they are expected to produce. Also put together a 'chain of command' so that everyone knows what to do with their photos, videos or audio once they've captured them. Appoint an overall team leader.
- **Finalise the schedule**
Produce a schedule so that everyone knows where they are supposed to be at any point in the day, and what they're supposed to be doing.
- **Check equipment**
Ensure you have all the equipment you need: cameras, audio equipment, memory sticks, batteries, etc. Appoint someone to look after the equipment each day and make sure everything is ready at night for the next day. Check the venue for power sockets, etc. Knowing your venue is extremely important - check also for sound-proofing and other possible issues such as lighting, etc.

5. At the conference

It's important to feel relaxed once things are underway - inevitably some things will go wrong and materials will be lost in the chaos. Hold a daily briefing in the morning before each day starts and run over the schedule with everyone, reminding them what they have to do and when. Make sure everyone has the equipment they need and send them off to do their work. Ensure that the team leader is available and easily located throughout the day.

In terms of materials, it's important to deal with them as they come in - if you finish the live

event with a large collection of audio, video and photographic media to upload there is a very good chance that this will never happen as people return to their normal daily lives. Try to upload materials throughout the day and not to worry too much about editing and other post-production niceties. People will want to get to the online materials as soon as possible (this helps strengthen the feeling of really being involved), so aim to upload each day before the day ends.

Remember to remind participants at the conference about the online component, and constantly reiterate that they can play a part by sharing their thoughts (via their own blogs or Twitter), photos, etc. with the remote participants. Encouraging dialogue between those actually there and those viewing remotely can also make the event more fruitful for the online audience.

6. Post-conference

Once everyone has had a chance to relax after what will have been a hectic event, there will be an opportunity to add more content and invite others to interact with the online content. It's inevitable that some presentations/videos are collected towards the end of the event and have to be uploaded once the conference is over.

While the event is still fresh in people's minds, and once all the content is available, this might be an opportunity for a further round of communications. Maybe there will be an opportunity to create an online event (or webinar) around one particular thread or conference theme. Your TA members may be interested in continuing a discussion with a presenter after the event. You might be able to host this post-event discussion with an invited speaker as part of a blog or online discussion forum.

7. Live vs on demand

Gathering, organising and publishing online content during your event is challenging and will require a dedicated team. You may decide that you will focus on collecting content during the physical event and publish it online shortly after. Although this may not have the immediacy of the 'live' type of online conference, you'll find that this requires less resources, is more manageable and you'll still be able to invite people to interact around the material that presenters have contributed.

If you plan to invite presenters to contribute their presentation materials to your online coverage, you should approach them well in advance of the event. Provide a clear explanation of your online event and if you do plan to film them ask for their permission. Everyone should be given an opportunity to decline – some people just don't like being on camera.

IATEFL Online is going to be seven years old in 2011 and it only gets better every year. A word of thanks goes to ELT professionals across the world who have helped make it a very successful and looked forward to feature of IATEFL conference.

Keep an eye on ELTeCS¹ messages for the next dates and see you at IATEFL Online!

Appendix 1

Some feedback from IATEFL online participants

The online conference has been an extraordinary experience - we couldn't have dreamt this was possible when I was president of IATEFL, and central to the IATEFL mission. Harrogate Online - last year's online coverage turned the exclusive into the inclusive. It's nothing less than the democratisation of access to information.

Simon Greenall, past President
IATEFL, Oxford, UK

I had the spectacular chance to communicate with colleagues around the world. The richness of the conference lay in its diversity and free expression of specialized knowledge and experience.

Marcela Soledad Varela, EFL
Teacher, Santiago, Chile

What Cardiff Online does is provide free access to stunning plenaries and interviews – remarkable! Even in remote African regions, as long as there is connectivity and bandwidth, Cardiff Online can reach and include teachers who were previously excluded.

Dr. Bonny Norton, Professor
and Distinguished University Scholar,
Department of Language and Literacy
Education, University
of British Columbia, Canada

¹You can join ELTeCS at <http://www.teachingenglish.org.uk/eltecs> and visit IATEFL Online at <http://iatefl.britishcouncil.org/>

Chapter 10

Membership and conference database management

Robert J. Dickey

1. Introduction

Most of the information that follows is equally relevant to both general membership management and conference management. Where things differ, those will be shown in a special section on conference management towards the end of this chapter. Many organizations also incorporate “friends” (non-members) in their membership listings; this too will be presented in a separate section. This chapter presents both electronic data systems and more traditional recordkeeping, as many of the issues are identical.

There are a number of businesses and nonprofit organizations dedicated to development of management information systems in community and collegial service organizations, including membership and conference management. Many have free resources available in general subject areas as well as fee-for-service guides and consultancies. The initial needs assessment for each teachers’ association, however, can and should be done “in-house,” and this chapter is designed to help you both understand what you need and have available, as well as to access materials to assist in your organizational growth.

Most teacher associations can and should improve their membership management systems. One of the greatest mistakes any organization can make, however, is to spend money needlessly; a still greater mistake is to “invest” in technologies that are soon abandoned.

2. Garbage in, garbage out

The quality of the data in the system is critical to the ability for the organization to use the information productively. There are three aspects to this: obtaining good information, retaining and updating the information within an organized system, and producing meaningful “reports”. As with research studies, the design

of data collection is based on how you will use the information, so here we will first consider the types of most common reports. Later in this chapter we will discuss specific technologies. During the course of this chapter a general users’ awareness of email, the Internet, word processing, and computerized spreadsheets is assumed, but those who are less comfortable with computers can still get full value here. We do not assume that computerization is the answer to all problems.

3. Reports

There are numerous reports essential to successful and efficient management of membership organizations. Mailing labels and email lists are critical in terms of communicating effectively with members. Other common reports include membership tallies by region or specialization, lists of membership names, and perhaps statistical reports based on certain pieces of data collected to meet governmental requirements. There is no doubt that a computerized data system allows for more flexibility and ease in creating reports, but there are alternatives (see the section on data entry for a creative way to develop a mailing labels set without computers).

Mailing labels for newsletters/magazines and journals, as well as invitations to events, are the lifeblood of most teachers’ associations. While mailing requirements will differ nation to nation, the parts of an address are generally as shown in Figure 1.

While many organizations record member’s mailing information as a “whole” (e.g., a complete mailing label) or, each complete line of the label (e.g., City, Province, Postal Code), combining information in this way is not always best. The most obvious is when the membership list should be sorted geographically. In this case, postal code, province, and city each might be useful sort area, thus, they should be separate data fields.

Name of Member	
Employer Name <i>(if used)</i>	Rev. Gregori Stipilov, PhD
Building or Department <i>(if needed)</i>	St. Francis Missionary College
Street Address	Department of English
City, Province Postal Code	421 High Street
Country <i>(if needed)</i>	Kerch, Crimea 98327

Figure 1: Mailing Details

Imagine a typical computer spreadsheet, such as Microsoft Excel, or a list of member names with columns to the right of the names. Each row would include all the information for each member, and each column contains one field of data. In a computer, we can now sort members by city, by province, by postal code, or any combination of the three. Similarly, maintaining a separate field for family name allows the list to be sorted alphabetically by family name.

