Your TESOL, our association. Through members’ ongoing engagement; strong leadership within the association; and rich partnerships with affiliates, sponsors, and partner organizations, TESOL has been able to advocate for our professionalism, provide English language teaching professionals with new professional learning opportunities, and connect research and practice. TESOL has accomplished much this year to advance the English language teaching profession worldwide.

First, we were excited, along with you, to participate in the November 2016 launch of myTESOL, TESOL’s new online engagement platform. Members and nonmembers alike have found it a great place to share the challenges and successes we all experience every day.

TESOL’s role as leader in the field of English language teaching was underscored by the very first Summit on the Future of the TESOL Profession. In February of 2017, TESOL facilitated the convening of delegates from six continents in Athens, Greece, with many more online, to take a critical look toward the future of the TESOL profession. Out of this experience came a call to action to all stakeholders (the Action Agenda), which was released at the 2018 TESOL convention in Chicago, Illinois, USA.

The TESOL world came together in Seattle, Washington, USA for a very successful 2017 TESOL International Convention & English Language Expo. The convention was the last official convention for TESOL Executive Director Rosa Aronson, who retired at the end of April after 7 years of service. In May, Christopher Powers began his tenure as TESOL executive director. A tribute to Rosa and an introduction to Chris can be found on page 9.

2017 was the first full year of the new professional councils. Approved by the TESOL Board of Directors in 2016, the professional councils directly support TESOL’s strategic plan and direction. The input and engagement of professional council leaders and members have already been shown to be invaluable.

Finally, your TESOL Board of Directors met in October to begin work on the new strategic plan to be implemented in November of 2018.

Thank you to all those who make TESOL—your TESOL—an important part of our professional lives. We believe that our association is in a great position to lead the profession into the future.
SUMMIT ON THE FUTURE OF THE TESOL PROFESSION

To mark the end of TESOL’s 50th anniversary, the association embarked on a program to answer questions about the future of the profession.

• How can TESOL professionals take the lead when advocating for new and innovative policies?
• How should TESOL professionals be empowered to initiate and sustain innovation and foster positive change?
• What role can stakeholders in the TESOL profession play in shaping the future of English language educators?
• What does this high demand for English language skills and instruction mean for the TESOL profession?
• And how should this demand and changes in learner populations be addressed?

Recognizing the need to answer these questions and map out a clear direction for the profession, TESOL International Association spearheaded the Summit on the Future of the TESOL Profession.

Two hundred summit delegates (leaders who influence English language education policy and decision makers from teacher education institutions, binational centers, English teacher associations, nongovernmental organizations, and companies serving the TESOL profession) representing 64 countries came together in February 2017 for the 2-day summit in Athens, Greece; summit participants were also invited to join virtually via live-stream. Three speakers addressed each of the summit themes; this was followed by roundtable discussions, during which online summit participants could submit real-time questions through an online chat.

The resulting TESOL Action Agenda, released at the 2018 TESOL convention in Chicago, Illinois, USA calls on the broad, diverse community of TESOL professionals and stakeholders to implement this action agenda globally, in all contexts, so that English language instruction, research, policy, and materials will

• reflect the knowledge and expertise of the TESOL profession,
• rely heavily upon collaboration among all stakeholders,
• enhance English language instruction and improve language skills for learners, and
• empower TESOL professionals and the English learners they serve.

TESOL SUMMIT STEERING COMMITTEE

Denise Murray (Chair), Professor Emerita, Macquarie University, Australia and San Jose State University, California, USA; Deena Boraie, Dean and Professor of Practice, The American University in Cairo, Egypt; Ayşegül Daloğlu, Professor, Middle East Technical University, Ankara, Turkey; David Fay, Regional English Language Officer, U.S. Department of State, USA; Gabriela Kleckova, Chair, Department of English, University of West Bohemia, Plzen, Czech Republic; Harry Kuchah Kuchah, Lecturer, University of Bath, UK; David Nunan, President Emeritus, Anaheim University, Professor Emeritus, University of Hong Kong, Foundation Board Member, University of New South Wales, Australia; Lourdes Ortega, Professor, Georgetown University, Washington, DC, USA; Evelin Suij-Ojeda, ELT Consultant
I am a TESOL member because it gives me a way to contribute to my profession and makes me feel like a part of something bigger than myself. In particular, being a leader in the Social Responsibility Interest Section (SRIS) has given me a professional home and strong connection to a group of people with the same passions as I have. Throughout the year, TESOL and SRIS members support my professional development and enrich my teaching, and this sense of intellectual excitement culminates in my attendance at the annual convention, always a highlight of my year.

