

CALL FOR PARTICIPATION

**You are invited to the 46th Annual
TESOL Convention & Exhibit**

28–31 March, 2012*

**Opening Session takes place on the evening of March 28*

Philadelphia, Pennsylvania, USA

TESOL Team 2012

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Leslie Barratt

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Local Co-Chair

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Local Co-Chair

DEADLINES FOR PROPOSALS

All Proposals

Wednesday, June 1, 2011, 5 pm EDT

Supporting Materials for Video and Digital Media Theater Proposals

Tuesday, August 2, 2011, 5 pm EDT

Note: All proposals must be submitted online; faxed or mailed proposals will not be considered.

TESOL'S MISSION, VALUES, AND VISION

Mission

TESOL's mission is to ensure excellence in English language teaching to speakers of other languages.

Values

- professionalism in language education
- individual language rights
- accessible, high-quality education
- collaboration in a global community
- interaction of research and reflective practice for educational improvement
- respect for diversity and multiculturalism

46TH ANNUAL TESOL CONVENTION AND EXHIBIT

The annual TESOL convention offers English language teaching professionals from around the globe the premier opportunity for professional development in the field. Participants exchange ideas and practices, keep abreast of current trends, foster their professional networks, receive mentoring on research projects, review the latest books and professional resources, and learn about advocacy efforts in their community and around the world.

Convention 2012 Theme: A TESOL Declaration of Excellence

Convention 2012 Vision Statement

The organizers of TESOL's 46th Annual Convention & Exhibit in Philadelphia invite TESOLers to declare their vision of excellence in all aspects of the profession. While TESOL, as an organization, has come a long way in the last four and a half decades, it is vital for TESOLers to come together to discuss and share issues of concern about, and ambitions for, the field of English language teaching (ELT). This year participants are invited to reflect on their practices, voice their opinions, and declare their pursuit of excellence in the ELT profession.

The Venue: Pennsylvania, Philadelphia USA

Philadelphia is famous for historical landmarks, notably the Liberty Bell and Independence Hall. It is a city of diverse neighborhoods, where Italian, Russian, Puerto Rican, African, Middle Eastern, and Asian cultures provide a rich variety of languages and food. Philadelphia's street vendors sell the city's renowned soft pretzels and cheese steaks while a flourishing number of first-class restaurants offer fine dining choices. Philadelphia is a city of sports "phanatics," where spectators fill stadiums and corner pubs to watch the Phillies and the Eagles. Philadelphia is also a city of firsts, including the first U.S. hospital, the first university, and the first zoo, as well as world-class museums and cultural events. And, as the theme of this conference declares, Philadelphia is in an excellent location for visiting New York City or Washington, D.C. The nearby Amish country also provides a glimpse into a unique rural lifestyle. All of these places are easily reached through well-developed local and regional public transportation systems.

TYPES OF PROPOSALS

A letter concerning the status of your proposal will be sent via e-mail to the person designated as the Organizing Author or Correspondent by the end of October. **Please make sure that the e-mail address you use when you submit your proposal will be valid from June 1, 2011, through March 29, 2012. Please make sure that you have added conventions@tesol.org to your safe list or unblock it from your firewall. For information on how to add or unblock an e-mail address, please contact your Internet service provider's technical support department.**

Participants from all TESOL contexts and related fields are invited to submit proposals. Unless otherwise noted, all sessions are refereed by the TESOL interest section designated on the proposal. Presenters are expected to provide handouts and encouraged to use audiovisual aids.

Colloquium (1 hour, 45 minutes): A forum for a group of scholars to formally present and discuss current TESOL issues. Presenters exchange papers in advance and formally respond to each other's positions. The colloquium organizer is responsible for securing participants who represent various viewpoints in the field before submitting a proposal. A colloquium may not have more than seven panelists, including the leader.

Discussion Group (45 minutes): An opportunity to discuss a hot topic in TESOL with colleagues in a structured roundtable format. The discussion leader(s) should have a strong knowledge of the designated topic and should include the audience in the discussion.

Hot Topic (20 minutes): Similar in content to a research-oriented presentation but shorter. It is an oral summary, with occasional reference to notes or a text, that discusses the presenter's work in relation to theory and/or research.

