

TESOL 2004 Annual Report



TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, INC.



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TABLE OF CONTENTS

SOARING FAR, CATCHING DREAMS	2
TESOL STRATEGIC PLAN	3
UPDATED WEB SITE MAKES ACCESSING RESOURCES EASIER THAN EVER	5
NEW SERVICES FOR STUDENT MEMBERS	5
TESOL ADVOCACY	5
PROFESSIONAL DEVELOPMENT: HELPING MEMBERS SOAR TO NEW HEIGHTS	6
Certificate Programs and Academies	
Principles and Practices of Online Teaching	6
Leadership Development Certificate Program (LDCP)	6
2004 TESOL Academy	7
TESOL Symposium on Social Responsibility in Brazil	7
SOARING FAR—CATCHING DREAMS	8
The 38th Annual TESOL Convention and Exhibit	8
PROJECTS	10
TESOL/NCATE Standards Project	10
China English as a Foreign Language Standards Project (CEFLS)	10
Training for All Teachers: Reaching Beyond Curriculum Boundaries	11
Interest Section Special Projects	12
PUBLICATIONS	13
TESOL Serials	13
Books and Series	13
MEMBERSHIP	15
2004 Membership Statistics	15
Caucuses	16
Career Services Office Helps Place Thousands in New Careers	16
FINANCIAL REPORT	17





SOARING FAR, CATCHING DREAMS

The goals, dreams, and aspirations of TESOL members are as varied as the membership itself—from becoming a TESOL professional, to publishing original research; from making a difference in a single student's life, to becoming a leader in the association; from traveling abroad as an English language educator, to hosting professional development events. No matter what the goal, TESOL helped its members achieve it in 2003–2004.

TESOL created a host of new services to help ESOL students become English language professionals. TESOL's new Office of Student Services provides online guides to English language teaching programs, information on certificate programs, and online career resources. The Job MarketPlace offered more opportunities than ever for recent graduates to find positions throughout the world, and TESOL's online JobFinder service continues to be a key resource for employers and job seekers alike. And now, students can join TESOL for just \$30, gaining access to TESOL's professional development resources as they enter the profession.

A TESOL grant to the Adult Education Interest Section (AEIS) supported research on working conditions for adult education English language teachers. Results from AEIS's survey will illuminate challenges and opportunities for this select group of English language educators, and will enable TESOL to better address and advocate for the resources needed to help adult educators reach their professional goals.

TESOL also reached out to colleagues in countries with low gross national income, offering new membership categories that enable these educators and researchers to access the association's myriad resources and programs at reduced costs. The new global membership categories exemplify TESOL's commitment to ensuring that educators around the world have access to the most current, comprehensive resources available. Truly one of TESOL's most valuable new initiatives, these new membership categories not only help fellow researchers and teachers meet their professional goals, but they also enhance the association as a whole by ensuring the most inclusive, dynamic dialogue possible on issues facing English language professionals worldwide.

Indeed, in the last year, TESOL's Central Office in Alexandria, Virginia, USA, hosted more than 75 educators from countries including Ecuador, Israel, Jordan, Kazakhstan, Morocco, and Russia. These professionals visited to learn about new research and resources in the field, and find out how TESOL's tools, networks, and affiliate program can benefit EFL and TEOFL programs in their home countries. And TESOL's 2004 Symposium on Social Responsibility in Belo Horizonte, Brazil, illustrated how TESOL and its global affiliates work together to create dynamic professional development programs that address the region-specific concerns of English language educators. In 2005, TESOL will expand its symposium series by offering three symposia: the first in Bangkok, Thailand, in January, the second in Istanbul, Turkey, in October, and the third in Dakar, Senegal in December.

And as part of TESOL's commitment to launching progressive initiatives that utilize the distinctive dynamics of the ESL/EFL classroom—and the unique skills of the ESL/EFL teacher—TESOL held its second Peace Forum at Pace University in New York City. *TESOLers Building a Culture of Peace: Integrating Language Teaching and Learning with Social Responsibility* brought together more than 100 educators to hear distinguished speakers explore ways to discuss difference, conflict, and conflict management in the ESL classroom.

TESOL's year was dedicated to serving those members who are overcoming hurdles, breaking down barriers, reaching beyond the traditional or the facile in order to achieve their goals. They are soaring far, they are catching dreams: And TESOL remains proud to serve as the portal from aspiration to achievement.





TESOL STRATEGIC PLAN 2003–2005

Goal: Public Policy and Understanding

To fulfill its standing as a recognized authority on the teaching of English as an additional language by providing critical insights for policy makers.

