

# TESOL Convention Proposal Worksheet

This worksheet provides information on the various areas of the proposal form and is presented in the same order as on the online form. We encourage you to use this form to facilitate completion of the online form and to proofread your proposal more easily.

## Step 1. Select a strand.

*A strand refers to a topic or content area. Review the strands and select the one which best matches the content of your proposal. Then check your selection below.*

Advocacy, Social Justice, & Community Building

Applied Linguistics

Content-Integrated Approaches

Culture & Intercultural Communication

Digital Learning & Technologies

Language Assessment

Listening, Speaking & Pronunciation

Materials Development & Publishing

Personal & Professional Development

Program Administration & Evaluation

Reading, Writing, & Literacy

Teacher Education

Vocabulary & Grammar

## Step 2. Select a context.

*Which context would this proposal be most relevant to?*

ESL - English as a Second (or Other) Language

EFL - English as a Foreign Language

EIL - English as an International Language

B-ME - Bilingual/Multilingual Education

All of the above

### Step 3. Select educational context.

*The selected educational context will be listed in the Convention Program Book, desktop planner, and mobile app. Please consider the contexts your proposal most closely addresses and select one or two of the following.*

*The primary educational context for this session is interested in English language teaching, learning, or policy in (select 1 primary): - **REQUIRED***

Early Childhood (PreK, Very Young Learners)

Primary School (Elementary, Kindergarten, Grades 1–6, Young Learners)

Secondary School (Grades 7–12, Teens, Adolescent Learners)

Academic English ( Students preparing for and/or studying in undergraduate education in e.g., community colleges and 4-year colleges/universities)

Adult Education (General and workplace English in e.g., community and technical colleges, and community-based, refugee, vocational, technical, and workplace programs)

Graduate/Post-Graduate Academic and Professional Programs, Including

Teacher Education Programs

International Teaching Assistantships

Intensive English Programs/Private Language Teaching Programs

Tutoring

*The secondary educational context for this session is interested in English language teaching, learning, or policy in (select 1 secondary): - **Optional***

Early Childhood (PreK, Very Young Learners)

Primary School (Elementary, Kindergarten, Grades 1–6, Young Learners)

Secondary School (Grades 7–12, Teens, Adolescent Learners)

Academic English ( Students preparing for and/or studying in undergraduate education in e.g., community colleges and 4-year colleges/universities)

Adult Education (General and workplace English in e.g., community and technical colleges, and community-based, refugee, vocational, technical, and workplace programs)

Graduate/Post-Graduate Academic and Professional Programs, Including

Teacher Education Programs

International Teaching Assistantships

Intensive English Programs/Private Language Teaching Programs

Tutoring

#### Step 4. Select the session focus.

*Proposals may focus on one of four areas. Please consider which most accurately describes your session as choosing the wrong focus adversely impacts the reviewer ratings. If your session:*

- is based on classroom experience or meant to be applied directly to the classroom or work environment, it is **practice- or pedagogy-oriented**. Participants will learn concrete ways to do something (teach, grade, administer, write, create, etc.), then select this session focus.
- reports on your or your team's original research, including pedagogy- or policy-focused research, it is **research-oriented**. This research may be classroom- or action-based and may have implications for pedagogy, but the primary goal is to provide information rather than concrete applications.
- provides new perspectives by interpreting or reinterpreting existing theory, practice and/or research, it is **conceptually-oriented**. This may be a literature review with implications for future research or new ideas synthesizing research.
- addresses policy issues and/or mandates, it is policy oriented. It may analyze, propose, debate, or otherwise focus on policies or mandates that affect language teaching and learning.

*Which session focus is most appropriate for your proposal?*

Practice or pedagogy-oriented session

Research-oriented session

Conceptually-oriented session

Policy-oriented session

#### Step 5. Select the session type.

*Please review the session types to determine which best meets the objectives of your session.*

*Which session focus is most appropriate for your proposal?*

Dialogue/Discussion (45 min.)

Panel Discussion (75 min.)

Poster Session (75 min.)

Presentation (30 min.)

Presentation (45 min.)

Teaching Tip (30 min.)

Workshop (75 min.)

#### Step 6. Decide whether to grant permission to change the session type.

*On occasion, convention program planners may request that a session type be changed, for example, from a presentation to a teaching tip. Would you be willing to consider a different format for your session, if asked? No changes will be made without your permission.*

*Would you consider a request to change the session type for your proposal?*

Yes

No

## Step 7. Indicate the anticipated audience size.

*This question is used to plan room assignments for dialogues, panel discussions, presentations, and workshops. If your proposal is a teaching tip or poster session, select "Not applicable."*

*Approximately how many people do you anticipate will attend this session?*

50 or fewer

51-99

100-200

Not applicable. This proposal is for a poster session.

## Step 8. Compose the title, abstract, and session description.

***Please note that this is the portion of the proposal which reviewers rate. Before you begin, review the guidelines for this portion of the submission, including sample proposals from previous years.***

### **The Title (The title has special formatting rules and a maximum of 10 words.)**

*Review the rules for titles, then type your title here. This title will be used in the program book, as well as for the desktop and mobile apps.*

### **The Abstract**

*Write the abstract with the audience and the Proposal Rating Rubric in mind: Peer reviewers will read and score your abstract, and it will be printed in the convention program book. TESOL staff editors reserve the right to edit abstracts for length and clarity.*

#### Guidelines

- 50-word maximum.
- Do NOT include presenters' names, the names of institutions, or the names of publications or published works.
- You may use approved acronyms without spelling them out (spell out all others on first use).
- Consider including keywords to allow your target audience to search in the app for your session.

*The attendees will use your session title and abstract in the Convention Program Book to decide whether to attend your session. The session abstract **should:***

- describe the content of your session as clearly and as succinctly as possible.
- highlight what attendees should expect to take away from the session.

## The Session Description

*The session description is your opportunity to explain your vision for your presentation. Reviewers will see its clarity as a reflection of the proposal's overall quality. Please use the Proposal Rating Rubric and the Proposal Writer's Checklist as guides.*

### *Guidelines and Format for Session Description*

- 300-word maximum
- Do NOT include presenters' names, the names of institutions, or the names of publications.
- You may use any of the acceptable acronyms without spelling them out (spell out all others on first use).

### *Your description should include:*

- a clearly stated purpose and point of view with supporting details and examples.
- evidence of knowledge of current theory, practices, research and/or policy.
- an outline of the session with an appropriate amount of content for the allotted time.
- activities, visuals, or other techniques to engage the audience (and be sure that they are appropriate for the session type, e.g., dialogue, teaching tip, or presentation).
- a clear indication of the target educational context(s) and student population(s).

## Optional: Sources Cited

*In this section, list sources that you have cited in your session description. You may use any standard format (APA, MLA, etc.) for sources.*