

TESOL 2003 Annual Report



TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, INC.



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INTRODUCTION

Hearing Every Voice was an apt theme for TESOL's 37th Annual Convention because the association worked hard during 2003 to address the concerns, needs, and aspirations of all its members around the globe. TESOL hosted its 2003 Symposium, ESL/EFL Standards for Younger Learners, in Rome, Italy, and participated in affiliate events from Turkey to Argentina to New York.

In addition to traveling the airways, TESOL traveled the airwaves, increasing its online presence and developing a Web site that hosts the many interests, resources, and voices of TESOL. Members can register for the annual convention, order publications, attend professional development classes, apply for awards and grants, even post and find jobs online at <http://www.tesol.org/>. From TESOL's Web site, members and the public can learn more about TESOL's advocacy program, and its position statements, respond to calls for proposals, and find links to other education agencies and organizations.

TESOL also works in the field, keeping attuned to the voices of its constituents in their own communities and addressing critical needs in the ELT profession. Two projects, the China English as a Foreign Language Standards Project and National Council for Accreditation of Teacher Education's Standards Project are developing standards for specific EFL and ESL programs, ensuring that educators and their students have the resources necessary to succeed. Through Training All Teachers, TESOL is creating a peer-to-peer training program to help mainstream and ESL educators and curricula developers improve instruction and assessment in the classroom.

In 2003, TESOL responded to members' requests for direction in integrating social concerns into their curricula. In October, TESOL held its first Peace Forum, a one-day event focused on providing resources and activities that allow educators to recognize and celebrate the growing diversity in their classrooms and so help students tear down the barriers that often separate them from their peers. The Forum was so successful that TESOL is planning two more for 2004.

Finally, to ensure that TESOL can continue to offer projects and resources like those described here, the association fulfilled its goal of establishing a Development Office at the main office in Alexandria, Virginia, in the United States. Working with the Board of Directors, TESOL's development staff is identifying new sources of funding for projects and publications, awards and events.

Indeed, TESOL is not just getting older, it's getting better, thanks to the dedication of its leadership and staff, and the commitment of its members. Together, these voices form a global chorus, with individual strains ringing clear and strong, forming harmonies that illustrate the beauty of the diversity that defines TESOL.

Thank you for a year of song.





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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 policymakers.

■ Objectives:

- Increase global awareness of TESOL resources available to policymakers.
- Identify and recommend policies on issues affecting ESL and 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, 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 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 accreditation/certification program for the TESOL preK-12 Teacher Education Standards.
- Explore the establishment of an international nondegree credential for teaching English as a foreign language.

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.





SPEAKING OUT: TESOL ADVOCACY

TESOL issued 10 position statements and papers in 2003, addressing a host of topics of particular and immediate interest to TESOL members worldwide. To read TESOL's position statements, or for more information on these topics, go to <http://www.tesol.org/> "The Association."

Working with the University Consortium of Intensive English Programs, American Association of Intensive English Programs, and NAFSA, TESOL continues to address the decline in foreign student enrollment in the United States, largely attributed to changes in the U.S. student visa system. In addition to reducing cultural diversity at U.S. institutions, diminished enrollment has negatively affected the financial stability of international education companies and institutions, particularly intensive English programs. TESOL met with the U.S. Department of State's Bureau of Educational and Cultural Affairs to discuss these issues and provided written comments to the newly established U.S. Department of Homeland Security (DHS) on draft regulations regarding the Student and Exchange Visitor Information System (SEVIS). TESOL coordinated sessions on the student visa issue at the convention held in 2003 and will again in 2004, with members of DHS's SEVIS team as featured speakers.

TESOL is helping the Bureau of Citizenship and Immigration Services (BCIS) at the DHS to collect feedback on the bureau's redesigned naturalization exam for becoming a U.S. citizen. TESOL will gather feedback from members attending the 2004 convention in Long Beach, California, in the United States, and will also provide input from staff.

