OUTLINE

- Introduce the importance of sharing knowledge at conference
- TESOL rubric
- Evaluation using the rubric
- Moves that matter
Practitioners

Share own research-based practices from classroom experiences

Add knowledge to the field

Legitimize their work

Grassroot – Bottom-up knowledge creation
Call for proposals… stay tuned. Deadline is early June 2018. New this year:

- Pedagogically-oriented
- Research-oriented
- Conceptually-oriented
- Policy-oriented
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Fair (2 Points)</th>
<th>Good (3 Points)</th>
<th>Very Good (4 Points)</th>
<th>Excellent (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Purpose, participant outcomes, and session type</td>
<td>The proposal may be appropriate for the session type. The length and content are inappropriate for the session type, and the delivery methods and participant outcomes are too general or broad.</td>
<td>The length, content and delivery methods are generally appropriate for the session type. The objectives and participant outcomes are stated or implied but may lack sufficient focus.</td>
<td>The length and content are appropriate for the session type and delivery methods. The objectives and participant outcomes are clear.</td>
<td>The length, content, and delivery methods match the session type. The objectives and participant outcomes are very clear.</td>
</tr>
<tr>
<td>3. Theory, practice, and/or research basis</td>
<td>The proposal provides background references to theory, practice, and/or research, but the references are not specific or recent, or the proposal does not relate the theory, practice, and/or research to the content.</td>
<td>The proposal refers somewhat to relevant theory, practice, and/or research in an understandable way and relates it to the content.</td>
<td>The proposal refers clearly to the relevant theory, practice, and/or research in a thorough and comprehensible manner (i.e. current citations, terminology, and/or debates in the field) and relates it directly to the content.</td>
<td>The proposal refers specifically, to the relevant theory, practice, and/or research in a detailed and comprehensible manner (i.e., current citations, terminology, and/or debates in the field), and relates it directly to the presentation content.</td>
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<tr>
<td>4. Support for practices, conclusions, and/or Recommendations</td>
<td>The proposal states or implies references to support, but it is not clear whether sufficient support will be provided for practices, conclusions, or recommendations.</td>
<td>The proposal gives some indication as to how practices, conclusions, or recommendations will be substantiated.</td>
<td>The proposal provides details indicating that the practices, conclusions, or recommendations will be substantiated.</td>
<td>The proposal provides ample details indicating that the practices, conclusions, or recommendations will be clearly substantiated.</td>
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</table>
Congratulations!! You are now a TESOL proposal rater.

With a partner, read through the two versions of the sample proposal. Rate each based on the following three criteria from the TESOL 2018 proposal rating rubric.

What additional information does version B provide and does this information add to the strength of the proposal? Why or why not?
Task-Based Language Teaching (TBLT) has been a growing topic in the field showing positive outcomes of using it in language classrooms (Ellis, 2003). Robinson (2003) showed the benefits of not only having a task based methodology, but also having complex tasks as it may affect the accuracy, fluency, and complexity of learner speech due to the attention needed compared to a simple task. This study explored the effects of task complexity on Language-Related Episodes (LREs).

Participants was 24 beginner Spanish students. The task was to decide and write where they wanted to travel and why based on the information given on the previous task, but half of the pairs had to decide for a family, not themselves by using some extra information about the family in question. The difficulty there is a cognitive complexity due to the amount of information to be processed (about the different travels and the family). Learner-learner interactions while they decided what to write were audio-recorded. Recorded data was analyzed by classifying the LREs.
Given the importance of interaction for L2 development, a number of TBLT researchers have focused on task design characteristics that will foster interaction thus prompting language development (Mackey, Abbuhl, and Gass, 2012). Informed by Robinson’s (2001) Cognition Hypothesis, the variable task complexity has received significant attention with a majority of researchers manipulating the number of elements and the reasoning demands. The benefits for increasing the complexity of tasks on interaction-driven learning opportunities are only partially supported (Kim, 2015) and appear to focus on a subset of task complexity features. Moreover, to the best of our knowledge, few have manipulated task complexity with incipient language learners. The goal of the present study was to examine the influence of manipulating the task complexity variable [+/- perspective taking] on interaction-driven opportunities (operationalized as language-related episodes (LREs)) with incipient learners of Spanish as a foreign language.
Two first-semester Spanish classes (N=24) were randomly assigned to one treatment group (i.e., [– perspective taking] or [+ perspective taking] and were required to complete a decision-making task: selecting a destination for a trip. In a first instance, learners from each task complexity grouping exchanged information orally for three destinations. Then, learners from the simple group were instructed to select a destination based on their own preferences ([- perspective]) whereas learners from the complex group made a selection using a fictitious family’s attributes ([+perspective]). To examine the benefits of completing more complex tasks, learner-learner interactions were audio-recorded and transcribed verbatim. Recorded data was analyzed for language-related episodes (LREs), namely instances where the learners questioned their language use. Furthermore, the final written products from each complexity groupings were coded for complexity and accuracy. The findings from this study will expand our understanding of task complexity features and learner variables.
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MOVES THAT MATTER
MOVES THAT MATTER

