Thank You to Our 2020-2021 Partners

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MICHIGAN UNIVERSITY PRESS

NATIONAL GEOGRAPHIC LEARNING
If 2020 was a year of immense obstacles for TESOL International Association (TESOL) and its members, it also proved to be a crucial impetus for significant internal changes to our organizational business model. The crisis brought on by COVID-19 forced us to reconceptualize the content, delivery mode, and timing of our programs and services. Under Dr. Deborah Short’s and Dr. Kleckova’s leadership, we were able to transform our programs and events, and this transformation proved to be the basis of our recovery and revival in fiscal year 2021.

Since the creation of TESOL, the annual Convention had been our principal focus. Although not a unique model in the world of professional associations, year after year our financial success was dependent upon a successful Convention, bringing in half of our annual budgeted revenue. However, the COVID-19 pandemic quickly forced us to change the way we looked at our operations.

As we approached the fiscal year 2021, it was clearly impossible to revert to our pre-COVID way of doing business. The Board of Directors and Staff needed to take a step back from the usual way of doing things and we had to reimagine how to balance the budget based on this challenging and unstable set of circumstances. The Professional Learning and Publishing Departments merged into the Content and Learning Group with the purpose of offering a more coherent set of products and services to our members. The Conferences Department became the Strategic Events Department and began to offer more online meetings in addition to the virtual convention. Our Membership and Advocacy Departments responded to our members’ need to connect on a global scale.

Strategic partners, such as the Bureau of Educational and Cultural Affairs (ECA) of the U.S. State Department, and National Geographic Learning, were critical to the success of TESOL’s restructuring.

Our more than 100 Affiliates and volunteer leaders were also instrumental in providing opportunities for crucial connections and community. As of the end of fiscal year 2021, TESOL is now truly global with a membership of approximately 50% in the U.S. and 50% outside the U.S.

One area that has been particularly significant is the growing awareness of the need to improve inclusion and equity within our diverse organization. The Board of Directors published the Diverse Voices Task Force report and made a strong commitment to enacting its recommendations. Membership demographics, implemented in the summer of 2021, will lay the foundation for a more inclusive and equitable organization. Other measures that seek to make TESOL a more welcoming community united against injustice will be shared and implemented in the new year.

Finally, in response to the needs of our members, the TESOL Board authorized a significant four-year investment to improve all aspects of our technology infrastructure. We hope you will begin to see positive changes beginning in this fiscal year, 2022.

We are proud that TESOL did not “let a good crisis go to waste.” As I say my final goodbye to all of you as Interim Executive Director, I am optimistic about the future of TESOL. As you know, a new Executive Director has been appointed. Amber Crowell Kelleher is eager to meet you and, with the Board and Staff, to realize the long-term vision of our association. You are in good hands!

Rosa Aronson, Interim Executive Director
Message From the President

We have lived through another year marked by the global pandemic. Although we gained some familiarity with the coronavirus after the initial shock of COVID-19 in 2020, more uncertainties continued to unfold. The disruption of our living and working conditions continued as well as the need to adapt to constantly evolving new realities and unforeseen situations. Our desire to find a new stability remained unfulfilled as the new variants were identified.

The pandemic has been a challenge but also an incredible opportunity. The association has successfully engaged with it and turned the challenges into growth and improvement of its state. TESOL did not “let a good crisis go to waste,” as Rosa Aronson writes. Yes, TESOL in its 55th year of existence underwent an important phase in its history as a global association that brings together more than 12,000 professionals from all corners of the world. The new demands led to new experiences and new confidence. As this annual report shows, TESOL mobilized the collective energy of its volunteer leaders and staff and succeeded in pursuing its mission in this challenging period. We came together, connected, restructured our work, and emerged even stronger as a community. TESOL became more resilient and ready for future challenges.