TESOL continued its tradition of recognizing advocates for the profession at its 2003 annual convention. TESOL and its host affiliate, Maryland TESOL, recognized Dr. Alvin Thornton, of Howard University, who chaired the Maryland commission that developed an innovative education funding plan to aid all learners. For his global advocacy, Raffaele Sanzo, of the Italian Ministry of Education, received TESOL's Global Advocacy Recognition. Sanzo has led the field of language education and professional development for teachers in Italy.

POSITION PAPERS AND STATEMENTS

- TESOL Position Statement on Teacher Quality in the Field of Teaching English to Speakers of Other Languages
- TESOL Position Statement on Local Flexibility in the Education of English Language Learners
- TESOL Position Statement on Independent TESL/TEFL Certificate Programs
- TESOL Position Statement on International Education (March 2003)
- TESOL Position Statement on Teaching English as a Foreign Language to Young Learners
- TESOL Position Statement on the Preparation of PreK-12 Educators for Cultural and Linguistic Diversity in the United States
- TESOL Position Paper on High-Stakes Testing for K-12 English-Language Learners in the United States of America
- TESOL Position Paper on Equitable Treatment for Part-time, Adjunct, and Contingent Faculty
- TESOL Position Statement on Professional Equity for the Field of Teaching English to Speakers of Other Languages
- Professional Paper 6: Large Scale Assessment of English Language Learners.





FROM VOICES TO ACTION: TESOL PROJECTS

China English as a Foreign Language Standards Project

The China English as a Foreign Language Standards Project (CEFLS) is a 30-month standards-development, materials writing, and teacher education project. Through the project, TESOL will produce three volumes identifying and describing the elements of English that school-age learners in China can reasonably be expected to learn at the primary, intermediate, and senior school levels. The volumes will also describe the characteristics of effective EFL teachers. A fourth volume will offer Chinese EFL teachers and teacher educators a portfolio-based professional development and appraisal process for standards-based teaching.

Three organizations are collaborating on this project: Teachers of English to Speakers of Other Languages, Inc. (TESOL), which is developing the materials; The McGraw-Hill Companies, headquartered in New York, New York, in the United States, 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 is reviewing the materials and participating in field testing. This project is the first of its kind for TESOL, and the association is excited to partner with McGraw-Hill and NFLTRA on work of such scope.

The academic component of the project is coordinated by Barbara Agor, an education writer and consultant from Rochester, New York, in the United States. 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.

NCATE Standards Project

TESOL continues to play a key role in the National Council for Accreditation of Teacher Education's (NCATE) preK–12 ESL teacher education standards project, reviewing P–12 ESL teacher education program reports from universities and state departments of education. These standards address the need for consistency throughout the United States in how teachers are prepared to teach ESL in P–12 schools and will help teacher education units and professional organizations and agencies to understand and evaluate the educational preparation needed for ESL specialization.

In 2003, TESOL reviewed 12 reports from university graduate schools of education in the United States and one state report from North Carolina, all of which were seeking initial accreditation of their P–12 ESL teacher education programs. Of these, five institutions and North Carolina met or exceeded at least 10 of the 13 requisite standards, thereby qualifying for NCATE accreditation: University of Maryland (College Park) Teachers College, Columbia University, Hunter College, Trinity College, and University of Colorado at Boulder. The remaining institutions, which received a deferred rating, have been invited to submit a rejoinder for review and evaluation.

TESOL also conducted two Campus Representative Workshops. These informational sessions provide critical training for institutions seeking NCATE accreditation for their ESL teacher education programs. In addition to reviewing current standards for P–12 and university



ESL and EFL programs and outlining the application and review process, TESOL provides strategies for collecting and presenting evidence of performance and preparing program reports that meet the U.S. Department of Education's stringent criteria. In 2003, 64 university and state representatives attended TESOL's workshops at Fordham University, in New York, New York, in the United States, and at Armstrong Atlantic State, in Savannah, Georgia, in the United States.

