ACTFL 2022 Call for Proposals

SUBMISSION GUIDELINES

Submission deadline: Friday, January 14, 2022, at 11:59 p.m. Eastern Time

ACTFL Mission: Providing vision, leadership and support for quality teaching and learning of languages.

ACTFL Vision: ACTFL envisions an interconnected world where everyone benefits from and values a multilingual and multicultural education.

The goal of the 2022 ACTFL Annual Convention and World Languages Expo is to provide a comprehensive professional development experience that will have an impact on language educators at all levels of teaching and in turn enable their students to succeed in their language learning process. Compelling proposals should address the needs of today’s learners and educators by focusing on innovative programs, emerging trends that are relevant to the language profession, and research-informed practices. Please read the following information carefully before you submit your proposal.

Membership. You do not have to be a member of ACTFL at the time you submit a proposal; however, if your submission is selected for presentation, you must be a current member of ACTFL or one of our Convention Partner organizations: American Association of Teachers of German (AATG), American Association of Teachers of Italian (AATI), American Association of Teachers of Japanese (AATJ), Chinese Language Association of Secondary-Elementary Schools (CLASS), Chinese Language Teachers Association (CLTA) or Massachusetts Foreign Language Association (MaFLA) through November 30, 2022.

Submission Process. All language educators are encouraged to submit proposals. You may only submit one (1) proposal as a lead presenter and be listed as a co-presenter on one (1) other proposal on a different topic. Submissions that include the same group of presenters and have the similar titles and content will also be eliminated from consideration. All proposals are the property of ACTFL.

Please note: Exhibitor workshop rooms are available on the exhibit hall floor for product demonstrations/presentations and workshops by exhibiting companies for a fee. Any submission through this Call for Proposals process from a company representative, consultant, or author, and thought to be a sales pitch for a specific product of that company, will not be considered for review. ACTFL wants to allow as many language educators to present as possible since many of them can only attend if allowed to present; therefore, ACTFL encourages exhibitors to utilize the exhibitor workshop space to promote their products and services. These are well-attended and draw an audience of buyers. If during the convention, a presenter is identified as marketing a particular product outside the exhibit hall, that person will no longer be allowed to present at a future ACTFL Convention.
All proposals must be submitted online at www.actfl.org by 11:59 pm Eastern Time on Friday, January 14, 2022, in the correct format. Confirmation of receipt will be emailed within 24 hours of submission. ACTFL will not consider any proposals that are submitted via email to staff or ACTFL Board members. Presenters will be notified by email of the program committee’s decision by the end of April 2022.

The Proposal. All proposals must be submitted in English and in a publishable format. Since you are entering your submission into a database, avoid using symbols, special marks, and non-standard fonts; because they will not convert correctly into the final printed Convention Program Guide. All proposals must be written in third person format avoiding the use of “I”, “you” and “we.” The name of the presenter(s) or an institution should not be included in the body of the proposal. All accepted proposals will be posted in the Online Convention Program, printed in the Convention Program Guide and listed in the Convention Mobile App as submitted; however, ACTFL reserves the right to edit when necessary.

You will be asked to provide the following information when completing the submission form online:

Title: (please note there is a limit of 75 characters – character count includes spaces and punctuation marks)

Type the title in English as it should appear in the Program Guide. The title should not be in all capitals or all lowercase letters. If you use acronyms, please spell out the words first and place the acronym in parentheses following the words. Please do not use symbols, marks or letters because they do not translate into the final printed Convention Program Guide.

Presentation Types: All presentation types other than the Virtual On-demand Session type will be held in person. You must submit to one of the following.

- **In-Person Session** – This session presentation type will be in-person at the convention and is 45 minutes in length (with 10-15 minutes dedicated to discussion and questions); it may have a single presenter or a lead presenter with up to three co-presenters and should address a topic of interest to attendees in an engaging and interactive format that allows for audience participation within the session.

- **Virtual Session** - This presentation type is meant for those presenters who are unable to attend the in-person convention; this 45-minute presentation may be either a pre-recorded video presentation or a live presentation from your home/office; it may have a single presenter or a lead presenter with up to three co-presenters allowing multiple presenters to blend their expertise into one presentation. Content should address a topic of interest to attendees presented in an engaging format.

