



TESL ONTARIO
MEMBER SURVEY
REPORT

2021

TABLE OF CONTENTS

3	INTRODUCTION
4	METHOD & DESIGN
5	KEY FINDINGS: DEMOGRAPHICS & EMPLOYMENT
12	KEY FINDINGS: PD & ONLINE COMMUNITIES
18	KEY FINDINGS: MEMBER & CERTIFICATION SERVICES
23	KEY FINDINGS: MOVING FORWARD: 2021 & BEYOND
28	CONCLUSION
30	NEXT STEPS
31	ACKNOWLEDGEMENTS
32	REFERENCES

INTRODUCTION

2021 MEMBER SURVEY REPORT

For 50 years, TESL Ontario has represented ESL educators in Ontario and worked alongside them to provide resources and training to improve language learning for students and teachers in diverse learning and teaching contexts. As it did in 2012, in 2021, TESL Ontario decided to survey its members with the goal of understanding the current conditions of ESL instruction in Ontario as well as ascertaining the key issues and concerns members are facing. This information will be used to modify existing services and resources and to create new ones that respond to members' professional needs. It is also hoped that the findings will allow TESL Ontario to engage with various levels of government and inform policies and initiatives that affect ESL instruction in the province.



METHOD & DESIGN

The development and content of the survey was, in many ways, similar in design to that of 2012 (see Valeo, 2013). Instead of one survey as in 2012, quarterly surveys were distributed through the TESL Ontario membership email list. Survey 1 collected demographic and employment information to provide a snapshot of the current membership. Survey 2 collected information about members' professional development experiences and online communities; the goal was to understand members' engagement with TESL Ontario's various online platforms, improve communication within the community, and assess members' PD needs and wants. Survey 3 concerned members' experiences with TESL Ontario's certification processes and member services with a view to improving both. Survey 4 requested information regarding steps TESL Ontario can take to address key challenges faced by TESL instructors and students. Response rates ranged from 7%-20% of the organization's 4500+ members. All 12 affiliate chapters were represented in the survey data.

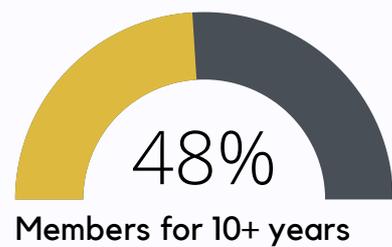
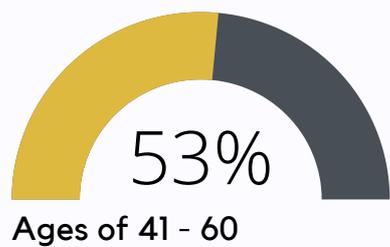
RESPONSE RATES RANGED FROM 7%-20% OF THE ORGANIZATION'S 4500+ MEMBERS.

KEY FINDINGS

SURVEY ONE

DEMOGRAPHICS & EMPLOYMENT

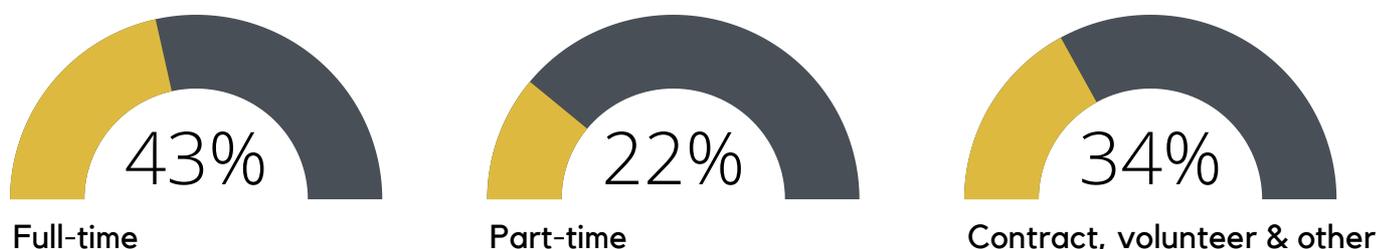
The first survey requested information about member demographics and employment. 938 members, or about 20% of TESL Ontario's membership, responded. Of these, the vast majority (80%) held certified memberships; the remaining 20% were volunteers, students, and retirees. As they did in 2012, 83% of respondents identified as female. The majority of respondents (58%) fell within the 41-60 age bracket. Nearly half (48%) had been TESL Ontario members for 10+ years, whereas just over one third (36%) had fewer than 5 years of membership. In data that point to the continuing professionalization of the field, nearly 47% of respondents held a graduate degree. 99% of respondents held at least one type of language teacher certification or training; 87% of respondents had completed a TESL/TESOL certificate/diploma program, an increase of 5% since 2012.



SURVEY ONE

MEMBERS' WORK

English language education was the first and current career for 46% of respondents, and a second or subsequent career for 44%. Of these, 62% switched to ELT between the ages of 31-50. 50% of respondents were not part of any professional organization other than TESL Ontario. Those members who did hold more than one membership were most likely to belong to TESL Canada (31%) or OCT (16%). Equal numbers of respondents (43%) had been in the ESL field for between 4-15 years or for more than 15 years. In a small increase compared to 2012, 43% reported that they were working full-time in the TESL field, 22% were working part-time, and the remaining 34% held contract, volunteer, or other positions. Of these same respondents, 64% reported holding one paid TESL/TESOL position; 26% reported holding 2-3 positions. School boards, colleges, and community agencies were the top three employers of the respondents. The vast majority of respondents worked in LINC or funded adult ESL programs, and many also worked in ELS/OSLT/elementary or secondary ESL, for private institutions, or were self-employed. Pre-pandemic, the most common position held by respondents was that of language instructor in an in-person program (49%); 29% were language instructors in online or blended programs.

