

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 the strand that best aligns to the focus of your proposal, noting that some content areas may overlap. **For example, all strand descriptions affirm multilingual realities and plurilingual approaches to research, theory, and praxis, and proposals submitted to any strand may reflect this perspective as relevant to the strand's focus.** 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, including, but not limited to:

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

The 2027 TESOL Convention will feature 14 strands, which are described below in alphabetical order. The description of strands includes subtopics related to the overarching content area. Subtopics 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 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
Multilingualism, Plurilingualism, & Linguistic Diversity
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 community building directly relevant to TESOL.

Proposals might focus on:

- Social responsibility and global citizenship
- Peace, religion, human rights, and the environment
- Multicultural perspectives in language education
- Linguistic diversity and social justice
- Gender, sexuality, raciolinguistics, queer studies
- Special populations, e.g., immigrants, refugees, students with special needs, gifted students, elderly learners, incarcerated individuals, third culture kids, etc.
- Bullying and victimization
- Inequalities, discrimination and marginalization of NESTs and NNESTs in TESOL
- Family and community engagement and outreach
- Community-based and family-centered education
- Language planning and policy implementation
- Embracing and fostering societal multilingualism and plurilingualism
- Trauma-informed pedagogies, social-emotional learning, and teacher wellbeing and mental health
- 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 understanding English language teaching, language learning, and communication.

Proposals might focus on:

- Second language acquisition (SLA)
- Educational linguistics
- Sociolinguistics
- Raciolinguistics

- Psycholinguistics & cognitive linguistics
- Corpus linguistics
- Computational linguistics
- Linguistic anthropology
- (Critical) discourse analysis
- Forensic linguistics
- Neurolinguistics and the neuroscience of language
- Pragmatics
- Phonetics/phonology
- Translation and interpretation
- Global Englishes, including EIL, ELF and World Englishes
- Bridging research and practice and evidence-based education

Content-Integrated Approaches

Proposals in this strand 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
- Meeting the needs of very specific populations (e.g., refugees, military personnel, athletes, etc.)

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, intercultural competence, and mediation across cultures and languages.

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 and in supporting multilinguals and developing plurilingual competences.

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
- Developing digital literacies

Language Assessment

Proposals in this strand 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
- Plurilingual assessment (e.g., language portfolios, intercomprehension, language mediation, metalinguistic awareness)

Listening, Speaking, & Pronunciation

Proposals in this strand should focus on the teaching and learning of 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

- Plurilingual approaches and competences related to listening and oracy development

Materials Development & Publishing

Proposals in this strand 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. Focus may also be on issues pertinent to materials development for multilingual learners 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
- Innovative materials that foster multilingualism and develop intercultural and plurilingual competences

Multilingualism, Plurilingualism, and Linguistic Diversity

Proposals in this strand shift perspectives from learners of English to multilingual language users, with attention to how all participants in communicative acts develop, integrate, and mobilize diverse linguistic repertoires across contexts. The strand welcomes submissions that move beyond viewing languages as separate systems and instead foreground dynamic, integrated, and process-oriented perspectives on being and becoming multilingual, including pedagogies, policies, and practices that sustain linguistic diversity and advance individual and societal multilingualism and plurilingualism.

Proposals might focus on:

- Home, heritage, and community languages
- Indigenous and local languages
- Maintenance and revitalization of minority and endangered languages
- Integrated linguistic repertoires and flexible language practices
- Translanguaging, intercomprehension, and language and cultural mediation
- Innovative and emergent plurilingual practices, curricula, and programs
- Multilingual and multicultural identities (e.g., linguistic autobiographies)
- Global Englishes, including dialects, ELF, EIL, World Englishes and EMI
- Critical perspectives on English dominance, linguistic imperialism, and language ideologies (e.g., native speaker norms and monolingual bias)
- Critical language awareness and critical multilingual education

Personal & Professional Development

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

Proposals might focus on:

- Challenges and benefits of professional development, collaborative partnerships and communities of practice, consulting and freelancing, adjunct issues, career switching, and job satisfaction
- 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
- Reflective practice, evaluation, self-assessment, critical incidents, problem/solution, experiential learning, professional development milestones and ongoing professional development
- Curriculum development, including adapting to changes in curriculum and assessment and learning new skills for evolving curricula (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
- Fostering teachers' multilingual identities and developing plurilingual practices

Program Administration & Evaluation

Proposals in this strand should focus on topics specific to program administration and educational leadership, including in professional associations and in multilingual contexts.

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 curricula 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
- Educational data science, artificial intelligence, and evidence-based decision-making

Reading, Writing, & Literacy

Proposals in this strand should address second language reading, writing, and/or literacy involving multilingual learners.

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
- 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
- Plurilingual approaches and competences related to literacy development

Teacher Education

Proposals in this strand should focus on areas related to educating, preparing, and engaging in the initial and professional development of teachers who aspire to work with multilingual 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
- Preparing teachers for stress management (e.g., wellbeing, secondary trauma, mental health, etc.)
- Teacher pedagogical and content knowledge, including digital literacies

Vocabulary and Grammar

Proposals in this strand should focus on topics related to vocabulary and/or grammar for multilingual 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
- Data-driven approaches to teaching and learning
- Plurilingual approaches and competences related to grammar and vocabulary development