Three Rivers TESOL

Affiliate of TESOL International Association serving the Central and Western Pennsylvania area

2017 THREE RIVERS TESOL ANNUAL CONFERENCE

CALL FOR PROPOSALS

The Highly-Qualified Teacher:

Core Practices for ESL Education

OCT. 21, 2017,   8:30 - 4:30

DUQUESNE UNIVERSITY,
600 FORBES AVENUE, PITTSBURGH, PA 15282

2017 Conference Theme:

The Highly-Qualified Teacher: Core Practices for ESL Education

English language teaching professionals are encouraged to share their varied experiences and perspectives with other ELT professionals at the Three Rivers TESOL 2017 Fall Conference. We welcome success stories from a broad array of topics including but not limited to: teaching practices that foster student achievement, creative classroom activities, curricular improvements, integration of technology into instruction, and efficient methods of assessment. Scholarly and program administration achievements are also welcome.

Proposal Deadline:

9/10/2017   11:59 pm EST

Submission Methods:

Please submit your proposal online via the following link:
https://tinyurl.com/ycc6yhwf

Parts of the Proposal:

1. Types of Sessions: Please choose one of the session types for your proposal.
- *Practice-Oriented Presentation (40 minutes, 3 presenters max.):* A session that shows, as well as tells, a technique for teaching or testing.
- *Teaching Tip (20 minutes, 2 presenters max.):* Similar in content to a practice-oriented presentation but shorter.
- *Research-Oriented Presentation (40 minutes, 3 presenters max.):* An oral summary of a research project.
- *Workshops (40 minutes, 3 presenters max.):* A carefully structured, hands-on professional development activity. The presenter(s) and participants tackle a problem or develop specific teaching or research techniques.
- *Discussion Group (40 minutes, 3 presenters max.):* An opportunity to discuss a hot topic in TESOL within 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.
- *Posters (55 minutes):* A visually explanatory exhibit that allows for short, informal discussion between the presenter(s) and attendees, as attendees circulate within the poster session area.

2. Interest Section: Please choose one of the interest sections for your proposal.
- *Adult Education:* Issues related to adult education and ESL.
- *Higher Education/ITA:* Issues related to curriculum development, instruction, assessment, support services, policy planning, and research relevant to teaching English to non-native English-speaking students in the university setting.
- *Intensive English Programs:* Issues related to curriculum development, instruction, assessment, support services, and research relevant to teaching English to students attending intensive English programs.

- **PreK-12:** Issues related to the teaching of ELLs in the PreK-12 setting.
- **Program Administration:** Issues related to the management of English language programs.
- **Teacher Education and Development:** Issues relevant to ESL/EFL teacher education and in-service teacher development.
- **CALL:** issues related to the field of computer-assisted language instruction.

3. Proposal title: 10 words max.
4. Abstract: 50 words max.
5. Session description: 200 words max.

Sample Proposal:

Type of Session: Practice-Oriented Presentation
Interest Section: PreK-12

Proposal Title: Vocabulary strategies for English Language Learners

Abstract:
The presenter introduces vocabulary strategies to help ESL and/or content area teachers to address the linguistic needs of English Language Learners (ELLs). Using a middle school social studies text, the presenter demonstrates how to use different vocabulary strategies in pre, during, and post reading activities.

Session Description:
As ELLs enter higher grade levels, the demand for the mastery of content and language increases. One key component for ELLs' academic success is through vocabulary "frontloading" (Harper & de Jong, 2004, p. 157); however, the pre-teaching vocabulary often involves a single-faceted, decontextualized manner which provides inadequate support for ELLs. Research indicates that the vocabulary instruction should be a continuous process that addresses the "breadth and depth" (Bedore, Peña & Boerger, 2010, p. 98) of English words.

In this presentation, the presenter introduces several vocabulary strategies that incorporate all four language domains (i.e., listening, speaking, reading and writing) in different pre, during, and post reading activities. Strategies include, for example, creating a word cloud as a pre-reading activity; using a listen & catch as a during-reading activity; and drawing a vocabulary concept map as a post-reading activity. Using a middle school social studies text, the presenter explains and demonstrates how to incorporate these strategies into daily teaching.