Training for All Teachers (TAT) Project

In 2003 TESOL's 4-year Training for all Teachers (TAT) Project completed its second year. TESOL launched this program in 2001 under a grant from the U.S. Department of Education's Office of English Language Acquisition and Bilingual Education. Through TAT, TESOL is developing a corps of master teacher trainers (MTTs) in public schools in the state of Maryland, in the United States. TAT provides mainstream and ESL teachers with strategies and resources for reforming curriculum, instruction, and assessment in the classroom. By training MTTs who return to their schools to provide instruction to other educators, TAT creates a sustainable training program that can be replicated within schools, districts, and states.

To date, 11 teachers from Prince George's County Public Schools (PGCPS), in Maryland, have completed the course and been designated as master teacher trainers, under the direction of Dorothy Kaufmann of the Center for Applied Linguistics. Kaufmann helped the MTTs to develop programs for teachers from PGCPS and the Archdiocese of Washington Catholic Schools. MTTs conducted six 2-hour workshops and one parent workshop at each site. Working on site at individual schools enables MTTs to increase participation and address the particular needs of both teachers and families involved in ESL instruction.

TESOL Symposia

TESOL's 2003 Symposium, titled "ESL/EFL Standards for Younger Learners," was held in Rome, Italy, in September. The event was a collaboration between the Professional Development Committee, Italy-TESOL, the US Embassy in Italy, and TESOL's Education Programs, and was cosponsored by the European Language Institute; Oxford University Press; Hampton-Brown; and the University of Rome, La Sapienza, Faculty of Engineering. One hundred participants from around the world convened to hear speakers Herbert Puchta, Pedagogical Academy, Graz, Austria; Pauline Rea-Dickins, University of Bristol, United Kingdom; and Deborah Short, Center for Applied Linguistics, Washington, DC, United States, discuss ESOL research and applications.

TESOL's Education Programs Department already has begun working with Braz-TESOL to plan the next symposium, "ESOL and Social Responsibility," which will be held in Belo Horizonte, Brazil, on July 19, 2004.

TESOL Peace Fora

In October 2003, TESOL and Washington Area TESOL cohosted a 1-day Peace Forum at the American University in Washington, DC, in the United States. A plenary presentation and six workshops were hosted by representatives from esteemed universities and nongovernmental organizations such as UNESCO, the Red Cross, U.S. Institute of Peace, and the Center for Contemporary Arab Studies at Georgetown University. The forum provided more than 130 students, educators, and researchers with ideas and practical guides for incorporating age-appropriate lesson plans, educational resources, and teaching methodologies into a classroom culture reflecting equity, cross-cultural understanding, and respect for diverse identities, ideas, and concerns. It also helped identify a network of teachers and administrators committed to learning more about how to facilitate a culture of peace in the classroom. The tremendous success of this event, and positive feedback from TESOL members, spurred TESOL to launch a series of fora in 2004.

For more information on upcoming TESOL fora and symposia, including the June 2004 symposium in Brazil and the fall 2004 Peace Fora in Chicago and New York, check <http://www.tesol.org/> "Professional Development."





HEARING EVERY VOICE: 37TH ANNUAL CONVENTION AND EXHIBIT

Nearly 7,000 ESL and EFL professionals from more than 115 countries attended the 37th Annual TESOL Convention, hosted by Maryland TESOL and Washington Area TESOL, in Baltimore, Maryland, in the United States. Directed by Mark Algren and Tom Riedmiller, the convention showcased an exciting array of speakers, workshops, technological innovations, and products.

Morris Dees, cofounder of the Southern Poverty Law Center, received the President's Award, offering many convention participants their first chance to listen to this gifted civil rights advocate. This special award recognizes an individual outside the ESL/EFL profession who has led or supported efforts to improve English language education while respecting individuals' language rights. The four sitting presidents on the TESOL board of directors choose the recipient. The President's Award provides the recipient with a lifetime membership in TESOL and contributes to the recipient's organization.

Linguist Jun Liu, of the University of Arizona, spoke to a packed room about what it means to progress from EFL learner to academic specialist, author, professor, and member of the TESOL board of directors. Liu also discussed the complexities of being a multilingual speaker in TESOL.

