| TESOL-SPAIN 43rd Annual Convention  Universidad de Salamanca  *"Breaking Barriers: Make it happen, make it matter"*  **Friday 6<sup>th</sup> – 8thSunday 8th March 2020** | **INSTRUCTIONS FOR COMPLETING YOUR PRESENTATION PROPOSAL FORM**  Please complete the Presentation Proposal Form carefully. Include an **abstract**, **outline** and **biodata** (see below).  **Conditions:** 1. In accordance with our Statutes, all residents of Spain giving a non-commercial presentation must be current members of TESOL-SPAIN i.e. have paid their membership dues to gain access to the convention. Membership forms are available on the website. 2. Presenters do not have to pay the Convention Registration fee and have free access to the event over the whole weekend. **3.** Please complete ALL sections of this form. Incomplete forms will NOT be considered! |  |
| --- | --- | --- |
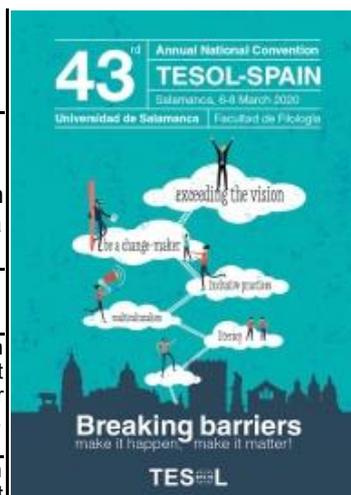
# GENERAL INFORMATION

### Speakers

There is a maximum of two speakers per presentation. Names of additional collaborators may be included in the SUMMARY OF PRESENTATION SECTION, but these will not have speaker status (i.e. they will have to pay registration if they wish to come). Under 'place of work/sponsor', please indicate one name you wish to appear in the programme. All communication will only be with the one speaker whose information is given in section 10 "mailing address".

### Title of Presentation

Limit title to nine words. Please choose a title that accurately reflects the content of your presentation. Do not use vague or 'catchy' words which might mislead participants.

### Coding

The first three classification codes (Type of Presentation, Language of Presentation and Intended Audience) provide the initial filter for participants to assess the appropriacy of your presentation. The fourth code (Area) should be chosen to accurately reflect content.

### 1. Type of Presentation

**Talk**: A talk is a theoretical presentation in which there is little or no audience participation. We strongly recommend you accompany the talk with audio visual aids and handouts.

**Workshop**: A workshop is a practical 60-minute session in which the audience participates in performing one or more tasks - doing something rather than just listening or watching. It should be carefully structured and monitored. In response to feedback from previous conventions, we encourage presentations which involve audience participation.

### 2. Language of Presentation

Speakers are welcome to give talks in any language, but simultaneous translation will not be offered.

### 3. Intended Audience

**i Student age**:

**INF** - infant
**PRI** - primary
**SEC** - secondary
**AU** – Adult and University.
**ALL** – All audiences
**M** – Management

**ii Teaching Experience**:

**T1**: teachers with less than two years' experience
**T2**: teachers with more than two years' experience
**T3**: experienced teachers, trainers, those in research, tertiary etc.

### 4. Area

Choose a maximum of two codes. The first code should represent the primary focus. e.g. a workshop involving the use and exploitation of locally available resources (e.g. newspapers) would be coded CT/MD. For a list of codes please consult below.

### 5. Length of Presentation

Although calculating timing can be difficult, we ask you to tailor your talk so as to avoid rushing through material or dragging out limited

Choose a maximum of two codes. The first code should represent the primary focus. e.g. a workshop involving the use and exploitation of locally available resources (e.g. newspapers) would be coded CT/MD. For a list of codes please consult below.

## 5. Length of Presentation

Although calculating timing can be difficult, we ask you to tailor your talk so as to avoid rushing through material or dragging out limited content in order to avoid audience dissatisfaction.

## 6. Equipment

It's important to make your request for equipment on time. Failure to do so may mean that we cannot provide you with all the equipment you need.

## 7. Environmental and other needs

Because of site restrictions, requests in this section cannot be guaranteed. Please specify only absolutely necessary requirements.

## 8. Scheduling

To facilitate scheduling, please avoid using this box unless absolutely essential. It is to indicate when you are **unable** to come, not when you would enjoy giving your talk. Limitation in availability may mean that we are unable to schedule your presentation.

# INSTRUCTIONS FOR ACCOMPANYING INFORMATION

Please include your abstract, outline, and biodata on your proposal form according to specifications outlined below.
Please do not send separate documents.

