The National Conference Team welcomes presentation proposals for review. This document contains information on the submission guidelines, as well as information about the process of proposal review and selection. Please read it carefully before completing the [proposal submission form](#).

IMPORTANT DATES

SESSION INFORMATION

- *Types of Sessions*
- *Session Topics*
- *Intended Session Audience*
- *Session Title*
- *Session Description/Abstract*
- *Note on Session Contents and "High-Needs Areas of Interest"*

PRESENTER INFORMATION

- *Presenter Name*
- *Presenter Email*
- *Presenter Institution/Affiliation*
- *Presenter Biographical Statement*

PROPOSAL REVIEW AND SELECTION

- *The Proposal Review Process*
- *Factors Affecting Proposal Selection*
- *Factors for Proposal Disqualification*

COMMUNICATIONS AND NOTIFICATIONS

IMPORTANT DATES

Proposal Submission Date

- **Priority Deadline:** February 7, 2020
- **Proposal Submission Final Deadline:** March 6, 2020

Results of the Selection Process: March 16, 2020

CONFERENCE DATE: April 25, 2020

PLEASE NOTE: To encourage early submission, proposals submitted on or before February 7, 2020 will receive slightly higher consideration in the presentation selection process. Results of the selection process will be sent out by March 16, 2020, regardless of the initial proposal submission date.

SESSION INFORMATION

TYPES OF SESSIONS

Workshop (45 minutes)

A "hands-on" professional development session focused on classroom practice(s), or specific teaching or research skills/techniques. Maximum of 3 presenters.

Dialogue (Discussion) (45 minutes)

Peer-to-peer discussion on a topic related to TESOL. Discussion is facilitated by the presenter(s) with audience participation. Maximum of 2 presenters.

Research Report (20 minutes)

A summary of an original academic research paper or project which delineates the research question(s) and the topic background or literature review from which they emerged, research methodology, data analysis, results, implications, and limitations. The 20-minute timeframe includes the presentation of research and audience Q&A. Maximum of 2 presenters.

Poster (45 minutes)

A summary of an academic research paper or project presented visually, highlighting methodology, data analysis, and results through charts, graphs, etc. Presenters would engage in informative discussions with attendees during the poster session. (AV equipment is not available for poster sessions. Specifications for poster size and other instructions will follow for accepted poster presentations.) Maximum of 2 presenters.

SESSION TOPICS

Sessions on all topics related to TESOL are welcome. Suggested possible topics could include, but are not limited to, developing students' English skills, developing teaching skills and knowledge, or other areas of interest:

- Assessment / Testing
- Classroom Management
- Content-based instruction
- Developing learner creativity
- ELT and Cross-cultural /Intercultural communication
- English for Specific or Academic Purposes
- Grammar
- Learning preferences / styles
- Listening
- Materials or Course design
- Pragmatics / Cultural Fluency
- Professional Development
- Psychology / Psycholinguistics

- Reading / Literacy
- Reflective Teaching Practice
- SLA
- Social justice and student/teacher identity
- Sociolinguistics / Language Policy / World Englishes
- Speaking / Conversation / Pronunciation
- Teaching Multiple Skills
- Technology-enhanced instruction / CALL / CMI / MALL
- Vocabulary
- Writing
- Other Issues

INTENDED SESSION AUDIENCE

Proposals can be marked as intended for teachers of *young learners, secondary students, university students,* and/or *adult learners*. A session can be intended for one or multiple learner groups.

SESSION TITLE

Titles should be 10 words or less. Capitalize the first word of the title and any subtitle; capitalize all "major' words (nouns, verbs, adjectives, adverbs, and pronouns) in the title, including the second part of hyphenated major words (e.g., Self-Efficacy, not Self-efficacy); capitalize all words of four or more letters.

- Example of a <u>correctly</u> formatted title:
  Critical Literacy Skills of Korean University Freshman: A Qualitative Study
- Example of an <u>incorrectly</u> formatted title:
  Critical literacy skills of Korean university freshman: A qualitative study

SESSION DESCRIPTION (ABSTRACT / SUMMARY)

This part of the proposal is a concise description of the prospective presentation and demonstrates the presenter's expertise.