Some organizations simplify by simply using a special field for surname, but then leave the “Name” field consolidated. But consider the possibility of a more advanced “merge” function for personalized letters, whether via post or email. Personalized letters, such as including “Dear Rev. Stipilov”, are possible. “If-then” statements provide maximum flexibility for personalization, but that level of computer programming is beyond the scope of this chapter. We should also point out that additional fields cause the database to grow considerably, because every record will need to provide for this field, even if unused.

Microsoft Word and Excel are an effective combination in creating mailing labels from data lists, as Microsoft Word has a mail merge Wizard specific to creating mailing labels from Excel files. Other word processing programs, including the free-to-download OpenOffice suite also have mailing labels creation functions. Once the electronic “page” of labels has been created, printing is a new challenge. One can,

of course, print out on paper, cut individual labels, and glue to the mailing. Easier is the use of self-adhesive mailing labels, which can be inserted into a computer printer, or, inserted into a photocopier (be sure to buy the right kind of adhesive labels, as the wrong types can get jammed in your machines!).

Emails also can make use of merge functions. At the simplest level, this means copying the s column from an excel sheet into the BCC line of your favorite email program. (Note: use BCC so that members don’t see others’ email addresses; it eliminates improper use of your data). At a more advanced level, you can personalize the contents of the email message or attachments. Each member, for example, could see their membership ID number and membership expiration date as well as current postal address on file. While this level of functionality is not available in most email systems, there are free and inexpensive merge-email programs, such as WorldMerge, and this can be done in Microsoft Word alongside Microsoft Outlook.

Additional reports available through use of a computerized database may include general membership lists for management purposes (which may be sorted by any number of key details, including family name, geography, special interests, or employers), a membership directory book for members, a website list of member names or summary list for government documents, chapter or Special Interest Groups (SIGs) lists, an “experts” list... one can only

imagine other types of lists, but they all are based on information carefully recorded in unique data fields in the database.

Other “key” information types may include membership types (individual member, student member, retired, corporate, etc.), membership expiration date (where other than a uniform annual membership expiration date is available), fields of expertise, fields of interest, and past involvements.

One should always consider two other data fields: Privacy & Anonymity and “Mail-to”. While these are admittedly “western” notions, they are often appreciated in other lands as well. These may be “opt out” or “opt in” (the default settings), the issues are:

- **Anonymity** - Can we inform others of your membership? ; **Privacy** – Can we inform other members of your contact information? Settings: **A** (anonymous and private); **P** (private but not anonymous); **O** (OK to list)
- **Mail** – **H** (send to my Home Address on file); **W** (send to my Work Address on file); **X** (no postal mail please).

These fields allow the organisation to collect work and home information, which may be particularly useful for members who may shift jobs or homes, so that if the post is returned there is another option. Here, the H/W/X may determine how mailing labels are constructed. It also helps in compiling employer lists when members request mail sent to home. Of course, some members will opt to not provide all information. While these details may look extraneous to you now, the day will surely come when someone will suggest a report where the alternate address is useful, or some members would prefer to not be included on a public list. Local booksellers who support the organization may request an organization mailing list, and this is a good example of where some members may wish to be excluded from that list.

Telephone and fax numbers, as well as additional email addresses, are also very desirable inclusions to a membership database. We don’t sort lists by these measures, but these additional communications options can be important assets to the organization, particularly when time is of the essence.

4. Data entry

Members’ information can be entered into your recordkeeping system in one of two ways - by members, or by staff (who are presumably volunteers). The distinction is not based on computerization, as some organizations have developed a clever system where members write their postal address in a space which can be photocopied or cut away, and then affixed to a page of similar labels. This labels page is then photocopied. The remainder of the membership form is organized to meet the various needs of the organization, with usually family name at a top corner and some other key fact at the other top corner (e.g. geographic “chapter” or SIG).

Computerized data management is the more popular choice for the 21st century. While this has traditionally meant one or more volunteers typing the information from membership forms into the computer, there are also online opportunities for member self-entry available.

Membership forms are designed for simplicity in one of two ways: ease for the member (speed in completion, always a consideration, especially when done at conference registration tables!), or ease in transfer from the form to the computer. This may include advanced page-scanning software that allows a handwritten form to be entered into a computer database automatically, or organizing the page in the same structure as the database or special database entry form.

Online choices include the entry-form for your fully-online database, such as those included in no-cost content-management systems such as Drupal and Joomla which handle the full website and can even accept credit cards online, or simple webforms (e-forms) such as Soupermail that can be added to any website and refer the data from the completed forms to your email address or downloadable data file. (Note: “simple” is a relative term, it requires more technical expertise than this writer is comfortable with!) The same advanced technologies that drive online databases can also be used on a notebook computer.

Contrary to popular belief, FAX, the post, and the telephone are still used by some organizations to register conference and membership.

5. Updates, corrections and membership retention

While many organizations keep “membership recruitment & retention” as a separate function, I’ll suggest that membership data management has a responsibility here, one that can be addressed with little work and great creativity if working with a computerized data set.

1. Confirm through email each members’ data based on a merge-data email system so each individual member can see exactly what you have on file, but no others’ (see above).
2. Proofread the mailing labels periodically to look for typographical errors or other peculiarities, and fix not only the labels (pre-printing) but also remember to go back and fix the database entry!
3. Offer a free luggage tag (see Figure 2) to members each year. The tag includes the organizational logo (affinity branding) and their own postal address and phone number, based on the information in the database. With lamination pouches (not expensive) and a laminating machine (borrowed from a school) 300 tags can be done in a few hours.

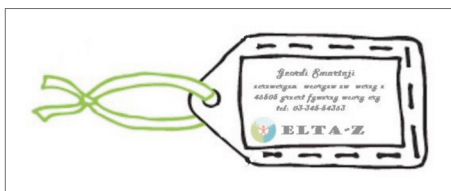


Figure 2: Luggage Tag

- Place the membership expiration date on the mailing label (see Figure 3), and include in every mailed publication a reminder to “check your membership expiration date”.

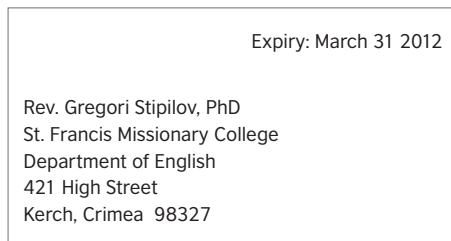


Figure 3: Upgraded Mailing Label

- Provide preliminary membership directories to leaders and have them take responsibility to telephone a portion of the total to confirm data (this works especially well when there are geographic chapters or special interest groups (SIGs) who will contact their own members). Not all members will be contacted, but it is a step in the right direction!

6. Spreadsheets vs database programs

Spreadsheet systems using programs such as Microsoft Excel or Open Office Calc are often adequate for smaller groups who keep less sophisticated data sets. The great advantage of spreadsheets is that nearly everyone has some familiarity with spreadsheets, and can quickly learn the needed functions, whereas databases have a tougher learning curve. There are add-on functionalities for both spreadsheets and databases that can increase the ease of generating reports or simplify data-entry – you may find a volunteer who can do these to meet your situation, or you can purchase some standardized “add-on” functions through the Internet. A US\$30 “lists merge-purge” add-on tool (Wizard) for Excel has saved this writer many hours where two lists had many “members” in common but each list had some unique fields and we wished to integrate the data with all fields for all members.

