

Presenter Guidelines for Proposal Writing

When preparing your proposal, please take the time to read and follow the guidelines below as closely as possible.

1. A proposal has NOT been previously presented elsewhere.
2. Your proposal needs to be carefully proofread.
3. You are advised to organize your proposal into: (a) what has been an issue, (b) why this issue needs to be addressed, (c) what is lacking in the field, (d) what you are going to present in relation to this gap in the field, and (e) what recommendations/implications (if any) there are. You should use “this talk” or “this presentation,” “I or we,” or “presenter(s).” The proposal should be written in a single paragraph.
4. The length of your proposal MUST be between 200 and 300 words. Please suggest 4-7 keywords that describe the content of your presentation. These keywords are written in alphabetical order.
5. The proposal must be written in English and typed in double-line spacing with at least 2.5 cm (1 inch) margins. Use Arial Arrow for text, 12-point font size.
6. Use bold face, italic, subscripts, and superscripts as appropriate. All Latin, Greek or other foreign words should appear as italics. Abbreviations such as “i.e.” and “e.g.” do not require italics. Abbreviations should be avoided as much as possible. All abbreviations must be defined in the text where they are used for the first time.
7. The proposal should be aligned with the main theme of the conference. Please refer to **Call for Proposals**.
8. Try to avoid referencing, but if your work is grounded in a specific theory (e.g. “Anchored in Byram’s (1997) intercultural theory,”...), you can include a reference and write a list of reference(s) following the APA style, such as:

Reference:

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.

Presenter(s) are solely responsible for the correctness and completeness of the references in the text and reference list. The committee may help with this referencing.

9. Before you submit your proposal online, ensure that you have read and followed these presenter guidelines. Enclosed are sample proposals you may find useful.

10. You MUST submit your proposal online (see **Submit Your Proposal**). Emailed submissions WILL NOT be accepted.

11. Once you have submitted your proposal online, you will receive an automatic reply acknowledging your submission.

Please do not hesitate to contact us at elconf2018@stu.edu.cn if you have any questions or queries regarding your submission.

Sample Proposal # 1

Engaging Speaking: Shy Students with Backchannel Tools

Jay BIDAL

English Language Center, University of Macau

Abstract

EFL teachers in Asia generally find that many of their students are reluctant to volunteer answers or participate orally in class. As a result, it can be difficult for instructors to gauge students' understanding or to facilitate the exchange of ideas in the English classroom. The overall interest level of the class might also suffer. One way to alleviate such problems is through backchannel tools such as todaysmeet.com, used in conjunction with students' smartphones, tablets, or laptops. In this presentation, I will show the ease with which such activities can be launched in the classroom. I will then demonstrate, through looping activities with participants, how such tools can be harnessed to increase individual student participation, gather answers from a wider range of students, and to generally raise learner engagement. Activities will include eliciting individual responses to questions, collating opinions and views on a topic, brainstorming for an assignment, playing competitive reading games, and posing questions during a class or talk. It is hoped that participants will leave the presentation with clear ideas about how to use backchannel tools in their day-to-day teaching in order to engage their learners more, encourage them to participate, and even to get to know them better through their contributions.

Keywords: Backchannel, engagement, language production, technology

Bio statement:

Jay Bidal (M.Ed) has more than 20 years of experience teaching EAP and ESL in a variety of contexts, including Japan, Turkey, Canada, the UAE, and, currently, Macau. He has also a strong background in materials development, having participated in three different in-house textbook projects, including managing an innovative e-textbook project in Abu Dhabi. He is interested in writing instruction, curriculum and materials development, grammar pedagogy, and the purposeful integration of technology in teaching.

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Sample Proposal # 2**Towards a Queering of ELT**

Joshua PAIZ

NYU Shanghai

Abstract

With the rise of identity research in the field of TESOL, an interest in how different identities (e.g., class, social, sexual, racial) has also come to the forefront of disciplinary attention. Beginning with the groundbreaking work of Cynthia Nelson (1993, 1999), the potential impacts of queer identities in language classrooms has been brought to the awareness of practitioners and researchers in the field. The work of Cameron (2005), Liddicoat (2009), Nelson (2006), have added greatly to our theoretical understanding of “queer” and queer inquiry, as well as to our practical understanding of the manifestations of heteronormative discourses and student's queer identity performance. However, little work has been done examining what it means to functionally queer the ESL/EFL classroom. This presentation will present one perspective on queering the language classroom, focusing specifically on the areas of teacher preparation and materials creation. It will begin by establishing the need for such a queering to take place, highlighting the potentially deleterious effect of allowing normative discourses and practices to run unchecked in our language programs. It will then present recommendations on how to go about meaningfully queering our professional practice. This begins in teacher preparation classrooms at

the graduate level. It is only by adequately preparing educators to handle queer issues that change can be effected, and the pitfall of “Only LGBT people can teach LGBT issues” can be avoided. Second, it will discuss the need to also queer our teaching materials and offer a number of actionable recommendations for how to carry out this work.

Keywords: ELT, identity, LGBT, materials creation, queer, teacher preparation

References

- Cameron, D. (2005). Language, gender, and sexuality: Current issues and new directions. *Applied Linguistics*, 26, 482-502.
- Liddicoat, A. J. (2009). Sexual identity as linguistic failure: Trajectories of interaction in the heteronormative language classroom. *Journal of Language, Identity, and Education*, 8, 191-202.
- Nelson, C. (1993). Heterosexism in ESL: Examining our attitudes. *TESOL Quarterly*, 27, 143–150
- Nelson, C. (1999). Sexual identities in ESL: Queer theory and classroom inquiry. *TESOL Quarterly*, 33, 371-391.
- Nelson, C. D. (2006). Queer inquiry in language education. *Journal of Language, Identity & Education*, 5, 1-9.

Bio statement:

Dr. Joshua M. Paiz is a language lecturer in the Writing Program at NYU Shanghai, where he teaches First Year Composition and graduate-level professional writing. He holds a PhD in second language studies from Purdue University and an MA in TESL from the University of Toledo. His research interests include sociocognitive approaches to applied linguistics, L2 writing, and queer issues in TESOL/applied linguistics. His work has appeared in the *Journal of Second Language Writing* and the *Journal of Language and Sexuality*.

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