■ Objectives:

- Increase global awareness of TESOL resources available to policy makers.
- Identify and recommend policies on issues affecting ESL/EFL professionals and learners throughout the world.
- Promote the benefits of multilingualism.
- Pursue research and projects that are of interest to language educators and learners.

Goal: Professional Development

To continue to provide sound resources that afford ESL/EFL professionals the opportunity to communicate and debate ideas and findings with their colleagues throughout the world.

■ Objectives:

- Identify areas where targeted resources are needed to promote the study of ESL/EFL in a culturally respectful manner.
- Provide opportunities for meaningful exchange of information on current teaching theory and practice.
- Orchestrate events (e.g., conferences and symposia) and create tools (e.g., publications and serials) that provide current information on issues and policies affecting ESL/EFL professionals as well as opportunities for hands-on professional development.

Goal: Research

To develop and implement a research agenda that influences and integrates investigations and practices in the teaching and learning of additional languages worldwide.

■ Objectives:

- Increase and promote existing research sources and clearinghouses.
- Conduct, facilitate, and publish research that stimulates the advancement of the ESL/EFL field.



Goal: Standards

To facilitate partnership in the development of teacher, learner, content, performance, and opportunity-to-learn standards and frameworks that influence curriculum development and assessment in local contexts worldwide.

■ Objectives:

- Engage TESOL's Standing Committee on Standards to participate in the process for the creation, implementation, and evaluation of ESL and EFL standards projects.
- Conduct and support the development and implementation of standards projects.
- Promote implementation and adaptation of standards into instruction, curriculum, and assessment at all levels.
- Explore the feasibility of an accreditation/certification program for the TESOL pre-K-12 Teacher Education Standards.
- Explore the establishment of an international nondegree credential for teaching EFL.

Goal: Leadership

To cultivate and mentor proactive, influential leadership in the association and in the profession.

■ Objectives:

- Refine and streamline leadership structure.
- Renew effectiveness of current leadership programs.

Goal: Organizational Soundness

To cultivate and sustain the financial and human resources, structures, and processes that support and extend TESOL's mission.

■ Objectives:

- Fulfill fiduciary role.
- Increase TESOL membership.
- Diversify revenue sources.
- Ensure sound processes are in place for maintenance and revision of governance documents.





UPDATED WEB SITE MAKES ACCESSING RESOURCES EASIER THAN EVER

In August 2004, TESOL relaunched its Web site, <http://www.tesol.org/>, incorporating features requested by TESOL members, such as easier accessibility, better navigation, more content, and a membership directory online. Members can browse by content area or level of work (e.g., adult education), or they can tour the Professional Issues section to learn more about hot topics in the field. The new online electronic membership directory is searchable by member name, region, institution, or area of interest.

With more than 1,000 visitors a day, the updated site is a popular destination for both members and nonmembers. Feedback has been terrific, with high praise for technology that allows members to update their records, renew membership, register for events, and purchase materials, all from the convenience of their own computers.

NEW SERVICES FOR STUDENT MEMBERS

TESOL opened its new Student Member Services Office in January 2004. The office, managed by TESOL's Career and Student Member Services Coordinator, is helping students excel by offering new activities, expanding events such as the Graduate Student and Doctoral Forums, and orienting students who are new to TESOL.

TESOL offers an array of resources for beginning and graduating students, including online guides to general prerequisites for English language teachers, listings of introductory and postgraduate English language teaching programs, information on certificate programs, and links to resources to help students find jobs worldwide. To find out how to get started on your education or career path, go to TESOL's online Membership and Professional Development sections.

TESOL ADVOCACY

In addition to five position statements, TESOL issued comments on proposed regulatory changes for the assessment of and accountability for English language learners in Title I of the United States No Child Left Behind Act of 2001, as well as a response to the results of a study by the Arizona Department of Education comparing the student achievement in bilingual education programs with structured English immersion. Position statements and other documents are available in the Professional Issues section of TESOL's Web site.

Advocacy and public policy also played a prominent role at TESOL's 38th Annual Convention and Exhibit in Long Beach, California, USA. Speakers from U.S. governmental agencies including the Department of Education, the Bureau of Citizenship and Immigration Services, the Department of Homeland Security, and the State Department, offered sessions to outline new initiatives and policies affecting English language programs, educators, and learners.

Visit TESOL's new online Advocacy Action Center to review detailed information on specific bills and legislation in the U.S. Congress, search for key pending legislation, learn tips for communicating with Congressional members and staff, and find detailed information on state elections. Check back for new features, including information on Congress members, e-mail tools, and media resources.