An advantage of a genuine database over the spreadsheet is that a spreadsheet uses memory far less efficiently. As the number of fields per record increases this results in significantly larger spreadsheet files: a database will ignore empty fields but a spreadsheet will not. Microsoft Access has been a popular database

during the 21st century because it is included in the Professional Suite of Microsoft Office. OpenOffice offers Base which is similar in many respects, free to download, and some would argue, a better and more sophisticated program than Access. There are also numerous database systems hosted on the internet at free, inexpensive, or more expensive service levels. We should point out here that not everyone needs to have the full database, since reports can be generated and data can be exported to spreadsheets for others’ use. Nowadays nearly every computer system can share data in either Excel (.XLS) or comma-delimited (.CSV) format.

A relational database can allow for even more information on members. Including their “special interests” and past conference presentations, for example, can be very useful in searching for “experts” but these don’t fit nicely into a spreadsheet – they increase the file size dramatically and are hard to locate without a proper database. A member’s history of membership renewals and conference attendance CAN fit in a spreadsheet, and is useful, but here again, a proper database software makes things much more efficient.

7. Conference data

In many organizations, conference registration does not include association membership. In these cases there are arguments against collecting full data from attendees who are not joining as members: the attendee may not see the need to provide such information (“just take my money and let me in”), and collecting full information takes more time and lengthens lines. Collecting full contact information allows the organization to inform these attendees of future conferences and events, which is a direct benefit to the attendees. For organizations that have extensive email communications, it may be easier to collect only email addresses and names. Some organizations have shifted between collecting more and less information from “mere attendees” over the past decade, based on input from attendees and a heightened use of email and the Internet.

Standing in conference lines (queues) it is easy for attendees to quickly scribble illegibly on a paper form, even when clipboards are provided to improve legibility. Some organizations take the expense and labor of setting up numerous computers that are either linked to the internet or a special intranet, which allows for attendees to type out the data. This strategy eliminates post-conference data entry work-loads as well as the illegible forms problem. However, it invariably slows the admission process because many people do not type quickly and/or don’t have all the required information at hand (such as their personal email address or home postal code). The benefits of attendee-inputted data, however, are significant, and a reason to consider webforms for conference pre-registration if not on-site (perhaps along with a significant discount for pre-registration).

Computerization also can allow for more professional-looking conference badges. This might be reserved for members and pre-registration at the conference if on-site registration is not computerized, but on the other hand, if all badges are printed this way, attendees will be less reluctant to offer their name, employer, and email address. This can be supplemented by various incentives listed in the conference program book and sent via email for attendees to complete a full application even if not becoming a member, so that various materials can be sent via post at a later date.

Post-conference surveys are a first sign to attendees that you are using their data appropriately. Online systems such as SurveyMonkey can send out individualized survey invitations which maintain the privacy of each email address. As the organization develops a reputation of responsible use of attendees’ data, it will become easier to collect that data.

8. “Friends”

There are some compelling arguments for maintaining information on non-members. One is that they may become members in the future; another is that they may be important figures that you have reason to keep informed of your activities even though you don't expect them to join. Too, we may add “past members” here – those who have, for one reason or another, allowed their memberships to lapse. In particular, when publicizing upcoming conferences and events, the mailing list would probably include past members and others who attended a conference in the past but did not join the association.

The key, however, is not to confuse dues-paying members with “friends.” The level of benefits provided to non-members is a topic for a different discussion, but using the membership expiration date is a simple way to recognize past-members from current members from non-members (friends).

9. Final points

Technology can be wonderful... until it fails. Dependency on a highly-expert data manager can lead to disaster if the organization loses this expertise. Without a “plan B” organizations should hesitate in taking major leaps with technology. That “plan B” may be far less desirable, but should be a realistic option. Paying a professional data manager an exorbitant monthly fee is not realistic for most organizations.

Everyone who has used computers has suffered from a loss of data. “Back up your data” is acknowledged in words, but too often, lacking in practice. Whether a hard-drive or system crash, a rainstorm, or the loss of the membership data manager, too many teachers' associations have suffered from the problem of needing to rebuild their membership list from scratch or too-old data. Electronic databases have the advantage of easy back-ups. The second step, however, is sending the back-up to a secondary location, such as one's own email account, several colleagues' email, and to permanent media (such as a CD-ROM) which is held by a different

officer. Back-ups should be done in both the computer program format and a more-generic format (such as CSV) which could be read by other computer systems, just in case. Data in online databases should be downloaded frequently (weekly) for the same reasons.

We assume here that your membership data and conference data is maintained by volunteers. It is not inappropriate to remind members of this fact, and encourage them to kindly inform the organization of their changes. It should not be expected that the organization can find “lost” members.

Each time the membership database is shared, even between officers, the sender should remind that the data is exclusively for member service, and no other use should be made of the data. This protects the organization from reproach should data somehow be used inappropriately. Where mass emails are sent and a merge (individual emails) system is not used, the BCC function should be used so that no member can find other members' email addresses.

Sharing data can lead to erroneous assumptions about the validity and “currentness” (currency) of the data. Several simple guidelines will help resolve these issues:

1. One person is responsible for all entries and deletions from the database – if s/he has assistants, the “chief” needs a log to confirm who has done what (and why, if necessary). If a team is doing mass inputs, once an input file has been integrated into the whole, the input file(s) should be archived, and not used as a working file.
2. As much as possible, data should come from the source. Each time a file is sent from a recipient to a new recipient, there are new opportunities for data corruption. Think of this as “generations away from the source.” A three-day inconvenient delay is the price we sometimes have to pay to ensure reliable data – one wrong mailing can destroy the organization's credibility! (Plan ahead; define your needs in advance!)

3. Include the file creation date as part of the file name, e.g., “TEFLZ-members-20110901.xls” (yearmonthday, two digits for months). Give every standard report the same name, place in the same folder, and you will see these files organized in proper date order, regardless of when received or re-saved.
4. For printed mailing labels, be sure that the creation date is included on each page, and indicate the total number of pages in the set on each page (e.g. “page 3 of 14”)

In the ideal case, your membership data manager will stay on the job for years, and be as protective of the data as a mother hen. This may cause some minor inconveniences for other members of the executive leadership, but over time, all will see that membership and conference data is among the organizations most precious of assets.

Chapter 11

Publicity and public relations

Silvija Andernovics

1. Introduction

Most of our Associations were established with the active encouragement of the British Council (BC), USIS (United States Information Service, now the State Department), the Soros or Open Society Foundation or some other similar organisation. Some were also set up by either committed expatriate teachers and/or in conjunction with a dedicated group of local ELT professionals. Generally speaking, all our organisations were founded to serve a certain group of people i.e. teachers of English, be they in the primary, secondary or tertiary field. The overarching aim was to provide ELT teachers with an organisation, which would connect them professionally with their colleagues nationally as well as with other countries through membership of larger umbrella organisations such as IATEFL or TESOL, and also to provide a context for continuing professional development.