- **Practice-oriented Paper** – A practice-oriented paper is 15 minutes in length for a single presenter, with 10 minutes dedicated to content on a single idea with practical tips and 5 minutes for discussion and questions. These presentations condense information and insight on a pedagogical topic into a shorter format. This presentation should focus on specific classroom applications, activities, and techniques rather than a general discussion of a topic. Papers will be grouped together with other papers within a 45-minute time slot. Therefore, it is essential that presenters respect the time limits.

- **Research-oriented Paper** – A research-oriented paper presentation is 15 minutes in length with 10 minutes to present and 5 minutes for a question and answer period if you prefer.
Proposals should address a current and relevant research topic of interest to language educators. Presentations might include a brief introduction about the focus or question of the study, subjects, research design and analysis, but the vast amount of time should be spent on results and implications for language learning and teaching. Presenters should avoid reading papers and/or study results, and instead present the research in an appealing form. If a paper has multiple authors, only one author may present. Papers will be grouped together with other papers within a 45-minute time slot. Therefore, it is essential that presenters respect the time limits above.

- **Roundtable** – A roundtable presentation is 45 minutes in length with part oral presentation and discussion with a group of 10 people seated around a common table. No more than two (2) presenters per table. Roundtable presentations typically are 30 minutes of presentation followed by 15 minutes of discussion and feedback. Roundtables are an ideal format for networking and in-depth discussion on a particular topic. Presenters are encouraged to present their latest research or project in an engaging and interactive way. **If using a laptop to present, it must be operating on battery power since electrical outlets are not available. ACTFL will not provide laptops/computers. No additional audiovisual equipment is allowed for roundtable presentations. Roundtable presentations are presented in a designated space inside the exhibit hall.**

- **Electronic Poster** – An electronic poster is an opportunity for presenters to share their research or a project with attendees as they move through the poster area during a 60-minute period in the exhibit hall. Your presentation must be displayed on your laptop computer while standing at a high round table where attendees can stand for viewing and interaction. There will be multiple electronic posters being presented at the same time in the area. **Your laptop must be operating on battery power since electrical outlets are not available. ACTFL will not provide laptops/computers or Internet access. No additional audiovisual equipment is allowed for electronic poster presentations. Poster presentations are presented in a designated space inside the exhibit hall.**

**Applicable Language:** You must select the primary language of interest for your presentation from the drop-down menu. If your presentation is applicable to all language learners, then select Non-Language Specific.

**Language of Presentation:** You must select from the drop-down menu the primary language in which you will present your session. Note: while your presentation may be in a language other than English, the program title and its description must still be in English.

**Presenter:** You may only submit one (1) proposal as a lead presenter and be listed as a co-presenter on one (1) other proposal on different topics. Submissions that include the same group of presenters and have the similar titles and content will also be eliminated from consideration. The name of the presenter(s) or an institution should not be included in the body of the proposal. All proposals are the property of ACTFL.

**Focus Areas and Keywords:** With the new, two-layer system, educators will first select under which FOCUS their session falls (broadly supporting Core Practices) and then indicate what the highlighted takeaway for attendees would be in the KEYWORDS listing. For example, in terms of technology, a
presenter with a session on how to deliver an integrated performance assessment virtually could state that their session is about assessment techniques (FOCUS). After that, in the second layer, select the KEYWORD that indicates this session addresses the integration of technology. Another example could be a session about planning lessons around authentic resources for novice learners where a presenter would select “Planning & Program Design” for the first layer (FOCUS) and then “Authentic Resources” as the second layer (KEYWORD).

Focus Areas (select one)
__Assessment & Feedback
__Instruction
__Leadership & Advocacy
__Planning & Program Design
__Research