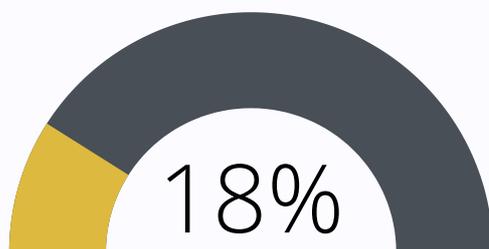
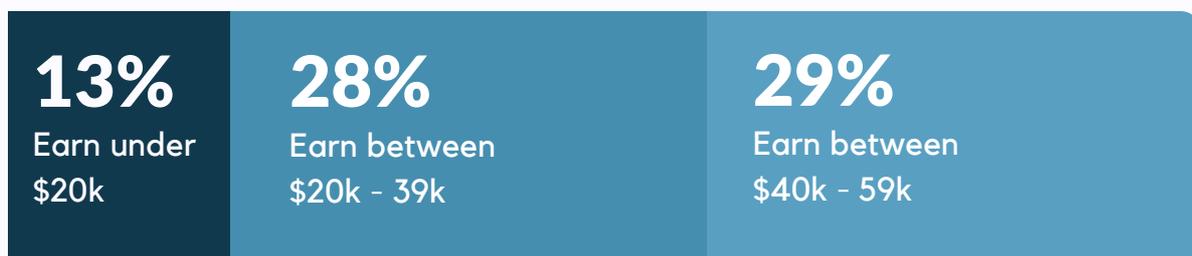


As in all fields of employment, the pandemic continues to have a global impact on TESL/TESOL instruction. For 55% of respondents, the pandemic has meant a transition from in-person to online teaching. Only 7% were already teaching online or in a blended program, pointing to the prevalence of in-person instruction in the field and to the high level of disruption occasioned by the transition to online learning. For those respondents who continued to work during the pandemic, many commented that it has caused an increased workload due to greater demands for unpaid preparation, student support, and training. Many respondents also mentioned decreased hours, lost jobs, and fewer employment opportunities since the start of the pandemic.

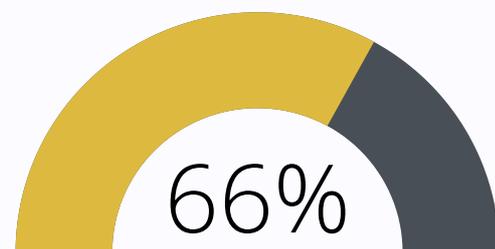
SURVEY ONE

REMUNERATION AND EMPLOYABILITY

The most important TESL Ontario benefits that improved members' employability were the numerous webinars and professional development opportunities and resources provided by the organization, as well as the OCELT certification. Despite this assertion, 39% of respondents holding an OCELT designation with TESL Ontario did not receive a higher rate of pay than non-certified colleagues. 18% of respondents reported receiving a salary, whereas 66% received an hourly rate of pay. Yearly, 28% of respondents made between \$20,000-\$39,000; 29% of respondents made between \$40,000-\$59,000; and 13% earned less than \$20,000.



Salary



Hourly

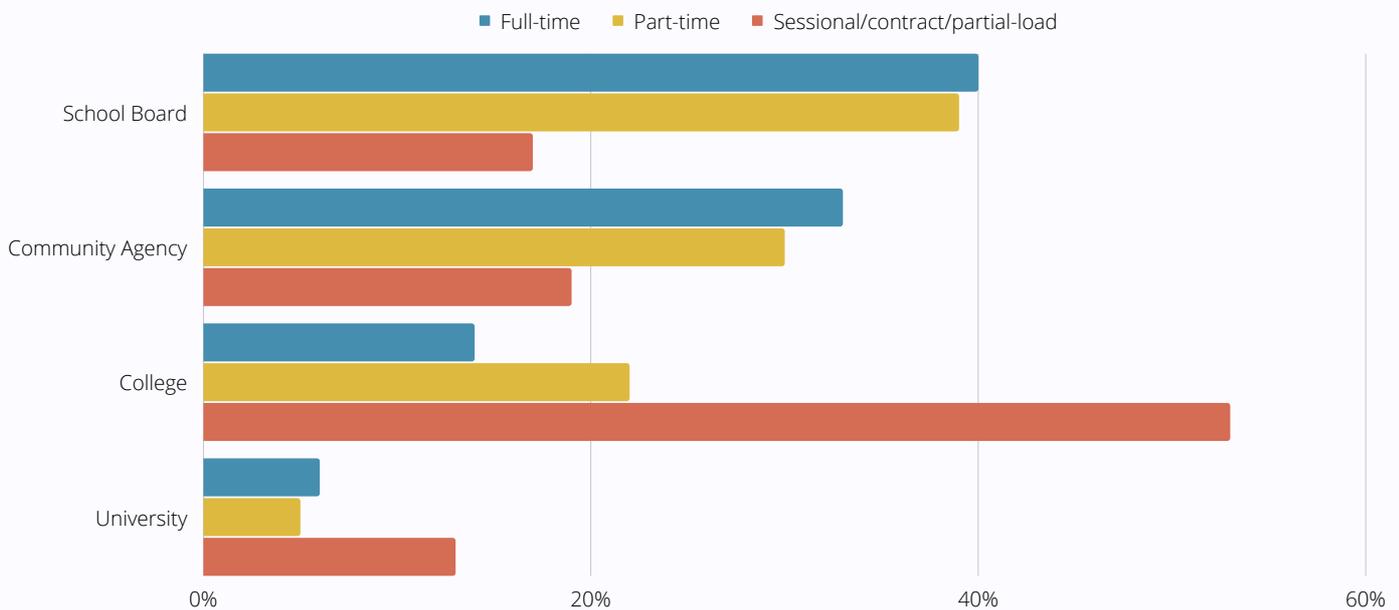
SURVEY ONE

EMPLOYMENT AND REMUNERATION BY EMPLOYEE GROUP

A more detailed analysis of data related to employment and remuneration reveals several commonalities across full-time, part-time, and sessional/contract respondents' situations. 295 respondents were employed full time, and 271 held part-time (155) or sessional/contract/partial-load (166) employment. School boards, community agencies, colleges, and universities were the top employers of all groups, and the most common programs in which respondents worked were in-person or online LINC programs, funded adult ESL programs, and college/university ESL.