Most of our organisations are very self-contained; that is, we know who our members are and what our aims are e.g. organising an annual conference or providing our members with a regular newsletter. We also tend to interact with other organisations that know who we are i.e. the BC or the State Department or Ministries of Education or course book publishers. I remember once telling a salesperson from a telephone directory company, that LATE (Latvian Association of Teachers of English) did not need to be in the directory because we actually served a very select group of people who knew how to find us. Though money was an issue at the time, my response, in hindsight, was extremely shortsighted. Why? Our Associations are so used to preaching to the choir, that we have forgotten or don't really feel that we need to 'sell' ourselves in any way and this is a huge mistake. Coupled with the fact that most ELT teachers would consider publicity and public relations (PR) as the domain of the business world and that they are not business people

means that these two very important areas are often severely neglected by our organisations. Again, a big mistake. Ask yourselves: do all the teachers of English in any country know about us and what we represent and do?

In this chapter, I am going to be looking at the areas of publicity and advertising and PR; what we mean by them and give some examples and tips, which might help us to improve these aspects in our Associations.

2. First step

Firstly, as an association you need to consider what it is that you want to achieve and to reach. Sporadic updates to the webpage or bulk emails are not evidence of a well-thought-out and planned strategy regarding communication with members or the public at large. There are several fundamental questions which need to be considered:

- Who do we want to communicate with or to inform?
- Why?
- What do we want our members and stakeholders to know about us?
- What do we *think* that they would like to hear about from us?

Once you have seriously considered the above then you will need to formulate the *message* that you want to convey and then to develop a *strategy*. This will then also include the *methods* and *tactics* and the *channels* or means that you will use to effectively reach and involve your audience.

When this step has been decided, then you can devise a monthly calendar identifying which 'communicative' events you will do each month. This continuity is extremely important for maintaining a consistent public profile.

3. Publicity

*(I will **not** be addressing the issue of membership solicitations)*

Technically, publicity refers to the **free** mention of an organisation in the media either print or electronic. For example, the opinion of the Association is quoted in an article dealing with proposed changes in the Year 12 National English exam in a national daily or magazine dealing specifically with education, or there is a short description of the upcoming national conference in the Ministry of Education's monthly electronic bulletin to schools. Perhaps you have uploaded a workshop presentation on YouTube or TeacherTube. Perhaps your Association has a presence on one of the many social networking sites. In the above examples, your Association has a public profile, but one which you did not have to pay for. In the current global financial situation, this is an important consideration. Of course, the drawback is that being free, we are not always able to control what is printed or said about us. Reports on national conferences or workshops are often not deemed 'newsworthy' i.e. they are not interesting or exciting enough to warrant reflection in the media. But we have to strive to cultivate journalists who specialize in writing about education to bring us into the public eye. As well, our web pages also have to consistently reflect our activities.

Flyers posted on school/professional learning centre notice boards; competitions, public radio and TV advertisements might also be worth considering.

An integral part of publicity is **advertising**, which usually means paying for that product or service to be promoted to either existing clientele or to a wider audience. This is a more familiar area to most of us. When we need to **promote** the conference or workshop i.e. to keep the idea alive in the minds of teachers of English and to encourage their participation in these events, we employ on-going advertising and publicity. We might advertise our conferences by sending out electronic and snail mail flyers, printing signs and posters, talking to teachers, using publishers' mailing lists or even paying for brochures to be printed or for advertisements in the press or on TV or the radio.

Many of our organisations also have utilized on-going direct advertising gimmicks. A few years ago at Associates Day, APPI (Associação Portuguesa de Professores de Inglês) distributed bright yellow baseball caps with their logo. Many of us have t-shirts, pens, rulers or bookmarks with our logos, name and perhaps contact details. If we are paying money to have these items printed, then we need to think very carefully about the purpose and usefulness of these items i.e. will they be cost-effective? Do we need yet another t-shirt or is perhaps a small wallet calendar of more use. For a few years, LATE distributed these little pocket calendars to members when they renewed their membership. Teachers really seemed to like them. Or, is perhaps a mouse-pad a more modern and effective way of keeping the Association in the mind's eye rather than a bookmark?. One very useful item is a key ring with a supermarket trolley token on it. How many times do we ferret round in our purses, searching for the right coin? The token is always there, saving time and alleviating frustration. Or, maybe a coffee mug with a catchy slogan and our name and contact details is going to be a more successful item?

So, there are a number of factors to consider. Do we need these promotional advertising materials? After all, they do cost quite a lot of money to produce. Are they just for Association members or are they also meant for a wider audience? What purpose will they serve? How appropriate are they in your cultural context? If your teachers lack resources, perhaps a small stress ball, which can be used as a teaching resource, or an irregular verb pinwheel will be of more use than a key ring or a mug? Does the Association need any 'official' souvenirs for the Ministry or publishers or visiting speakers? These could include a good quality pen, a document bag or an ecologically made bag, which can be used everyday for shopping. All these are more expensive items, so we need to think about why we would want, or need to have them. In Central and Eastern Europe and in some Asian or Middle Eastern contexts for example, gift giving is an important part of the introduction process, so souvenirs of this type are expected.

4. Communication plan/manual

How many Associations have a Communication Plan or a member on their Board who deals with communication, publicity and PR? Perhaps only a few, but it is an idea certainly worth considering. A good model to look at is the one created by Bethany Cagnol, TESOL-FRANCE President and former Communications Officer, available at www.tesol-france.org. Rather than having a list of names and organisations, which reside in someone's head, Bethany listed all the organisations and agencies, which could be approached in order to publicise events run by TESOL France. Sometimes the arrangement is reciprocal. A plan such as this is very useful as it is easily accessible to the next Board, therefore it saves time and perhaps more importantly it ensures continuity and can always be amended with ease. For each conference or event, the wheel does not have to be re-invented. Perhaps something similar can become a part of the official documentation of your Association?

I would like to present now a brief case study about Korea TESOL (KOTESOL) in a country, which is essentially 'English mad!'. One way of alerting new English teachers about the organisation is that some regional immigration offices have allowed an information poster about the organisation to be put up. The quarterly newsletter, which members are encouraged to share with their peers in universities and other educational institutions has also proved to be a valuable informative tool. Regional offices of education have also been used to publicise events, though sometimes with limited success. Individual KOTESOL members, publicising specific events among their colleagues seems to have had far greater success. English language newspaper community bulletin boards are used for posting short messages for free and blogs and teacher websites are also used to good effect. If a newspaper writes a 'feature article' about KOTESOL, then they would expect advertising in the newsletter in return, or their name as a co-partner/host of the event and the opportunity to give away sample copies of their newspapers and to solicit subscriptions during the event. Of course, the BC, the US

Embassy and the Australian Embassy help to publicise events as well. Publishers' mailing lists and links to websites have also proved to be very effective. Also, events posters are placed in areas where teachers are known to congregate e.g. book shop windows. They also have a selection of t-shirts, mugs, etc for sale as well. Their September issue of the newsletter has a glossy colour back cover advertising the conference, which members are encouraged to detach and to put up in their work places as an advertisement for the event.