POSITION STATEMENTS AND PAPERS APPROVED IN 2004

- Position Statement on Multilingualism
- Position Statement on the Redesign of the U.S. Citizenship Test
- Position Statement on the Use of B-Visas for Short-Term Language Study
- Position Statement on the Value of Intensive English Programs in the United States
- Position Statement on Accreditation for Intensive English Programs in the United States





PROFESSIONAL DEVELOPMENT: HELPING MEMBERS SOAR TO NEW HEIGHTS

Whether you're an undergraduate, a tutor, a doctoral candidate, or an English language teaching professional, TESOL has a program to help you reach your professional goals. The association offers a wide range of face-to-face and online learning opportunities to meet the needs of a global profession. From pre- and postconvention institutes and symposia to online courses, TESOL's programs enable members to interact with experts in the field, earn continuing education credits, and advance their careers through peer-to-peer learning and networking worldwide—building professional and personal relationships that will last a lifetime. To learn more, visit Professional Development on TESOL's Web site.

Certificate Programs and Academies Principles and Practices of Online Teaching

In 2004, TESOL offered 12 online courses as part of its Principles and Practices of Online Teaching Certificate Program, and 70 people participated. The program trains educators to teach online English language courses, integrating online and traditional face-to-face components. Specific topics include the teacher's role in a virtual classroom, teaching the four skill areas online, using online media, collaborative learning environments, and Web-based course management systems.

TESOL has developed three new classes and new online formats for 2005. Schedules and registration information are available on the Professional Development section of TESOL's Web site.

Leadership Development Certificate Program (LDCP)

TESOL recently opened its LDCP program to all TESOL members, and the association's future leaders have responded with enthusiasm. At the 38th Annual TESOL Convention and Exhibit in Long Beach, California, USA, 58 members participated in seven workshops. Following the convention, another 10 completed an online LDCP workshop, and 18 TESOLers earned their leadership certificates.

The certificate program not only educates members about the association and its history, but also cultivates association and affiliate leaders. LDCP courses cover topics such as advocacy, policy and governance, perspectives on leadership, facilitating groups and team building, and effective communication strategies. To learn more about the LDCP, visit the Professional Development section on TESOL's Web site. See the 2005 TESOL convention Advance Program for registration information for the next LDCP program.



At the 2005 convention in San Antonio, Texas, USA, TESOL will convene 28 PCIs including such topics as faculty motivation and burnout, essentials of teaching pronunciation, and community-based teaching. For more information, see the convention's Advance Program on TESOL's Web site.

2004 TESOL Academy

Nearly 100 teachers participated in this year's TESOL Academy, held June 25–27, 2004, at the Alliant International University in San Diego, California, USA. The event comprised five workshops: "Developing and Teaching a Workplace ESL Program," "Putting Focus on Form into Practice," "Developing Effective Lesson Plans for ESL Grades 3–Adult," "Integrating Pronunciation into Communicative Language Teaching," and "Using Standards-Based Assessment to Document Learning and Provide Accountability." Academy participants earned 1.2 CEUs from the Alliant International University.

The 2005 TESOL Academy, which will feature a shorter, 10-hour format, will take place June 24–25, 2005, at the George Washington University in Washington, DC, USA.

TESOL Symposium on Social Responsibility in Brazil

On July 19, 2004, 102 participants from across Latin America gathered in Belo Horizonte, Brazil, for the TESOL Symposium on Social Responsibility, a topic chosen by Brazilian affiliate BRAZ-TESOL. The third in TESOL's growing series of global symposia, this event featured three experts who shared their research and work on social responsibility. H. Douglas Brown, from the United States, discussed moral imperatives and dilemmas faced by classroom teachers; María E. Flores, from Costa Rica, explored social responsibility as it relates to English language teaching management; and Péter Medgyes, from Hungary, discussed the role of social responsibility in developing national policies on foreign language teaching. Donald Occhiuzzo, from the United States, summarized key insights from the symposium and facilitated the wrap-up session.

HANDS-ON LEARNING

Pre- and Postconvention Institutes (PCIs)

At the 2004 annual convention in Long Beach, California, more than 514 educators participated in 23 PCIs. One of TESOL's most popular professional development offerings, PCIs are hands-on half-day and full-day workshops covering topics such as standards and assessment, online instruction, academic reading and writing, and immersing English language learners in content courses.