Poster Session (1 hour, 15 minutes): A self-explanatory exhibit that allows for informal discussion with participants. Poster sessions serve as an important and interactive forum for sharing your work and receiving feedback. Exhibits are set up during the hour before the session and dismantled in the hour afterward. The poster is to be mounted on a four-foot-by-eight-foot display board that includes a title, the name and institutional affiliation of the presenter(s), and a brief text with clearly labeled photos, drawings, graphs, or charts. Presenters are expected to be available for discussion. No AV equipment or electrical access will be available. Detailed guidelines will be sent to accepted poster session presenters.

Practice-Oriented Presentation (45 minutes): Shows, rather than tells, a technique for teaching or testing. The presenter should spend no more than 10 minutes explaining the theory underlying the technique.

Research-Oriented Presentation (45 minutes): An oral summary, with occasional reference to notes or a text, that discusses the presenters' work in relation to theory and/or practice.

Teaching Tip (20 minutes): Similar in content to a practice-oriented presentation but shorter. It is an oral summary, with occasional reference to notes or a text, that discusses the presenter's work in relation to practice.

Video and Digital Media Theater (45 minutes): Presents VHS or DVD video materials relevant to the TESOL profession. Opening remarks, video running time, handouts, and closing comments must fit within the time frame. Videotapes and DVDs will not be returned. Video theater sessions are refereed by the Video and Digital Media Interest Section.

(**Note:** Video and Digital Media Theater proposals must be received by 5 pm EDT, June 1, 2011, but the actual media used in the proposal must be received by 5:00 pm EDT, August 2, 2011.)

Workshop (1 hour, 45 minutes): A carefully structured, hands-on professional development activity. The leader helps participants solve a problem or develop a specific teaching or research technique. Handouts are expected and audiovisual aids are encouraged.

DEADLINES

All Proposals

Deadline: Received by 5 pm EDT, Wednesday, June 1, 2011. Proposals received after the deadline will not be considered.

Supporting Materials for Video and Digital Media Theater Proposals

Deadline: Received by 5 pm EDT, Tuesday, August 2, 2011. (**Note:** *Proposals* for Video and Digital Media Theater are due by 5 pm EDT, Wednesday, June 1, 2011. The *media* for the presentation are due August 2, 2011.)

PROPOSAL EVALUATION CRITERIA

Three peer reviewers will blind review all proposal submissions and will have the opportunity to provide comments to the submitting author. All reviewers' identities will remain confidential. All proposal reviewers will use the evaluation criteria and scoring rubric below. Total possible score is based on a scale of 30 points.

Proposal Rating Rubric

Evaluation Criteria	Poor 1	Fair 2	Satisfactory 3	Good 4	Excellent 5
1. Proposal Title	The title gives little information about the session's content.	The title has some indication of the session's content.	The title generally describes what the session will be about.	The title clearly describes the session.	The title gains the reader's interest, describes the session.
2. Purpose & Session type	The proposal is inappropriate for the session type, or the objective is not stated, implied, or clear.	The proposal may be appropriate for the session type. The objective is too general and how it will be achieved is not explained.	The proposal is generally appropriate for the session type. The objective is stated or implied, but how it will be achieved is not explained.	The proposal is appropriate for the session type. The objective is clear (stated or implied), and it is clear how the presenter will attain it.	The proposal matches the session type. The objective is clear (stated or implied); there are specifics that make the reader want to learn more.
3. Currency, Importance, and Appropriateness of Topic to the Field and the Interest Section (IS)	The topic is not current or not appropriate to the field or IS. I would not attend this session.	The topic is somewhat related to issues in the field and the IS, but it is not current. I would probably not attend this session.	The topic may not be current but focuses on issues appropriate to the field and the IS. I may attend this session.	The topic is current and appropriate to the field and/or the IS. I would probably attend this session.	The topic is current, immediately relevant, or important to the field and the IS. I would definitely attend or recommend this session.
4. Focus and Organization of Content (based on the proposal type)	The topic is not focused or there is little or no organization to the proposal.	The topic's focus is too narrow or too general. The proposal shows some organization, but it may not provide sufficient guidance for	The organization may be understandable to the audience, but the proposal could be more focused and better organized.	The proposal is focused and explains how the presenter will introduce and	The proposal is well-focused. It previews the topic, presents the material in an interesting way,