1. Territory

Reporting Previous Research

Gap

Goal

Means 1 (Research-Oriented) & 2 (Other Proposal Types)

Outcomes

Benefits
Research suggests that students not gain university academic language proficiency through incidental learning alone; intentional learning is required (Schmidt, 1993; Schmitt, 2008). Yet academic-preparation programs often follow a traditional grammar syllabus, which may not make explicit to students the way in which particular lexico-grammatical structures are used in academic writing to achieve specific purposes. (See Carter & McCarthy (2006) and Schleppegrell (2004) for a discussion of academic register.) Other programs have adopted a sustained-content or study-strategies approach to provide students models of academic texts and to recycle the grammar and vocabulary used in these texts. However, given the time needed to work on comprehension, critical thinking skills and study skills, content and strategies may take precedence over language, not allowing students time to truly ‘notice’ or use the language and structures in these texts.
In addition, Leki (2007) reports that students recognize the benefits and value of focused instruction in lexico-grammar. Given that academic-preparation programs may be the only avenue for such instruction, colloquium presenters show how they put the “E” back in EAP by sharing materials that they have developed following findings from vocabulary studies, corpus linguistics and systemic functional linguistics:

A systematic approach to text analysis for compiling sets of academic language templates useful for students enrolled in first-year composition courses;

The use of lectures and readings to expand students’ syntactic and lexical repertoires, not just "edit for errors";

An extension of a traditional listening comprehension activity using a documentary as a rich source of academic language and structure for talking about and writing a persuasive essay;

The use of corpus-designed activities to enable students to notice academic language used in expository essays that they can then utilize in their own individual texts.

Handouts outlining exercises for classroom use will be provided
Establishes the situation in which the activity in the proposal is placed or physically located.

Lets the reader know where in the research and/or teaching space your work is located.
Encouraging reflective teaching has become a widespread practice in the field of L2 teacher education.

Educators in general, and particularly language educators in an EFL context, need to evaluate teaching experiences that have proved to be successful.

The development of the Academic Word List and concordancing software has facilitated vocabulary teaching, both solving the problem of which words to teach and illustrating their collocations.
REPORTING PREVIOUS RESEARCH

- Refers to earlier research in the field, either by the proposing researcher or by others.
- May also refer to relevant debates or terminology/jargon associated with the topic.
Experienced practitioners know that L2 teacher identity formation is a co-constructed, negotiated, and ever-changing process (Duff & Uchida, 1997) mediated by personal beliefs and socio-cultural factors (Flores & Day, 2006).

Findings argue for and illustrate the value of making explicit the grammatical patterns, lexical features, text structure, and other key features of academic discourse (see Biber et al., 1999; Biber, 2006; Meara & Fitzpatrick, 2000; Sinclair, 2004).
This shift [to college] requires students to look at text as discourse; at writers as operating within certain critical frameworks and following certain rules; and at themselves as analytical, questioning readers engaged in interrogation of text, and eventually as producers of academic text. In order to make this transition to the college-level academic discourse community, students must master numerous reading skills, both in print and electronic media, including

- identifying main and supporting ideas
- reading and identifying author’s purpose, frame, and methods of development
- critically evaluating the author’s success in achieving his/her purpose
- relating ideas across texts or to their own experience and ideas
GAP

- Indicates that there is a lack of knowledge or a problem in the territory. This moves serves to explain the motivation of the study.
However, developing AWL-based classroom activities that employ lexically-oriented approaches and promote independence in vocabulary learning does not guarantee that students access and use targeted words once the class is over.