RIAH WERNER, English Language Fellow, National Pedagogical Institute for Technical and Professional Training/English Language Fellow Program, Abidjan, Cote d'Ivoire

myTESOL, TESOL's member engagement platform, was introduced in late 2016. In addition to being the home for TESOL's Communities of Practice, myTESOL is also open to English language professionals at all levels and contexts from across the globe to network and share in the myTESOL Lounge.

This new online hub allows interest section, professional learning network, and eGroup members to communicate with each other through discussions, which can be accessed by email or through the myTESOL website on any device. Users can also share documents, videos, and other content in libraries and can search the member directory and add contacts to connect with their colleagues.

In June 2017, TESOL rolled out the myTESOL subscription. Available only to English language teaching professionals who have never been TESOL members, the subscription gives these professionals the opportunity to sample some of the association's other offerings.

Right away, a group of teachers from South Korea purchased myTESOL subscriptions as an affordable way to learn about TESOL and what TESOL membership has to offer.

TESOL membership remained steady during 2017, with 11,690 MEMBERS as of 31 October 2017. TESOL welcomed 3,930 NEW MEMBERS during the year.

ABOUT 40% of TESOL members are also members of one of TESOL's 116 AFFILIATES.

The most important and most used member benefits continue to be the TESOL Interest Sections and complimentary Virtual Seminars.
2017 TESOL ADVOCACY & POLICY SUMMIT

The 2017 TESOL Advocacy & Policy Summit brought a record number of 115 professionals to Washington, DC, to learn about policies impacting English learners and teachers, to train to become stronger advocates for their students and colleagues, and to put that training into action on Capitol Hill by holding more than 250 meetings with lawmakers.

With the purpose of equipping TESOL professionals with the tools to become influential advocates on behalf of English learners and embedding the knowledge of key education policies, the summit provided attendees with 3 days to learn from policy experts, network with other TESOL professionals, and understand effective advocacy techniques and strategies.

POLICY ADVOCACY SKILLS WORKSHOP

In late 2017, TESOL piloted two workshops specifically designed to give teachers the skills they need to advocate in their own communities. The workshops were successful and have provided a model for future policy advocacy skills workshops in other parts of the country.

PUBLIC POLICY PROFESSIONAL COUNCIL

The Public Policy Professional Council (PPPC), approved by the TESOL Board of Directors in October 2017, is a newly created professional council with 12 members.

The PPCP will advise, encourage, and assist the association on matters related to public policy with the goal of enhancing and sustaining the association’s reputation as a globally relevant resource of high-quality, balanced, and effective advice, information, and advocacy on English language education public policy issues.

CONTINUING TO IMPROVE STANDARDS

In July 2016, TESOL formed a task force to begin working on revisions to the TESOL P-12 Teacher Education Program Standards.

The TESOL P-12 Teacher Education Program Standards address the professional expertise needed by ESL educators to work with language minority students. The Council for the Accreditation of Educator Preparation (CAEP; formerly NCATE) uses these performance-based standards for the national recognition of teacher education programs.

The revisions are expected to be publicly available by January 2019.

ONGOING EFFORTS TO AFFECT LANGUAGE POLICY AND THE PROFESSIONALISM OF THE FIELD

In the past year, TESOL issued statements on behalf of its members and the profession on a variety of important issues affecting the field. Highlights follow.

- TESOL Cosigns Letter Calling on U.S. President-Elect to Denounce Hate-Fueled Acts (21 November 2016)
- TESOL Submits Priorities to U.S. Presidential Transition Team (20 January 2017)

THIS COULD BE YOU!

Recounting her experiences from meeting with her California representatives in Congress, Danielle Pelletier enthusiastically said, “I’m hooked! I’ll be back next year...I was amazed at how accessible Congressional offices are. This whole experience made me feel like I was being really helpful and participating in our democracy by sharing my story with [my elected officials].”
TESOL Press published nine books during the past year. Most notable is the third edition of one of TESOL’s all-time bestsellers, More Than a Native Speaker. This edition was again written by Don Snow along with new coauthor, Maxi-Ann Campbell. The book is already atop TESOL’s best-seller list.

The popular New Ways series added a new best seller, New Ways in Teaching With Music, edited by Jean L. Arnold and Emily Herrick.


Additional new releases included Using Corpora for Language Learning and Teaching, Teaching English to Chinese Learners in U.S. Colleges, and Sociolinguistics and Language Teaching.