		the audience.		present the material in a comprehensible way.	and shows how it will be concluded.
5. Clarity of Proposal & Participant Outcomes	The proposal abstract needs work on sentence structure and fails to give outcomes.	The abstract gives some ideas about outcomes, but needs to specify how they will be reached during the presentation.	The proposal abstract is adequately written and includes a statement of participant outcomes where appropriate but needs more detail.	The proposal abstract is clearly written and provides a general statement of participant outcomes where appropriate and how they will be achieved.	The proposal abstract is well written and provides an explicit statement of participant outcomes where appropriate and how they will be achieved.
6. Theory, Practice, and/or Research Contribution to the Convention and/or to the Field or IS	The abstract does not mention theory, practice, or research.	The abstract mentions that some theory, practice, and/or research was used, but the abstract is not specific or does not relate it to the presentation.	The abstract refers to theory, practice, and/or research on which the presentation is based and relates it to the presentation to some extent.	The abstract refers to the theory, practice, and/or research on which the presentation is based in an understandable way and relates it to the presentation.	The abstract refers to the theory, practice, and /or research on which the presentation is based and clearly shows how it is connected to the presentation in a relevant and useful way.
TOTAL SCORE = 30	BRIEF Overall Comments:				

Factors Affecting Selection

The convention brings together individuals from around the world working in diverse roles to benefit English language learners of all ages and at all stages of language development; therefore, an important factor in selection is program balance. The Convention Program Committee seeks such balance in

- range of topics
- level of expertise
- interests covered
- professional and geographic distribution of the participants
- relevance of the proposal to the needs of English language teaching professionals and the convention's theme

Another important factor is how well the session description is written. Session descriptions should be clearly and concisely written, and should convey the session's importance and appropriateness to the field:

- significance for the intended audience
- evidence of a high standard of research and/or practice (where applicable)
- evidence that the presentation will be well prepared

You should carefully read the Proposal Rating Rubric (provided in this call) and refer to it as you are drafting your proposal.

Factors Disqualifying a Proposal

- The presentation promotes commercial interests.
- The proposal is not completed according to the guidelines outlined in this call for participation (see below).
- The proposal contains clear reference to the name(s) of any of the presenters.
- The proposal was not *received* at TESOL's Central Office by the appropriate deadline: 5:00 pm EDT, June 1, 2011 for all proposal types. (Note: Video and Digital Media Theater *proposals* are due by 5 pm EDT, by June 1, 2011, but the *media* for the presentation are due by 5 pm EDT, Tuesday, August 2, 2011.)
- The same (or a very similar) proposal is submitted to more than one interest section.
- The proposal was faxed or mailed.

PRESENTERS' ROLES AND RESPONSIBILITIES

An *organizer* is the main correspondent and will not be presenting the proposal at the convention. As well, his or her name will not be displayed in the Convention Program Book.

A *presenter* will be presenting the proposal at the convention. A presenter can also serve as the organizer and correspondent for the session. The presenter's name will appear in the Convention Program Book.

A *contributing presenter* contributed to the proposal and will be presenting at the convention.

All *presenter(s)* will

- Register for the convention. Please note that accepted sessions may be dropped if presenters are not registered. TESOL does not reimburse presenters for expenses (i.e., hotel, registration, meals).
- Refrain from changing the conceptual content of the session after it has been accepted.
- Provide handouts for the anticipated number of attendees.

- Specify how many people they expect for their session and confirm the room capacity after they have been notified of their room number.

Additionally, the organizer will communicate in a timely manner with all presenters about the status of the proposal and other information sent by TESOL.

The correspondent must keep other presenters informed and send any presenter's change of contact information immediately to the TESOL Conference Services Department. Call 1-703-836-0774 or send an e-mail message to conventions@tesol.org.

