LETTER FROM THE PRESIDENTS

Explore, sustain, renew, was a key element of the theme of the 2014 TESOL International Convention & English Language Expo in Portland, Oregon. We thought it only made sense to use these words to tell the story of the growth and success of TESOL International Association during 2013-2014.

We are excited to share with you the new programs and countries TESOL explored through symposiums and academies. We are pleased to report that the Association continues to sustain its financial and educational standing by offering a proven, successful array of programs and publications. Efforts to renew and refresh TESOL services where necessary has stabilized the membership base and increased the engagement of members in TESOL activities.

We are grateful to the Board of Directors for their leadership and the professional staff for their dedication and tireless efforts on behalf of the worldwide TESOL community.

Deena Boraie  
President, 2013-2014

Yilin Sun  
President, 2014-2015
EXPLORE
New initiatives and programs

NEW GRANTS TO SUPPORT CLASSROOM TEACHERS

Investing in Innovation (i3) Grant
This i3 Grant from the U.S. Department of Education is in partnership with the Center for Applied Linguistics and the University of Oregon. TESOL is responsible for designing and developing nine online courses and 40 ready-to-use resources for secondary school content-area teachers working with English language learners in U.S. schools. Leveraging the expertise of the English language teaching field that it represents, TESOL will develop resources that can be used by pre-service and in-service ESL and content-area teachers, as well as resources for school administrators. This is a three-year grant to be completed by August of 2017.

The W.K. Kellogg Foundation
TESOL International Association has received a $300,000 grant from the W. K. Kellogg Foundation of Battle Creek, Michigan, to develop resources to help improve school district capacity for supporting English language learners in U.S. schools. Leveraging the expertise of the English language teaching field that it represents, TESOL will develop resources that can be used by pre-service and in-service ESL and content-area teachers, as well as resources for school administrators. This is a three-year grant to be completed by August of 2017.

Many of the resources developed for both grants will be able to be modified for use by the entire TESOL membership.

TESOL INNOVATION FUND

Established by the Board of Directors, this modest fund is dedicated to new programs or the testing of new technology. In 2014, TESOL tested new mobile technology at the annual convention. For the first time, attendees were able to provide electronic feedback for a sampling of the more than 900 convention sessions. In addition, attendees had the opportunity to submit questions electronically during one of the keynote sessions and the deep dive session. In future years, attendees will be able to provide evaluations via mobile technology on all convention sessions.

TESOL RESEARCH AGENDA

The TESOL 2014 Research Agenda, approved by the Board of Directors in 2014, was co-authored by a team of distinguished TESOL researchers working in diverse contexts around the world. Developed to identify current and emerging trends in the field, this agenda supports the Association’s efforts to broaden
its focus on research and foster classroom practice that is based on current research.

Using the 2014 Research Agenda as a stepping stone, TESOL envisions several outcomes that will ensure the research produced by the Association is made accessible to all teachers to apply in their own contexts. Reflecting the Association’s intentional commitment to research, TESOL plans to start commissioning research in July 2015.

NEW PARTNERSHIPS

TESOL partnered with Corwin Press to publish Advocating for English Language Learners by Diane Staehr Fenner with a foreword by TESOL Associate Executive Director for Public Policy and Professional Relations, John Segota. This book has been one of TESOL’s best sellers.

In 2014, TESOL began a partnership in grammar with Oxford University Press. Oxford partnered with TESOL on virtual seminars highlighting Oxford’s new grammar book series. These seminars will be completed in 2015. In addition, Oxford is also the sponsor of TESOL’s two online grammar courses.

EFL GUIDELINES

In 2014, TESOL released its long-anticipated TESOL Guidelines for Developing EFL Professional Teaching Standards. Drawing upon its history and expertise in standards development, TESOL International Association developed these guidelines for postsecondary institutions, government agencies, ministries of education, and other entities charged with developing professional teaching standards in an EFL context. TESOL encourages teachers, administrators, policy makers, and anyone else who needs these guidelines to freely use, adapt, and distribute them.

NEW AFFILIATES


TESOL CERTIFICATE: ADVANCED PRACTITIONER

In 2014, TESOL launched the Advanced Practitioner certificate program designed with the seasoned practitioner in mind. This self-study program is designed for practicing English language teachers who want to build on their existing knowledge and explore an area of expertise in depth. Initial response to the new certificate program has exceeded expectations with 15 teachers enrolled from across the globe in 2014.

This program also includes TESOL’s first self-paced online course, TESOL: Principles, Practices, and Perspectives. The success of this course is the groundwork for future self-study courses from TESOL.
Sustained leadership & support were recognized through the TESOL Awards program.

The James Alatis Award for Service to TESOL, named for TESOL International Association’s founder, is the Association’s highest honor and was presented to Nell Anderson.