TESOL Journals Showing Impact
Thanks to the hard work of TESOL Quarterly (TQ) editors Ahmar Mahboob and Brian Paltridge, the journal saw its 2-year impact factor rise from 1.513 for 2015 to 2.056 for 2016. The 5-year impact factor went from 1.947 in 2015 to 2.704 in 2016.

The rise in impact factor moved TQ to higher overall journal rankings. TQ is now 34/235 in education and educational research journals and 14/180 in linguistics.

I remember how delighted I was to discover the New Ways series at a TESOL convention many years ago. Having the opportunity to coedit New Ways in Teaching With Music was a fun, challenging, and very educational experience for me. I hope that other teachers will be just as delighted when they discover this new addition to the series.

EMILY HERRICK, New Ways In Teaching With Music Coeditor

I’ve used the New Ways series for years, and have contributed to several editions recently. I enjoy learning from others’ ideas and sharing the methods that have been useful to me. I’ve used music successfully in the classroom and when I’ve been learning foreign languages, so I thought it was time for a New Ways book on bringing music into the mix. English music is so popular with language learners—it’s a natural way to extend the learning outside the classroom.

JEAN L. ARNOLD, New Ways in Teaching With Music Coeditor

TESOL Connections had readers from 183 different countries in 2017. Forty-six percent of readers were from the United States. Interestingly, the most-viewed article in the past year was an article published in 2014, “9 Listening Strategies That Develop Active Listeners,” by Rebecca Palmer. It had 11,278 page views. The most-viewed article published in 2017 was “Using Content and Tasks to Address Grammar More Effectively,” by Sara Gramley and Heather Mehrten, with 870 page views.

The impact factor is a measure of the frequency with which the average article in a journal has been cited in a particular year. The Journal Citation Report publishes the impact factor and rankings yearly.

TESOL Journal, only 7 years old, has recently applied to be included in the impact factor rankings. Though it is not yet ranked, TESOL Journal continues to be an important member benefit and has seen substantial growth in both article submissions and readership under editor Joy Egbert.

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WHY THEY PUBLISH WITH TESOL

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The 2017 convention saw 6,487 of your colleagues from 119 countries come together in Seattle. Seattle native Sherman Alexie opened the convention on Tuesday evening with a standing ovation, speaking on “Power and Empowerment: An Urban Indian’s Comic, Poetic, and Highly Irreverent Look at the World.”

Other keynotes included Guadalupe Valdés, James E. Alatis Plenary; Dudley Reynolds, Presidential Keynote; and Yong Zhao, speaking on the last day of the convention.

There were a number of tributes to retiring TESOL Executive Director Rosa Aronson, and everyone celebrated and networked at the closing reception sponsored by the Center for Applied Linguistics and National Geographic Learning.

TESOL AWARDS PRESENTED AT THE TESOL CONVENTION

• James E. Alatis Award for Service to TESOL—Awarded to Mark Algren
• TESOL Teacher of the Year presented by National Geographic Learning—Awarded to Rawia Hayik
• TESOL Award for Distinguished Research—Awarded to Gary Barkhuizen
• The TESOL President’s Award—Awarded to TIRF, The International Research Foundation
• TESOL Outstanding Advocate Honor—Awarded to Gil Mendoza, Assistant Superintendent of Special Programs and Deputy Superintendent of Public Instruction

TESOL SIGNS KNOWLEDGE PARTNERSHIP AGREEMENT WITH CHINA DAILY 21ST CENTURY ENGLISH EDUCATION MEDIA

In July, TESOL and China Daily 21st Century agreed to collaborate on a number of new initiatives, including a 3-day TESOL professional learning assembly in China in 2018. Additionally, the organizations will collaborate on teacher workshops and other regional and national English language teaching events throughout China.

ELT MANAGEMENT CERTIFICATE PROGRAM, BANGKOK, THAILAND

The TESOL ELT Leadership Management Certificate Program (LMCP), in January 2017, provided 180 English language teachers, teacher trainers, and administrators in Thailand with the latest thinking on building quality English language teaching organizations and programs through effective leadership, management, and teacher training.

Thank you to TESOL members Neil J Anderson, Fernando Fleurquin, and Christine Coombe for facilitating the program.

TESOL gratefully acknowledges the support of TESOL affiliate Thailand TESOL and of National Geographic Learning, a TESOL Strategic Partner.

I have really enjoyed the PPP [Principles & Practices of Online Teaching—certificate program] course and, more in general, I am really happy to be a TESOL member! I find your courses and your approach to TESOL and the teaching profession in general vastly superior to anything else that’s on the market today for language professionals.