SUBMITTING A PROPOSAL

All participants must submit proposals online. Mailed or faxed proposals will be disqualified, as will submissions that do not adhere to the guidelines presented in this call for participation. If you have questions, call TESOL at 1-703-836-0774 or send an e-mail message to conventions@tesol.org.

Submission Process

All participants must submit proposals online using the Precis Abstract Management System. Prepare your materials in advance according to the following guidelines then visit the TESOL Web site.

- Fill out the TESOL 2012 Proposal Worksheet included in this call. For detailed instructions, see the appropriate section below on how to prepare a proposal.
- Visit [Precis Abstract Management](#)
- Follow the instructions to submit your proposal.
- After your proposal has been successfully submitted, you will receive an e-mail message confirming receipt of your submission and containing your proposal number for future reference. Please include your proposal number on all correspondence concerning your submission.
- **Do not** mail or fax a duplicate copy of your proposal to TESOL.

HOW TO PREPARE A PROPOSAL

All proposals must be received by 5:00 pm EDT, Wednesday, June 1, 2011.

Proposals received after the deadline will not be considered.

All participants are required to submit proposals using the [Précis Abstract Management System](#). You must complete a separate online proposal form for each proposed session.

Parts of a Proposal

All but the video and digital media proposals have three parts: a 10-word title, a 50-word abstract, and a 300-word session description. The title and abstract will appear in the Convention Program Book, but only the reviewers will see the session description. All parts of your proposal should be carefully written and proofread, however, because they reflect the quality of your presentation.

Title

The title will

- accurately reflect the content.
- be clear to the intended audience.
- contain no more than 10 words. Each part of a slashed or hyphenated word counts as one word. Please do not use hyphens and slashes to circumvent the word count. Do not use exclamation marks or quotation marks around your title.
- capitalize all verbs, nouns, adjectives, adverbs, and pronouns, no matter how many letters they have. The title will not capitalize conjunctions, articles, or short prepositions of fewer than four letters. For hyphenated compounds, capitalize both words, and capitalize the first word after a colon.

Sample Titles

- An Awakening in In-Service Teacher Training for English Language Learners (10 words)
- Attitudes Are Changing Toward ELLs (5 words)
- Cooperative Learning in ESL (4 words)

Abstract

The abstract describing the session will

- not exceed 50 words.
- not contain references to published works.
- be carefully edited and proofread.
- be written to draw the most appropriate audience to the presentation.
- spell out any acronym(s) or abbreviation(s) used in the title except for L1, L2, CBI, EAP, EFL, ELT, ESL, ESP, IEP, SLA, TESOL, TESL, and TEFL.

Sample Abstract

CALLing ESL

Computer-assisted language learning (CALL), although widely promoted in education textbooks and programs, is often problematic for ESL students and teachers. How can ESL teachers distinguish between ineffective and effective CALL activities? How does culture influence CALL? (39 words)

The abstract will appear in the program book, so write and proofread it carefully. Convention participants read abstracts to decide which sessions to attend.

Abstracts may be edited by the Convention Program Committee and TESOL staff editors

Session Description

The session description will

- not exceed 300 words.
- have a clearly stated purpose and point of view.
- include supporting details and examples.
- contain evidence of current practices and/or research.

- use an appropriate format (e.g., paper, demonstration).
- include a variety of techniques (e.g., activities, visuals).
- show appropriate amount of material for the allotted time.
- demonstrate careful editing and proofreading.
- not explicitly refer to the presenter(s)' status or work.

Sample Session Description

Energizing class discussions – an intercultural approach

Why do some students in our TESOL and applied linguistics classes participate in discussion and others not? Do NSs dominate the discussion in your classes and the NNSs take a back seat? If so, why? Is it because students from different cultural backgrounds prefer different teaching and approaches? Or are there other reasons? What can we do about this? This session explores these questions and demonstrates how to get NNESTs and NESTs in teacher preparation programs to participate in class discussions with strategies to raise awareness of the class dynamics as well as strategies to modify the discussion format. The presenters share strategies that we have used in our own classes and show how they make an impact on the way both NNSs and NSs interact. Participants leave the session equipped with new tools and ideas that can be used in their own courses.