Dr. Anderson has devoted over three decades of his professional career to an impressive range of educational pursuits on behalf of TESOL International Association and TESOL affiliates. In addition to his two terms on the TESOL Board, Dr. Anderson has been a member of four TESOL affiliates (Intermountain TESOL, TexTESOL III, Ohio TESOL, and Costa Rica TESOL).

The British Council was the 2014 recipient of the TESOL President’s Award.

The TESOL President’s Award is presented to an individual or organization outside of the field that has demonstrated a commitment to education. TESOL President Deena Boraie nominated the British Council as the 2014 recipient not only due to the firsthand knowledge she has of the Council’s contribution to education in her own country, Egypt, but also for the British Council’s “important contributions in support of TESOL’s mission to develop and maintain professional expertise in English language teaching and learning for speakers of other languages worldwide.”

David Bautista, Assistant Superintendent, Oregon Department of Education was presented with the 2014 Outstanding Advocate Honor.

Presented annually to an individual outside the TESOL field who has advocated for English language learners and the field of English language teaching, he was nominated by Oregon TESOL, the host affiliate for the 2014 TESOL International Convention. Bautista was recognized for his leadership in promoting equity in education and advancing the needs of English learners in Oregon.

TESOL Teacher of the Year Award was presented by National Geographic Learning to Ann Fontanella, City College of San Francisco.

The TESOL Teacher of the Year Award was created by TESOL and National Geographic Learning to recognize and honor exceptional English language teachers at all levels.

TESOL Award for Distinguished Research was presented by ETS/TOEFL to Stephen Bax, University of Bedfordshire.

Developed by TESOL and ETS/TOEFL, the Award for Distinguished Research recognizes excellence in any area of research on language teaching and learning.
Full list of 2014 award recipients:
- D. Scott Enright TESOL Interest Section Award, presented to Julia Austin, University of Alabama at Birmingham
- Virginia French Allen Award for Scholarship and Service, presented to Margo Jang, Northern Kentucky University (retired)
- Mary Finocchiaro Award for Excellence in Nonpublished Pedagogical Material, presented to Martha Iancu, George Fox University
- Outstanding Paper on NNET Issues, presented to Fauzia Shamim, Taibah University
- Ruth Crymes TESOL Fellowship for Graduate Study, presented to Shelley Staples, Northern Arizona University

TESOL Press:
Sustained Growth in 2013-2014

Seven new books were published by TESOL Press in 2013-2014. The Press continued to update and revise books in the very successful New Ways series, as well as new additions to the popular English Language Teacher Development series aimed directly at classroom teachers. TESOL Press also published the first title in its best-selling Common Core State Standards for English Language Learners series.

eBooks are now published with every new release, and TESOL Press will continue to convert its most popular backlist titles to ebook.

TESOL Press published an important professional paper that was made available at no charge to the field: Changes in the Expertise of ESL Professionals: Knowledge and Action in an Era of New Standards written by Guadalupe Valdés, Amanda Kibler, and Aída Walqui (March 2014). The paper discusses the demands of the Common Core State Standards and the Next Generation Science Standards, as well as their implications for building ESL teacher expertise.

With the generous funding of the Braitmayer Foundation, TESOL launched four on-demand Common Core State Standards (CCSS) professional development workshops, the ELT Files, that address the implementation needs of beginning-level ELLs in content-area classrooms. The ELT Files include all the necessary resources for an English language educator to facilitate a school-wide workshop about CCSS for beginning ELLs.

Journals

TESOL Quarterly (TQ) remains the flagship journal of the field. Combined individual and institutional subscriptions continue to grow.

TQ’s impact continues to grow. The journal ranks 64th (out of 219) in Education and Educational Research (2013) and 41st (out 169) in Linguistics (2013) with an impact factor of 1.000.

TESOL Journal is growing in popularity as evidenced by an increase of 23% in read/downloaded articles. The Journal has applied for impact rating with ISI for the year 2015.

Professional Education:
Sustained Excellence in Learning Opportunities

TESOL Academies

The Columbus, Ohio, USA TESOL Academy was presented in cooperation with The Ohio State University and Ohio TESOL, an affiliate of TESOL International Association. Sessions ranged from CCSS to writing at the college level.
TESOL partnered with Sookmyung Women’s University to present the Seoul, Korea Academy. TESOL gratefully acknowledges the support of KOTESOL, an affiliate of TESOL International Association, and National Geographic Learning, a TESOL Strategic Partner.

TESOL Symposia

*Envisioning and Creating the Future for English Language Teaching and Learning* was the name of the TESOL’s Symposium in Guangzhou, China. The event was sold out with more than 300 attending. TESOL thanks its host university, Guangdong University of Foreign Studies and Strategic Partner, National Geographic Learning for making this symposium a success.

