

# WRITING SUCCESSFUL PROPOSALS: ENGAGE, ENRICH, EMPOWER

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# QUESTIONS TO BE ANSWERED

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- Did I show that I was knowledgeable?
- Did I report some previous work to show that this is real?
- Can I convince the reader that this is current/relevant?
- Did I explain step-by-step what I want to discuss?
- Did I explicitly present the outcomes/materials?
- Did I show how my idea is relevant to a larger audience?

# INFORMATION TO INCLUDE...

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1. Territory
2. Reporting Previous Research
3. Gap
4. Goal
5. Means 1 & 2
6. Outcomes
7. Benefits

Halleck, G. B., & Connor, U. M. (2006). Rhetorical moves in TESOL conference proposals." *Journal of English for Academic Proposals*, 5(1). 70-86.

# TERRITORY

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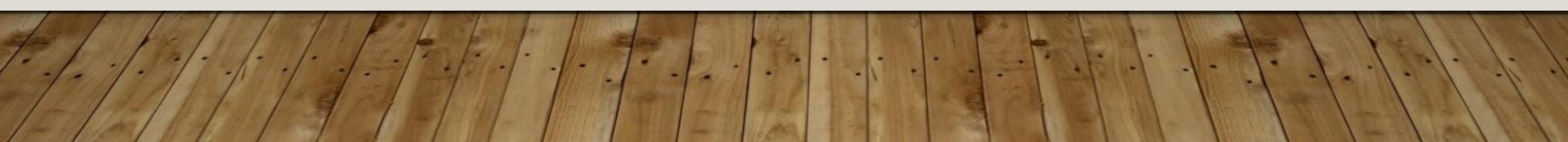
- Establishes the situation in which the activity in the proposal is placed or physically located
  - The development of the Academic Word List and concordance software has facilitated **vocabulary**, both solving the problem of which words to teach and illustrating their collocations.

# REPORTING PREVIOUS RESEARCH

- Refers to text that reports on or refers to earlier research in the field, either by the proposing researcher or by others.
  - 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, 2006](#); [Meara & Fitzpatrick, 2000](#); [Sinclair, 2004](#)).
- Refers to debates and/or terms used in the research.
  - 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:

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- 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
  - negotiating new academic vocabulary and increasingly complex grammatical structures.
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# MEANS I (RESEARCH)

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- 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

# OUTCOMES (RESEARCH)

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- Describes the anticipated results, findings, or achievements of the study
  - Results indicate that by the end of the ...
  - This study contributes to the field in different ways. First, it provides evidence that... Second, it describes what strategies...



# OUTCOMES

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- Explains the intended or projected outcomes which could be considered useful to the ‘real world’ outside the study / presentation itself.
  - In addition, **these results provide insight** into the importance of English language ability in these same classroom roles.
  - We end our colloquium **with a call for more forums** in widely-distributed publications for sharing classroom practices and results of reflective teaching.

# SUMMARY

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## 1) Territory

- Where (physical/ theoretical)

## 2) Reporting Previous Research

- Relevance via citations

## 3) Gap

- What we need to know

## 4) Goal

- What we will do

## 5) Means 1

- How we will achieve this

## 6) Means 2

- How the talk is organized

## 7) Outcomes

- The findings

## 8) Benefits

- What attendees gain

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Thanks to all our colleagues  
who gave permission to use  
excerpts from their proposals.