Membership bulletins have been produced from time to time. (I am indebted to Robert J. Dickey for providing a very exhaustive overview of how KOTESOL handles publicity.)

In this modern age, websites, and having a presence on Facebook and Twitter are accepted as a normal occurrence. As I heard one person say at a conference recently, if you are not on the Internet, then you do not exist! At the same time, media specialists will tell you that if you do not have any substance or anything of interest on your website, then no matter how sophisticated it might be, it will not generate any traffic. Forums and discussion boards only work if there is a person in the Association who is dedicated to moderating and maintaining these areas on a regular basis. If you have trouble getting copy for your newsletter, then you will experience the same problems with your website. You also need to remember that there could be additional costs involved in having a cyber presence. We need to be known, but we always need to assess how costly, time effective and successful these measures will be.

There is a tendency to get overly enthusiastic about the Internet and its possibilities, but the basic tenet holds true: no content, no interest!

5. Public relations

PR is a slightly less tangible idea and involves a more conscious effort on the part of the Board and members. One definition of PR could be that they are on-going activities, which ensure that the Association has a strong public image. PR activities include helping the public to understand the Association and what it has

to offer. Often these activities are conducted through the media, but not always. PR is about satisfying the needs of the **stakeholders**, be they the members or the British Council or the Ministry or the publishers, etc. These stakeholders have all a vested interest in what the Association does. We are interested as an Association in developing win-win situations for all concerned. We should be dedicated to making sure that the stakeholders are **engaged** i.e. involved in our activities and projects. We should be involved in **relationship building**.

When we are involved in PR, we conduct needs analysis in order to anticipate, analyse and interpret the opinions and views of our stakeholders. We need to decide which of our stakeholders are the most important and who we want to target at any given moment. Is it always the members or are the donors of cash, speakers for conferences, books or prizes of more immediate importance? We need to anticipate whether planned events will have a positive or negative impact and how we might circumvent the negative. In order to ensure that the Association always projects a positive image, there needs to be good communication and consultation with all members of the Board as well as with the other members of the Association. People need to feel that their ideas will be listened to and implemented where practicable.

For PR to develop effectively, the members of the Association, especially of the Board, have to feel and understand that they have to **promote** and **represent** the Association to their colleagues and to the members of the public at large. This is often a stumbling block as at LATE we have found that Board members often seem to have difficulty in promoting the Association. Their first allegiance is to the school or educational institution in which they work, and not to an NGO.

At LATE, a lot of my time has been spent in relationship building e.g. sitting on committees, attending meetings and running workshops at the Ministry, judging contests for publishers or for our other donor organisations. I have billeted sales representatives, had speakers to dinner, and taken them sightseeing. I have recommended teachers for jobs and exchange programmes and for participation in various

national and international level projects as well as encouraging them to apply for scholarships and writing them letters of recommendation.

Some of this work, of course, is what an Association (and especially its president!) should be doing for its members and other stakeholders. But, I have also done a lot of these things because I like doing them. I have always been conscious that this relationship building is very important for the image of the Association and the hard work has paid off. Other Board members have also volunteered for extra tasks for the good of the Association. For many years, LATE had Peace Corps, Soros Foundation and State Department volunteers seconded to it, which meant that we were able to run regular extensive professional development courses for teachers all over the country. This helped to enhance our profile and to generate additional income.

One of the major pitfalls though, has been that often the PR work has been within this fairly close ELT circle, and not enough attention has been paid to promoting the Association to the general public. Lately, I have come across a number of teachers of English who have either not heard of LATE or have only vaguely heard of it and do not really know what we do. We need to be aware that this promotion and relationship building is a never-ending task. For many years, LATE had a leaflet, which outlined all the benefits that membership brought, but it is a long time since we have had a look at this and it is time to revise and bring this document to the forefront, and not just for the membership.

I add this also, as a commentary on the fact that the Association President is an important figurehead. While one would like to say that the **Board** of an Association is the main decision maker and decider of the public face, realistically, in many countries, it is the president who has a huge public presence.

It must also be pointed out that the majority (though not all) of these publicity and PR ideas have been generated by expatriates. This means that Associations need to look very carefully at how suitable some of the measures outlined would be in their **cultural** context. Unfortunately, there is no blueprint or template, which fits all needs. But what is essential is

that we must never become complacent. We must always concentrate on publicising, advertising and promoting our Associations in whatever way we can, so that people (not just teachers of English) know who we are.

PS

Above all, do not forget the 'thank you' notes to your sponsors or well-wishers! These should preferably be sent by post on official Association letterhead or in the extreme by email! The acknowledgment and 'thank you' of services rendered are critical. Good manners are always in fashion!

Chapter 12

Community outreach

Bethany Cagnol and Jarosław Kawalek

1. Introduction

At the heart of ELT associations we can find volunteers with a natural desire to contribute to the local community. Associations traditionally provide affordable, and even free, professional development to its members and affiliates with international organizations such as IATEFL or TESOL. This article highlights ideas for going further, from starting up a community outreach program using the resources available to your association to developing a program that will be beneficial to everyone involved.

2. Definition of community outreach

Following the study of several international programs, the main reasons for setting up outreach programs we found are: charitable giving, membership growth, promoting volunteerism, and building partnerships. Therefore, your team can choose to focus on an ELT-targeted definition of community outreach or go beyond the scope of the field.

As the California Teachers Association (2010) recommends, when your committee discusses outreach for the first time you should share your interest in this initiative, talk about your personal and collective commitment, list your expectations and discuss the association's overall goals for reaching out locally. But this also means taking a realistic look at the resources available to you including manpower, time, space restrictions, media links and technological know-how.

One first step could be to ask if your association can fulfill a need in your community. For example, the local newspaper may have recently reported on illiteracy issues in the

region. Some of your members may choose to help combat illiteracy and provide classes, on a volunteer basis, to those in need all the while representing the association.

Another approach to defining outreach is to start from your members' resources. If many teach in secondary schools, with your help they could set up spelling bees¹ which would promote reading and vocabulary skills and get local children involved.

Pairing up with other organizations (e.g. parent volunteer programs, corporate links, other teacher associations, etc.) is another approach your team can look into. Here you would have the added benefit of sharing the responsibility and the rewards.

3. Community outreach examples

With the help of resources from both IATEFL and TESOL, we have provided a non-exhaustive list below of community outreach initiatives your association can take on. We also encourage you to be innovative.

- Run free workshops and information sessions (e.g. debates, open forums, round table discussions, etc.) that are of use to teachers, students and parents in the community.
- Reach out to language schools and offer to hold Swap Shops² for their teachers.
- Organize spelling bees with local schools to get community children involved.
- Open the association's doors to teachers of other languages and/or education sectors and involve them in your events and conferences.

¹A competition where contestants, usually children, are asked to spell words.

²Workshops where teachers can share and exchange classroom activities and ideas tied to a specific theme.