TWO SESSION DESCRIPTIONS ARE REQUIRED

- **THE LONGER DESCRIPTION/ABSTRACT: UP TO <u>250 WORDS</u>**
  - The longer abstract will be used by the reviewers to rate your proposal. This abstract is your opportunity to showcase your expertise and presentation plan to the reviewers.
  - Presenters are encouraged to view the proposal review rubrics, available at https://koreatesol.org/NC2020 for further information on the features which the session description the proposal review team considers in the review process.
  - Proposals for **research reports and poster sessions** should demonstrate relevance and/or currency of the topic; a clear theoretical framework from which the research question(s) logically emerged; a justification for the research methodology; and specific and relevant conclusions / recommendations / implications for TESOL professionals.
  - Proposals for **workshop and dialogue sessions** should demonstrate relevance and/or currency of the topic as it is informed by theoretical- or pedagogical-approach based underpinnings; a presentation plan detailing the

method, procedure or "plan of action" for the session; specific tasks or methods used to facilitate session "interactivity" (i.e., active audience participation); and pedagogical implications (practical outcomes) for TESOL professionals.

- **THE SHORTER DESCRIPTION/ABSTRACT: UP TO <u>150 WORDS</u>**
    - The shorter abstract will be published in the conference program book if the proposal is selected. It may be edited for clarity.
    - The shorter abstract is the presenter's opportunity to showcase their work to the conference attendees.
    - Attendees should be able to tell if the presentation will provide something new or repeat what they already know.
    - *The shorter abstract can be a version of the longer one.*

FOR BOTH THE LONGER AND SHORTER ABSTRACTS:

- Be realistic and focused in the scope of your presentation. Be mindful of the session time limits.
- The session description does not require bibliographic or reference notes. However, if academic citations are included, they should be formatted according to APA style guidelines (6th or 7th editions).
- The description should *not* include self-identifying information such as presenter name(s) or institution(s).
- Examples of well-written session descriptions/abstracts can be found in previous KOTESOL conference program books, such as those for the [2019 National Conference](#) and the [2019 International Conference,](#) or in the [Extended Summaries](#) on the Korea TESOL website.
- A comprehensive text on writing conference abstracts can be found [here](#).

NOTE ON SESSION CONTENTS & "HIGH-NEEDS AREAS OF INTEREST"

Proposals considered "high-need areas of interest" are those that include within their scope issues related to *young learners, diversity in students' lived experiences, diversity among TESOL professionals,* and *conference theme.* (These areas of interest are defined below.) These are themes which the national conference team has deemed significant and highly current, or historically underrepresented in KOTESOL conference programming. However, proposals can be on any topic or theme relevant to ELT; a successful proposal *need not* be related to the aforementioned "high-need areas".

HIGH-NEED AREAS OF INTEREST:

- **Young Learners**
  Any proposal that is targeted towards or includes within its scope young or very young learners of English. *Proposals relating to young learners could include EFL and ESL education, immersive English environments, bilingualism, literacy, theory or research involving ELLs Pre-K through grade 6.*

- **Diversity in Students' Lived Experiences**
  Any proposal that emphasizes or includes within its scope the lived experiences of students that take place beyond the classroom environment, amid family dynamics, or with community-based organizations, as facilitated by students' own statuses belonging to minority, marginalized, or non-traditional populations within their respective national contexts. *Such groups can pertain to culture; race/ethnicity; sexual orientation & gender minorities; disabilities (physical, emotional, or cognitive); different abilities (including but not limited to Deaf and hard-of-hearing, blind/low-vision, dyslexia, autism spectrum, or other specific learning difference); low-income socioeconomic status; immigrant or refugee status; religious traditions; military service; adult learners with emerging literacy or interrupted formal education experience; and/or students at the secondary level who were tracked into vocational careers.*