EMPLOYERS BY EMPLOYEE GROUP



SURVEY ONE

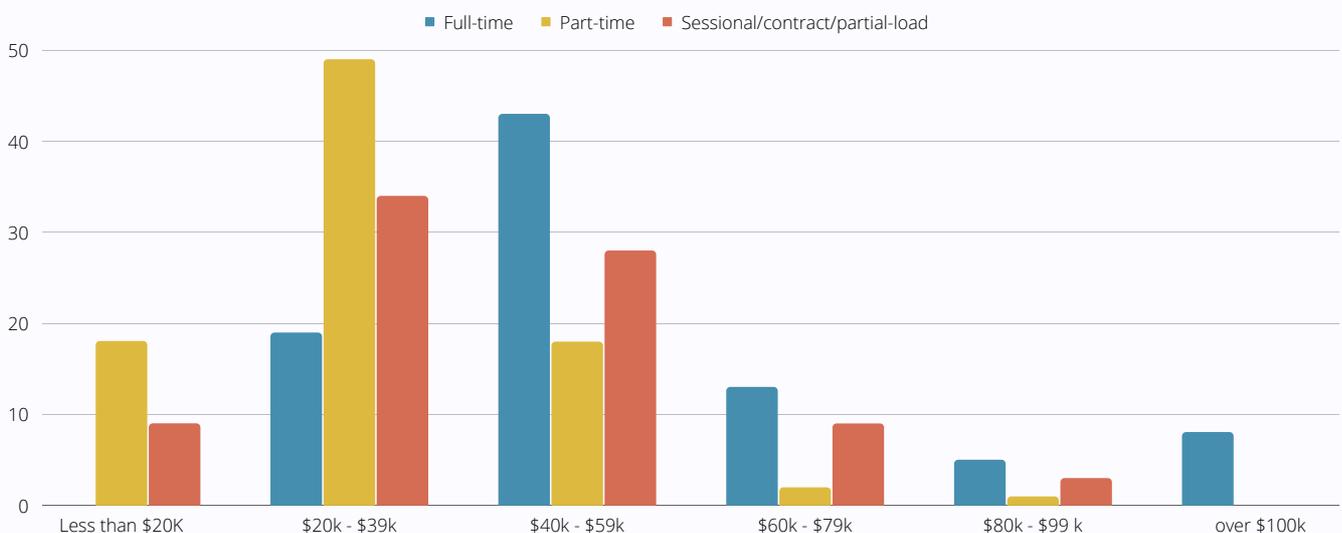
EMPLOYMENT AND REMUNERATION BY EMPLOYEE GROUP

Despite these similarities, there were also significant differences that, together with comments made throughout the surveys, may point to difficult conditions for part-time and sessional/contract instructors. Part-time and sessional/contract employees reported being somewhat more highly educated and trained for their profession than their full-time counterparts, yet only 15% earned more than \$60,000 annually, compared with 26% of full-time respondents.

72% of part-time and 32% of sessional respondents held two or more paid ESL positions compared with 27% of full-time respondents. The COVID-19 pandemic caused changes in employment for many people, yet only 15% of full-time employees reported changes to their workload compared with 43% of part-time respondents and 42% of sessional respondents.

Logically, full-time employees will enjoy higher incomes and greater job security than contract employees, whose inconsistent or limited job offers may require them to take on multiple positions to earn an adequate living. Nonetheless, repeated comments about the difficulty of finding stable, long-term employment, and respondents' interest in additional job resources and mentoring, indicated a high degree of instability and precarity within the field.

ANNUAL INCOME BY EMPLOYEE GROUP



SURVEY ONE

EMPLOYMENT CONCERNS AND BARRIERS

Significant employment-related issues affecting English language educators today included:

- poor opportunities and working conditions,
- no recognition for foreign-trained/born instructors,
- ageism,
- sexism,
- high stress,
- low compensation,
- issues with educational technology (lack of knowledge/training and/or lack of equipment), and
- unrealistic expectations (from students and employers) regarding the outcomes that can be achieved in TESL classrooms.



Respondents holding non-unionized or non-full-time positions—that is, the majority of respondents—consistently reported an absence of benefits and sick leave, little or no paid preparation time, and a lack of pay raises.



Respondents actively searching for work at the time of the survey identified the following key barriers to success:

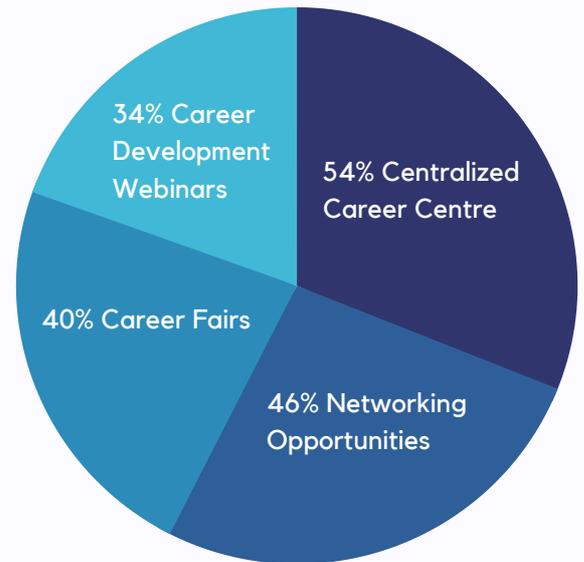
- finding relevant job postings,
- high levels of competition, and
- limited positions.

SURVEY ONE

CAREER DEVELOPMENT

Respondents' most sought-after employment resources were:

- a centralized career development center (54%),
- networking opportunities (46%),
- career fairs (40%), and
- career development webinars (34%).



