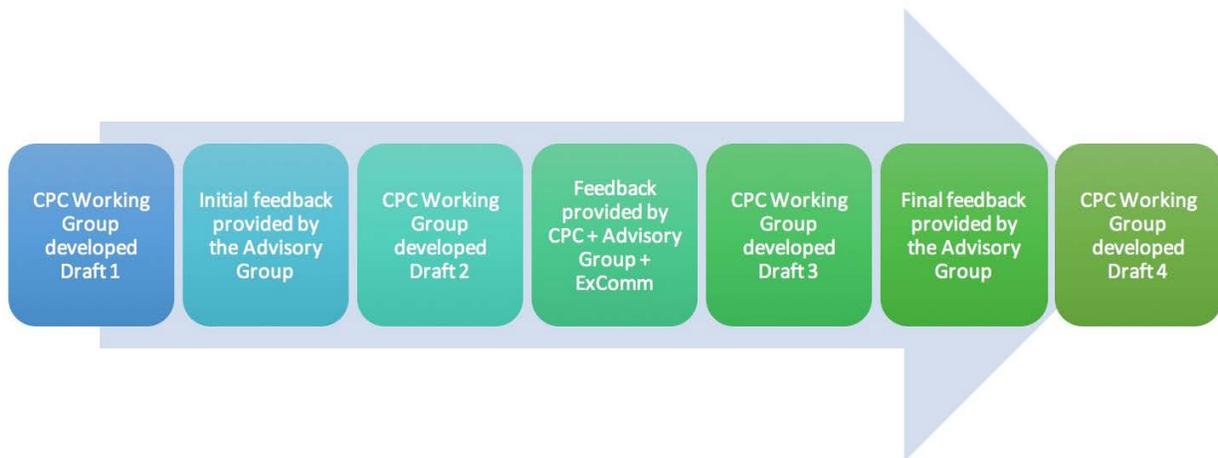


Task:

In close collaboration and partnership with TESOL staff and an advisory group made up of current and former Interest Section and Forum leaders, members of the Conferences Professional Council (CPC) Strands Development Working Group have developed a refined proposal submission and review system to be used for the Annual TESOL convention, beginning with the 2019 TESOL Convention in Atlanta, GA. Ultimately, the new proposal submission and review system is hoped to

- increase the assignment of more qualified reviewers to appropriate proposals by the recruitment of Strand Coordinators who will take an active role in
 - recruiting potential reviewers
 - vetting both reviewers and proposals
- allow for the flexibility needed to respond to changing trends in the field, and continue to generate a vibrant program for Convention attendees

Timeline [as of mid-November]:



Timeline [between November 2017—January 2018]:



Strand Conceptualization Document

Strand Coordinator Position Description, Roles, and Responsibilities:

Strand Coordinator (SC) position is conceived as a new voluntary leadership position to be added to the existing list of leadership positions available through TESOL International Association (e.g., IS leadership, Council membership, etc.). Given the current needs and demands related to the proposal review process for the Annual Convention (e.g., the pressing need for selecting and training competent reviewers and improving quality control and assurance in proposal review), these leaders will play an instrumental role by working in close collaboration and cooperation with the TESOL CO and the CPC. These groups will continue to work with IS chairs to recruit potential SC candidates, proposal reviewers, and proposal submitters. More specifically, It is hoped that the creation of SC position will

- lessen the existing proposal review workload for CO staff and general workload for IS chairs
- create the extra time, energy and space needed for IS leaders to be able to focus on their year-long activities and be more active and effective as knowledge-based member communities
- increase the overall rigor of the review process and contribute to the quality control of the review process by
 - Aiding the CO in the recruitment and training of high quality proposal reviewers who are experts in their respective areas of scholarly inquiry and/or practice,
 - overseeing a quality control and assurance layer to ensure that the submitted reviews are relevant, timely, and of high quality, and
 - continuing to generate a vibrant program for Convention attendees.

More specifically, the responsibilities of SCs will include:

- **recruiting qualified reviewers** – In close collaboration with CPC and TESOL CO, SCs will disseminate calls for reviewers through existing channels of communication (e.g., IS, Forum, and Professional Council community e-lists, websites, social media platforms, etc.). IS and Forum leaders will support this process by encouraging strong candidates and past leaders to apply for this position.
- **vetting potential reviewers** – Proposal review process will be carried out by qualified reviewers whose experience, expertise, and appropriacy will be evaluated based on their applications.
- **providing specialized strand-related input to reviewers regarding expectations and commenting strategies** – SCs will contribute to the reviewer training to be offered in collaboration with CPC and TESOL CO (e.g., on-demand web-based training, live webinars, and templates for ratings and comments). This will entail identifying and sharing strong samples of high quality proposals, compiling specialized norming samples specific to strand, and offering guidance and practical suggestions that facilitate the review process.
- **double-checking comments made to proposal submitters for professionalism and alignment with numerical ratings**
- **designating reviewed proposals as accept, reject or alternate--based on the reviewers' scores and comments**