- **Diversity Among TESOL Professionals**

  Any proposal that is targeted towards or includes within its scope issues relating to TESOL professionals and how their status as belonging to a minority, marginalized, non-traditional, or otherwise non-normative group affects their experiences in teaching, academia, and career development. *Such groups can include those TESOL professionals who identify as a non-native teacher of English, user of a World English; an ethnic and/or racial minority; LGBTQIA+ or any gender minority; having a learning difference or disability; having a physical impairment or disability; having immigrant or refugee status, or otherwise holding nationality different than their current country of residence and work; and/*or *those with non-majority religious affiliations and practices.*

- **Relation to Conference Theme**

  Any proposal whose content is directly related to the conference theme of *Be the Change: Creativity, Community & Collegiality in EFL*, as defined as positive change and transformation occurring through shared experiences and engagement between teachers, students, and the community at large.

PRESENTER INFORMATION

The following information should be provided for all presenters listed on the proposal submission form.

PRESENTER NAME

Please provide your name as *family name, given name.* Please write your name using only the Latin alphabet.

- Example 1: *Kim, Jiwon*
- Example 2: *Jones, Dana*

PRESENTER EMAIL

Please provide a valid email address. (The first presenter's email address will be used for communication from the conference program team. It will *not* be used for other KOTESOL or non-KOTESOL communications, nor will it be given to any third parties.)

- Example: *natconfprogram2020@gmail.com*
- NOTE: please do not use parentheses or other punctuation/style markers to obfuscate your email. For example, please avoid formatting an email address like this: *natconfprogram2020(at)gmail(dot)com*.

PRESENTER INSTITUTION/AFFILIATION

Please include your workplace or school as you would like it to appear in the conference program book.

- Example 1: *Seoul National University*
- Example 2: *Busan Palma High School*
- Example 3: *Star Academy*
- Example 4: *Independent ELT Professional*

PRESENTER BIOGRAPHICAL STATEMENT

Please include a biography of **50 to 100 words**. The biography can include country(ies) of origin/residence, workplace/affiliation, degrees or certifications earned, career highlights, professional interests, or any other appropriate information. (Biographical statements may be edited for clarity and/or length for the conference program book).

PROPOSAL REVIEW AND SELECTION

THE PROPOSAL REVIEW PROCESS

All submissions will undergo a blind peer review by three ELT professionals within KOTESOL membership's pool. Reviewers will *not* have access to the presenters' names or institutions/affiliations. Proposals will be read and scored according to one of two applicable rubrics: the rubric for research report/poster presentations, or the rubric for workshop/dialogue presentations. Potential presenters are encouraged to view the rubrics, available at https://koreatesol.org/NC2020, prior to submitting their proposals. Highly scored proposals are then considered in the proposal selection process.

FACTORS AFFECTING PROPOSAL SELECTION

- The quality of the proposal as based on the scoring during the blind review process
- The range of topics within ELT and the relevance of the topics to conference attendees
- The number of presentations on the same or similar topic and balanced theme or "strand" coverage
- The professional distribution of presenters

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FACTORS FOR PROPOSAL DISQUALIFICATION

Proposals will be automatically disqualified for the following reasons:

- The presenter is identified in the proposal title or description
- The proposal is incomplete
- The same proposal is submitted multiple times
- The proposal promotes commercial interests
- The proposal contains plagiarized material

COMMUNICATIONS AND NOTIFICATIONS

- Upon submitting the proposal, a confirmation email will be sent automatically. Please retain it for your records.
- All correspondence is sent to the contact email of the first presenter listed on the proposal submission. This person is responsible for providing information to any other presenters in their team.
- Prospective presenters will be notified of their proposal's selection status by March 16th, 2020. (Unfortunately, due to the confines of time and venue space it is possible that not every outstanding proposal will be accepted.) Instructions for presenter registration will be included.
- Communications regarding your proposal will come from the Conference Program Team at natconfprogram2020@gmail.com. Please add this email address to your "safe senders" list.
- Any questions about the proposal submission process may be directed to the National Conference Program Chair at natconfprogram2020@gmail.com.