Additionally, members indicated repeatedly and consistently throughout the survey that, although some of the systemic barriers to stable employment are beyond the direct influence of the organization, they would like TESL Ontario to take an active advocacy role to help improve opportunities and working conditions for TESL professionals. 70% of respondents reported that TESL Ontario met some or most of their career development expectations, although non-Canadian and non-native English speakers also commented that they would like to see PD and support specifically designed for them. Career development services desired by members but not currently offered by TESL Ontario include: networking events, webinars for online teaching using a variety of platforms, political advocacy, professionally-accredited webinars/upgrading courses, and career mentorship for both new and experienced teachers.

70% REPORTED TESL ONTARIO MET SOME OR MOST OF THEIR CAREER DEVELOPMENT EXPECTATIONS

SURVEY TWO **PROFESSIONAL DEVELOPMENT & ONLINE COMMUNITIES**

The second survey requested information about professional development and online communities. 753 members, or about 16% of TESL Ontario’s membership, responded. Of these, 99% were current TESL Ontario members, 58% were between the ages of 41-60, and about 20% were either between 20-40 years of age, or over 60. Pre-pandemic, 57% were classroom instructors, 17% taught online or in blended programs, and 14% were administrators, examiners, teacher trainers, or self-employed.



SURVEY TWO

WEBSITE & SOCIAL MEDIA USE

Members most frequently visited the TESL Ontario website for practical reasons such as membership renewal, PD and conference information, and employment purposes. Social media use continued to be low, although members who engaged with TESL Ontario through its various platforms were largely satisfied with their experiences. 82% of respondents did not use Facebook to engage with TESL Ontario, but 56% would be interested in joining private Facebook groups based on specific teaching sectors. 88% of respondents did not engage with TESL Ontario through Twitter; for Instagram, nonengagement increased to 92%. LinkedIn was the most popular social media site with TESL Ontario members: 27% reported following the organization's page.

MEMBER FOLLOWERS ON SOCIAL MEDIA



60% of respondents were unaware of TESL Ontario's YouTube channel. Members who visited the channel did so because of targeted announcements (TESL Ontario website, email, social media posts and notifications) that motivated them to use the site up to once a month (78%). The most popular YouTube resources were the Resources-Go-To Series, the TESL Inspired Series, and the TESL Exchange Series. Top playlist topics of interest were technology, speaking (fluency), online learning/teaching, listening, pronunciation, assessment, and lesson planning/ideas.

The TESL Ontario blog, similarly to the YouTube channel, was typically visited once a month or less (58%), and 33% of respondents never visited it. Visitors were, however, highly satisfied (94%) with the variety of content and topics. Suggestions for future topics included: classroom management and motivational strategies for in-person and online modalities; mental health and work-life balance strategies; employment and interview tips; links to other provincial TESL organizations; and non-LINC resources.

SURVEY TWO

CURRENT PROFESSIONAL DEVELOPMENT

Almost half of respondents (49%) were aware of the Directory of Best Practices; 30% were regular users satisfied with their Directory experience, and 30% planned to use it in the near future. Suggestions for additional resources included: PBLA and CLB materials organized by competency stage and benchmark, information for non-TESL-certified program administrators, and more content for adult immigrant learners. 87% of respondents felt that a sector-specific, online professional community would be somewhat or very important to their career success; this online community should primarily provide a hub for resource and knowledge exchange, support/professional advice, and career advancement opportunities.



TESL Ontario Webinars, both live and recordings, were accessed occasionally or often by 74% of respondents with a high level of satisfaction. In contrast, 84% of respondents were unfamiliar with TESL Dialogue sessions or never participated in them; this lack of familiarity prevented users from commenting more definitely on the sessions' interactivity.

74% **ACCESSED WEBINARS
OCCASIONALLY OR OFTEN**

SURVEY TWO

CURRENT PROFESSIONAL DEVELOPMENT

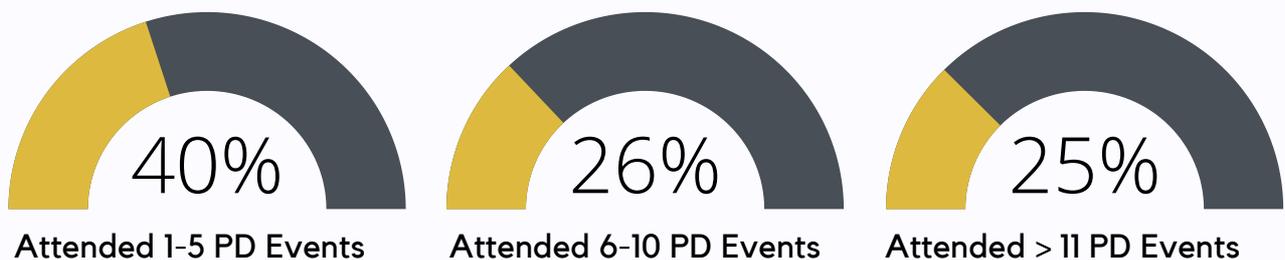
There was some interest (42%) in peer-to-peer professional PD activities, with a variety of perspectives regarding how these types of sessions should be run; there was also uncertainty and a lack of familiarity with what these sessions might entail (47%). The most popular types of PD events were training sessions, presentations, and demonstration sessions, pointing to the practical nature of TESOL and the need for usable pedagogical and classroom strategies. In online events, members preferred to engage through Q&A sessions, polls, and breakout room activities.

The most appealing types of PD events were

- half-day workshops,
- technology events, and
- idea sharing events.



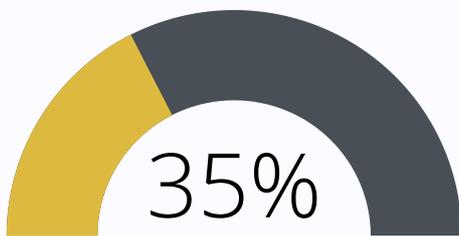
40% of respondents attended 1-5 PD events in the year preceding the poll, 26% attended 6-10, and 25% attended more than 11.