TESOL SYMPOSIA IN 2005

- **TESOL Symposium on Leadership: Initiating and Managing Changes in English Language Teaching**
Bangkok, Thailand
Sunday, January 23, 2005
- **TESOL Symposium on Dual Language Education: Teaching and Learning Two Languages in the EFL Setting**
Bogazici University
Istanbul, Turkey
Friday, September 23, 2005
- **TESOL Symposium on English Language Teaching in Resource-Challenged Contexts**
Dakar, Senegal
Friday—Saturday, December 16-17, 2005

For complete program information and updates visit TESOL's Web site at <http://www.tesol.org/> under Professional Development or contact TESOL Education Programs at edprograms@tesol.org.





SOARING FAR—CATCHING DREAMS

The 38th Annual TESOL Convention and Exhibit

Nearly 6,000 K–12 educators and administrators, graduate students, and job seekers from around the globe attended TESOL's 38th annual convention in Long Beach, California, March 31–April 3, 2004. Hosted by California TESOL under the leadership of Eric Dwyer and Carolyn Quarterman, the convention drew attendees from more than 112 countries. The program comprised more than 1,000 sessions facilitated by 2,000 presenters from 95 countries. Attendees come seeking new ideas, resources, and technology to increase their effectiveness in the classroom—and they were not disappointed.

Péter Medgyes, deputy state secretary in the Hungarian Ministry of Education, headlined the plenary session, titled “The Ventriloquist.” Discussing linguistic concepts that resonate in the real world of second language instruction, Medgyes argued that the complexities of modern day teaching, with its intricate structure that involves a host of institutions and stakeholders, can be navigated more easily by tapping a key resource: the practical wisdom of competent teachers.

Andy Curtis, director of the School of English at Queen's University in Ontario, Canada, spoke to a capacity crowd about leadership in times of challenge and change. Curtis discussed some of the challenges TESOL professionals face in this new role, noting that leadership and management themselves have changed in relation to TESOLers other roles and responsibilities as teachers, learners, leaders, and managers.

Yvonne Freeman, a professor of bilingual education, and David Freeman, a professor of reading, both in the College of Education at the University of Texas Pan American (Edinburg, Texas, USA), celebrated TESOL students who have become TESOL professionals. The Freemans shared their experiences helping students from diverse backgrounds become outstanding ESL teachers—like Sandra, a bilingual elementary specialist from Argentina who works with migrant students; Doua, a Hmong refugee who teaches Hmong culture and literacy; Audra, from Lithuania, who brings current theory and methodology to her college and country; Grace, who learns with her students about their cultural traditions; and Yuka, from Japan, who builds community with her Hispanic junior college ESL students.

At TESOL's 38th annual convention, TESOL and California TESOL recognized Assemblywoman Jackie Goldberg for her continued support and advocacy for English language learners and programs in the California State Assembly. For his continued support for advancing higher standards for English language teaching, learning, and cultural understanding in the United Arab Emirates, His Excellency Sheikh Nahayan Mabarak Al Nahayan received TESOL's Global Advocacy Recognition. His Excellency Al-Asry Saeed bin Ahmad Al-Zahiri, Ambassador of the United Arab Emirates to the United States, accepted the honor on behalf of Sheikh Nahayan at the opening plenary of the convention.



TESOL's Exhibit Hall played an integral part in the overall success of the convention. At the world's largest display of English language teaching publications and software, more than 140 vendors displayed the latest professional texts, classroom resources, and multicultural instructional materials.

The 40th Annual TESOL Convention and Exhibit, "Treasuring Our Profession," will be held March 14–18, 2006, at the Tampa Bay Convention Center in Tampa, Florida, USA. Sunshine State TESOL will host the event.

TEACHING LEARNING, LEARNING TEACHING: THE NEXUS IN TEXAS

Join TESOL at its 39th Annual Convention and Exhibit March 30–April 2, 2005 at the Henry B. González Convention Center in San Antonio, Texas, USA. Hosted by TexTESOL-II, the event will feature presentations by Henry Widdowson, Institut für Anglistik & Amerikanistik, University of Vienna; Claudio Sanchez, National Public Radio; Jim Cummins, Ontario Institute for Studies in Education, University of Toronto; Kathy Mellor, 2004 National Teacher of the Year; and Naomi Shihab Nye, poet, essayist, children's author and songwriter.

THE LONG BEACH CONVENTION WAS MADE POSSIBLE IN PART BY THE GENEROUS SUPPORT OF TESOL'S 2003–2004 SPONSORS.