Additional Tips:
"Tips for Writing a Successful Convention Proposal" by Diane Carter:
http://newsmanager.commpartners.com/tesolc/issues/2015-04-01/3.html

Proposal Review and Criteria:

Proposals are reviewed by members of the Three Rivers TESOL Board using the Proposal Grading Rubric below. You will be informed of the status of your proposal by the end of September.

Evaluation Criteria	Poor (1 Point)	Fair (2 Points)	Good (3 Points)	Very Good (4 Points)	Excellent (5 Points)
1. Currency, importance, and appropriateness of topic to the field	Topic is not current and/or lacks importance or appropriateness to the field. It does not appear to be a worthwhile session.	Topic is only tangentially related to the field, not current or important to the field and/or to the potential audience. It may not be a worthwhile session.	Topic may not be current or groundbreaking, but it is relevant to the field and potential audience. It might be a worthwhile session.	The topic is current, important, and appropriate to the field and potential audience. It appears to be a worthwhile session.	The topic is cutting-edge, relevant, groundbreaking, or significant to the field and potential audience. It appears to be a very worthwhile session.
2. Purpose, participant outcomes, and session type	The proposal is inappropriate for the session type, and/or the objectives are not clearly stated or implied.	The proposal may be appropriate for the session type. The objectives may be too general or broad to be achievable.	The proposal is generally appropriate for the session type. The objectives are stated or implied but may lack sufficient focus.	The proposal is appropriate for the session type. The objectives are clear.	The proposal matches the session type. The objectives are very clear.
3. Theory, practice, and/or research basis	The proposal does not mention theory, practice, or research, or it is unclear how this session is connected to the field.	The proposal provides background references to theory, practice, and/or research, but it is not specific, or it does not relate the theory, practice, and/or research to the content of the presentation.	The proposal refers somewhat to the theory, practice, and/or research on which the presentation is based in an understandable way and relates it to the content of the presentation.	The proposal refers clearly to theory, practice, and/or research on which the presentation is based in a thorough and comprehensible manner and relates it directly to the presentation content.	The proposal refers specifically to the appropriate theory, practice, and/or research on which the presentation is based in a detailed thorough, and comprehensible manner and relates it directly to the presentation content.
4. Support for practices, conclusions, and/or recommendations	The proposal makes claims with no indication of the support for those claims	The proposal makes some stated or implied reference to support, but it is not clear whether sufficient support will be provided for practices, conclusions, or recommendations.	The proposal gives some indication as to how practices, conclusions, or recommendations will be substantiated.	The proposal provides details indicating that the practices, conclusions, or recommendations will be substantiated.	The proposal provides ample details indicating that the practices, conclusions, or recommendations will be substantiated.
5. Clarity of proposal as indicator of presentation quality	The way in which the proposal is written suggests that the presentation may be poor.	The way in which the proposal is written suggests that the presentation may be weak.	The proposal is adequately written but suggests presentation may be uneven or of moderate quality.	The proposal is clearly written and suggests that the presentation will be of very good quality.	The proposal is well written and suggests that the presentation will be of professional quality.

Three Rivers TESOL 2017 Board Members and Conference Committee:

	Name	Affiliation	Contact
President	Ying Zhang	Robert Morris University	president@threeriverstesol.org
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The Mission of Three Rivers TESOL:

- To stimulate the professional development of the teachers of ESOL within the area served by the association: central and western Pennsylvania;
- To encourage and improve the teaching of ESOL within this area;
- To establish national contacts through affiliation with TESOL;
- To provide opportunities for group study and discussion of problems which confront ESL teachers of this area.

Three Rivers TESOL Conference:

The annual Three Rivers TESOL conference offers English language teaching (ELT) professionals and students in and around central and western Pennsylvania the opportunity to discuss issues facing the local ELT communities, to exchange ideas and practices, to network with other local ELT professionals, and to enhance their knowledge of a vast range of ELT content areas. The Three Rivers TESOL Conference complements the TESOL International Convention and Expo by focusing on issues that affect the local communities that Three Rivers TESOL serves.