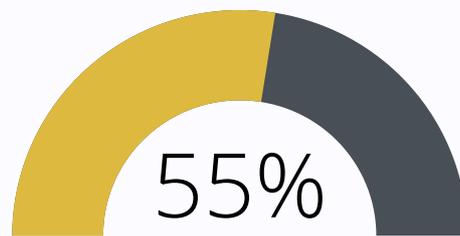
SURVEY TWO

CONFERENCE

The virtual 2020 TESL Ontario conference was attended by 35% of respondents. 55% of respondents received some financial support to attend the conference, and 54% would not attend the conference without such support. The cost and/or length of the conference may have prevented a number of respondents from attending. More support was shown for two single-day conferences per year (38%) than for the typical three-day conference (29%) or more frequent half-day conferences (22%). Post-pandemic, the majority of respondents would prefer a two-day hybrid conference (52%) with 3-4 sessions, with the next most popular option being virtual (21%) and 5-6 daily sessions (21%) held over 3-4 half-days or three full days. Virtual sessions, ideally interactive workshops and presentations, or networking and employment-related sessions, would be most popular on weekday mornings or afternoons, followed by weekday evenings or weekend mornings. Moderated, topic-or sector-specific networking sessions are preferred to unstructured or informal general sessions.



Attended Annual Conference



Received Financial Support to Attend Conference

CONFERENCE FORMAT PREFERENCES

52%
Hybrid



21%
Virtual



16%
In Person



SURVEY TWO

AFFILIATE CHAPTERS & FUTURE PD

Affiliate chapter events, attended periodically by more than half the respondents (52%), were popular because they provided convenient and meaningful opportunities to connect with local peers. Workshops, presentations, networking, and employment events were the most popular affiliate events. Conflicting schedules, lack of awareness, and lack of interest were the most commonly-cited reasons for not attending. 39% of respondents were not interested in engaging with TESL Ontario in other capacities; roughly equal numbers (15%-20%) were interested in volunteer positions or presenting in conferences or webinars. 72% of respondents reported that TESL Ontario met some or most of their PD expectations. Many members were pleased with the scope and variety of TESL Ontario's PD offerings, but a pressing need for PD providing strategies for career advancement/employment and online/remote teaching was indicated. Other PD services desired but not currently offered by TESL Ontario include: more diverse job opportunities on the job board; discussion forums; career advancement through PD; and teaching strategies that target the four skills, hybrid and online teaching.

72%
**REPORTED THAT
TESL ONTARIO MET
SOME OR MOST OF
THEIR PD
EXPECTATIONS**

REQUESTED PD SERVICES

**CAREER DEVELOPMENT
/ EMPLOYMENT**

**ONLINE / REMOTE
TEACHING**

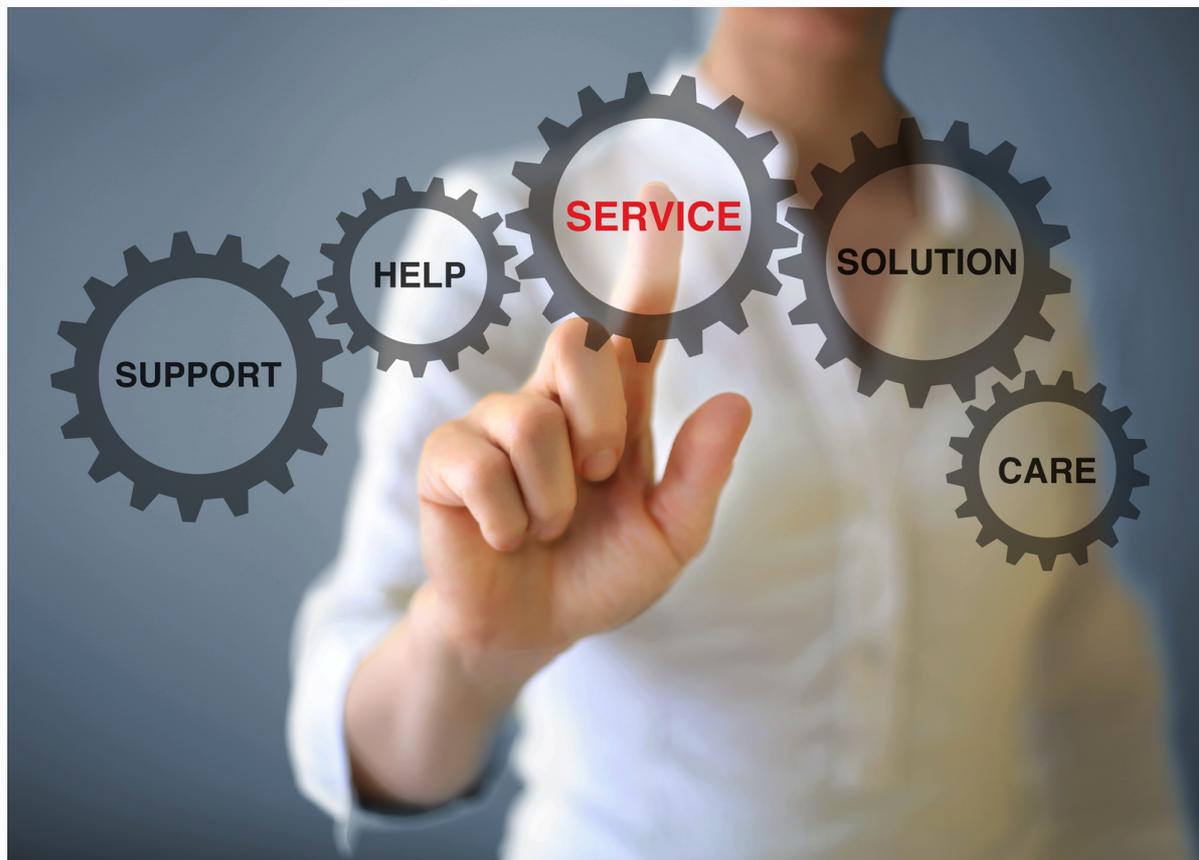
**TEACHING STRATEGIES
TARGETING THE 4 SKILLS**

DISCUSSION FORUMS

KEY FINDINGS

SURVEY THREE **MEMBER SERVICES & CERTIFICATION SERVICES**

The third survey requested feedback regarding member and certification services. 477 members, or about 10% of TESL Ontario's membership, responded.