At the same time, I see that now more than ever we need to stop and reflect on our overall performance during the pandemic as we move on in the upcoming years. If we wish to continue to evolve as a global community of English language educators, our knowledge of the profession and the field must continue to grow. We still need to seek new ideas and make new choices if we wish to provide a home to TESOL professionals and carry out our long-term vision of being the trusted global authority for knowledge and expertise in English language teaching in the future.

Our growth is not over yet. Like any thriving organization, TESOL must continue to respond to societal changes and conditions. The COVID-19 crisis and global megatrends will continue to reshape the association in the near future, and I hope that what I have called “TESOL 365” (TESOL every day, everywhere in the world) will herald a period of new stability. I know we can prosper in the future through joint efforts of all involved within and outside the association.

TESOL many good reasons to celebrate its achievements in the last year. A big thank you to our dedicated and committed TESOL staff; our interim executive director, Rosa Aronson; our volunteer leaders; our partners and sponsors; and members for being invested in TESOL and carrying it through a successful transformation in these turbulent times. It has been an honor to serve the association with such a great team of partners.

With gratitude,
Gabriela Kleckova
2021–2022 TESOL President
Membership

Demographics
New demographic questions were launched in the fall of 2021. These highlights reflect responses as of the end of the fiscal year.

Be counted. Complete your profile under My Account on tesol.org

Work Setting*
31% in a non-education setting
43% in an education setting

Area of Work*
Highest concentration of members
- English Language Development (ELD or ESL, EFL)
- Adult Education
- Primary Education/Young Learners/Secondary Education
- Teacher Education
- Postsecondary Education

Role*
Highest concentration of members
- Language Instructor/Professor/Teacher
- Teacher Educator/Trainer
- Program Administrator/Coordinator/Supervisor
- Student

*Individuals choose all that apply

New Member Statistics
7,160 New Members
12,196 Active Members
144 Affiliates

Members by Country
- 500+
- 101 – 500
- 51 – 100
- 21 – 50
- 11 – 20
- Up to 10
Awards

13 AWARDS GIVEN

TESOL Award for International Participation
Meral Guceri TESOL/TEFL Travel Grant
Albert H. Marckwardt Travel Grants
Betty Azar Travel Grant for Practicing ESL/EFL Teachers
TESOL Leadership Mentoring Program Award
TESOL Virginia French Allen Award for Scholarship and Service
The D. Scott Enright TESOL Interest Section Service Award
Ruth Crymes TESOL Fellowship for Graduate Study
TESOL Award for Distinguished Research
Ron Chang Lee Award for Excellence in Classroom Technology
The James E. Alatis Award for Service to TESOL
TESOL Teacher of the Year Award
Professional Development Scholarships

$4,500 IN CASH AWARDS

$1,500 Ruth Crymes TESOL Fellowship for Graduate Study
$1,000 TESOL Award for Distinguished Research
$1,000 Ron Chang Lee Award for Excellence in Classroom Technology
$1,000 TESOL Teacher of the Year Award

2021 TESOL Teacher of the Year: Khanh-Duc Kuttig

Khanh-Duc Kuttig has been teaching EFL since her university days. She has a degree in English, Linguistics, and Philosophy and an masters degree in TESOL. She has taught in Germany and the UK. Currently based at the University of Siegen, she is also events co-coordinator for her local ELTA.

Good tools change the learning experience. I’ve discovered a number of new tools this last year, and I’m always asking how this tool can support teachers and students in the physical classroom, not just online.