Yet many academic-preparation programs often follow a traditional grammar syllabus, which may not make explicit to students the way in which particular lexico-grammatical structures are used in academic writing to achieve specific purposes.

Writing and conversation with colleagues are useful tools for reflective teaching, but the privileged scientific report format hinders the widespread publication of teacher reflections.
Given that academic-preparation programs may be the only avenue for such instruction, presenters share academic-language-focused materials that they have developed following findings from vocabulary studies, corpus linguistics and systemic functional linguistics.

This colloquium focuses on sequences of classroom tasks that recycle vocabulary to promote word retrieval and continued independent vocabulary acquisition.
Indicates the research methods, procedures, plans of action, and tasks that the proposal specifies as leading to the GOAL.

In the project, classes met once a week with the majority of instruction and classwork delivered in an online format.

Thus, this cross-sectional study was designed to explore the reflective practices of pre-service teachers (N=10) registered in two mandatory 7-week courses (i.e., Methods of Teaching EFL and EFL Practicum) in a TEFL certificate program.
Includes the methods and procedures to carry out the actual presentation.

Panelists will illustrate the following:

- A systematic approach to text analysis for compiling sets of academic language templates useful for students enrolled in first-year composition courses;
- The use of lectures and readings to expand students’ syntactic and lexical repertoires, not just "edit for errors";
- An extension of a traditional listening comprehension activity using a documentary as a rich source of academic language and structure for talking about and writing a persuasive essay;
- The use of corpus-designed activities to enable students to notice academic language used in expository essays that they can then utilize in their own individual texts.
ATTENDEE BENEFITS

- Explains the intended or projected outcomes which could be considered useful to the audience.

- Implications and recommendations for L2 teacher trainers are presented, including the creation of collaborative reflective programs…

- In addition to sharing the results of this biovisual feedback project, we will 1) highlight the method and materials employed, and 2) introduce freeware alternatives to the laboratory technology we utilized.

- Presenters offer rationales for choices made and provide handouts outlining pertinent steps, tips, and caveats in order to inform teachers’ classroom practices.

- Participants will leave with handouts that detail resources, key features, sample texts, and pedagogical applications to adapt to various classroom contexts.
Research suggests that students will not gain university academic language proficiency through incidental learning alone; intentional learning is required (Schmidt, 1993; Schmitt, 2008).

Reflective teaching--an important, worthy pursuit for current and “next generation” English language teachers--helps us take informed actions in the L2 writing classroom, develop and/or maintain a rationale for practice, and feel grounded in our daily teaching activities (Brookfield, 1995). And reflecting on practice enables teachers to develop theories and concepts that can support our growth as teachers (Richards & Farrell, 2011).
However, developing AWL-based classroom activities that employ lexically-oriented approaches and promote independence in vocabulary learning does not guarantee that students access and use targeted words once the class is over. This colloquium focuses on sequences of classroom tasks that recycle vocabulary to promote word retrieval and continued independent vocabulary acquisition.

Panelists describe a cumulative approach to vocabulary development which emphasizes generative processing though examination of multiple contexts, and which addresses the various components necessary to “knowing” a word as a means of promoting productive acquisition through repeated exposure, retrieval and use of target vocabulary at regular intervals.
<table>
<thead>
<tr>
<th>Move</th>
<th>Operationalization</th>
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</thead>
<tbody>
<tr>
<td>Territory</td>
<td>Establishes physical and/or situational context of the activity</td>
</tr>
<tr>
<td>Reporting Previous</td>
<td>Makes references to previous work, situating the current activity</td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Gap</td>
<td>In relation to theoretical or empirical territory, shows a lack of knowledge in the field; serves to motivate the study</td>
</tr>
<tr>
<td>Goal</td>
<td>States the aim and/or objective of the activity</td>
</tr>
<tr>
<td>Means 1</td>
<td>Specifies the methodology, procedures, plans of action, and tasks of the project</td>
</tr>
<tr>
<td>Means 2</td>
<td>Specifies the presentation’s plan – what is to be accomplished in a specified amount of time</td>
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<tr>
<td>Outcomes</td>
<td>Presents findings or achievements resulting from the study</td>
</tr>
<tr>
<td>Benefits</td>
<td>Explains and connects outcomes to real world applications</td>
</tr>
</tbody>
</table>
THANK YOU

- Writing a proposal takes time! Be sure to start early, to share your work, and to get feedback.

- Use the tools that you now have and keep us posted!