Raouf Mama, a native of Benin and author of four books of folktales, brought his storytelling skill to the TESOL stage with "Why Humankind Has Two Ears and One Mouth." Mama's presentation demonstrated the power of folktales to bridge cultural and linguistic gaps, as well as to impart basic tenets, such as "listening with our inner ears, with our hearts, for only then shall we hear the roar on the other side of silence."

In featured presentations, Laraine Kaminsky, Mary Lou McCloskey, and Deborah Cameron focused on the changes and challenges facing the ESOL profession in an increasingly global environment, offering "golden rules" for effecting meaningful, progressive change in the classroom and the discipline. In a dynamic closing plenary, Dorothy Zemach's "Survivor TESOL" challenged contestants and attendees to identify and vote for the Ultimate Survivor in the field.

The convention offered more than 1,000 sessions tapping the talents of new and veteran teachers, linguists, and teacher educators from more than 90 countries. Topics focused on educating teachers, using technology, and building classroom skills. Several of the most heavily attended sessions focused on policy matters, such as improving English proficiency given the No Child Left Behind Act and obtaining student visas given recent changes in federal regulations. Teaching grammar also topped the charts in 2003, with sessions providing new techniques for engaging



students. TESOL's annual convention continues to be the premier professional development and networking opportunity for global ESL and EFL professionals, creating enduring networks and partnerships the world over.

TESOL's exhibition comprises the world's largest display of ESL and EFL publications and software. More than 140 vendors from around the globe offered convention goers the latest professional texts, classroom resources, and multicultural instructional materials. Exhibitors generously provided review copies, demonstrations, and training sessions for visitors.

The 2003 convention was made possible in part by the generous support of the business and academic communities, as well as support from TESOL's 2003 sponsors:

PLATINUM

**Educational Testing Service
McGraw-Hill/Contemporary**

GOLD

**King Fahd University
Rigby
TESOL Board of Directors, 2002–2003,
and the Executive Director
University of Michigan Press**

SILVER

**American University TESOL Program
Center for Applied Linguistics
College of Notre Dame of Maryland
Deutsche Post Global Mail
ESL Magazine
George Mason University
Georgetown University
GES Exposition Services
Heinle/Thomson
Kaplan International
Steck-Vaughn
Towson University
University of Kansas Applied English Center/Office of International Programs
University of Maryland, Baltimore County**

The 38th Annual TESOL Convention, hosted by California TESOL, will be held March 31–April 3, 2004, at the Long Beach Convention Center in Long Beach, California, in the United States. The convention, themed “Soaring Far, Catching Dreams,” features more than 900 academic sessions presented by more than 2,000 speakers representing more than 85 countries. In addition to sessions, the convention features the world's largest ESF/EFL exhibition and resource display for teachers.

The 39th TESOL Annual Convention will be held March 30–April 2, 2005, at the Henry B. Gonzalez Convention Center in San Antonio, Texas, in the United States. The theme for 2005 is “Teaching Learning, Learning Teaching: The Nexus in Texas” and will be hosted by TexTESOL-II.





SPEAKING, HEARING, LEARNING, TEACHING: EDUCATIONAL PROGRAMS

Throughout 2003, TESOL's education and professional development programs continued to provide offerings that met the expressed needs and interests of TESOL's members. Not only was TESOL able to provide timely, informative programs and classes, but this year the association increased global participation by providing online registration and offering discounts to registrants residing in countries with low gross national income.

In October, TESOL hosted three workshops: "Using Internet Tools to Effectively Work With Beginning ESL/EFL" (Susan Gaer), "Teaching Writing Online" (Ron Corio), and "Enhancing Online Communities with Voice and Webcams" (Vance Stevens). Thirty-five TESOL members participated in TESOL's three online academy workshops, with 40% hailing from outside North America. A 90-minute chat session with David Nunan at Hong Kong University on "the virtual classroom" was a tremendous success, with 15 participants from five countries joining the interactive exchange.

