

Selecting a Strand

A strand refers to a topic or content area.

Your selection of a strand both determines who will review your proposal and, if accepted, its designation in the convention program, desktop planner, and mobile app.

Please select your strand carefully. Proposals submitted to the wrong strand may not be reviewed by those most qualified to do so.

Proposals in all strands should address areas relevant to that content area and to TESOL, including

- issues
- theories
- practices
- processes
- findings and methods
- curriculum development

TESOL Convention will feature 13 strands, which are described below in alphabetical order. Use the links to navigate to information on specific strands. The description of strands, below, includes sample areas for proposals. These are intended as examples and are not meant to be exhaustive. To better understand the coverage of strands, you may also review accepted proposals by searching the past convention programs.

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 and Grammar

Advocacy, Social Justice, & Community Building

Proposals in this strand should address issues related to advocacy, social justice, and the building of community directly relevant to the TESOL and language learning community.

Proposals might focus on:

- Social responsibility and global citizenship
- Peace, religion, human rights, and the environment
- Bilingual/multilingual/translingual education
- Multicultural perspectives in language education
- Linguistic diversity and social justice
- Gender equity, sexuality, raciolinguistics, queer studies
- Special populations: immigrants, refugees, students with special needs, gifted students
- Bullying and victimization
- Inequalities, discrimination and marginalization of NESTs and NNESTs in TESOL
- Family and community engagement and outreach
- Language planning, and policy implementation
- Other critical issues such as class, race, ethnicity, and identity

Applied Linguistics

Proposals in this strand should focus on the application of linguistic theory and research to English language teaching, learning, and communication.

Proposals might focus on:

- Second Language Acquisition (SLA)
- Sociolinguistics
- Raciolinguistics
- Psycholinguistics & Cognitive linguistics
- Corpus linguistics
- Computational linguistics
- Linguistic anthropology
- Discourse analysis
- Critical Discourse Analysis
- Forensic linguistics
- Pragmatics
- Phonetics/phonology
- Translation and interpretation
- English as an international language
- English as a *lingua franca*

- World/global Englishes

Content-Integrated Approaches

Proposals should focus on the broad spectrum of current approaches to teaching language and communication skills for academic, professional, or occupational purposes or using the content of other subjects to teach languages and/or integrating language learning across the curriculum.

Proposals in this strand might focus on:

- Content-Based Instruction (CBI)
- Bilingual, multilingual and plurilingual education
- Content and Language Integrated Learning (CLIL)
- Task- and Project-Based Language Teaching (TBLT/PBLT)
- English for Specific Purposes (ESP)
- English as a Medium of Instruction (EMI)
- Integrated skills approaches
- Service learning

Culture & Intercultural Communication

Proposals in this strand should focus on the role and function of culture in English language teaching and learning and fostering cultural awareness and intercultural competence.

Proposals might focus on:

- Intercultural understanding in language learning settings
- English language learning for intercultural communication
- Cultural identities of learners/teachers and their impact on communication and education
- Intercultural pragmatics and its research in language learning contexts
- Cultural analysis of language learning and teaching
- Ideologies in the teaching of culture
- The relationship between Englishes and cultures
- Intersections of culture and other aspects of language learning
- Intercultural interventions in language education contexts

Digital Learning & Technologies

Proposals in this strand should focus on issues related to the use of technology in language teaching and learning.

Proposals might focus on:

- Video and digital media

- Online learning, teaching, course design
- Computer- and mobile-assisted language learning (CALL/MALL)
- Computer-mediated communication (CMC)
- Massive open online courses (MOOCs)
- Massive multiplayer online games (MMPOGs)
- Virtual worlds
- Social networking sites (SNSs)
- Online multimodal projects
- Blended/hybrid learning
- Interactive web tools
- Artificial intelligence

Language Assessment

Proposals should address topics in language testing, assessment, and evaluation.

Proposals might focus on:

- Test types (diagnostic, placement, proficiency, objective/subjective, summative/formative/alternative, standardized, etc.)
- Constructs (proficiency, fluency, competence, etc.)
- Questions of test quality (validity, reliability, practicality, etc.)
- Test fairness
- Washback
- Evidence-based decision-making
- Computer-assisted and computer-adapted language testing (CAT)
- Dynamic assessment
- Assessment of individual second language skills
- Classroom-based assessment

Listening, Speaking, & Pronunciation

Proposals should feature second language pronunciation, speaking, and listening skills.