Specific Requirements for Session Descriptions

Colloquium: synopsis of issue(s), brief schedule of the presenters, their topics, and their discussion time.

Discussion Group: overview, key questions, issues, and concerns for facilitating the discussion.

Hot Topics: synopsis, including central idea and supporting evidence.

Poster Session: main ideas and description of the visual display.

Practice-Oriented Presentations: synopsis, including demonstration of teaching strategies.

Research-Oriented Presentations: synopsis, including central idea and supporting evidence.

Teaching Tips: synopsis, including brief description of teaching practice.

Video and Digital Media Theater: This proposal requires an abstract only. Note: Only the proposal is due by Wednesday, June 1, 2011, 5 pm EDT. The supporting materials (i.e., the actual media used in the session) must be received by 5:00 pm EDT, August 2, 2011

Workshop: statement of goal, synopsis of the theoretical framework, and precise description of tasks.

AUDIOVISUAL EQUIPMENT

Audiovisual and computer equipment must be ordered directly from the designated equipment vendors and should be ordered using the order forms accompanying the presenters' acceptance letter. Rooms with a seating capacity of 100 or more will be equipped with a complimentary podium microphone. **Note:** *TESOL does not provide complimentary audiovisual equipment for presenters.*

CHOOSING THE APPROPRIATE INTEREST SECTION TO REVIEW YOUR PROPOSAL

On the proposal form, you will be asked to choose the interest section that will review your session description.

Note: *All proposals are evaluated and refereed by proposal readers nominated by the various Interest Section (IS) leaders. Readers review only those proposals submitted to their IS. Proposals submitted to an inappropriate IS might be rejected, so it is imperative that you submit your proposal to the appropriate IS.*

To help you decide which interest section best suits your proposal, read the following descriptions and then make your choice. Additional information on interest sections may be found on [TESOL's Web site](#); click on "Communities" then "Interest Sections."

Adult Education brings together professionals who represent the knowledge, precepts, and skills of two distinct but compatible areas: adult education and English as a second language.

Applied Linguistics explores language learning and communication through the application of theory to real-world contexts.

Bilingual Education increases awareness of the role of ESL in bilingual education, encourages research in bilingual education, and works closely with TESOL members and other professionals concerned with bilingual education. Teachers of English to deaf students (TEDS) are included in this Interest Section.

Computer-Assisted Language Learning (CALL) defines issues and standards in CALL, contributes to the computer orientation of other TESOL members, and fosters research into the role of CALL in language learning.

Elementary Education fosters recognition of ESOL as an academic discipline in elementary education, increases awareness of elementary ESOL educators' needs, and develops new professional resources for teachers and their students.

English as a Foreign Language exchanges ideas on global and specific EFL/ESL issues, bringing together TESOL members with interests and experiences in different countries and providing an international network on employment and professional interests worldwide.

English for Specific Purposes supports professionals interested in the design and delivery of courses or programs related to specific disciplines such as science, medicine, business, industry, government, and others.

Higher Education advances effective instruction, promotes professional standards and practices, influences and supports policies of TESOL and other associations, determines needs, and considers all other matters relevant to ESL in colleges and universities.

Intensive English Programs addresses issues related to curriculum design and implementation, assessment, teaching standards, and research relevant to teaching English primarily to nonnative international students attending intensive and semi-intensive programs related to regular academic study.

Intercultural Communication promotes intercultural awareness, respect for all cultures and co-cultures, and increased intercultural competency among TESOL educators and scholars.

International Teaching Assistants addresses research, teaching, and administrative issues related to the preparation of international teaching assistants for instructional duties in university classrooms.

Materials Writers fosters the production of materials in ESL and EFL by writers, teachers, curriculum planners, administrators, consultants, editors, artists, or designers. Materials may be in print or on tape, film, video, or computer disk.

Nonnative English Speakers in TESOL strengthens effective teaching and learning of English around the world while respecting individuals' language rights.

Program Administration recognizes the role program administrators play in fostering professionalism and strengthening managerial and leadership skills through a forum that ensures effective ESL/EFL programs.

Refugee Concerns addresses the language, cultural, social, and legal needs (and their interconnections) of refugees at all ages and stages of life.