In 2004, TESOL will enhance its education programs by offering a new online certificate program, "Principles and Practices of Online Teaching." The program, comprising 12 courses, results from the collaboration of TESOL Professional Development Committee (PDC) members Lillian Wong and Claire Bradin Siskin, TESOL's Computer-Assisted Language Learning Interest Section, and the Education Programs Department.

Seventy-four members participated in TESOL's first theme-based Atlantic Academy, held June 27–29, 2003, at the George Washington University in Washington, DC, in the United States. The academy focused on the practical application of the No Child Left Behind Act, the Adult Education and Family Literacy Act, and the impending reauthorization of the Workforce Investment Act. TESOL's Southwest Academy was held at the University of Colorado at Denver, July 11–13. Sixty-four members participated in the program, which included workshops on helping mainstream teachers work with English language learners.

The Leadership Development Certificate Program (LDCP) continues to offer workshops during the annual convention and online. In 2003, for the first time, TESOL opened the certificate program to all members. Nineteen members completed the program in 2003, 14 continued from 2002, and 37 new members enrolled. PDC member Kate Reynolds and the Education Programs Department continue to explore tailoring some LDCP workshops for affiliates.





VOICES FROM ALL OVER: TESOL MEMBERSHIP

In 2003, TESOL had a net increase in membership, and student members still form the largest contingent. This reflects—and is reflected in—TESOL’s increased efforts to provide programs, resources, and development opportunities for student members.

TESOL’s global presence is stronger than ever, with 91 global affiliates. TESOL members hail from 125 countries worldwide, and 21% of the association’s membership lives outside the United States. To ensure the continued growth of its international partnerships and to recognize and address the needs of ESL and EFL professionals from other nations, TESOL provides special rates for members from countries where the gross national income is less than US\$15,000, as identified in the United Nation’s Children’s Fund annual State of the World’s Children report.

2003 Membership Statistics

Category	October 2003	October 2002
Individual	11,959	12,027
Students	1,239	1,130
Joint	352	406
Retired	171	137
Others	97	78
Total	13,818	13,778

Interest section (IS) chairs may apply to TESOL for grant funding to develop position papers, pamphlets, or annual convention activities with a professional focus. In 2003, IS grants were awarded to the Intercultural Communication IS, for hosting a networking reception at the 2003 TESOL convention; the ESL in Bilingual Education IS, for developing an advocacy brochure on current bilingual education issues; and the Teacher Education IS, for the Graduate Student Forum. Members interested in recommending or participating in special IS projects should contact their IS chair. For more information about TESOL’s interest sections, please visit [http://www.tesol.org/](http://www.tesol.org/\)



Interest Sections

Interest Sections	2003	2002
ESOL in Adult Education	1,482	1,559
Applied Linguistics	1,113	1,104
ESL in Bilingual Education	500	498
Computer-Assisted Language Learning	1,025	1,067
ESOL in Elementary Education	1,408	1,223
English as a Foreign Language	1,623	1,679
ESL in Higher Education	1,339	1,324
Intensive English Programs	866	979
Intercultural Communication	649	619
International Teaching Assistants	214	215
Materials Writers	514	498
Program Administration	463	427
Refugee Concerns	221	214
Research	516	504
Secondary Schools	1,219	1,056
English for Specific Purposes	615	604
Speech, Pronunciation, and Listening	476	431
Teacher Education	1,003	920
Video	155	165
Total*	15,401	15,086

* Members may join more than one IS.



Affiliates

TESOL welcomed West Virginia TESOL (WVTESOL) as its newest affiliate, bringing the total number of affiliates to 91 (47 in the United States and 44 in other countries around the globe). This global village enables TESOL and its affiliates to provide educators with resources and professional development programs that meet geographically and culturally specific needs, while creating opportunities for individuals, communities, and countries to share ideas, research, and successes.