- **collaborating with TESOL CO staff and the CPC to finalize the selection of strand sessions based on the number of proposals submitted for that strand**

Benefits¹:

In addition to the unique opportunity to increase their professional expertise, SCs will be offered the following (tentative) benefits as a token of recognition for their contributions every year:

- Professional service and experience useful for tenure or performance reviews, merit pay, and resume/curriculum vitae
- Recognition in the Convention program book and Call for Participation website
- A complimentary registration for the Annual Convention
- An invitation to the Leadership Luncheon at the Annual Convention

Application and Selection of SCs:

SCs will be selected by the CPC via an application process handled and overseen by the TESOL CO. The interested candidates will be expected to submit their current CVs and a list of relevant activities (e.g., publications, presentations, courses, workshops, projects, etc.) and describe their “fit” for this position. The applications for this position will be evaluated based on the interested candidates’

1. professional experience and expertise in the strand applied,
2. leadership experience and involvement in relevant tasks and projects,
3. ability to work cooperatively with various teams, and
4. availability throughout the entire process

SCs will serve for 2-3 years (1-2 years as an assistant strand coordinator (ASC), and 1-2 years as SC) and can re-apply, if desired. It is hoped that this will give continuity to and sustainability in the strand leadership and administration. The number of SCs and ASCs per each strand will be determined according to the projections for 2019 and the actual statistics from 2019 for 2020. Understandably, larger strands will rely on several ASCs who come from a wide variety of settings and contribute to the process by shadowing and supporting the work of SC and assisting in proposal reviewer recruitment. In the new structure, Interest Section (IS) leaders will continue to work on non-adjudicated sessions and also play an important role in suggesting competent professionals who might serve as SCs/ASCs, and support the reviewer recruitment process based on the criteria listed in Call for Volunteers. In order to publicize these positions and ensure a smooth transition, a specific session (e.g., “How to become a SC and ASC?”) will be included in the Convention.

Concluding Remarks

In conclusion, please find below a few closing remarks and reminders to facilitate your review of the proposed system:

- The proposal submission and review system below is a new and fresh perspective, bringing a set of changes for various stakeholders involved in the Annual Convention.

¹ The final list of benefits is contingent upon the approval by the TESOL Board of Directors.

- Although the proposed system may be new for the TESOL International Association, related organizations (e.g., AAAL, AERA, among others) have been using similar models successfully for some time.
- The changes in the proposal submission and review system create new leadership positions (i.e. SC and ASC), who are charged with a major set of tasks. It is hoped that this proposal explains this addition in service of a more comprehensive, consistent, and systematic proposal submission and review process.
- The recent changes in the governance structure, and proposal submission and review system pave the way to the creation of these positions and reconceptualize the role that IS leaders play in the Convention and beyond. More specifically, the new system will lessen the overall workload for IS chairs so that they can focus on their year-long activities to build more active and effective knowledge-based member communities. IS leaders will still contribute to the Convention by organizing non-adjudicated sessions and encouraging members to become SCs, reviewers, and presenters.
- In trying to conceptualize a brand new system based on strands, the CPC has strived to be as inclusive as possible of the Interest Section (IS), Forum, and Community foci, as well as the popular content areas from previous conventions. Considering the diversity of profile, interests, needs and expectations of TESOL's membership, it has been difficult to find an all-inclusive set that will be (a) clear from an end-user (submitter) perspective regarding which strand to choose and (b) workable on the back-end of the review process (finding strand leaders with broad enough expertise, pairing raters with proposals).
- It should be noted that there is no one-to-one correspondence between ISs/Forums and strands. In other words, existing strands might be represented in various ways (e.g., in the context, setting or strands themselves).
- The SC slate will be sent to CPC Strand Advisory Board for perusal and input. The CPC will oversee the Convention, and reach final decisions in terms of creation and deletion of strands and processing evaluation obtained from various sources of input from proposal submitters (e.g., direct feedback form to CPC, feedback with the confirmation of proposal submissions, ad hoc emails, and post-Convention attendee surveys, among others).
- There are certain predicted challenges in the transition period:
 - Since it is impossible to envision the number of SCs and ASCs, the first actual year of implementation (i.e. 2019 TESOL) will serve as the pilot year. The input, feedback, and statistics from the first year will be used to make tailored and informed modifications in the submission and review system and process.
 - Initial SCs will have the additional responsibility of collaborating with CPC to (1) create customized training for reviewers and (2) review the proposal rating form. In the long run, it is expected for SCs and CPC to continue this partnership model to make periodic updates in these documents.
- In cases where more than one content-area is brought together in a strand (e.g., Reading, Writing and Literacy), specific efforts will be made to create a program based on (a) the quality of the proposals (quality) and (b) the number of submissions in each area (quantity). This process will be overseen by SC assigned for this strand.