SURVEY THREE

MEMBER SERVICES

The most-accessed TESL Ontario member services were PD offerings (larger sessions and affiliate events), the annual conference, and TESL Ontario publications (DOBP, blog, and Contact). Existing retail discounts were appreciated by members, but commenters mentioned that they sometimes encountered difficulties when attempting to claim these discounts. Additional benefits and services desired by members included: expanded retail discounts (e.g. Staples, Michael's, Best Buy, with online options), particularly outside the GTA; expanded or more affordable insurance options; subsidized software/online tools; travel benefits; reduced PD and conference fees; and advocacy for improved employment conditions.

MOST ACCESSED MEMBER SERVICES



SURVEY THREE

CERTIFICATION OPTIONS

Members were very familiar with the OCELT certification, and the vast majority reported that the OCELT/ICTEAL application process (both PLAR and non-PLAR) was easy to understand and navigate, with sufficient support provided by the organization. Equal numbers (50% and 50%) did and did not receive their TESL Ontario teacher certification within the past five years. Respondents reported using their professional designation most frequently on resumes, LinkedIn profiles, and email signatures; however, a significant number (36%) did not use it at all. The most significant benefits of certification were professional recognition and credibility, membership in a professional community, employment opportunities, and portable proof of knowledge and skills. Nonetheless, 49% felt that the designation improved career advancement opportunities only a little or moderately, and 18% saw no career advancement benefits at all.

BENEFITS OF CERTIFICATION



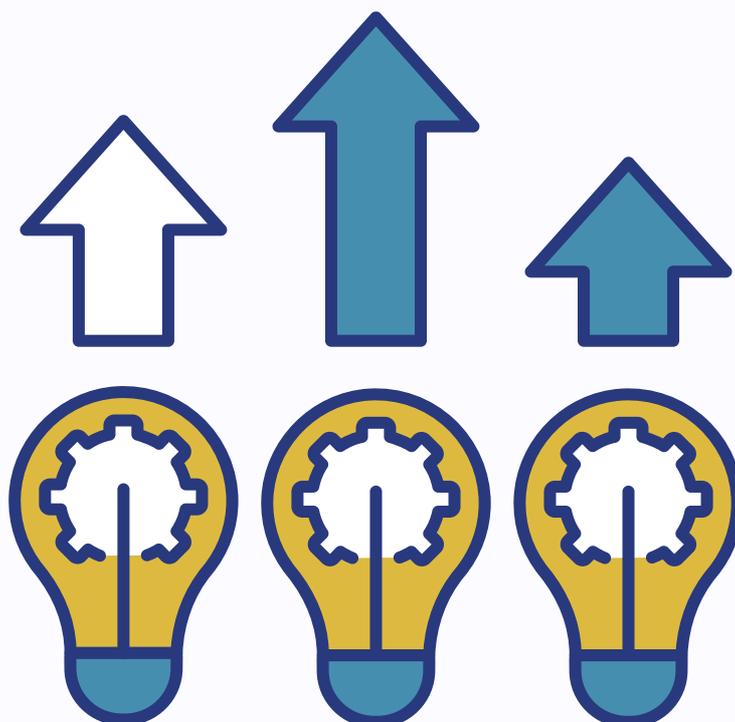
Members were much less—or entirely—unfamiliar with the other certifications offered by TESL Ontario (ICTEAL, CTESOL, TESL Trainer, PTCT Instructor). TESL Trainer Certification was also not well-known, with 58% of respondents unaware of the certification and registry. Only 16% of respondents had undergone the straightforward application process to receive their TESL Trainer/PTCT instructor certification within the last five years. 49% of respondents were interested in TESL Trainer as a career path. More information or promotion, or more tangible career-related benefits of the designation, may sway the 30% who were uncertain.

SURVEY THREE

IMPROVING MEMBER & CERTIFICATION SERVICES

Suggestions for improved member services included: creating more inclusive opportunities for smaller affiliate chapters/locations; disseminating survey results and action plans; better recognition for existing services (e.g. Indigo discount); greater social media use and streamlining email communication; communicating and promoting information and services; advocating for improved work conditions; employment support; and creating mentorship programs.

Suggestions for improved certification services included: eliminating redundant documentation (e.g. transcripts, ESL reports) for members who have completed accredited TESL training or who have non-Canadian education; improving and expanding online submission capabilities; and creating partnerships with TESL training institutions to improve clarity and share expectations for certification.



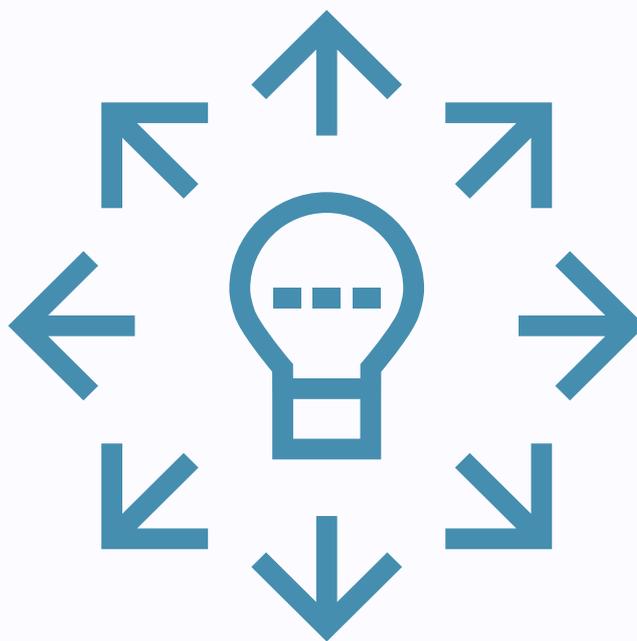
SURVEY THREE

EXPANDING MEMBER SERVICES

TESL Ontario Mentoring Program. A mentoring program should include regularly-scheduled, one-on-one or small group mentoring that provides support/professional advice, networking opportunities, career development assistance for new and in-service teachers, and best practices information.

