

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 Book, desktop planner, and mobile app.

Please select your strand carefully. We cannot guarantee that a proposal submitted to the wrong strand will be redirected.

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

- issues;
- theories;
- practices;
- processes; and,
- curriculum development.

The 2020 TESOL Convention will feature 13 strands, which are described below in alphabetical order. Use the links to navigate to information on specific strands. Each description sample includes areas for proposals. These are intended as examples and are not meant to be exhaustive. You may also want to review accepted proposals by [searching the 2019 program](#).

[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 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, raciolinguistics, queer linguistics
- Special populations: refugees, disabled students, gifted students
- Inequalities, discrimination and marginalization of NESTs and NNESTs in TESOL
- Family and community outreach
- Language planning and policy
- Other critical issues such as class, 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
- Corpus linguistics
- Computational linguistics
- Linguistic anthropology
- 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 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)
- 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(s) in the context of English language teaching and learning.

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
- Intercultural pragmatics and its research in language learning contexts
- Cultural analysis of language learning
- Ideologies in the teaching of culture
- The relationship between English language and culture
- Intersections of culture and other factors of language learning
- Methodological interventions in intercultural learning 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

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, authenticity, etc.)
- Test fairness, washback
- Evidence-based decision-making
- Computer-assisted and computer-adapted language testing (CAT)
- Dynamic assessment
- Assessment of individual second language skills, test validation

Listening, Speaking, & Pronunciation

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

Proposals might focus on:

- English pronunciation (segmentals, speech rhythm, intonation, suprasegmentals, etc.)
- Integrated teaching of pronunciation, speaking, listening, and nonverbal communication
- Academic note-taking
- Presentation skills
- Development and evaluation of classroom pronunciation, speaking, and listening materials
- Teaching pragmatics
- Bottom up and top down listening skill-building
- Oral communication skills for ITAs
- Conversation skills
- Oral error correction

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, Career Pathways)
- Self- and commercial publishing
- Legal issues

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, teacher identity, collaborative partnerships and communities of practice, consulting and freelancing, adjunct issues, and job satisfaction
- Theories and/or practices, including TESOL career path development, research on continuing teacher learning, 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.

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
- The interplay between educational curriculum and individual student needs and interests
- Program and curriculum development and evaluation
- Stakeholder issues in program administration (e.g., managers/directors, school owners, coordinators, curriculum developers, supervisors, principals)

Reading, Writing, & Literacy

Proposals should address second language reading, writing, and/or literacy.

Proposals might focus on:

- Reading/writing development, processes, assessment, and integration
- Voice and identity in literacy
- Intensive/extensive reading
- Assessment of reading/writing skills
- Multiliteracies
- Literacy in the digital world
- Translanguaging
- Writing across the curriculum and in the disciplines
- Response to writing
- Cultural, social, political, and/or institutional contexts for L2 reading/writing

Teacher Education

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

Proposals might focus on:

- Teacher education for a variety of settings
- Critical language teacher education
- Professionalism
- Teaching and teacher education standards
- Teacher assessment
- Curricular issues
- Language teacher identity
- Online language teacher education
- Practicum/field experiences
- Mentoring and supervision
- Teaching journals and diaries
- Classroom-based/action/practitioner research for teacher education and teacher learning
- Reflective practice

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, The Natural Approach, etc.)
- Structural concepts (*e.g.*, word lists, grammar forms, etc.)