Secondary Schools represents professionals in the area of secondary education whose task is to ensure that secondary TESOL students develop the linguistic, cultural, and cognitive skills necessary for success in an English-speaking context.

Second Language Writing provides a forum for researchers and educators to discuss research, teaching, and assessment of second language writing in all educational contexts and levels.

Social Responsibility comprises TESOL members who are actively engaged in integrating language teaching with social responsibility, world citizenship, and an awareness of global issues such as peace, human rights, and the environment. The Interest Section aims to promote social responsibility within the TESOL profession and to advance social equity, respect for differences, and multicultural understanding through education.

Speech, Pronunciation, and Listening increases awareness of the significance of learning the spoken form of English through the exchange of practical and theoretical information related to teaching materials, classroom methods, and research.

Teacher Education discusses issues relevant to ESL/EFL teacher education, promotes professional development of ESL/EFL teachers, and formulates policy that will improve conditions of employment and learning for teachers and students.

Video and Digital Media focuses on the review, production, and use of video and digital materials in English language teaching, including student- and teacher-produced videos, commercially available materials, instruction through movies and television, media literacy, film analysis, intercultural training, video as an assessment tool, teacher education, interactive video, distance learning, and the use of new video-related technology.

AWARDS

Presenters at the 46th Annual TESOL Convention and Exhibit are eligible for the following awards.

TESOL Award for an Outstanding Paper on NNEST Issues

To be considered for this award, the proposal must

- be submitted as a paper or colloquium presentation by a current TESOL member at the time of application who will remain a member through the 2012 convention.
- indicate relevance to the members of the NNEST Interest Section by checking the appropriate box on the printed proposal form or in the appropriate step of the online submission process.
- be accepted.
- be presented at the TESOL 2012 convention.

Only final award recipients will be notified. Applicants will not receive any direct correspondence about the status of their award application unless they are award recipients.

TOEFL Board Award for International Participation at TESOL

The purpose of this award is to increase participation of presenters based outside of the United States and Canada at the Annual TESOL Convention and Exhibit. Recipients will receive funding to cover convention registration, travel, and lodging, not to exceed \$2,500. Presenters who meet the following eligibility requirements should check the appropriate box for TOEFL Award Eligibility on the proposal form. **Note:** Session organizers should ask co-presenters if they meet these eligibility requirements and indicate eligibility on their behalf.

To be eligible, the prospective applicant must

- be a current TESOL member at the time of application and maintain current membership status through the 2012 TESOL convention. TESOL membership will be verified on receipt of the application.
- reside in and be a citizen of a nation outside of the United States or Canada.
- be a first-time presenter at the Annual TESOL Convention and Exhibit.
- Submit a research-oriented presentation, practice-oriented presentation, or a colloquium.

The 2012 TOEFL applicants will be notified of their status in December 2011.

TESOL 2012 PROPOSAL WORKSHEET

The following worksheet is designed to help you prepare your proposal. Please refer to the Proposal Rating Rubric as you draft your proposal.

Note: All presenters must register for the convention. If presenters are not preregistered, accepted sessions may be dropped.

Title of Proposal: (10-word maximum):

Type of Session check one box only):

Colloquium (1 hr., 45 mins.), Discussion group (45 mins), Hot Topic (20 mins.), Teaching Tips (20 mins.), Poster Session (1 hr.15 mins.), Practice-oriented Presentations (45 mins.), Research-oriented Presentations (45 mins.), Workshop (1 hr., 45 mins.) Video and Digital Media (45 mins.)

Interest Section

You must check the box for the one (1) interest section you wish to referee your proposal (where applicable). For help in choosing an interest section, see Choosing the Appropriate Interest Section to Review Your Proposal (pp. 10–12). Your choice must match the interest section listed on the session description.