— Khanh-Duc Kuttig, 2021 TESOL Teacher of the Year
2021 Strategic Events

Virtual Convention

- 636 Sessions
- 28 Sponsors
- 42 Exhibitors
- 7,311 Attendees
- 141 Countries Represented

ELevate Virtual Conference

- 40 Sessions
- 14 Sponsors and Exhibitors
- 24 Round Table Discussions
- 1,500 Attendees
- 59 Countries Represented

TESOL on the Road

- 26 Events in 5 Countries
**STRATEGIC OBJECTIVE 2  KNOWLEDGE AND EXPERTISE**

### TESOL Quarterly

<table>
<thead>
<tr>
<th>Downloads</th>
<th>Submissions</th>
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</thead>
<tbody>
<tr>
<td>4,660</td>
<td></td>
</tr>
<tr>
<td><strong>278,102</strong></td>
<td><strong>553</strong></td>
</tr>
<tr>
<td><strong>349,659</strong></td>
<td><strong>469</strong></td>
</tr>
</tbody>
</table>

- **26%** INCREASE
- **15%** DECREASE*

*We are seeing a varied effect of the pandemic on submissions across all journals. Unfortunately for both TESOL titles submissions have decreased for 2021.

#### Top 5 Most Downloaded Articles:

<table>
<thead>
<tr>
<th>Downloads</th>
<th>Article Title</th>
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<tbody>
<tr>
<td>19,442</td>
<td>Brevik, L., (2020). Language Use in the Classroom: Balancing Target Language Exposure With the Need for Other Languages</td>
</tr>
<tr>
<td>17,492</td>
<td>Kormos, J., Csizér, K., (2013). The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups</td>
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### TESOL Journal

<table>
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<td>4,660</td>
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<tr>
<td><strong>111,821</strong></td>
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<tr>
<td><strong>131,252</strong></td>
<td><strong>335</strong></td>
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</tbody>
</table>

*We are seeing a varied effect of the pandemic on submissions across all journals. Unfortunately for both TESOL titles submissions have decreased for 2021.

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<tr>
<td>2,914</td>
<td>Sayer, P., (2020). The disparate impact of COVID-19 remote learning on English learners in the United States</td>
</tr>
<tr>
<td>2,131</td>
<td>Farrell, TSC., (2012). Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön</td>
</tr>
<tr>
<td>1,667</td>
<td>Yi, Y., (2020). Envisioning possibilities amid the COVID-19 pandemic: Implications from English language teaching in South Korea</td>
</tr>
</tbody>
</table>
The readings presented the content clearly and objectively, and the [TESOL ME] modules readings and the study guides were excellent.

Diego A. Boada, Ph.D., TESOL Instructor & Instructional Designer at Product School

Launched in 2021

High Leverage Teaching Practices Series
Advocacy

**Major Advocacy Initiatives**

- Joined a letter from the Coalition for the American Dream, outlining why Congress must take up and swiftly pass legislation that will help protect Dreamers.

- Joined over 500 organizations in a letter sent to U.S. Secretary of State Antony Blinken, requesting changes to current cultural exchange visa limitations, which dramatically limited J-1 cultural exchange visas.

- Following recommendations from its Diverse Voices Task Force (DVTF), TESOL announced an association-wide effort to increase diversity, equity and inclusion (DEI) in all aspects of its governance and operations.

- Joined and endorsed the updated guidelines for implementing the Seal of Biliteracy, an award given by a public or private school or university, school district, or state in recognition of students who have studied and attained proficiency in two or more languages by the time of high school or college graduation.
With the release of the Diverse Voices Task Force Report in June, the TESOL Board of Directors approved a series of initiatives to undertake over the next few years.

This year we:
- Completed diversity training for Convention proposal reviewers.
- Included DEI criteria in the executive director search.
- Expanded Nominating Committee outreach to include leaders from underrepresentation groups.
- Featured an inclusive welcome message and incident reporting form during our events.
- Increased outreach to diverse event speakers.
- Launched a series of webinars using the U.S. recognition months as inspiration.
- Held a global panel during the 2021 Advocacy Summit.
- Released new demographic questions to gather data about our current members and leaders.
- Created a new social media policy and code of conduct.
- Held two Town Halls discussing the Diverse Voices Task Force report.
- Applied a DEI lens to strategic planning.

Learn more and follow our progress at tesol.org/dei.

Demographics

In the month of October 2021 15% of members provided optional demographic information. The following highlights are based on the information available.