Oklahoma TESOL used its affiliate grant to bring two experts, Margo Gottlieb, director of assessment and evaluation for the Illinois Resource Center, and Frank Sharry, director of the National Immigration Forum in Washington, DC, to OKTESOL's October 2003 conference. Gottlieb and Sharry offered insights into two key policy issues: how No Child Left Behind can help educators better serve ESL students, and the role of immigration policies in economic development.

TESOL also provides Affiliate Speaker Service Grants each year to defray the travel expenses of keynote speakers at affiliate conferences. The awards allow EFL and ESL educators around the world to explore critical issues with experts in the field. Grantees in 2003 were Croatian Association of Teachers of English, IATEFL Hungary, Korea TESOL, Oklahoma TESOL, Panama TESOL, Paraguay TESOL, and Uruguay TESOL.

With its affiliate speaker grant, Korea TESOL brought well-known author and CALL specialist Dave Sperling, founder of Dave's ESL Café based in California, to its October 2003 conference. Korea TESOL credits much of the increase in attendance at its conference to Sperling's presentation, "The Power of the Internet in the ESL Classroom."

Recipients of TESOL's Travel Grants to the Annual Convention

Association of English Language Teachers of Armenia
TESOL France
TESOL Greece
English Teachers Association of Israel
New Zealand—TESOL Association of Aotearoa New Zealand
Romanian Federation of Associations of Teachers of English
Association of English Teachers of Senegal
St. Petersburg (Russia) English Language Teachers' Association
Washington Association for the Education of Speakers of Other Languages
Yakut TESOL

Career Services

Thousands of TESOL members regularly use TESOL's online career services tools. In 2003, more than 6,000 subscribers used TESOL's Placement E-Bulletin, a semimonthly electronic job listing; and each month 7,500–8,500 people visited TESOL's JobFinder, an electronic listing of ESL and EFL positions worldwide. Along with these year-round services, TESOL continues to host the Job MarketPlace at the annual convention. At the 2003 Convention in Baltimore, Maryland, 71 recruiters from 93 countries provided on-site interviews to more than 1,700 job seekers.



Caucuses

Overall, caucus membership has increased. Caucus memberships cost \$8 each, but TESOL members may join one caucus for free with basic membership.

Caucuses	2003	2002
Caucus on Part-time Employment Conditions	541	102
Christian Educators in TESOL	814	338
International Black Professionals and Friends in TESOL	159	87
Lesbian, Gay, Bisexual, Transgender, and Friends	269	158
Nonnative English Speakers in TESOL	981	165
TESOLers for Social Responsibility	1,245	206
Total	4,009	1,056

Technology

In keeping with TESOL's goal to provide more services—at a lower cost—to its members, staff and leadership developed a strategic plan for enhancing TESOL's online presence, and the association expanded its online offerings in 2003. TESOL's membership database system has been updated, which will enable TESOL to offer password-protected online access to membership information in 2004.

Thanks to a major upgrade of TESOL's electronic list system, the association can now distribute interest section newsletters online and offer full-text searches of TESOL Quarterly articles. Along with receiving timely information, TESOL members have particularly enjoyed the electronic billing and renewal options: More than 4,300 members joined or renewed online in 2003.

These technology upgrades are streamlining activities in the main office as well. Online submission and review of proposal abstracts for the annual convention have reduced time and expense.

Awards and Grants Program

TESOL allocated awards and grants to more than 50 members in 2003. Recipients hail from various sectors within the TESOL field and represent TESOL's global membership. For profiles of some recipients, go to <http://www.tesol.org/> "Membership."

In 2003, TESOL introduced the TESOL Award for an Outstanding Paper on NNEST Issues, sponsored by East Carolina University. The cash award, which includes the recipient's convention registration fee, will be offered for 10 years.





PRINTING THE VOICE: TESOL PUBLICATIONS

TESOL Serials

In December 2003, TESOL debuted its new magazine, *Essential Teacher* (ET), edited by Kathy Weed. ET allows readers and contributors to explore new areas and embrace new topics, from technology in the classroom to profiles of ESL and EFL teachers, to innovative—even unconventional—resources for English language professionals. Educators within and outside the TESOL community have praised this newest TESOL publication and its online companion, *Compleat Links*.

