

# TESOL Virtual 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 which one best matches the content of your proposal.

- Advocacy, Social Justice, & Community Building
- Applied Linguistics
- Content-Integrated Approaches
- Culture & Intercultural Communication
- Digital Learning & Technologies
- Language Assessment
- Listening, Speaking & Pronunciation
- Materials Development & Publishing
- Multilingualism, Plurilingualism, & Linguistic Diversity
- Personal & Professional Development
- Program Administration & Evaluation
- Reading, Writing, & Literacy
- Teacher Education
- Vocabulary & Grammar

## Step 2. Select a teaching 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
- Two or more of the above

### Step 3. Select educational contexts.

The selected educational context will be listed in the convention desktop planner and mobile app. Please consider the contexts your proposal most closely addresses.

**Primary Educational Context (Required).** The **primary educational context** for this session relates to English language teaching, learning, or policy in:

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

**Secondary Educational Context (Optional).** The **secondary educational context** for this session relates to English language teaching, learning, or policy in:

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. Choosing the wrong focus adversely impacts reviewer ratings. If your session:

- Is based on classroom experience or is meant to be applied directly to the classroom or work environment, it is **practice- or pedagogy-oriented**. If participants will learn concrete ways to do something (teach, grade, administer, write, create, etc.), then select this session focus.
- Reports on you 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 best describes your session focus?

Practice- or pedagogy-oriented

Research-oriented

Conceptually-oriented

Policy-oriented

## Step 5. Select the session type.

[Review the session types](#) to determine which best meets the objectives of your session. Which session type is most appropriate for your proposal?

Live Presentation (45-minute live session)

On-Demand Presentation (45-minute prerecorded session)

Teaching Tip (on-demand, 3-minute prerecorded session)

Poster Session (on-demand, a PDF poster with 3-minute prerecorded 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 the title, abstract, description, and citations](#).

### 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.
- You may use any of the [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 your 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 [approved acronyms](#) without spelling them out (spell out all others on first use).

### Your session 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**

List sources that you have cited in your session description. You may use any standard format (APA, MLA, etc.) for sources.