Nile TESOL and The American University of Cairo hosted *TESOL Unplugged: Back to Basics* the day before Nile TESOL’s 2014 Conference. With more than 700 attendees, the Symposium featured speakers from around the world and was sponsored by The British Council and the U.S. Department of State.

Virtual Seminars, Online Courses, and Certificate Programs

TESOL held seventeen virtual seminars this past year with more than 2,600 registrants. The program included an initiative by the Speech, Pronunciation, and Listening Interest Section (IS), which created a virtual seminar exchange with IATEFL’s Pronunciation Special Interest Group. There were several ELT content-based virtual seminars and a number of information-based events that highlighted TESOL’s Job Marketplace, Participants Preparing for CAEP Review, and IS Leadership training.

TESOL currently offers 10 different online courses in 4-week and 6-week programs. Courses are asynchronous, meaning there are no live events and participants can log in at any time. All materials are offered via the online course platform. There are online discussions, videos, readings, and other activities. This year, 188 people participated in one TESOL online course.

TESOL also continues to widen its range of certificate programs. From enhancing ELT leadership to understanding basic ELT knowledge, TESOL provided eight different certificate programs throughout the year. TESOL was also able to meet the needs of more than 300 certificate participants this past year.

IACET Accreditation for Continuing Education Units

This year, TESOL began the IACET Application for Authorized Provider Accreditation. This process will allow TESOL to provide continuing education units (CEUs) for several of its online and face-to-face programs. TESOL must demonstrate compliance and provide evidence pertaining to the 10 IACET standards. TESOL plans to submit its application to IACET in June of 2015.

TESOL Interest Sections

This year was a banner year for Interest Section (IS) Newsletters. Nineteen of the 21 ISs published more than 40 newsletters including a joint publication by Applied Linguistics and International Teaching Assistants. The Secondary Schools IS published its first newsletter in over 10 years!

Advocacy & Professional Relations: Sustained Involvement with Government and Policy Officials

TESOL Advocacy & Policy Summit

Sustained growth and quality could easily be the hallmarks of this TESOL annual event. With attendees from affiliates across the US and a few from outside the US, 2014 saw a record attendance of 65. In recognition of the 50th anniversary of the Civil Rights Act of 1964, the 40th
anniversary of the Lau v. Nichols Supreme Court decision, and the passage of the Equal Education Opportunity Act, the 2014 Summit included multiple sessions on the civil rights of English learners and immigrant students. The highlight were the visits to Capitol Hill where attendees had appointments with their various members of Congress.

Special thanks to event partners American Federation of Teachers (AFT) and the National Education Association (NEA) for their support and participation.

TESOL submitted comments and issued legislative statements on various policies including:

- Workforce Innovation Opportunities Act in the U.S. Congress
- Higher Education Affordability Act in the U.S. Congress
- English Learning & Innovation Act in the U.S. Congress
- 2014 State of the Union Address from U.S. President Barack Obama
- FY 2015 U.S. Federal Budget Proposal
- Teacher Accountability Flexibility Proposal from the U.S. Department of Education
- Statement in response to the Lahore Declaration on Language Sciences in the Developing World. This declaration was developed at the First International Conference on Language Sciences and the Developing World, held at Lahore College for Women University in January 2013. The declaration was intended to “foster... studies of language that forward our understanding of how language works and functions in society and of how these understandings of language can be used ethically and appropriately to create better societies.”

TESOL also attended a variety of international meetings, presented professional development, and was appointed to a number of committees including:

- Mexico TESOL
  Deena Boraie
- MinneTESOL
  John Segota
- Penn TESOL-East
  Suzanne Panferov
- RITELL
  Deborah Short
- TESOL FRANCE
  Rosa Aronson
- TESOL Sudan
  Lillian Wong
- Illinois TESOL and Bilingual Education (ITBE)
  Yilin Sun
- Venezuela TESOL
  Yilin Sun
- Yakut TESOL
  Luciana de Oliveira
- ASOCOPI (Colombia)
  Lillian Wong
- TESOLANZ (New Zealand)
  Deborah Short
- ACPI (Costa Rica)
  Yilin Sun
- CATESOL
  Luciana de Oliveira
- Sunshine State TESOL
  Deborah Short

TESOL continued to sustain its speaker grant engagements at TESOL Affiliate conferences throughout the world. TESOL was able to fund both board members and TESOL staff to support our affiliate organizations.

EXPLORE, SUSTAIN, RENEW, ELT FOR THE NEXT GENERATION

The 2014 TESOL International Convention and English Language Expo was one of the most successful in recent memory.
The convention attracted nearly 7,000 attendees from more than 75 countries. The normal (and not so normal) rain in Portland did no dampen anyone’s spirit. The four keynote sessions featuring Surin Pitsuwan, David Graddol, Deena Boraie, and Diane Larsen-Freemen commanded a full house of attendees. For the first time, two Keynote addresses were livestreamed to TESOL members around the world.