Keywords (select one)
__Articulation - support curriculum development, placement issues, continuous learner portfolios, and learner retention.
__Authentic Resources - support finding and evaluating resources to be used across all three modes.
__College & Career Readiness - apply knowledge and skills that are consistent for real world applications.
__Communities Standard - encourage learners to use language to interact and collaborate beyond the classroom.
__Educator Empowerment & Retention - identify future educators and leaders, support through professional learning communities, and encourage connections to professional organizations.
__Equitable & Inclusive Practices - create and navigate an inclusive class environment.
__Grammar in Context - promote teaching grammar as a concept used in context encouraging students to focus first on meaning and later on form.
__Integration of Technology - enhance and support the educational environment.
__Interculturality - use language skills, cultural knowledge and understanding, in authentic contexts to effectively interact with people.
__Interdisciplinary Approaches - model how to connect world language learning and tasks with other disciplines.
__Literacy - support the development of learners’ literacy through authentic materials that reflect the NCSSFL-ACTFL Can-Do Statements.
__Modes of Communication - engage students within the three modes of communication.
__Personalized Learning - support diverse student needs, interests, cultural backgrounds and goals.
__Social Justice Themes - support learning about access, equity, diversity, participation, and rights.
__Target Language - cultivate and maintain a classroom culture in the language of instruction.
__Task-based Design - center upon authentic use of the language through meaningful, communicative learning activities.
__Teacher Preparation & Recruitment - focus upon pedagogy, teacher development and mentoring, accreditation licensure, innovative pathways to certification, and classroom management.

Audience Level: You must select the audience level for which your presentation is most appropriate – Pre-K-Elementary, Middle School, High School, Post-Secondary, Administration, or All.
**Program Guide Description:** (please note there is a limit of 350 characters – character count includes spaces and punctuation marks) The description must be in English and should be in final, publishable format and free from spelling and grammar errors. It should give an accurate, clear and concise description of what will be presented. Since you are entering your submission into a database, please avoid using symbols, marks or letters because they do not convert into the final printed Convention Program Guide. The description must be written in third person format avoiding the use of “I”, “you” and “we.” The name of the presenter(s) or an institution should not be included in the body of the proposal. If you use acronyms, please spell out the words first and place the acronym in parenthesis following the words.

**Content and Purpose:** (please note there is a limit of 1,000 characters – character count includes spaces and punctuation marks) The content and purpose must be in English and should give the reader insight as to the relevance of your proposal in today’s language teaching and learning landscape. It should be clear, specific and detailed. It should show originality and provide new insight into the topic based on current practices. The content and purpose must clearly align with the keyword and audience level selected. What you write in this section is for review purposes only and will not be printed in the final program. **What will your presentation focus on and what new insights will it provide?**

**Outcomes:** (please note there is a limit of 350 characters – character count includes spaces and punctuation marks) The outcomes section describes what participants will learn and/or be able to do after attending your presentation. In the spirit of the Can-do statements, write your outcomes in three statements that answer the following question. **What three things will participants be able to do after attending your presentation?**

**Strategies for Engagement:** (please note there is a limit of 1,000 characters – character count includes spaces and punctuation marks) The strategies for engagement section only applies to session submissions. This section will highlight the presentational modes for your session and should focus on how your information will be shared with the audience that will be interactive and will require their participation, ensuring that sessions at the convention are not just “sit and get”. Virtual on-demand session proposals will modify their methods of engagement as “how to” or “demonstration type” activities. **How will you actively engage participants as part of your presentation?**

**Review Process:** The ACTFL Convention Committee, assisted by ACTFL SIGs, our Convention Partner organizations and other language experts, will be responsible for reviewing all proposals submitted. All language specific submissions will be reviewed by a team of experts in that language. For example, AATG will have a panel of reviewers who will review submissions that identify German as the applicable language; AATTI will have a panel of reviewers who will review submissions that identify Italian as the applicable language; AATJ have a panel of reviewers who will review submissions that identify Japanese; CLASS will have a panel of reviewers who will review submissions that identify Chinese (Pre-K-12) as the applicable language and level; CLTA will have a panel of reviewers who will review submissions that identify Chinese (Higher Education and Administration) as the applicable language and level. The review process is done as a “blind review”. Neither the presenter’s name nor affiliation are seen during the review process. Reviewers rate each proposal and the system produces an average of the combined scores from all reviewers. Finally, the number of proposals that can be accepted for presentation are based on the meeting space allocation for the ACTFL Convention. The Committee’s decisions are final.
Rubrics: Submissions will be reviewed and scored using the rubrics below.

