

## TESOL 2022: Virtual 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.

<input type="checkbox"/>	Advocacy, Social Justice, & Community Building
<input type="checkbox"/>	Applied Linguistics
<input type="checkbox"/>	Content-Integrated Approaches
<input type="checkbox"/>	Culture & Intercultural Communication
<input type="checkbox"/>	Digital Learning & Technologies
<input type="checkbox"/>	Language Assessment
<input type="checkbox"/>	Listening, Speaking & Pronunciation
<input type="checkbox"/>	Materials Development & Publishing
<input type="checkbox"/>	Personal & Professional Development
<input type="checkbox"/>	Program Administration & Evaluation
<input type="checkbox"/>	Reading, Writing, & Literacy
<input type="checkbox"/>	Teacher Education
<input type="checkbox"/>	Vocabulary & Grammar

### Step 2. Select a context.

Which context would this proposal be most relevant to?

<input type="checkbox"/>	ESL - English as a Second (or Other) Language
<input type="checkbox"/>	EFL - English as a Foreign Language
<input type="checkbox"/>	EIL - English as an International Language
<input type="checkbox"/>	B-ME - Bilingual/Multilingual Education
<input type="checkbox"/>	All of the above

### Step 3. Select settings/audiences.

Please consider the settings or audiences your proposal most closely addresses and select one or two. The selected audiences will be listed in the Convention Program Book, desktop planner, and mobile app.

The primary audience 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, 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 audience 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, 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**.
- 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.**

For virtual presentation, there are only two presentation types accepted. Please review the session types to determine which best meets the objectives of your session.

Which session focus is most appropriate for your proposal?

- Presentation only (30-minute prerecorded session)
- Presentation with Q and A (30-minute prerecorded session with 15-minute text Q and A)
- Teaching Tip (20-minute prerecorded session)

### **Step 6. 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.

Draft your abstract here (50-word maximum):

### **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).

Draft your session description here (300-word maximum):

**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.

**Step 7. Provide contact information.**

In the next section of the form, you will be asked to provide contact information for the presentation.

From the dropdown menu, select the role of the person who will be the contact person for the proposal. This person is responsible for ensuring that communication from TESOL is provided to others who will be presenting.

This person is:

the Presenter

The Contact person only

Next, provide the requested information for the contact person. Items with an asterisk (\*) are required.

Prefix  Mr.  Mrs.  Ms.  Prof.  Dr.

First Name\* \_\_\_\_\_

Last Name / Surname\* \_\_\_\_\_

Title \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Province (id outside of the U.S.) \_\_\_\_\_

Zip / Postal Code \_\_\_\_\_

Country\* \_\_\_\_\_

Phone \_\_\_\_\_

Email\* \_\_\_\_\_

Institutional Affiliation (Name)\* \_\_\_\_\_

Note: If you are not affiliated with an institution, write "Independent" or "Retired."

Institutional Affiliation (Country)\* \_\_\_\_\_

Publish Email?\*  Yes  No

Note: May TESOL publish your email in the program book?

First time presenting?\*  Yes  No

On the next page of the online form, you will provide the same information for each additional presenter. The maximum number of presenters, including the lead presenter, for each session type is:

- 2 for Teaching Tips.
- 4 for Presentations.

If you have any questions, please contact TESOL Strategic Events at [conventions@tesol.org](mailto:conventions@tesol.org).