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TESOL/NCATE Standards Project

In October 1999, TESOL established the TESOL/NCATE P–12 ESL Standards Task Force to develop performance-based standards for teacher education programs for use by the National Council for Accreditation of Teacher Education (NCATE) to ensure that English language teachers are consistently prepared.

In 2003–2004, 13 university graduate schools of education and U.S. states Kansas and Tennessee sought initial accreditation of their P–12 ESL teacher education programs. Five institutions and both U.S. states qualified for TESOL recognition and NCATE accreditation, two were given 2-year conditional recognition, and three were given a deferred decision and asked to submit a rejoinder. One institution was not recognized.

In 2004, the American Society of Association Executives placed the TESOL/NCATE P–12 ESL Teacher Education Standards Project on its Associations Advance America Honor Roll. The award acknowledges TESOL's vital role in ensuring that all nationally accredited ESL teacher education programs use the latest research and methodologies and that courses and seminars foster cultural awareness and understanding.

On July 19, 2004, the Task Force conducted a Campus Representatives Workshop at George Mason University in Fairfax, Virginia, USA. Thirty-three state and university program reviewers attended, receiving critical training on the NCATE accreditation process. The workshop reviewed program standards and guidance, provided an overview of the review process, showed participants how to collect and present performance evidence and prepare the program report.

China English as a Foreign Language Standards Project (CEFLS)

A 2-year project, CEFLS is developing standards and materials and to foster teacher education. Now in its 20th month, CEFLS has produced two sets of EFL standards and is finalizing drafts of a four-volume series. One set of standards identifies and describes elements of English that school-age learners in China can reasonably be expected to learn at the primary, junior, and senior school levels. A second set describes the characteristics of effective EFL teachers in China.

The series, which incorporates both sets of standards, is designed to inspire and support Chinese English-language educators, especially teachers. It attempts to build on the best of traditional Chinese teaching as well as to respond to the Ministry of Education's call for new and creative approaches to instruction. Based on dialogue with and collaboration among educators from China and the United States, the writers of the first three volumes present classroom stories that show how the standards can be met in China's EFL classrooms. The fourth volume connects the stories and the standards to issues of teacher education and assessment.



Three organizations are collaborating on this project: TESOL, which is developing the materials; The McGraw-Hill Companies, headquartered in New York, New York, USA, which is funding the project and will publish the finished volumes; and National Foreign Language Teaching and Research Association (NFLTRA), headquartered in Beijing, People's Republic of China, which has reviewed the materials and participated in field testing. This project is the first of its kind for TESOL, and the association is pleased to collaborate with McGraw-Hill and NFLTRA on work of such scope.

The project's academic component is coordinated by Barbara Agor, an education writer and consultant from Rochester, New York, USA. Tim Murphey, well-known author and professor at Dokkyo University in Japan, is coordinating the teacher education component. Gong Yafu, president of NFLTRA, is facilitating the work in China. Project writers are Gu Peiya, Jim Hughes, Jill Robbins, Dorothy Zemach, and Zhang Wei.

Training for All Teachers: Reaching Beyond Curriculum Boundaries

TESOL's Training for All Teachers (TAT) program, created in 2001 by a U.S. Department of Education Title III grant, helps English language and mainstream teachers integrate pre-K–12 ESL standards with content standards. Participants receive graduate credits for in-class training to become Master Teacher Trainers (MTTs) while developing curricula, instruction, and assessment tools for English language learners. When they complete their training, MTTs hold workshops for colleagues in their school districts or counties, exponentially increasing the number of educators qualified to teach English language learners.

During the project's first two years, 11 teachers from Prince George's County (Maryland, USA) Public Schools completed the program. Those 11 MTTs then trained another 20 teachers from their district and the Archdiocese of Washington Catholic Schools. In 2003–2004, 18 educators from the Montgomery County (Maryland, USA) Public Schools completed the program. Teachers have completed 45 hours of training and integrating ESL standards with a 12-week sixth grade social studies curriculum. The new unit will be piloted throughout the district and will serve as a model for future English language teaching curricula. MTTs are expected to train up to 50 English language and social studies teachers when they begin workshops in 2005.

To learn more about the TAT program, join TESOL for a board-sponsored session during the 39th annual convention in San Antonio. Scheduled for Friday, April 1, 2005, the session will feature MTTs from Montgomery County as well as TAT project instructors from the Center for Applied Linguistics, University of Maryland, and TESOL.