IVAN IANNOTTA-KASHIWAZAKI, Freelance Translator, Interpreter, Proofreader, Localisation Consultant
The TESOL Global Partnership Program recognizes those organizations that are committed to TESOL’s mission and supporting the programs and initiatives of the association. Partners are recognized at the Strategic Level or Associate Level based on level of commitment. Each level offers two partnership opportunities:

**ALLIANCE PROGRAM PARTNERS** help the association and its members succeed through their sustained and important contributions, while also supporting the field with their products and services.

**KNOWLEDGE PROGRAM PARTNERS** are committed to supporting ongoing professional learning in the field through their partnerships with the association.

**STRATEGIC LEVEL**

- National Geographic Learning
- Office of English Language Acquisition, U.S. Department of Education
- AFT
- 21st Century
- VIPKid

**ASSOCIATE LEVEL**

- Houghton Mifflin Harcourt
- Oxford University Press
- CAIL Center for Applied Linguistics
- Center for English Language Learning, University of Minnesota
- Carnegie Mellon University Qatar
- vipabc
- Voxy
- Cambridge University Press
Independent Auditor's Report
Tate & Tryon
Certified Public Accountants and Consultants

We have audited the accompanying financial statements of Teachers of English to Speakers of Other Languages (tHE) TESOL International Association (TESOL), which comprise the statements of financial position as of October 31, 2017, and 2016, and the related statements of revenues 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 Generally Accepted Accounting Principles (GAAP) 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 audit 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 mentioned above present fairly, in all material respects, the financial position of Teachers of English to Speakers of Other Languages (tHE) TESOL International Association as of October 31, 2017 and 2016, 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
December 13, 2017

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**Statements of Financial Position**

October 31, 2017 | 2016
---|---
**Assets** |  |  
Cash and cash equivalents | 320,995 | 607,055
Investments | 5,104,854 | 4,930,167
Accounts receivable | 108,455 | 108,996
Prepaid expenses and other assets | 236,652 | 336,337
Property and equipment | 115,389 | 173,061
**Total assets** | 5,898,345 | 6,182,097

**Liabilities and Net Assets** |  |  
Liabilities |  |  
Accounts payable and accrued expenses | 241,721 | 267,961
Deferred revenue | 678,646 | 1,084,449
Deferred rent and lease incentive | 273,032 | 384,535
**Total liabilities** | 1,393,399 | 1,736,945
Net assets |  |  
Unrestricted | 4,078,479 | 4,013,717
Temporarily restricted | 311,755 | 316,723
Permanently restricted | 114,712 | 114,712
**Total net assets** | 4,504,946 | 4,445,152
**Total liabilities and net assets** | 5,898,345 | 6,182,097

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**FY 2017 Revenue and Expense by Cost Center**

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<tr>
<th>COST CENTER</th>
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<th>EXPENSE</th>
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<td>Publications/Membership</td>
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<tr>
<td>Service Programs/Technology</td>
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</tr>
<tr>
<td>Administration</td>
<td>$728</td>
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</tbody>
</table>
THANK YOU, ROSA ARONSON

At the 2017 TESOL convention in Seattle, Washington, USA, TESOL Executive Director (2010–2017) Rosa Aronson gave her last management report at the Annual Business Meeting and said goodbye to the board and membership. Dudley Reynolds, TESOL President, said about Rosa, “Rosa has served the association since April 2010 with humility, grace, and a steadfast vision for what our association could be.” He then presented two resolutions passed by the TESOL Board of Directors:

“Be it resolved, that in honor of her service to the mission of TESOL International Association, Rosa Aronson shall henceforth be an honorary lifetime member with full voting rights in our association.”

“Be it resolved: In honor of the retirement of Executive Director Rosa Aronson, TESOL will establish the Rosa Aronson Global Professional Learning Scholarships.”

This new scholarship program is intended to honor Rosa’s time as executive director of TESOL International Association and her deep commitment to the professional learning of teachers in underserved countries.

WELCOME, CHRISTOPHER POWERS

In May, TESOL welcomed its new Executive Director, Christopher Powers. Chris joined TESOL after 20 years of diverse experience in international education. In his role as director of the Education Abroad Programs Division at the Institute of International Education, Chris oversaw a complex portfolio of international education programs that support language education from kindergarten through graduate school and activities that span 37 different countries.

Chris jumped right in when he began in May, working with the TESOL board and staff on new strategic planning and important new strategic initiatives. He looks forward to working with TESOL staff and members to continue to move the Association forward.