- Host events with the Ministry of Education, political leaders, the school board, parents and students to encourage dialogue and find solutions to current issues related to education.
- Create free course materials, either printed or online, for young learners in local schools.
- Run drives to which citizens donate books and supplies to illiteracy associations, prisons, and/or families in need.
- Designate a portion of the annual budget towards membership, conference scholarships and/or grants for teachers who make a difference in the community.
- Consider hiring low-income high school and/or university students as interns to help them obtain job skills and experience.
- Reach out beyond your boarders by setting up a free conference online. One such example is the Reform Symposium (Terrell, 2010).
- Following a local or national event (e.g. a natural disaster) consider banding your members together to help those in need.
- Foster accountability by getting those who have received assistance in the past involved in your association's events or cause.

4. Challenges

While setting up a successful community outreach branch of your association can be quite rewarding, it also requires a great deal of time and commitment. As with any project run by volunteers, the challenges may include:

- Finding committed people who want to make a difference in their community, to volunteer and are prepared to work hard, stay focused on the mission and keep it up-to-date
- Staying organized
- Maintaining communication between those involved in the outreach goals and the association's executive committee
- Avoiding discouragement if and when things take time to set up and/or don't go according to plan

- Keeping a budget and list of expenditures and making sure it doesn't jeopardize the financial stability of the rest of the association
- Keeping in touch with those you will reach out to and those you have helped in the past.

In order to stay focused, Hibbets (2010) stresses the importance of doing what works for *your* community and not taking on more than your association can handle.

5. Rewards

Organizations, both non- and for-profit are aware of the many benefits that accrue when communities are the focus of outreach goals. Positive results include an enhanced "brand" image, greater interest among residents in working with or becoming members of your association, improved quality of life in surrounding areas and the opportunity to exchange and share community resources (Marquardt, 2002).

Many teacher associations rely on regional and national member fidelity, so a good reputation and being seen as an active part of a community positively reaffirms your association's identity and image. Professional looking newsletters and conferences will surely make a good impression, but taking action within the community will have long-term, beneficial effects on your association. Local generosity can also make recruiting and retaining executive committee members easier; a genuine by-product of participating toward your cause is expanding one's personal and professional development.

Outreach programs can also help build relationships with other associations and provide additional financial help and manpower when carrying out projects. TESOL Inc., for example, has set up a system of "Linkages" which are proposed and maintained by a team consisting of the Immediate Past President, the Director serving as Past President, and the Executive Director. The team may also appoint other members to connect TESOL with other associations/organizations (see: *Official TESOL Linkages, 2007* and *TESOL Community Outreach, 2007*).

You could even consider teaming up with local for-profit companies wishing to make a difference in education. Recent studies show that there are measurable positive effects on employees when placed in voluntary positions (Hampson, 2010). The employees gained valuable skills and returned to work energized and enthused. The associations that participated benefited from wide-ranging corporate expertise and increased productivity within the realm of the association's outreach endeavors.

6. Community outreach essentials

Once your association has established an outreach action plan, there are some best practices that you and your team should consider. For example, be patient; these programs often take time to build and maintain. Be ready to evaluate and re-evaluate the value of these initiatives for the community. Be optimistic; while your own committee might be stretched thin, don't shy away from involving other organizations to help start up, fund and organize outreach projects. And don't let the borders of your neighborhood limit you; have local leaders work together and share information between communities. Focus a portion of your newsletter, website and/or blog on community outreach or teachers who participate or teach as volunteers. Applaud them! Keep the memories alive and put the spotlight on those who make a difference.

7. Conclusion

Outreach work is beneficial to both the recipients of the resources and services as well as to those who volunteer their time and efforts to a worthy cause. Remember, every community and association is unique. Start small and see what works for you and your team. If done right, everyone involved and the community will reap the rewards of a job well done.

References

- California Teachers Outreach. (2009). Retrieved on 26 August 2010 from <http://www.cta.org/Parents-and-Community/Community-Outreach/Index.aspx>
- Hampson, L. (2010). *Improve Brand Identity and Brand Image Through Community Action*. Retrieved on 27 August 2010 from <http://corporate-citizens.suite101.com/article.cfm/improve-brand-identity-and-brand-image-through-community-action#ixzz0wzV5fXGu>
- Hibbets, J. (2010). *Best Practices and Tips on Building Community Outreach*. Retrieved on 26 August 2010 from <http://lineberry.org/blogs/2010/04/29/best-practices-and-tips-on-building-community-outreach>
- Marquardt, M. (2002). *Building a Learning Organization*. Davies-Black Publishing. Palo Alto, CA. Official TESOL Linkages. (2007). Retrieved on 28 August 2010 from http://www.tesol.org/s_tesol/sec_document.asp?CID=620&DID=276
- Terrell, S. (2010). *6 Reasons to Attend the #RSCON10 Free E-Conference*. Retrieved on 28 August 2010 from <http://teacherbootcamp.edublogs.org/2010/07/26/6-reasons-to-attend-the-rscon10-free-e-conference-fri-730-81/>
- TESOL Inc Community Outreach Documents. (2007). Retrieved on 28 August 2010 from http://www.tesol.org/s_tesol/seccss.asp?CID=238&DID=1710

Chapter 13

Creating and running new TA branches

George Pickering

1. Introduction

Many teacher associations (TAs) are founded in the capital or in one of the largest cities of a country or a region. As the TA reaches out to more and more teachers it is faced with the challenge of meeting the needs of teachers who work in different contexts and geographical locations. One way of increasing the effectiveness and reach of teacher associations is to establish branches or chapters which are based in particular cities, towns or regions.

2. Benefits of branches

Branches, or chapters, as they are also called:

- Help TAs reach disadvantaged areas and allow teachers to attend events they would not be able to go to if they were held elsewhere;
- Increase the membership of TAs;
- Increase the pool of TA leadership and help identify future central TA leaders;
- Enable TAs to put on more events and provide other membership benefits;
- Ensure that TA activities are relevant to teachers in diverse social and cultural contexts.

3. Principles for establishing and sustaining effective branches

Many of the factors necessary for establishing and sustaining effective branches are similar to those required to make TAs effective in general. The sections below are designed to guide anyone planning to set up a branch. At the end of this section a table (Fig. 1) is included to highlight the main issues discussed.

3.1. Clear purpose and aims

Branches need to clear what their aims are, whether they are identical to those of the whole TA or different to some extent to meet local needs. It is also useful to be realistic about what you can offer teachers and what is not possible given the finite resources of the branch.

3.2. Core leadership group

Ideally branches should have post holders for all of the major functions, e.g. president, vice-president, finance, membership, marketing, events, website editor and newsletter editor.

It is absolutely vital that branches do not become over-reliant on particular individuals and that there are people willing and able to carry out the most important functions.

3.3. Team approach

Branches work best when the volunteer leaders adopt a team approach. Core groups need to be clear about the best way of communicating with each other e.g. through meetings, emails, Skype, face to face, etc.

It is also important to consider the social aspects of the group, as well as how particular tasks are going to be carried out.

3.4. Clear strategy based on needs

Branches need to have a clear idea about what the needs are of the teachers that they are seeking to serve. They also need to be realistic about what they can provide, then look for opportunities and prioritise what they want to achieve over a particular time period.

3.5. Effective marketing and communications

Branches need to use the available and appropriate resources to communicate with their members. In some contexts it may be easier to communicate through text messages and mobile phone calls than through websites or newsletters.

