SOUTHERN CONE TESOL

CONFLUENCE FOR INFLUENCE
CURITIBA, BRAZIL | JULY 17-20, 2019

GUIDELINES FOR SPEAKERS

This document will help you respond to the call for proposals for the Southern Cone TESOL 2019, which will be held in Curitiba, Brazil, from July 17 to July 20. If you have any further questions, please send an email to southerncone@braztesol.org.br .

1. First and foremost, register for the conference.

Before you can submit a proposal to present at our conference, you must register as a participant. This **doesn't mean paying** the registration fee yet -- you can do that once you've received an answer on the approval of your proposal. However, you will need a registration number to respond to the call.

2. If your session has other presenters, have their information and bios ready.

Along with your proposal, you will be asked to enter your personal information, registration number and **bio with up to 300 characters** including spaces. If you are presenting with other people, you will also need their information (full name, email, phone number, country and city), their registration numbers and their bios to complete the submission. Up to **4 people can present together**. Remember: **all of them need to be registered for the conference**, but need not pay yet.

3. Give your session a snappy title.

The title of your session can only have **80 characters with spaces**, so keep it short, but at the same time make sure the topic of your session is clear from the title. Avoid little known acronyms or obscure jargon. Above all, remember some attendees may choose a session solely based on the title, so make it interesting!

Choose a fitting session format.

For this edition of Southern Cone TESOL, there are four different session formats. For the round table, please bear in mind, when composing the panel, that the Southern Cone TESOL 2019 Academic Committee values **diversity**.

4.

TEACHING TIP

This is a quick presentation of a classroom activity, technique, or resource. Your **10-minute** presentation will be allocated in a 45-minute **swap session** with other presentations about a similar topic or that cater for a similar public.

TALK

A talk is **45 minutes long** and should describe something you are currently studying, researching or doing (have done) in class as a teacher/ with learners. It may include aspects of theory and it should preferably refer to the practical aspects of teaching. If you're delivering a session in this format, try to leave at least **10 minutes for questions and answers.**

WORKSHOP

A workshop also lasts **45 minutes**, but it should allow for **active audience participation** throughout the session, as a way of illustrating the points being made about the practice and theory of ELT. **Do not choose this type if you intend to speak for most of the time.**

ROUND TABLE

A round table includes **three 10-minute presentations** by 3 different speakers **about a common topic**, moderated by a 4th person. The moderator keeps track of the time and mediates the **15-minute debate** at the end, encouraging the audience to ask questions and different members of the panel to contribute with their views. At the end of the session, the moderator usually sums the session up.

5.

Prepare your abstract and summary.

When responding to the call for papers, you will be asked to produce an abstract and a summary of your session. The following table describes what is expected of each text, but the other tips on this document will help you write the proposal.

SOUTHERN CONE TESOL
CONFLUENCE FOR INFLUENCE
CURITIBA, BRAZIL | JULY 17-20, 2019

abstract	summary
500 characters including spaces	**2500 characters** including spaces
Published on the conference program. Acts as "teaser" for the attendees.	Used by the academic committee to decide on the suitability of your session.
Needs to state the purpose of the session and a brief description of its content.	Needs to state the purpose of the session, its content and the main **steps** of the session.

Respect the conference theme.

The theme of this edition of the Southern Cone TESOL is "**Confluence for Influence**". It accommodates most topics related to English language teaching in different contexts, including related fields such as English language assessment, materials design, Second Language Acquisition, Applied Linguistics, etc. However, as you can read in the "about" section on www.braztesol.org./SouthernConeTESOL , **the key aspect of the theme is the Latin American perspective or context**. Applications from other parts of the world are welcome, but need to be explicit on how the session can contribute to or was inspired by Latin American ELT.

State the aim(s) of your session very clearly.

When writing the abstract and the summary, make sure you state exactly what participants will get out of the session. You may wish to think of the session aims along the same lines of lesson objectives: "At the end of the session, participants will…".

Argue for the relevance of your session to the conference delegates or the subset(s) of delegates you have selected.

When submitting a proposal, you will be asked to select a target audience for your session, as shown in the following screenshot. When conceiving your session, keep that audience and their professional development needs in mind. Why is it necessary for them to attend a session on the topic you chose in the manner you chose? Remember to make that clear in your summary.

Target audience for the presentation *

This session would be of particular interest to .... (Please check all that apply, but avoid checking too many -- an experienced teacher might not enjoy a session whose primary audience is novice teachers.)