Career Centre/Portal. In line with the many comments regarding the difficulties of finding adequate and relevant job postings, respondents indicated interest in the creation of a career centre/portal. A TESL Ontario Career Centre/Portal should, however, be distinct from existing job sites like LinkedIn and offer benefits specifically tailored to TESL instructors. Popular features included links to external job postings, continuing education/additional qualification opportunities, resume/cover letter help, and sector-specific job search and career-advancement tips.

Research. 41% of respondents reported reading research published in journals and other sources, and 41% did not view research as part of their work. Respondents would like TESL Ontario to provide access to reputable publications and provide a venue to promote research and teach research skills to members. Lack of time, access, and relevance to practice were the most commonly cited reasons for not engaging with research, although the importance of research for improved professional recognition and credibility was recognized.



SURVEY FOUR

MOVING FORWARD: 2021 & BEYOND

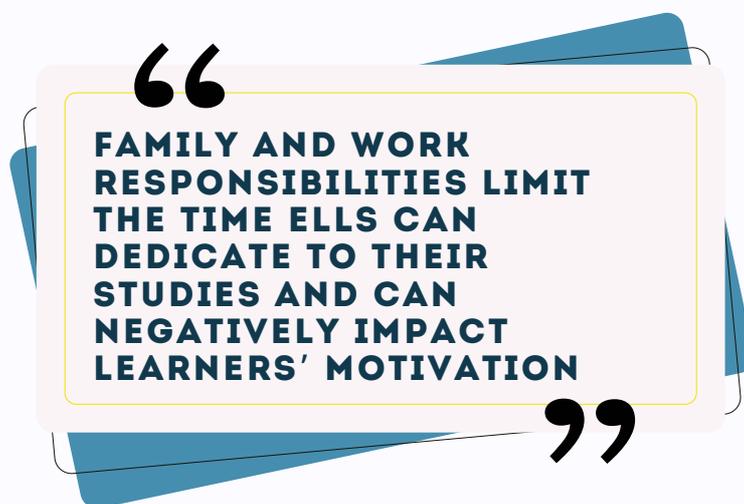
The fourth survey requested feedback regarding challenges facing our TESL community and the related support members would like to receive from TESL Ontario. 316 participants, or about 7% of TESL Ontario's membership, responded.



SURVEY FOUR

LEARNER CHALLENGES

Members reported that today's ELLs face linguistic challenges related to the four skills, pragmatic competence, and occupation-specific language training. More urgently, ELLs, particularly low-level learners, must also deal with challenges related to technology and online access to learning resources. Family and work responsibilities limit the time ELLs can dedicate to their studies and can negatively impact learners' motivation. Social issues, such as immigration and settlement concerns, acculturation and integration to Canadian society, and barriers to employment (e.g. discrimination, lack of opportunities) were also listed as significant learner challenges.



To help address these concerns, teachers requested PD and resources including lesson activities and video tutorials; lesson plans and assessment tasks; and short workshops, roleplay videos, and conference sessions on topics such as online/hybrid instruction and assessment, evaluating and curating instructional resources, and teaching pragmatic competence. Advocacy training related to accessing government and social resources, obtaining employment, addressing physical and mental health, and dealing with racism/unconscious bias was also frequently mentioned. ELL challenges for which respondents did not have adequate resources included technology use, working with mixed-level classes, helping students balance personal and academic demands; providing sufficient opportunities for real-world language use; raising learners' critical awareness regarding various social issues; and dealing with mental wellness, affective needs, and learners with different capacities (e.g. Deaf learners).

SURVEY FOUR

WORKPLACE PREPARATION

Employment/career development-related support is a key learner concern, yet only 8% of respondents believed that the current curriculum adequately prepares adult ESL learners for entry to the Canadian workforce. Barriers to student readiness include a lack of pragmatic competence/cultural knowledge, inadequate language skills, and systemic social barriers. Regarding their own readiness to prepare learners for the workplace, teachers reported a lack of up-to-date knowledge and instructional materials, few avenues for real-world practice, and an inability to balance the inherent tension between OSLT and LINC as key barriers to success. Despite these issues, 64% of respondents feel they had, to some extent, sufficient knowledge to prepare their students for a successful Canadian employment journey. This level of confidence was, however, at odds with various comments indicating that teachers, particularly those who have not worked outside of education, lack knowledge and understanding of the job market faced by students. To assist practitioners in preparing students for workplace success, TESL Ontario could provide in-class resources—by far the most popular option—as well as short, targeted teacher training courses and other educational resources. Comments indicated interest in having employers speak in TESL classrooms, or having some type of connection or liaison with employers in the workplace to calibrate expectations and provide strategies for effective communication that would benefit both students and employers.



8%

BELIEVE THAT THE CURRENT CURRICULUM ADEQUATELY PREPARES ADULT ESL LEARNERS FOR ENTRY TO THE CANADIAN WORKFORCE

SURVEY FOUR

FUTURE PD OFFERINGS

PD for Individual Members. 70% of respondents were interested in attending subject-specific, half-day workshops involving hands-on, interactive learning opportunities on key, current topics; however, although 45% would pay up to \$30 for this type of PD, 37% would not be willing to pay at all. Weekends (mornings and afternoons) would be the best time for this type of session, as well as weekday afternoons. The most popular topics for these sessions were online learning/teaching and technology, classroom resources, learner employment readiness, and lesson planning/ideas. Only 5% of respondents were program administrators or managers, however, meaning that such PD may only come about reliably through TESL Ontario's own offerings.