Branches should pay attention to obtaining feedback from their members and potential members, not only about their needs, but also about their satisfaction with workshops and activities provided to them.

It is also useful for branches to be clear about who might be local sponsors or partners regarding events and services.

3.6. Appropriate funding model

Funding models for TAs and their branches vary tremendously. It is important to give some attention to whether the major sources of income are going to be membership fees, surpluses on events, sponsorship or through advertising. Many branches do not receive funds from sponsors, but goods in kind, e.g. free use of premises, food and drinks, etc.

3.7. Effective action plans

Having agreed on your priorities and activities for a particular time period, it is important that responsibilities are assigned to individuals,

resources are allocated, and completion dates are established.

3.8. Proper Evaluation

Branches need to be clear about how they are going to measure their effectiveness. Will it be based on increase in membership, member satisfaction, surplus income or improvements in services from one year to the next?

3.9. Relations with the rest of the TA

It is useful to establish at the outset how branches are going to communicate with the central TA. Possible channels of communication include branches writing an annual report about their activities over the year and for branch representatives to meet up at the TA's annual conference. The central TA should make it clear to branches in writing the level of support it can offer them and how TA funds will be divided between the two parties.

Branch Checklist

The questions in the section below are designed to guide anyone planning to set up a TA branch.

1. Clear purpose and aims

- What are our aims and values?
- What are we going to do and what are we not going to do?
- What can we afford to do?

2. Core leadership group

- What functions do we need to cover?
- What is the minimum size of the core leadership group e.g. president, vice-president, finance, membership and marketing, events, website editor and newsletter editor?

3. Team approach

- How is the core group going to work together?
- How are they going to communicate with each other?

4. Clear strategy based on needs

- What is the current situation for teachers regarding training and networking opportunities? What do teachers need?
- What contribution can we make to meeting their needs?
- What opportunities are available to us?
- What are the key projects that we need to carry out NOW?

5. Effective marketing and communications strategy

- How are we going to communicate with members?
- How are we going to inform them of our existence and activities?
- How are we going to get feedback from them?
- How are we going to communicate with other stakeholders? e.g. sponsors?
- What key messages do we want get across to different stakeholders?

6. Appropriate funding model

- Where are we going to get our funds and resources from?
- Membership fees? Surpluses on events? Sponsorship? Advertising?

7. Effective action plans

- Who is going to do what, with what and by when?

8. Proper Evaluation

- How are we going to evaluate our effectiveness?
- What has worked well?
- What do we need to improve on?

9. Relations with the rest of the TA

- How are we going to communicate with the rest of the TA?
- What support can we expect from the central TA?
- What percentage of any membership fee goes to the branch and how much goes to the central TA?

Fig. 1. Branch Checklist

4. How to set up a new branch

There are lots of different ways to establish a branch, but the list below includes many of the necessary stages.

1. Provide information to new or potential branch volunteer leaders about possible branch aims and activities.
2. Create a leadership group.
3. Provide inductions to the leadership groups and give them a branch handbook.
4. Hold a signature event to launch the branch and find out more about the needs of local teachers.
5. Create a branch plan.
6. Embed procedures and services of the chapter (e.g. regular meetings, events, newsletters).
7. Monitor the effectiveness of the branch.

5. Procedures required

If you fail to plan, you plan to fail

In order to help members to set up branches, TAs should:

- Conduct induction programmes for new leaders;
- Create a branch manual/handbook, which includes information about leadership roles and responsibilities, how to run workshops, how to edit newsletters, communication with members, finance, etc.

6. Conclusion

***If you travel alone you travel faster,
but if you travel with friends you
travel further*** (African proverb)

Branches can help TAs to reach countless teachers who cannot attend their main annual conference, many of whom are working in challenging contexts with limited resources. The challenges of setting up branches should not be underestimated, but neither should the rewards. Branches can ensure that disadvantaged teachers receive the support, help and encouragement that they deserve and often would not otherwise receive.

Appendix 1 Contributors' Biodata



Ana d'Almeida

ana.dalmeida@theconsultants-e.com

Ana lives in sunny Recife, where she works online for The Consultants-E, British Council and Cultura Inglesa Sergipe. Work includes online materials development, tutoring and admin. Ana also works part-time at Colegio DAMAS where she co-ordinates a high school programme in partnership with Texas Tech University. She holds a BA in Portuguese and English, an MA in Cognitive Psychology, and another in International Education Management, and several online qualifications in eLearning. Ana co-edited the 2006 edition of The IATEFL Teacher Association Handbook. And in her free time, she enjoys her Kindle, family, friends, films, cats, her iPhone, and coffee!



Silvija Andernovics

andys@latnet.lv

Silvija Andernovics is an Australian/Latvian who has been involved in ELT in Latvia for some 20 years. She has been President of LATE (Latvian Association of Teachers of English) for far too long and lives in hope of being deposed. Professional and personal interests are very eclectic, and include travel and intercultural communication, writing and a passion for reading.



Amna Mohammed Bedri

mnambedri@hotmail.com

Dr. Amna Mohammed Bedri is an Assistant Professor at Ahfad University for Women in Omdurman (Sudan). She has been teaching English for 25 years in schools and universities in Sudan and abroad and has been Head of the English Language Unit for eight years. Now she coordinates postgraduate studies, supervises undergraduate and postgraduate students on teaching practice and teaches TEFL courses.

Amna has also published research material in the area of Education and Girls' Education besides co-editing a book on the same topic. She established the National Council for Child Welfare and is a Regional Consultant for UNICEF and UNESCO. She helped establish and is now President of the Association for Sudanese Teachers of English Language since 2007.



Bethany Cagnol

bethany@cagnol.com

Bethany Cagnol has an MA in TEFL from the University of London Institute in Paris and is a freelance Language Trainer. She has been President of TESOL France, spoken at IATEFL conferences and written for various publishers.



Michael Carrier

michael.carrier@britishcouncil.org

Michael Carrier is Head English Language Innovation for the British Council. He has been involved in ELT for over 25 years as a teacher, trainer, author, school director and network director. He has worked in Germany, Italy, Poland, UK, USA and lectured worldwide.

He was formerly Director of Eurocentres in Washington D.C., and CEO of the International House World network.

He is currently serving on the boards of EAQUALS, ELT Journal, and The International Research Foundation.

His special interest is the application of technology to ELT and he is Technology Editor of Modern English Teacher.



Marisa Constantinides

info@celt.edu.gr

Marisa Constantinides (Dip.RSA, M.A. App Ling) is the Director of CELT Athens, an Authorised Teaching Awards Centre in Greece offering Cambridge CELTA, DELTA, as well as a wide range of other Teacher Development programmes, face-to-face and online. Marisa has published materials for children, advanced learners, and numerous articles on TEFL, Language, Linguistics and Education. She is a member of IATEFL and an active ELT blogger and Twitter user (moderator of #ELTchat).