## PRESENTATION ABSTRACT

Please read this section carefully. The abstract will appear in the convention programme; therefore it must clearly reflect the content of your presentation(s). The abstract is the means by which you appeal to your audience and, with the presentation a long way off, it is often easy to omit important information and thus weaken initial contact with potential participants. The abstract should be written in one paragraph with full sentences, underline maximum number of words: **60**. If it is necessary to edit the abstract speakers will be informed. If your presentation is aimed at a specific group of teachers (e.g. 'E.O.I' or 'Technical English for FP'), please specify here.

**General Advice**: The relationship between speaker and presenter is reflected in the language of the abstract - try to avoid terms like 'the presenter will teach...'. Think carefully about claims that could be misleading. e.g. 'innovative techniques or latest developments' - are they really? 'Effective techniques' - suggests tried and tested - are they? 'Lively session' - suggests audience participation; 'a great variety' - how many is great? Avoid using opaque meta-linguistic terms or say what you mean by them.

**Don't forget to include who your talk is suitable for**:
*... is of special interest to teachers of young learners in the private sector.*

## BIODATA

This is a brief (max 60 words) biographical statement to appear in the program. It can include professional experience, publications, qualifications, and/or special interests, and should be written in continuous prose, using the third person singular, eg. *Jane Doe has been teaching EFL for 10 years*.

## STEP-BY-STEP OUTLINE

The outline is the basis on which presentations will be accepted. All proposals will be studied separately by a

committee of readers and acceptance will be based on their recommendations. Therefore, speakers should:

- clearly state the overall objectives of the presentation
- demonstrate an awareness of current issues and trends in ELT
- provide a step-by-step procedural explanation of the presentation.
- show awareness of how your presentation will be relevant to your intended audience

NB The outline should **clearly state the level of audience involvement** i.e. the expected participation of those who attend the presentation.

Speakers may choose to write in paragraph or outline form. The outline should be approximately **250-300 words**.

## SUBMISSION OF PROPOSALS

Please complete the online proposal form on the TESOL-SPAIN website at:
**http://www.tesol-spain.org**

You will receive confirmation of receipt from the Speaker Resource Coordinator. If you do not hear anything within 5 days, contact **speakerstesolspain@gmail.com** Notification of acceptance/ non-acceptance of proposals can be expected sometime in the month of November 2019. Please ensure that your proposal conforms to these guidelines and is submitted by the deadline date below.

Finally, have you completed **ALL** sections of the online form? Incomplete forms will **NOT** be considered.

Finally, have you completed **ALL** sections of the online form? Incomplete forms will **NOT** be considered.

**DEADLINE: OCTOBER 15th 2019**

**Karen McDonald**
Speaker Resource Coordinator
**speakerstesolspain@gmail.com**

**AREA CODES**

| | |
|---|---|
| **AL** | Affective Learning |
| **CLIL** | Content and Language Integrated Learning: Strategies for the integration of content and language in classrooms where a subject is being taught through English. Bilingual education. |
| **CR** | Classroom Research: Research based on classroom observation and subsequent action. |
| **CT** | Classroom Techniques: Includes the use of drama, ICT, games, grammar, music, songs, video and vocabulary in the classroom. |
| **CULT** | Intercultural Issues: Mixed nationality classes. The introduction of multi-cultural topics or of British or American culture in the classroom. |
| **EAP** | English for Academic Purposes: Linguistic structures and strategies related to academic English. Text analysis, critical thinking, oral presentations, writing academic papers etc. |
| **ESP** | English for Specific Purposes: Technical English specific to an area of study, such as business, engineering, etc. |
| **LP** | Language Planning: English as the Medium of Instruction and language policies. Topics related to linguistic policy in a teaching centre or country. Support for learners in classes taught in English in the university sector. |
| **MD** | Materials development: The development of materials for the classroom or of manuals in English. |
| **PP** | Phonology and Pronunciation: Topics related to pronunciation. |
| **S** | Skills: Teaching and learning listening, speaking, reading and writing skills. Presentations related to a specific skill. |
| **SLA** | Second Language Acquisition: The process of learning English as a mother tongue as compared to learning English as a foreign language, neurolinguistics, bilingualism etc. |
| **TMS** | Teaching Methodology and Strategies: Classroom methodology, such as flipped classrooms, task-based learning etc. |
| **TDvM** | Teacher Development and Management: Training plans for teachers. Topics related to the management of a language department or a teaching centre. |
| **TEA** | Testing, Evaluation and Assessment: Exams and evaluation. |
| **WE** | World Englishes: Varieties of English, English as Lingua Franca. |