Proposals might focus on:

- English pronunciation (segmental, rhythm, intonation, suprasegmentals, etc.)
- Integrated teaching of pronunciation, speaking, listening, and nonverbal communication
- Academic notetaking
- Presentation skills
- Development and evaluation of classroom pronunciation, speaking, and listening materials
- Bottom up and top-down listening skill-building
- Oral communication skills for transnational workers including ITAs

- Conversation skills
- Oral error correction
- Intelligibility and comprehensibility
- Learner accent

Materials Development & Publishing

Proposals should focus on the development, design, publication, and distribution of instructional materials such as print and e-books, print and online instructional support materials, and multimedia materials or on issues pertinent to materials development and publishing professionals.

Proposals might focus on:

- Integrating research into published materials
- Selection, evaluation, and adaptation of instructional materials
- Curricular issues
- Authenticity
- Needs analysis
- Audiovisual, task, or visual design
- Computer- and web-based materials
- Open Educational Resources
- Materials for specialized audiences (e.g., ESP, refugees, CBI, Career Pathways)
- Self- and commercial publishing
- Legal issues, copyright

Personal & Professional Development

Proposals should address the continuing professional education and personal development of TESOL professionals.

Proposals might focus on:

- Issues, including challenges and benefits of professional development, collaborative partnerships and communities of practice, consulting and freelancing, adjunct issues, career switching, and job satisfaction
- Theories and/or practices, including TESOL career path development, planned happenstance, life after IEPs or ESL programs, and action/practitioner/teacher research focused on teachers as they grow and change
- Processes, such as reflective practice: Evaluation, self-assessment, critical incidents, problem/solution, experiential learning, professional development milestones and ongoing professional development
- Curriculum development, including fitting in to changes in curriculum and assessment and learning new skills for evolving curriculum (program level)

- Continuing teacher education, including membership, service and leadership in professional associations; community service; continuing education for personal and professional/personal development; and research in continuing teacher learning
- Alternative career paths for TESOL professionals, and employability issues

Program Administration & Evaluation

Proposals should focus on topics specific to program administration and educational leadership, including in professional organizations.

Proposals might focus on:

- Professional and ethical administration and management of language teaching institutions
- Implementation of national/local/external policies and standards
- The interplay between educational curriculum and individual student needs and interests
- Program and curriculum development, implementation, and evaluation
- Stakeholder issues in program administration (e.g., managers/directors, school owners, coordinators, curriculum developers, supervisors, principals)
- Key aspects of program administration, including recruitment, finances/budgeting, curriculum design, hiring

Reading, Writing, & Literacy

Proposals should address second language reading, writing, and/or literacy. Proposals might focus on:

- Reading/writing development, processes, assessment, standards and integration
- Voice and identity in literacy
- Intensive/extensive reading
- Assessment of reading/writing skills
- Multiliteracies and multimodalities
- Literacy in the digital world
- Literacy skills of students with interrupted formal education
- Translanguaging
- Writing across the curriculum and in the disciplines
- Response to writing/corrective feedback
- Cultural, social, political, and/or institutional contexts for L2 reading/writing
- Orthography
- Research on writing to learn language

Teacher Education

Proposals should focus on areas related to educating, preparing, and engaging in the initial and professional development of teachers who aspire to work with English learners.

Proposals might focus on:

- Preparing teachers for a variety of settings
- Critical language teacher education
- Professionalism
- Research on continuing teacher learning
- Teacher education standards and preparation of teachers
- Assessing teachers
- Preparing teachers on curriculum
- Language teacher identity
- Online language teacher preparation
- Practicum/field experiences
- Mentoring, supervision, and feedback
- Using teaching journals and diaries in teacher education
- Classroom-based/action/practitioner research for teacher education and teacher learning
- Preparing teachers in reflective practice
- Teacher pedagogical and content knowledge

Vocabulary and Grammar

Proposals should focus on topics related to vocabulary and/or grammar for L2 learners.

Proposals might focus on:

- Integration of vocabulary and/or grammar with language skills, content areas, or across the curriculum
- Vocabulary and/or grammar instruction in context
- Evidence-based practices to introduce, practice, and produce vocabulary and/or grammar
- Research on vocabulary and/or grammar acquisition
- Instructional models for vocabulary and/or grammar teaching (e.g., implicit/explicit teaching, Grammaring, etc.)
- Structural concepts (e.g., word lists, grammar forms, etc.)
- Research involving the creation and use of word lists (AWL, GSL, etc.)
- Assessment of vocabulary and/or grammar