- Ultimately, it is hoped that the proposal submission and review system (and the creation of a new leadership position) will pave the way towards a more comprehensive and sustainable application and vetting process for everyone involved.
- Finally, the reconceptualization of proposal submission and review system is a multi-layered process based on constructive and critical input from various TESOL groups and individuals (e.g., CPC, Strand Conceptualization Working Group, Strand Conceptualization Advisory Group, Executive Committee, Board of Directors, current leadership and membership) and has aimed to be as inclusive as possible.

PROPOSAL SUBMISSION CONCEPTUALIZATION

1. Context:

Please choose [only 1] the most appropriate context below for your proposal, whether the proposal focuses on or will be immediately relevant to this context and potential audiences therein (e.g., learners, teachers, teacher-educators, administrators, researchers, policy makers, among others).

- ESL – English as a Second Language
- EFL – English as a Foreign Language
- EIL – English as an International Language
- All Contexts

2. Setting:

Please choose [no more than 2] the most appropriate setting/audience below for your proposal, whether the proposal focuses on or will be immediately relevant to this setting or potential audiences therein (e.g., learners, teachers, teacher-educators, administrators, researchers, policy makers, among others).

- **Early Childhood** [PreK//Very Young Learners]
- **Primary** [Elementary/Grades 1-6/Young Learners]
- **Secondary** [Grades 7-12/Teens]
- **Adult education** [Community-based programs/Refugee programs/Vocational-workplace programs]
- **Community colleges**
- **4-year colleges/Universities**
- **(Post-)graduate academic and professional programs**
- **Intensive English programs/Private language teaching programs**
- **Teaching assistantships**
- **Tutoring**

3. Session Category:

Please choose [only 1] a session category that best fits your proposal.

- **Practice/Pedagogy-based Session** – The sessions in this category present a range of issues, practices, processes, and products related to pedagogy in TESOL. Built on current state of the art

in TESOL, these sessions will be expected to have a great and clear emphasis on practice-oriented work.

- **Research-based Session** – The sessions in this category present a range of issues, practices, processes, and phenomena in TESOL based on the accepted principles of scientific and empirical research. It is expected that these sessions have a solid and current research base (rationale, a review of literature, findings, discussions, implications and future directions) with concrete relevance, applicability, and implications to educational settings.
- **Conceptual Session** – The sessions in this category present a range of issues, practices, and processes related to TESOL with a theoretical foundation. It is expected that the sessions in this category will not be reporting the results of empirical research but expected to have a solid and current research base with concrete relevance, applicability, and implications to educational settings.
- **Policy Session** – The sessions in this category present a range of issues, practices, and processes related to TESOL with a clear focus and emphasis on the implementation, evaluation and influence of educational and language policies affecting a wide variety of educational settings. It is expected that the sessions in this category will have a solid and current literature and research base with concrete relevance, applicability and implications to educational settings.

4. Strand:

The term ‘strand’ refers to narrowly-defined content areas of inquiry and practice and is used to facilitate proposal submission and review process. Proposals to any strand can focus on issues, theories, processes, practices, products, and consequences related to the specific content area.

Please choose the one (1) strand that best represents your proposal’s content.

Advocacy and Social Justice

This strand focuses on the notions of advocacy and social justice as directly relevant to English learners, teachers, teaching, and the broader field of English language education in a wide variety of educational settings.

Possible presentation topics may include, but are not limited to, social responsibility; world citizenship; global issues (e.g., peace, human rights, and the environment) in relation to language education; language policy and planning (with a specific focus on advocacy); issues related to (in)equity, discrimination, idealization, and marginalization in TESOL (in relation to NESTs and NNESTs); refugee concerns; bilingual/multilingual/translingual education; multicultural understanding through (English) education, critical studies, and critical pedagogy, among others.

Applied Linguistics

This strand focuses on theory and research as applied to addressing challenges and/or problems in TESOL professional practice with an ultimate goal of enhancing language teaching, learning, and communication.

Possible presentation topics may include, but are not limited to, second language acquisition (SLA); educational linguistics; corpus linguistics; pragmatics; sociolinguistics; raciolinguistics; psycholinguistics; phonetics/phonology; translation and interpretation; knowledge about language/linguistics; English as an International Language/English as a Lingua Franca/World Englishes/Global Englishes, among others.