Blogs: "TEFL Matters" at <http://marisaconstantinides.edublogs.org/>

"Teaching & Learning Foreign Languages" at <http://celtathens.wordpress.com/>

Website: <http://www.celt.edu.gr/>

Twitter Handle: @Marisa_C



Robert J. Dickey

rjdickey@content-english.org

Robert J. Dickey has been a teacher of English in Korea since 1994. Earlier in life he was a nonprofit service organisations administrator in California, serving in a variety of roles for several agencies, including that of executive director (CEO). He has served in a variety of leadership roles in various teacher societies, including as president of Korea TESOL (KOTESOL). Robert completed the CTEFLA at International House (Hastings, UK) in 1996 and is completing his MA-TESL thesis. He also holds Master of Public Administration and Juris Doctor (Law) degrees.



Gavin Dudeney

gavin.dudeney@theconsultants-e.com

Gavin is Honorary Secretary of IATEFL and has also been Coordinator of the IATEFL Learning Technologies Special Interest Group (LTechs SIG) as well as its Journal Editor. Gavin co-runs an online training and development consultancy specialising in teacher development in the use of technologies in teaching and training. He is author of *The Internet & The Language Classroom* and coauthor of *How To Teach English with Technology*.



Susana Gómez

email: susanag@fing.uva.es

Susana Gómez (MA, PhD Applied Linguistics) is a lecturer in English and ELT at the University of Valladolid in Spain.

She is the Director of Publications of TESOL-SPAIN Newsletter, a member of the Board of TESOL-SPAIN, a member of TESOL International Standing Committee and she works as a reviewer for TESOL Journal and The Asian EFL Journal.

She is a regular speaker at ESL conferences and has given over seventy presentations all around the world. She has also participated in several research projects and is a frequent contributor to newsletters, books and specialised journals on SLA and EFL methodology.



Simon Greenall

simon.greenall@btconnect.com

Simon Greenall is a textbook writer and a past President of IATEFL. Among his publications are *Reward* (Macmillan), *People Like Us* (Macmillan), *Language to Go* (Pearson), *New Standard English for Chinese junior and senior schools*, and *New Standard College English for universities in China* (Foreign Languages Teaching and Research Press, Beijing). He also works as an advisor for *English for Palestine*, the textbook series used in Palestinian schools. He has given presentations in over forty-five countries.



Sara Hannam

hannam@city.academic.gr

Sara is the Director of the English Unit at City College, Faculty of the University of Sheffield, Thessaloniki, Greece. She is also a sessional teacher trainer at the Aristotle University of Thessaloniki. She was the Vice Chair of TESOL Northern Greece (2003-5) and the Associates' Representative for IATEFL (2006-9). Sara blogs at Critical Mass ELT and is currently completing her PhD with Sheffield University on the use of English in Serbia. She is interested in web 2.0 technology and language education. Sara has a regular column in IATEFL Voices ELT under the microscope.



Amy Diederich Jost

Amy_Jost@gmx.de

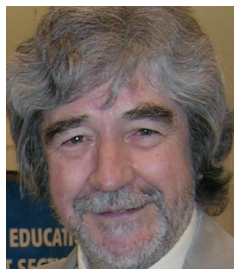
Amy has an American passport, but has spent much of her adult life abroad. She has lived and taught English in four countries including Switzerland, where she resides at the time of print. Her background is in linguistics with a Bachelor of Arts from Indiana University. Most people would not associate that rural environment with foreign languages, but Amy found her niche there, having been fascinated with languages since she was young. She considers it a privilege that she has taught ESL and EFL for so long. She is a big fan of ETAS, the Swiss IATEFL Associate, and IATEFL and eagerly awaits the conference every year.



Jarosław Kawałek

jkawalek@univ.rzeszow.pl

Jarosław Kawałek, IATEFL Poland's past President, has an Executive MBA, is a certified Project Manager, Deputy Director of Rzeszów University Language Centre and runs courses covering IT usage in TEFL.



Les Kirkham

leskirkham@gmail.com

Les Kirkham has worked in English language education as a Teacher and Manager for over 30 years, mainly in English language support for tertiary students studying in the medium of English, in Europe, Africa and, mostly recently, Oman and the UAE. His interests include teacher development. He is the incoming President of TESOL Arabia, having been active in the organisation since 1997, as Membership Secretary, sometime President, and Co-Chair of the 2009 International Conference. He is also the current Associates Representative on the Coordinating Council of IATEFL.



Vinicius Nobre

vini.n@terra.com.br

Vinicius Nobre is Product Manager at the Cultura Inglesa São Paulo and BRAZ- TESOL's President. He has been a teacher, teacher trainer, course developer and school administrator for over fifteen years. He studied Languages and holds the FTBE, the COTE and the DELTA. Vinnie is also a Cambridge examiner, a CELTA and ICELT tutor, a Pearson Longman's author and a frequent contributor to other publications (newsletters, books on methodology and specialised journals).



A. Suzan Öniz

suzanoniz@gmail.com

A. Suzan Öniz has been an instructor, teacher educator, materials developer, test writer and Smart Class instructor at the Middle East Technical University, Ankara (Turkey). She also worked as a tutor and coordinator of the UCLES-RSA DOTE and COTE programs at METU. She holds a PhD, which is on the change process in teacher educators. She has served as the INGED Vicepresident, Editor, and webpage person for several consecutive terms. She has recently retired but continues her work as INGED board member, Editor and webpage person. Her areas of interest include vocabulary teaching using data bases and concordances and teacher education.



Tim Phillips

Tim.Phillips@britishcouncil.org

Tim Phillips is head of Teacher Development for teachers of English at the British Council. He is based in Manchester, and is responsible for managing the development of resources for the training and development of teachers of English, used by the British Council offices worldwide in working with ministries of education and the English teacher profession (available online at www.teachingenglish.org.uk).

He has worked for the British Council in Portugal, Slovakia and the Republic of Macedonia as a teacher, teacher trainer and project manager. His fields of interest are also drama and literature in teaching English as a foreign language.



George Pickering

georgeuk32@aol.com

George is a coach, trainer and consultant. He has delivered talks and consultancies in over 50 different countries. He has given workshops on how to develop teacher associations in Europe, South America, Africa, the Middle East and Asia. George is a tutor on the International Diploma in Language Teaching Management and is the lead tutor on the English UK Diploma in English Language Teaching Management. He is an inspector of language schools for the British Council in the UK (Accreditation UK). George is the coordinator of the IATEFL Leadership & Management Special Interest Group and was the treasurer of IATEFL for six years.



Herbert Puchta

hp@herbertpuchta.com

Herbert Puchta holds a PhD in ELT Pedagogy from the University of Graz in Austria, and was until recently Professor of English at the Teacher Training University in Graz. He is now a full time writer and teacher trainer. He has done applied research into the application of findings from cognitive psychology to language teaching for almost 30 years, and has written numerous articles, resource books and coursebooks. Herbert is also the current president of IATEFL.



Zakia Sarwar

sarwar.zakia@gmail.com

Zakia Sarwar is one of the founders of the 27 year old SPELT (Society of Pakistan English Language Teachers). She has been a driving force in the organisation and is mentoring the current SPELT leadership to continue her mission to enable teacher development with a focus on ELT in her country, where it is not yet an established field of studies. She believes in regional networking to strengthen TAs. Zakia is a veteran TESOL leader, having a number of national and international publications conference presentations and awards to her credit. Her main interests are teacher development, and fostering learners autonomy in large classes with limited resources.

