WRITING SUCCESSFUL PROPOSALS: ENGAGE, ENRICH, EMPOWER

QUESTIONS TO BE ANSWERED

- 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…

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

- 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:

- 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.

MEANS 1 (RESEARCH)

- 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)

- 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

- 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

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

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