Second Language Assessment

This strand focuses on second language testing, assessment, and evaluation as linked to policy and practice in TESOL.

Possible presentation topics may include, but are not limited to, kinds of tests and testing (diagnostic, placement, progress, proficiency, internal/external, objective/subjective, summative/formative/alternative, small/large-scale, (non-)standardized, etc.), qualities of tests and testing (issues of validity, reliability, fairness, washback, impact and consequences); evidence-based decision-making in educational settings; computer-assisted and computer-adapted language testing (CAT); assessment of individual second language skills; test validation; specific constructs in testing (e.g., proficiency, fluency, competence); dynamic assessment, among others.

Culture and Intercultural Communication

This strand focuses on language and culture in intercultural communication situations as they relate specifically to second language teaching, learning, and teacher education.

Possible presentation topics may include, but are not limited to, intercultural understanding and communication; cultural studies; language socialization; language ideologies; intercultural pragmatics; the bidirectional relationship between (English) language and culture, among others.

Digital Learning and Technologies

This strand focuses on a wide variety of issues related to language teaching, learning, and digital technologies.

Possible presentation topics may include, but are not limited to, video and digital media; online learning/teaching; online course design; computer/mobile-assisted language learning (CALL/MALL); computer-mediated communication (CMC); massive open online courses (MOOCs); massive multiplayer online games (MMPOGs); virtual worlds; Web 2.0 tools; social networking sites (SNSs); (online) multimodal projects; blended/hybrid settings for language learning and teaching, among others.

Specific Approaches

This strand focuses on instruction based on the integration of content, or that follows special ways, purposes, or domains to achieve target language goals.

Possible presentation topics may include, but are not limited to, content-based instruction (CBI), 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); among others.

Listening, Speaking, and Pronunciation

This strand focuses on acquiring, processing, teaching, and using second language pronunciation, speaking, and listening skills.

Possible presentation topics may include, but are not limited to, teaching of English pronunciation; development/evaluation of pronunciation, speaking and listening materials; methods of delivery of instruction in pronunciation, speaking, and listening; integrated teaching of pronunciation, speaking, listening, and nonverbal communication; among others.

Personal/Professional Development and Continuing Teacher Learning

This strand focuses on personal and professional development of TESOLers in diverse contexts around the world.

Possible presentation topics may include, but are not limited to, reflective practice; teacher identity; classroom/action/practitioner-research; curricular issues; teaching journals/diaries; continuing education and professional development; career planning, job searching, advancement, or retirement; collaborative partnerships and communities of practice; involvement and leadership in professional associations; consulting and freelancing; emotional labor and job satisfaction, among others.

Program Administration and Evaluation

This strand focuses on program administration and educational curriculum development as well as the specific needs of those who are involved or interested in educational leadership, management and curriculum development in language teaching/teacher organizations.

Possible presentation topics may include, but are not limited to, professional and ethical administration and management of language teaching institutions; issues related to professionalism in hiring and workplace settings; the interplay between educational curriculum and individual student needs and interests; program and curriculum development and evaluation; issues related to stakeholders in program administration (e.g., managers/directors, school owners, coordinators, curriculum developers, supervisors, principals), among others.

Reading, Writing, and Literacy

This strand focuses on mastering, processing, teaching, and using second language reading and writing skills, as well as issues related to literacy.

Possible presentation topics may include, but are not limited to, reading/writing development, assessment, and integration; voice and identity in literacy; intensive/extensive reading, assessment of reading/writing skills, and texts; multiliteracies, literacy in digital world; translanguaging; writing across the curriculum and in the disciplines; response to writing; among others.

Teacher Education and Teacher Learning

This strand focuses on educating, preparing, and engaging in professional development of teachers who (aspire to) work with English learners around the world.

Possible presentation topics may include, but are not limited to, teacher education for a wide variety of settings (pre-elementary, elementary, post-secondary, etc.); critical language teacher education; professionalism; standards; teacher assessment; curricular issues; language teacher identity; the novice/experienced teacher; online language teacher education; practicum; mentoring and supervision; teaching journals/diaries; classroom/action/practitioner-research; reflective practice; among others.

Vocabulary and Grammar

This strand focuses on acquisition, development, research, and teaching of vocabulary and grammar to L2 learners.

Possible presentation topics may include, but are not limited to, integration of grammar and vocabulary; vocabulary and/or grammar in context; ways to introduce, practice and produce vocabulary and/or grammar; implicit/explicit teaching; integration of grammar and vocabulary with language skills, among others.