The Master’s Student Forum, Doctoral Research Forum, and the reception for emerging professionals offered opportunities for students and new teachers to meet and learn from their peers and experts in the field.

More than 120 organizations participated in the English Language Expo and the Job Marketplace. As always, the end of the day give-aways brought crowds into the Exhibit Hall.

Pre and Postconvention Institutes, the Electronic Village, and the new TESOL Classroom of the future all received high praise. Everyone agreed that there is much to look forward to when it comes to technology and new classroom teaching techniques.

An overflow crowd attended the Annual Business Meeting to witness the installation of TESOL President Yilin Sun, President Elect Andy Curtis, and Past President Deena Boraie.
So many continue to renew their support of TESOL through membership and contributions, while others renew friendships and knowledge at the TESOL Convention.

MEMBERSHIP & MEMBER SERVICES

TESOL membership grew to its highest level since the beginning of the global recession in 2008. TESOL ended the year with more than 13,300 members from 167 countries. The countries with the largest TESOL membership are the United States at 71.2%, China at 4.6%, Japan at 3.2%, and Canada at 2.9%. Twenty-eight percent of the membership is outside of the United States. Nearly 6,000 members are also members of a TESOL affiliate!

At the end of the fiscal year TESOL had 7 subscribers to the new Institutional Professional Development Bundles. The institutions were from outside as well as inside the United States and included language schools, elementary schools, and two-and four-year colleges.

GOVERNANCE REVIEW

The culmination of two years of work, the Governance Review Task Force completed their assessment of the Association’s governance and submitted their report to the Board of Directors. The Task Force found that while the volunteer spirit and the desire to contribute meaningfully to the Association remains strong, aspects of the Association’s governance had become unwieldy and cumbersome, negatively impacting both the experience of members and the ability of the Association to respond to the needs of the field. The Task Force developed a series of recommendations on how to improve governance, which the Board of Directors is considering to implement in the upcoming year. Full details are available at www.tesol.org/GovReview.

Social media continues to be a broader public face for TESOL. Facebook had well over 300,000 followers, LinkedIn more than 12,000, and Twitter was up to 14,500. TESOL added an Instagram account to post photos and images. Its number of followers is quickly growing.

TESOL presented its first Job Seeker Virtual Seminar as a lead-up to the Annual Convention. The seminar provided many job seekers looking to renew and revive their job searches with new techniques and resources.

The TESOL Resource Center was relaunched with more than 200 resources. New resources were added through a fun competition among the TESOL Interest Sections.

The TESOL Board of Directors instituted a self-assessment instrument to evaluate their effectiveness and renew their commitment to change as the Association evolves.
FINANCIALS
Independent Auditor’s Report

To the Board of Directors
TESOL International Association

We have audited the accompanying financial statements of Teachers of English to Speakers of Other Languages d/b/a TESOL International Association (TESOL), which comprise the statements of financial position as of October 31, 2014 and 2013, the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to TESOL’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of TESOL’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Teachers of English to Speakers of Other Languages d/b/a TESOL International Association as of October 31, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Washington, DC
January 26, 2015
STATEMENTS OF FINANCIAL POSITION

October 31, 2014     2013

Assets
Cash and cash equivalents $ 611,588 $ 592,969
Investments 5,070,193 4,438,070
Accounts receivable 143,444 105,370
Pledges receivable 278,955 76,983
Prepaid expenses and other assets 293,033 263,782
Property and equipment 322,331 398,618

Total assets $ 6,719,544 $ 5,875,792

Liabilities and Net Assets
Liabilities
Accounts payable and accrued expenses $ 283,545 $ 214,035
Deferred revenue 999,114 983,688
Deferred rent and lease incentive 563,665 632,140

Total liabilities 1,846,324 1,829,863

Commitment - -

Net assets
Unrestricted 4,144,383 3,529,305
Temporarily restricted 614,125 401,912
Permanently restricted 114,712 114,712

Total net assets 4,873,220 4,045,929

Total liabilities and net assets $ 6,719,544 $ 5,875,792

FY 2014 REVENUE AND EXPENSE BY COST CENTER
TESOL BOARD OF DIRECTORS

2013-2014

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Yilin Sun, President-Elect, Seattle Community Colleges
Suzanne Panferov, Past President, University of Arizona
Rosa Aronson, Executive Director

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Deborah Short, Academic Language Research & Training, LLC
Tony Silva, Purdue University
John Schmidt, Convention Program Chair, Texas Intensive English Program
Claire Bradin Siskin, Edvista
Lillian Wong, University of Hong Kong

2014-2015

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