2022 Call for Proposals Rubric for Session Presentations, Practice-oriented Papers, Electronic Poster Presentations and Roundtable Presentations

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations (4)</th>
<th>Meets Expectations (3)</th>
<th>Approaching Expectations (2)</th>
<th>Does Not Meet Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Title and Description</td>
<td>The proposal, including the title and the description for the program guide, is very well-written. It aligns clearly with the content and purpose of the proposal.</td>
<td>The proposal, including the title and the description for the program guide, is clearly written.</td>
<td>The proposal, including the title and the description for the program guide, is adequately written.</td>
<td>The way in which the proposal, including the title and the description for the program guide, is not adequately written.</td>
</tr>
<tr>
<td>Relevance of Proposal</td>
<td>The proposal is fully relevant to ACTFL World Readiness Standards and supports proficiency-based instruction.</td>
<td>The proposal is mostly relevant to ACTFL World Readiness Standards and supports proficiency-based instruction.</td>
<td>The proposal is somewhat relevant to ACTFL World Readiness Standards and supports proficiency-based instruction.</td>
<td>The proposal is not relevant to ACTFL World Readiness Standards and/or does not support proficiency-based instruction.</td>
</tr>
<tr>
<td>Content and Purpose</td>
<td>The content and purpose are cutting edge and innovative. Content and purpose describe specific knowledge and skills that advance teaching and learning.</td>
<td>The content and purpose are current and important. Content and purpose partially describe knowledge and skills that support teaching and learning.</td>
<td>The content and purpose are somewhat current and/or important. Content and purpose partially describe knowledge and skills and/or improvement in teaching and learning.</td>
<td>The content and purpose are not current. Content does not describe specific knowledge and skills and/or improvement in teaching and learning.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>All outcomes for the presentation are clear, specific and measurable. They</td>
<td>Most outcomes for the presentation are clear, specific and measurable. They</td>
<td>Few outcomes for the presentation are clear, specific and measurable. They</td>
<td>The outcomes for the presentation are general and/or non-specific. They do not match the</td>
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<thead>
<tr>
<th>Statement</th>
<th>Completely Align with the Content of the Proposal</th>
<th>Outcomes Generally Align with the Content of the Proposal</th>
<th>Outcomes Align with the Content of the Proposal Only Slightly</th>
<th>Content of the Proposal or May Be Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies for Engagement</strong></td>
<td>Strategies for engagement are clear and specific and strongly support the outcomes of the proposal. Strategies for engagement ensure high participant involvement</td>
<td>Strategies for engagement are somewhat clear and support the outcomes of the proposal. Strategies for engagement ensure some participant involvement.</td>
<td>Strategies for engagement are uneven and only somewhat support the outcomes of the proposal. Strategies for engagement ensure limited participant involvement.</td>
<td>Strategies for engagement are not clear and do not support the outcomes of the proposal. Strategies for engagement do not support participant involvement.</td>
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2022 Call for Proposals Rubric for Research-oriented Papers

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<thead>
<tr>
<th>Category</th>
<th>Exceeds Expectations (4)</th>
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<th>Approaching Expectations (2)</th>
<th>Does Not Meet Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal Title and Description</strong></td>
<td>The research-oriented paper proposal, including the title and the description for the program guide, is very well-written. The description clearly and accurately conveys the main focus of the research.</td>
<td>The research-oriented paper proposal, including the title and the description for the program guide, is well written. The description clearly conveys the main focus of the research.</td>
<td>The research-oriented paper proposal, including the title and the description for the program guide, is adequately written. There may be a need for additional clarification as to the main focus of the research.</td>
<td>The research-oriented paper proposal, including the title and the description for the program guide, is not adequately written. There is no clear focus of the research.</td>
</tr>
<tr>
<td><strong>Relevance of Proposal</strong></td>
<td>The research-oriented paper proposal addresses issues that are fully relevant and important to the field of language education.</td>
<td>The research-oriented paper proposal addresses issues that are mostly relevant and important to the field of language education.</td>
<td>The research-oriented paper proposal addresses issues that are somewhat relevant and important to the field of language education.</td>
<td>The research-oriented paper proposal does not address issues that are relevant and important to the field of language education.</td>
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<tr>
<td><strong>Content and Purpose</strong></td>
<td>The content and purpose of the research-oriented paper proposal clearly identifies and explains in detail the framework, sources and methods of the research.</td>
<td>The content and purpose of the research-oriented paper proposal identifies and explains the framework, sources and methods of the research.</td>
<td>The content and purpose of the research-oriented paper proposal partially identifies and explains the framework, sources and methods of the research.</td>
<td>The content and purpose of the research-oriented paper proposal does not provide the framework, sources and methods of the research.</td>
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