REVISING PRE-K–12 STUDENT STANDARDS

In response to the changing educational landscape in the United States, brought in large part by the passage of the No Child Left Behind Act (2001), TESOL is developing a revised, second edition of its pre-K–12 student standards. The revised standards will expand the scope and breadth of TESOL's ESL pre-K–12 standards by bridging English language proficiency to state academic content standards in the areas of language arts, mathematics, science, and social studies. Publication is expected in late 2005. For more information, visit TESOL's association link online and click on Standards and Other Initiatives.



Interest Section Special Projects

Every year, TESOL funds several collaborative projects for the interest sections (IS), which enable IS members to contribute professionally to the field in ways that extend beyond their immediate interests.

In 2003–2004, the Intercultural Communications (ICIS) and the Teacher Education (TEIS) Interest Sections received TESOL grants to host networking events during the annual convention. ICIS collaborated on its session with the English as a Foreign Language, Refugee Concerns, and the Speech, Pronunciation, and Listening Interest Sections, and the TESOLers for Social Responsibility Caucus. On March 31, 2004, more than 120 members discussed intercultural communication in English language teaching, and outlined future research projects and interest section topics for TESOL's 2005 convention.

TEIS's networking event, "Soaring Far, Catching Dreams of Diversity in Teacher Education," addressed diversity and multiculturalism in teacher education. More than 100 teacher educators and other colleagues addressed numerous issues, including the impact of changing demographics on teacher education trends, addressing the needs of nonnative-English-speaking educators, and identifying traditional and online resources that support democratic participation, conflict resolution efforts, and community and economic development.

TESOL's Adult Education Interest Section (AEIS) received a TESOL grant to conduct empirical research on working conditions for adult education English language teachers. AEIS's survey targets employment concerns in nontraditional adult education settings such as refugee and migrant worker programs, and adult education, literacy, and ESL. Survey results will be presented at TESOL's 39th annual convention in San Antonio.

TESOL's Graduate Student Forum, funded as a TEIS project, sold out again this year. The Forum provides a venue for graduate students to meet students and faculty from other universities, learn how to organize a conference and adjudicate proposals, and participate in TESOL professional development activities in a less competitive context. Organized by and for master's degree students, participants present papers, conduct demonstrations, and host poster sessions. Proposals in 2004 were refereed by graduate students at Eastern Michigan University, California State University–Los Angeles, and Southeast Missouri State University.





TESOL Serials

The theme of community weaves its way through *Essential Teacher* (ET), TESOL's member magazine. Explicit in many articles and implicit in others, the idea emerges that English language teachers form various communities—that teaching is not as isolating as many have suggested. ET is edited by author and educator Kathy Weed, who has engaged the talents of editors and writers worldwide. Readers have written to express pleasure with and praise for TESOL's newest publication and its online companion, *Compleat Links*.

TESOL *Quarterly* (TQ), under the leadership of Carol Chapelle and the TQ Editorial Advisory Board, continues to keep TESOL professionals informed with articles on the field's latest research. In 2004, the association published a TQ special issue on gender and TESOL. Edited by Kathryn A. Davis and Ellen Skilton-Sylvester, the issue featured contributions from China, Japan, Australia, Germany, and the United States addressing a wide variety of concerns, including the construction of professional identities, women faculty of color in TESOL, gender identity and second language learning, shifting gender identities and second language socialization, and gender in the English language classroom. TQ's associate editor, A. Suresh Canagarajah, is a professor of English at Baruch College in New York and the author of numerous works on bilingualism, discourse analysis, academic writing, and critical pedagogy. He assumes full responsibility for the journal's academic content beginning with the spring 2005 issue.

TESOL *Connections* (TC), a members-only, semimonthly online newsletter, now has more than 8,400 subscribers. TC provides association members and affiliates with the latest news, links to relevant articles, profiles of English language teaching professionals, and links to register online for TESOL events.

Books and Series

Thousands of members took advantage of the 25% member discount this past year, and nonmember purchases from Asia and Africa increased. The most popular topics were standards, technology, EFL teacher education, and reading. TESOL's groundbreaking *ESL Standards for Pre-K–12 Students* went into its fifth printing in 2004 and is being revised to align productively with the requirements of the No Child Left Behind Act, the centerpiece of U.S. President George W. Bush's education policy. Releases in 2004: *Gender and English Language Learners*, edited by Bonny Norton and Aneta Pavlenko for the Case Studies series directed by Jill Burton, and *Collaborative Conversations Among Language Teacher Educators*, edited by Maggie Hawkins and Suzanne Irujo.

CALL FOR CONTRIBUTORS

TESOL INVITES WRITERS TO CONTRIBUTE TO THE FOLLOWING SERIES:

Perspectives on Community College ESL, a three-volume series edited by Craig Machado, focuses on ESL and EFL education in community college settings. Volume editors seek authors from a broad spectrum of English language teaching professionals working in 2-year institutions, including those outside the United States.



