

Guidelines for TexLER 2022 Proposal Submissions

TYPES OF **IN-PERSON** PROPOSALS

Proposals may be submitted in either English or Spanish.

- ♦ **60-minute Poster Presentation + Q&A Session**
Posters will be on display during the conference, and a separate conference session will be dedicated to presenters to explain their work and answer questions. Posters can be used to gain valuable feedback on theses, dissertations, or research. This is a good format for describing a work in-progress, or a new process/idea.
- ♦ **20-minute Research-Based or Practice-Oriented Presentation**
 - *Research-Based Presentation:* A 20-minute formal talk addressing a small audience followed by a 5-minute Q&A/discussion. This presentation might include original empirical research or an original theoretical investigation.
 - *Practice-Oriented Presentation:* A 20-minute live practical or “hands-on” presentation by the presenter(s) followed by a 5-minute Q&A/discussion. It can be a practical demonstration of a theory, or an application of pedagogical methodology still in the developmental stage.
- ♦ **45-minute Practice-Oriented Workshop**
A 45-minute practical demonstration of a theory or an application of a pedagogical methodology, followed by a short Q&A/discussion. Presenter(s) should engage the audience through experiential learning techniques.

TYPES OF **VIRTUAL** PROPOSALS

Proposals may be submitted in either English or Spanish.

- ★ **30-minute Digital Poster Presentations** (10 min. pre-recorded; 20 min. live shared Q&A) Posters will display research, teaching tips, curriculum development ideas, and other areas of interest in a digital format. Presenters will provide a short pre-recorded presentation of their digital poster and will participate in a moderated live Q&A session on the conference day. Digital

posters and pre-recorded presentations will be available to attendees prior to and during the conference.

- ★ **Research-based Presentations** (20 min. with a 5 min. Q&A; live) report on original empirical research or a theoretical investigation. This formal talk should include information on underlying principles, gaps in research, participants, methods, and results, if applicable.
- ★ **Practice-based Presentations** (20 min. with a 5 min. Q&A; live) provide a practical or “hands-on” demonstration of a theory or an application of pedagogical methodology.
- ★ **Workshops** (40 min. with a 5 min. live Q&A) demonstrate a theory or an application of a pedagogical methodology. The presenter(s) should engage the audience through experiential learning techniques.

STRANDS

Your proposal should target **one** of the following strands that must be selected during the submission process:

<ul style="list-style-type: none">• Foreign/Second Language Acquisition• Language and Technology• Language Testing and Assessment• Curriculum Design and Development• Language Planning and Policy• Language Pedagogy and Practices• Translanguaging	<ul style="list-style-type: none">• Teacher Education• Bilingual, Multilingual, and Heritage Learner Communities• Educational Linguistics• Research Methodology• Second Language (Bi)Literacy• Advocacy and Social Justice Issues in Education (Praxis and/or Research-Based)
--	--

RESPONSIBILITIES OF THE PRESENTER

- Receive permission from all co-presenters before submitting the proposal. All co-presenters must be named during the proposal submission.
- Notify all co-presenters of the status of the proposal. When two or more people are presenting, the presenter listed first is considered the first author and is responsible for notifying the others.

- Prepare your presentation based on the same conceptual content included in your proposal once it has been accepted.
- Register (all co-presenters) for the TexLER 2022 conference in order to be included in the program, if your proposal is accepted.
- Make plans to attend scheduled pre-conference training for presenters if accepted.
- Attend the conference, and contribute with your knowledge and perspectives through the TexLER conference events, presentations, workshops, and through discussions with participants in the language education field, no matter the results of your proposal submission. We encourage your full participation.

TITLE

The title should:

- not exceed 10 words.
- accurately reflect the content of your proposal.
- be clear to the intended audience.

Each part of a slashed or hyphenated word counts as one word. Do not use quotation marks and capitalize all major words.

Examples:

- Participants' Perspectives on In-Service Teacher Training (7 words).
- Websites for Teaching U.S. Popular Culture (6 words).