- Adult Education
- Applied Linguistics
- Bilingual Education
- Computer-Assisted Language Learning
- Elementary Education
- English as a Foreign Language
- English for Specific Purposes
- Higher Education
-
- Intensive English Programs
- Intercultural Communication
- International Teaching Assistants
- Materials Writers
- Nonnative English Speakers in TESOL Interest Section (NNEST)
- Program Administration
- Refugee Concerns
-
- Secondary Schools
- Second Language Writing
-
- Social Responsibility
- Speech, Pronunciation, and Listening
- Teacher Education
- Video and Digital Media

Content-Area Orientation

Please choose one (1) primary content area to be printed in the Convention Program Book and no more than two (2) additional content areas that mesh with your proposal.

Content Area (Indicate one primary content area and up to two secondary content areas):

- Accreditation
- AIDS education
- Assessment, testing
- Classroom management
- Community college
- Content Based language instruction
- Cross-/intercultural communication
- Curriculum, materials development
- Discourse, pragmatics
- Educational linguistics
- Employment, certification
- Grammar
- Integrated skills
- Language policy and planning
- Leadership
- Learning disabilities, special needs
- Literature, arts, media
- Peace education
- Personal development
- Project-/task-based teaching and learning
- Psycholinguistics, neurolinguistics
- Reading, literacy
- Second language acquisition
- Sociolinguistics, culture
- Sociopolitical concerns
- Speaking, pronunciation, phonology, listening
- Specific language groups
- Standards
- Technology in education
- Vocabulary, lexicon
- Vocational, workplace, business English
- World Englishes
- Writing, composition

Targeted instructional level: (check one box only): Preschool, Elementary School, Middle School, High School, Higher Education (undergraduate/postgraduate) Adult Education

Number of participants likely to attend your proposed session (**Note:** This information is vital for allocating rooms of an appropriate size): 50 or less, 100–250, 250–450

Will you need Internet access?

Institution Name, Institution City, Institution (State/Province), Institution Country: Give each presenter's institutional affiliation and location (city, province/state, and country). Do not use acronyms or abbreviations, and do not list departments, programs, or centers.

Be sure to indicate whether TESOL may publish the presenter's e-mail address in the Convention Program Book, whether the presenter is presenting for the first time, and whether the presenter is eligible for the TOEFL Board Award for International Participation at TESOL (see pp. 12–13).

A letter concerning the status of your proposal will be sent via e-mail to the person designated as the Organizer or Correspondent by the end of October. **Please make sure that this address will be valid from June 1, 2011, through March 29, 2012. Please make sure that you have added conventions@tesol.org to your safe list or unblock it from your firewall. For information on how to add or unblock an address, please contact your Internet service provider.**

Presenter 1

First Name: _____
 Last Name: _____
 Institution Name: _____
 Institution City: _____
 Institution State/Province: _____
 Institution Country: _____
 E-mail: _____
 Membership Status: _____
 Author Role: _____
 First Time Presenter? _____
 Consider this person for TOEFL Award? _____

Presenter 2

First Name: _____
 Last Name: _____
 Institution Name: _____
 Institution City: _____
 Institution State/Province: _____
 Institution Country: _____
 E-mail: _____
 Membership Status: _____
 Author Role: _____
 First Time Presenter? _____
 Consider this person for TOEFL Award? _____

Presenter 3

First Name: _____
 Last Name: _____
 Institution Name: _____
 Institution City: _____

Institution State/Province: _____
Institution Country: _____
E-mail: _____
Membership Status: _____
Author Role: _____
First Time Presenter? _____
Consider this person for TOEFL Award? _____

Presenter 4

First Name: _____
Last Name: _____
Institution Name: _____
Institution City: _____
Institution State/Province: _____
Institution Country: _____
E-mail: _____
Membership Status: _____
Author Role: _____
First Time Presenter? _____
Consider this person for TOEFL Award? _____

Presenter 5

First Name: _____
Last Name: _____
Institution Name: _____
Institution City: _____
Institution State/Province: _____
Institution Country: _____
E-mail: _____
Membership Status: _____
Author Role: _____
First Time Presenter? _____
Consider this person for TOEFL Award? _____

Presenter 6

First Name: _____
Last Name: _____
Institution Name: _____
Institution City: _____
Institution State/Province: _____
Institution Country: _____
E-mail: _____
Membership Status: _____
Author Role: _____
First Time Presenter? _____
Consider this person for TOEFL Award? _____