In press for 2005 are volumes on curriculum development, computer-assisted language learning, content-based instruction in school-age settings, ESOL tests and testing, global EFL perspectives and experiences, international teaching assistants, literature and language teaching, and using the case approach for building bridges to mainstream classrooms. For more information on these or other TESOL publications, visit Publications on TESOL's Web site.

Call for Contributors Language Teacher Research Series

The Language Teacher Research series begins as a four-volume series covering language teacher research in the Americas, Asia, Europe, and the Middle East. Response to this call for writers may occasion revising the division of content.

Teacher as researcher is a relatively new stance toward educational research in that it highlights the role classroom teachers play as knowledge generators rather than receivers of knowledge. This series attempts to celebrate what is being achieved and to encourage more involvement of language teachers from all types of programs or institutions. The ultimate aim of this series is to encourage an inquiry stance toward language teaching. Teachers play a crucial role in taking responsibility for their own professional development, while also contributing their particular perspective to the research literature on TESOL.

For complete information, see <http://www.tesol.org/>

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Deadline
Full chapters submitted by September 2005.

Send an abstract to the appropriate volume editor beforehand.





MEMBERSHIP

Many professional membership associations experienced membership declines this past year: TESOL was no exception, with a small decline of 2.7%. However, recent statistics already show a slight increase, which may carry through for all of Fiscal Year 2005.

2004 Membership Statistics

Category	October 2003	October 2004
Individual	11,959	11,512
Students	1,239	1,361
Joint	352	326
Retired	171	162
Others	97	80
Total	13,818	13,441

TESOL's 91 affiliates include 47 in the United States and 44 in Europe, Asia, and Africa. TESOL provides travel and speaker grants to encourage affiliate leaders to exchange information, practices, organizational development, and resources at the TESOL annual convention and local affiliate conferences. TESOL also partners with its affiliates to offer at least one symposium each year. To learn more about becoming a TESOL affiliate, contact TESOL's Member Relations Coordinator.

Interest Sections

Name	2003 Membership	2004 Membership
Adult Education	1,482	1,502
Applied Linguistics	1,113	1,119
Bilingual Education	500	476
CALL	1,025	1,032
Elementary Education	1,408	1,250
English as a Foreign Language	1,623	1,444
Higher Education	1,339	1,288
Intensive English Programs	866	771
Intercultural Communication	649	657
International Teaching Assistants	214	217
Materials Writers	514	483
Program Administration	463	436
Refugee Concerns	221	214
Research	516	453
Secondary Schools	1,219	1,118
English for Specific Purposes	615	552
Speech/Pronunciation/Listening	476	530
Teacher Education	1,003	975
Video & Digital Media	155	173
Total	15,401	14,690

TESOL encourages members to identify their area of work so that the association can better develop products and services for them. In 2003–2004, the majority of TESOL members (more than 4,000) were employed in higher education. K–12 educators, a growing membership area within TESOL, number nearly 3,000. Adult education boasts more than 2,000 members, and more than 1,000 TESOL members work in community colleges. Not all members identify their instructional areas, so these numbers may not equal the total TESOL membership.

Note. Members may join more than one interest section.



Caucuses

Name	2003 Membership	2004 Membership
Caucus on Part-Time Employment Conditions	541	535
Christian Educators in TESOL	814	908
International Black Professionals & Friends in TESOL	159	168
Lesbian/Gay/Bisexual/Transgender & Friends	269	284
Nonnative English Speakers in TESOL	981	1,194
TESOLers for Social Responsibility	1,245	1,498
Total	4,009	4,587

STATE DEPARTMENT JOB FAIR

Again this year, TESOL participated in the U.S. State Department's job fairs for U.S. Foreign Service officers. Approximately 75 officers attend each of the quarterly events as part of the State Department's career transition assistance program. Many officers are retiring from government service but hoping to begin new careers that will allow them to continue to put their multilingualism to good use. As part of the Careers in Education panel, TESOL staff present information on the association and profession, and answer attendees questions.

Career Services Office Helps Place Thousands in New Careers

TESOL's Career Services Office, part of the association's Member Services Department, offers a variety of resources to help English language educators find new positions in the field. Since 1970, TESOL's Job MarketPlace has helped English language teaching professionals access new career opportunities worldwide. More than 1,300 job seekers and 70 organizations from around the globe participated in TESOL's 2004 Job MarketPlace, held in conjunction with TESOL's annual convention. Recruiters sought candidates to fill 2,100 positions in Asia, Central America, South America, Mexico, Europe, Eurasia, the Middle East, North Africa, and North America.