PD Packages for Administrators and Managers. 64% of administrators/managers were interested in TESL Ontario offering customized PD packages for their organizations; the other 36% were unsure, not opposed. These customized packages would ideally take the form of half-day workshops, custom PD workshops of 1-2 hours, or webinar packages. Regarding the development of ethical recruitment guidelines, 43% would find it useful, 43% were unsure, and 14% would not find them of use.



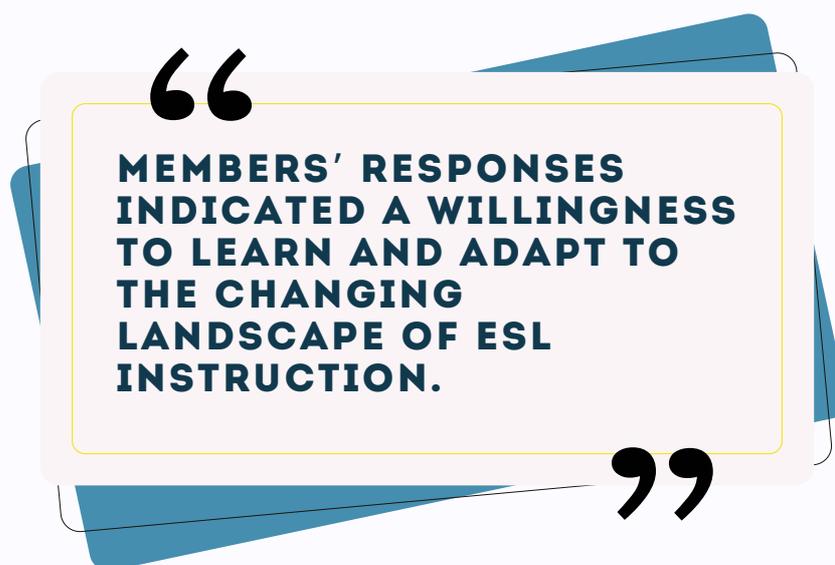
SURVEY FOUR

FUTURE PD OFFERINGS

Other PD Options. Returning to responses from the full participant pool, 66% of respondents would be interested in attending short, self-directed, online certificate courses; interest was shown in all the provided topics, but the most popular echoed some of those selected for subject-specific, half-day workshops: educational technologies, online learning/teaching, general technology; and added blended learning/teaching, instructional design, and PBLA. Based on feedback from prior surveys, the PD options most popular with respondents were: “Ready To Go” teaching resources, more resources for online teaching, develop Best Practices for online teaching, and resources for addressing learning disabilities and mental health in the classroom.

Members’ responses indicated a willingness to learn and adapt to the changing landscape of ESL instruction. The desire for usable, ready resources reflects the underlying pragmatism of TESL instruction, yet it also points to the heavy (and often unpaid) workload of planning and creating resources for diverse learners.

66% INTERESTED IN SHORT, SELF-DIRECTED CERTIFICATE COURSES



CONCLUSION

WHAT HAVE WE LEARNED?

Although the total number of TESL Ontario members has increased over the past ten years, the 2021 data points to a remarkable stability within TESL Ontario's membership. Most members still identify as female, and most are within the 41-60 year age category. This data reflects the tendency for non-post-secondary educators to be female (Statistics Canada, 2014), and points to a lack of gender diversity within the TESL field. The low numbers of non-certified members (i.e. students, volunteers, retired members) may indicate a lack of awareness among these groups regarding the availability of TESL Ontario membership; it should also urge the organization to examine to what extent membership is in fact beneficial and relevant for these individuals. Slightly more members held full-time employment at the time of the survey than in 2012, and slightly more held more than the minimum required educational level for TESL Ontario certification. Social media use continues to be low, yet members do want and appreciate timely information from TESL Ontario regarding professional development opportunities, resources, and other professionally-relevant news. The COVID-19 pandemic has highlighted the urgent need for training and resources that will help ESL instructors function effectively in online, hybrid, and in-person modalities. Many of the other concerns shared by members—difficulties finding appropriate resources, lack of real-world connections for students, and challenging and often unfair working conditions—are not new, and point to areas where TESL Ontario could productively focus its attention and resources.

THE COVID-19 PANDEMIC HAS HIGHLIGHTED THE URGENT NEED FOR TRAINING AND RESOURCES THAT WILL HELP ESL INSTRUCTORS FUNCTION EFFECTIVELY IN ONLINE, HYBRID, AND IN-PERSON MODALITIES.

CONCLUSION

Survey methodology carries with it inherent limitations. Although opportunities to provide additional comments were included throughout the four surveys, many of the questions were formatted as sets of predetermined values, which limited the range and variety of possible responses. Respondents' comments indicated various ways in which future surveys could more accurately reflect the lived professional realities of TESL Ontario's members. Although input was solicited from the entire TESL Ontario member base, participant numbers were unequal across the four surveys, and members may not see themselves fully reflected in the findings.

NEXT STEPS

Despite the aforementioned limitations, the four surveys have provided an updated overview of TESL Ontario's membership as well as insights into members' working conditions, key concerns and needs, and future goals. TESL Ontario thanks those members who took time to share their thoughts and suggestions through the set of surveys, and invites all members to reach out at any time with further suggestions, concerns, and ideas for the future.

1. PROFESSIONAL RECOGNITION

Raise awareness and expand recognition of Ontario Certified English Language Teachers (OCELT) to strengthen the integrity of the profession.

2. CAREER DEVELOPMENT

Develop resources and mentorship programs to increase employment success.

3. LEADERSHIP IN RESEARCH

Elevate action research to support the work of teacher researchers

4. STAKEHOLDER COMMUNICATION

Build relationships with external stakeholders that foster advancement for the TESL profession in Ontario.

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**WE THANK YOU FOR YOUR CONTINUED
SUPPORT IN OUR EFFORTS TO
STRENGTHEN THE TESL COMMUNITY.**

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