- 74% female
- 2% have a disability

Most prevalent one primary race identified with:
- White
- Asian
- Black/African

Most prevalent ethno-racial identities. Individuals check all they identify with:
- European Diaspora
- Hispanic/Latina(o)
- Central/East/South/Southeast Asian
- Middle Eastern
- African Diaspora

Tell us about yourself. Complete your profile under My Account on tesol.org
**FY 2020-21 Financials:**
NOVEMBER 2020 - OCTOBER 2021

**REVENUE AND EXPENSES BY STRATEGIC OBJECTIVE**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue and Expenses</td>
<td>$3,321,026</td>
<td>$4,977,490</td>
</tr>
<tr>
<td>Knowledge &amp; Expertise</td>
<td>$3,802,291</td>
<td>$3,846,739</td>
</tr>
</tbody>
</table>

**GLOBAL PRESENCE AND CONNECTIVITY**

- **Strategic Events**
  - Revenue: $1,000,000
  - Expenses: $500,000

- **Membership & Marketing**
  - Revenue: $800,000
  - Expenses: $300,000

**VOICE & ADVOCACY**

- **Content & Learning**
  - Revenue: $3,802,291
  - Expenses: $3,846,739

- **Advocacy & Communications**
  - Revenue: $1,500,000
  - Expenses: $2,000,000

**BUDGET vs ACTUAL**

- **Revenue**
  - Budget: $3,321,026
  - Actual: $4,977,490

- **Expenses**
  - Budget: $3,802,291
  - Actual: $3,846,739
March 18, 2022

To the Board of Directors and Management of Teachers of English to Speakers of Other Languages, Inc.
DBA TESOL International Association

This letter is provided to advise you of matters required to be communicated to those charged with governance, and to discuss our consideration of internal control in our recently completed audit of the financial statements of Teachers of English to Speakers of Other Languages, Inc. DBA TESOL International Association (TESOL) as of and for the year ended October 31, 2021.

REQUIRED COMMUNICATIONS (Governance)

We have audited the financial statements of TESOL as of and for the year ended October 31, 2021, and have issued our report thereon dated March 17, 2022. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of the audit. We have communicated such information to you in our letter dated August 26, 2021. Professional standards also require that we communicate to you the following information below related to our audit.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by TESOL are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year. We noted no transactions entered into by TESOL during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management’s knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements related to revenue recognition, functional expense allocations, estimated useful lives of fixed assets, and management’s estimate of the collectability of receivables. These estimates were based on management’s analysis of revenues, time and level of effort tracking, and historical collection rates and analysis of collectability of receivables. We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known uncorrected misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no uncorrected misstatements noted during our audit.

In addition, professional standards require us to accumulate all significant, corrected misstatements identified during the audit, and communicate them to the appropriate level of management.

Management has corrected all such misstatements noted during our audit, including an audit adjustment to properly recognize an unconditional contribution as revenue in the amount of $50,000. This entry increased receivables and contribution revenue, and decreased deferred revenue.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor’s report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated March 17, 2022. This is a standard letter we are required to obtain prior to issuing our report on the financial statements. A copy of that letter has been retained by management and made available for review by the governing body.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves the application of an accounting principle to TESOL’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all of the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as TESOL’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.
CONSIDERATION OF INTERNAL CONTROL (Management Letter)

In planning and performing our audit of the financial statements of TESOL as of and for the year ended October 31, 2020, in accordance with auditing standards generally accepted in the United States of America, we considered TESOL’s internal control over financial reporting (“internal control”) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the internal control. Accordingly, we do not express an opinion on the effectiveness of TESOL’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. Our audit was also not designed to identify deficiencies in internal control that might be significant deficiencies. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

SUMMARY

The communications in this letter are intended solely for the information and use of the Board of Directors and Management and are not intended to be, and should not be, used by anyone other than these specified parties.

ROGERS & COMPANY PLLC