ET has taken on some of the functions of *TESOL Matters* (TM). TM and *TESOL Journal* (TJ) ended their 12-year runs in Fall 2003. Nancy Clair and Marjorie Terdal guest-edited TJ's final issue, which focused on second language literacy. TESOL continues to offer TJ back issues on CD-ROM. TESOL gives special thanks to Steve Stoyhoff and his editorial advisory boards for their many years of hard work and the contributions that TJ has made to the association and the discipline.

TESOL Quarterly (TQ), under the leadership of Carol Chapelle and the TQ editorial advisory board, continues to inform and enthuse readers with a host of offerings. In 2003, TESOL published a special issue of TQ, edited by Susan Conrad, on corpus linguistics. As more and more people have begun to use desktop computers, interest in this young field has grown considerably. Conrad assembled articles demonstrating the variety and relevance of current research in corpus linguistics from seven countries spanning Asia, Europe, North America, and the Pacific. Conrad points out that the authors' diverse affiliations "speak to the appeal of corpus linguistics throughout many regions of the world." A. Suresh Canagarajah was named the associate editor of TQ and will assume full responsibility beginning with the Spring 2005 issue.

TESOL Connections (TC), which began in 2002 as an online monthly, has been upgraded to a members-only, semimonthly online newsletter, and readership has increased to more than 8,000 subscribers. TC provides association members and affiliates with the latest news, links to ESOL-related articles, profiles of ESL and EFL professionals, and even links to register online for TESOL events.



Books and Series

TESOL members can now take advantage of better prices on publications, with the newly reconfigured pricing system that offers a 25% discount to current members. Thousands have already taken advantage of the new prices, increasing sales by almost 15% in the last year. Standards volumes and the New Ways series continued to top the sales list. Releases in 2003:

The Case Studies series, directed by Jill Burton, produced three new volumes:

- **Grammar Teaching in Teacher Education**, edited by Dilin Liu and Peter Master
- **Interaction and Language Learning**, edited by Jill Burton and Charles Clennell
- **Assessment Practices**, edited by Christine Coombe and Nancy Hubley

TESOL's newest series, **Professional Development in Language Education**, edited by Tim Murphey, released three of four planned volumes:

- **Becoming Contributing Professionals**, edited by Joy Egbert
- **Extending Professional Contributions**, edited by Tim Murphey
- **Sustaining Professionalism**, edited by Patricia Byrd and Gayle Nelson

PACE Yourself: A Handbook for ESL Tutors, by Teresa Dalle and Laurel Young, a new handbook for volunteer ESL tutors, has received excellent reviews.

Be sure to visit TESOL online to see the latest offerings from the Publications Department. Currently in press for 2004 are volumes on assessment, computer-assisted language learning, language teaching and gender in TESOL, global EFL perspectives and experiences, international teaching assistants, and content-based K-12 instruction.

The TESOL Quarterly Dialogues: Rethinking Issues of Language, Culture, and Power, edited by Judy Sharkey and Karen Johnson, offers a written exchange among teacher researchers, teacher educators, and research analysts, exploring interactions based on various TQ articles. This volume includes the relevant articles on a CD-ROM.

Large Scale Assessment of English Language Learners, by Margo Gottlieb, is TESOL's sixth professional paper. Published in response to concerns raised by TESOL's task force on the reauthorization of the Elementary and Secondary Education Act, this latest addition to TESOL's Professional Papers Series explores issues surrounding the large-scale assessment of English language learners.

For more information on these and other publications, visit <http://www.tesol.org/> "Publications."

Call For Authors

TESOL invites writers for the following upcoming publications:

An eight-volume Curriculum Development series that will profile ESOL program and curriculum development throughout the world. For more information, contact Series Editor Kathleen Graves at Kathleen.graves@sit.edu.