- [ ] novice teachers or teachers in training

- [ ] experienced teachers

- [ ] teacher trainers or pedagogical coordinators

- [ ] managers, administrators, or director of studies

- [ ] university teachers or researchers

- [ ] materials designers or editors

- [ ] examiners and language testers

9. Include in the summary a clear description of how your session will be delivered within the allotted time.

The summary will be used by the academic committee to decide whether your session suits what they have envisioned for the conference. Therefore, the committee needs to have a clear idea of what your session will be like. You don't need to have the session thoroughly ready by the time you submit your proposal, but your initial plan will need to be described, **going over what you will do or the subtopics you will cover**, as in the sample provided at the end of this document. The committee will also look at whether what you are proposing is feasible within the time allotted for the type of session you chose (please check item 4 for the types of sessions and their corresponding time periods).

Make sure you are referring to best practices in our field.

10.

When a session is delivered at a teacher conference, attendees expect it to be about a recommended practice or theory that can help them teach more effectively. If you would like to present a practical activity, highlight in your summary how the practice you are describing can, indeed, help students learn better. Whenever possible, offer also some brief theoretical or research grounding to your proposal. As space is limited, you are not expected to provide a literature review, but rather a

SOUTHERN
CONE
TESOL
CONFLUENCE FOR INFLUENCE
CURITIBA, BRAZIL | JULY 17-20, 2019

nod to current or seminal thinking in our field. **If you would like to cite a reference, you can write the last name of the author(s) and the year of publication**, as in the following examples:

> Nobre and Pontes (2016) highlight the importance of a feedback session after a lesson observation.

> It is very important to conduct a feedback session after a lesson observation (Nobre & Pontes, 2016).

> As Nobre & Pontes (2016) remind us, "Classroom observation should generate an interesting and accurate feedback session." (p.58)

N.B.: **You don't need to provide the full reference** -- i.e. title, publisher, etc. -- along with your proposal.

11. Edit and proofread.

Finally, we get to the fun part for us language teachers! It is time to read your proposal again and check it for typos and other types of mistake, **explain any acronym or lesser known jargon** the first time it appears, and verify the character count. **Use these guidelines as a checklist** to make sure you have done what is expected in the proposal and, **if possible, ask a colleague or a mentor to go through** your proposal to **see whether it is clear to a third party.** And remember: **your proposal will serve as evidence of your command of English**, so make sure it is **well-written**.

THANK YOU FOR YOUR PROPOSAL,

GOOD LUCK

AND SEE YOU IN CURITIBA!

SOUTHERN CONE TESOL

SAMPLE

Here is an example of a successful talk proposal that was written with another conference theme in mind.

Title (80 characters max.):
Meaningful Oral Interaction in the Primary Classroom: going beyond lexical lists!

Abstract (500 characters max.):
All too often, YL materials rely heavily on the rote learning of isolated vocabulary and overlook the importance of contextualizing the language for the learner's personal interests. It is essential for teachers to present and recycle vocabulary in multiple ways. In this session, participants will be given clear strategies and examples of how to design meaningful speaking activities that extend word knowledge and allow learners to experiment with and personalize their use of English.

Session Summary (2500 characters max.):
The aim of the session is to have participants reflect on the importance of going beyond the teaching of words in isolation by providing meaningful oral interaction in the classroom in order to develop young learners' communication skills.

The presenter will start by brainstorming what participants consider the obstacles that make it so hard for young learners to memorize words. She will then put forward her views of what rote learning of isolated words is, as well as why it may be ineffective when it is the only strategy used in the Primary classroom. It is important that participants leave the session knowing that memorizing words is essential for developing vocabulary in a foreign language, but there is so much more to it than that.

Participants will then be exposed to various kinds of activities taken from course books and it will be argued that most bring lists of words and overlook the importance of personalization and contextualization. Based on Lynne Cameron's ideas in her book *Teaching Languages to Young Learners*, the presenter will provide research-based evidence which suggests that the acquisition of language requires much more than the rote learning of lexis, that students will only learn efficiently what is real and meaningful for them, and it is up to us, teachers, to provide them with that. With the problem clear, the presenter will share practical ideas that she has designed and implemented with her students, and also the results they have achieved.

It is expected that participants will leave the session more prepared to adapt coursebook vocabulary activities and also to design activities themselves in order to cater for their young learners' needs.

Biodata (300 characters max.):
Fernanda Vicente has been teaching English for 10 years. She works with children, teenagers and adults. She has an extension course by FAFE-USP on English teaching for children, has taken a course on Teaching Young Learners by Oxford TEFL and holds a TKT and a CPE certificate.

—

We would like to thank the BRAZ-TESOL member Fernanda Vicente for kindly sharing her text with us for the purpose of these guidelines.

SOUTHERN
CONE
TESOL
CONFLUENCE FOR INFLUENCE
CURITIBA, BRAZIL | JULY 17-20, 2019