ABSTRACT

You should prepare a 250-word abstract of your presentation or workshop. Only the referees will see your submitted proposal abstract; it will not appear in the program. All abstracts are blind reviewed, so you should **NOT** include the presenter name(s) or institution(s) in your abstract.

The abstract should:

- include the proposal title.

- include the proposal type (research-based presentation, practice-based presentation, poster presentation, workshop).
- include the strand.
- not exceed 250 words. (Over-length abstracts will not be reviewed).
- not include presenter names(s) or institutions(s).
- clearly state a purpose and point of view.
- include supporting details or examples.
- contain evidence or current practices and/or research and relevant citations.
- be carefully edited and proofread.

Abstract Example:

Research on EFL writing has traditionally included error correction, digital collaborative writing, linguistic analysis, genre-based approach, corpus use, and feedback. As a result, most studies have focused on a form-oriented perspective which has equipped learners with the linguistic tools, structure, and functions that allow them to master the target language. However, this approach has left out the analysis of EFL learners' cultural background information in their writings, not adequately addressing the contributions that a content-oriented approach can make by helping EFL teachers promote global competency in their language classroom. By using the global competency framework (Mansilla & Jackson, 2011), we conduct a content analysis of two TOEFL-like essays (one in English and one in Spanish) written by 118 EFL learners in a university in Mexico to identify which knowledge, local or global, EFL learners choose to use to support their opinions when they write in English and Spanish. We argue that understanding which kind of knowledge students associate with their L1 and L2 writings helps EFL teachers develop a curriculum and learning strategies that connect local to global knowledge in their teaching practices to reach global competency in the classroom. The development of this global competency provides students with skills to interact with people from other cultures and have successful communication. The findings of this study will show the implications of addressing students' culture in EFL writing classrooms to make these language learners communicatively competent in a globalized society. (239 words)

SUMMARY

You should also prepare a 50-word proposal summary that will appear in the TexLER Conference Program. Attendees will use the summary to decide whether to attend

your presentation, workshop, or poster exhibit, so it should be carefully written and proofread.

The summary should:

- Not exceed 50 words (Over-length summaries will not be accepted).
- Be written in the third-person present tense (e.g. “The presenter begins by...and she...”).
- Not refer to published works.
- Be written to draw the most appropriate audience.
- Spell out any acronym(s) used in the title (e.g. ELL as “English language learner”).
- Be carefully edited and proofread.

Summary Example

This paper investigates the differences in the source of knowledge, local or global, English as a foreign language writers use in first or second language texts. We analyzed the essays of 118 English as foreign language learners in Mexico. The implications lead to the promotion of cultural and global competencies. (50 words)

PRESENTER BIOGRAPHY

You should also prepare a 50-word presenter biography that will serve as the introduction to your presentation or workshop.

The biography should:

- include your name.
- include your program and/or institution affiliation.
- include any background information the audience might find helpful or interesting.
- include your area(s) of interest.
- not exceed 50 words (Over-length biographies will not be accepted).
- be relatively easy for a moderator to articulate.

ADJUDICATION OF PROPOSALS

Proposals will be rated on the following criteria:

- The currency, importance, and appropriateness of the topic to the field.
- The purpose, participant outcomes, and session type.
- The theory, practice, and/or research basis.
- The support for practices, conclusions, and/or recommendations.
- The clarity of the proposal as an indicator of presentation quality.

Proposals will be disqualified if:

- They promote commercial interests.
- They are not completed according to the guidelines outlined in the call for proposals.
- They are not received by the deadline.

TIPS

- Explore the provided links on writing a conference proposal to help guide you during the process!

EXTERNAL RESOURCES

<http://blog.tesol.org/tips-on-writing-successful-conference-presentation-proposals/>

https://owl.purdue.edu/owl/graduate_writing/graduate_writing_genres/index.html

<http://twist.elearningguild.net/2014/04/tips-for-writing-a-winning-conference-proposal/>