TESOL's JobFinder, an online job board and resume bank, remains a popular resource for job seekers and employers alike, receiving more than 8,000 hits each month. JobFinder allows English language education professionals throughout the world to view jobs, post resumes, and apply for jobs online. It also enables recruiters to post jobs for a highly targeted audience and search a database of more than 2,500 resumes and CVs. TESOL's *Placement E-Bulletin*, a biweekly, electronic job-posting newsletter, also remains a popular TESOL member benefit. More than half of TESOL's membership subscribe to the newsletter.

For a list of recruiters who have preregistered for TESOL's Job MarketPlace at the annual convention in San Antonio, check out the Finding a Job in TESOL section under Professional Development on TESOL's Web site after February 1, 2005.





TESOL FINANCIAL REPORT

TESOL achieved its FY2004 (November 1, 2003–October 31, 2004) budget objective of generating the required funding from revenue sources (e.g., the annual convention and exhibition, membership dues, publications, subscriptions, and education programs) to support the Association’s member service, education, communication, and administrative program expenses.

Development activities, such as expanding TESOL’s sponsorship program and creating the TESOL Annual Fund, further diversified revenue sources. TESOL’s Development Committee and Development Office will continue to maintain and expand fundraising programs to support the Association’s mission and goals in FY2005 and beyond.

The FY2005 operating budget, which goes into effect November 1, 2004, continues the trend of funding budgets operationally, that is, without requiring deficit spending supported by reserves. The budget is aligned with the goals, objectives, and activities under the fiduciary leadership of the Board of Directors.

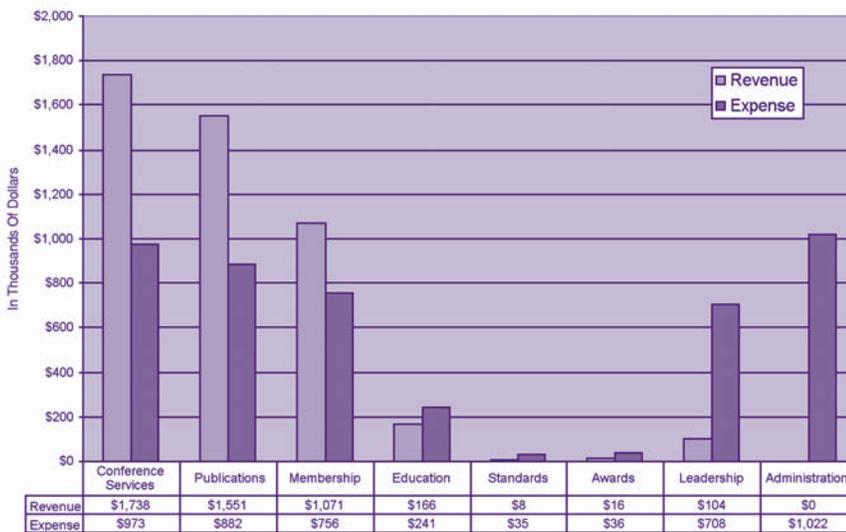


Figure 1 details TESOL’s revenue and expenses by cost center. At the end of FY2004, TESOL’s total reserves were \$2,540,000.

- **Conference Services** covers all activities associated with the annual convention and exposition, staff salaries, and volunteer support.
- **Publications** includes *Essential Teacher* magazine, *TESOL Quarterly*, publication fulfillment, library subscriptions, two standing committees, staff salaries, and volunteer support.
- **Membership** covers basic member service benefits and professional services; interest sections, affiliates, and caucuses; all activities related to the Career Center (Placement E-Bulletin, Job MarketPlace); membership development activities; technology; one standing committee; staff salaries; and volunteer support.
- **Education** represents a variety of programs: Academies, pre- and postconvention institutes, symposia, tailor-made professional development, online workshops, the K–12 standards training workshop, one standing committee, staff salaries, and volunteer support.
- **Standards** refers to the expenses associated with the pre-K–12 standards, adult education program standards, TESOL workplace standards, teacher education standards, and one standing committee.
- **Awards** includes all activity dedicated to the TESOL Awards and Grants program.
- **Leadership** includes all U.S. legislative activity, development activity, governance travel and meetings, membership in the National Council for Accreditation of Teacher Education, leadership certification program activities, staff salaries, and volunteer support.





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