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 ESL and EFL professionals working in 2-year institutions, including those outside the United States. Additional information and submission guidelines can be found at <http://www.tesol.org/> "Publications."

Debra Suarez's series For All Our Children: Collaborative Partnerships Among ESL and Classroom Teachers will offer specific, detailed information about why and how ESL and classroom teachers can establish—or are already forming—collaborative partnerships to better serve the needs of all students. For more information, see Submission Guidelines on <http://www.tesol.org/> "Publications" or contact Series Editor Debra Suarez at suarez@debrasuarez.com.



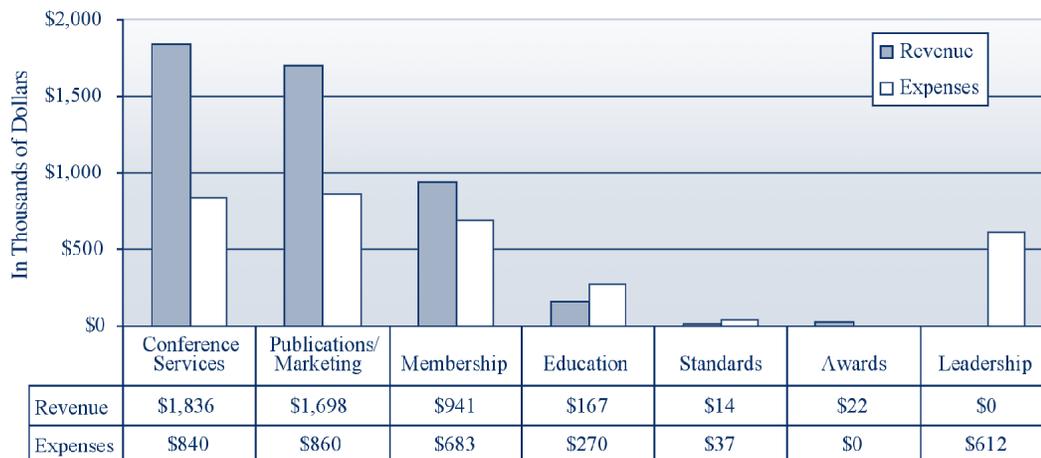


TESOL FINANCIAL REVIEW

TESOL achieved its fiscal year (FY) 2003 (November 1, 2002–October 31, 2003) budget objective of generating from revenue sources the funding required to support the association's member services, education, communication, and administrative program expenses. These revenue sources include the annual convention and exhibition, membership dues, publications, subscriptions, and fees for education programs. The board of directors and staff will continue to emphasize diversifying revenue sources in the coming year.

The FY 2004 operating budget anticipates full funding from programs (in lieu of deficit or reserve spending) and accords with TESOL's strategic goals, objectives, and targeted activities identified by TESOL's board of directors and executive director.

FY2003 REVENUE AND EXPENSES BY COST CENTER



Budget Notes

The bar chart indicates TESOL's revenue and expenses by cost center. At the end of FY 2003, TESOL's total reserves were \$2,348,290.

Conference Services covers all activities associated with the annual convention and exposition, staff salaries, and volunteer support.

Publications/Marketing includes *TESOL Matters*, *TESOL Journal*, *TESOL Quarterly*, publication fulfillment, library subscriptions, two standing committees, staff salaries, and volunteer support.

Membership covers basic member service benefits and information services, interest sections, affiliates, caucuses, all activities related to the Career Center (*Placement Bulletin*, Job MarketPlace), field services, one standing committee, staff salaries, and volunteer support.

Education represents a variety of programs: academies, pre- and postconvention institutes, tailor-made professional development, online workshops, the K–12 standards training workshops, global symposia, convention audiotapes, Worldnet broadcasts, one standing committee, staff salaries, and volunteer support.

Standards refers to the expenses associated with preK–12 standards, adult education program standards, TESOL workplace effective practices, 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, governance travel and meetings, membership in the National Council for Accreditation of Teacher Education (NCATE), leadership certification program activities, staff salaries, and volunteer support.





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