



ACTFL 2025
NEW ORLEANS
November 21-23

CALL FOR PROPOSALS SUBMISSION GUIDELINES

Submission deadline: Friday, January 17, 2025, 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.*

Goal: The goal of the 2025 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 all students to succeed in their language learning process. Compelling proposals should address the needs of today's learners and educators by focusing on innovative and inclusive programs, emerging trends and issues 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 Louisiana Foreign Language Teachers Association (LFLTA) through November 30, 2025.

Proposals: All language professionals are encouraged to submit proposals, including pre-service, graduate, and undergraduate students in world languages programs. 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.** You may be listed as a co-presenter on two proposals if you are not listed as a lead presenter on any other proposal. Submissions that include the same group of presenters and have similar titles and content will be removed from consideration. All proposals are the property of ACTFL.

Copyrighted Materials: Presenters must observe copyright and trademark rules. If you plan to use copyrighted or trademarked print, digital, media, or online resources, you must obtain appropriate permissions prior to submitting your proposal.

Acceptance Rates: Likelihood of acceptance typically depends on the quality of the proposal, how many proposals are submitted for the chosen format and keyword, and available meeting space for the ACTFL Convention. In 2024, the acceptance rates were as follows: 87% of posters; 80% of research papers; 77% of roundtables; 73% of practice-oriented papers; 51% of sessions. The overall acceptance rate was 61%.



EXHIBITORS AND OTHER COMMERCIAL ENTITIES

ACTFL strives to support the attendance and participation of current language educators who rely on presenter status for financial assistance from their educational institutions. Proposals aimed at promoting a commercial product or service, as well as proposals from for-profit companies and for-profit exhibiting companies, will be declined. Please read the following information carefully:

Non-profit Exhibitors and Entities: Language educators who are affiliated with non-profit entities/organizations or non-profit exhibiting companies may submit through the Call for Proposals and may share freely available products and resources during their presentations.

For-profit Exhibitors: For-profit exhibiting companies and their full-time and part-time employees or representatives are required to use the Exhibitor workshop space for their presentations. Exhibitor workshop rooms are available on the exhibit hall floor for product demonstrations, presentations, and workshops by exhibiting companies for a fee. These workshops are well-attended and draw an audience of potential buyers.

For-profit Commercial Entities: For-profit companies and their employees who wish to present at the Convention should contract for exhibit space and use the Exhibitor workshop rooms for their presentations. Proposals from such entities will not be accepted.

Independent Contractors: Language educators who work as independent or freelance authors, consultants, contractors, or volunteers affiliated with a for-profit Exhibitor or any other for-profit entity may submit through the Call for Proposals, but these presenters may not endorse or promote any commercial products or services during their presentation. This section includes current classroom language teachers who sell products through an online marketplace.

Presentations during the Convention are an educational learning experience and must remain noncommercial. Presenters are not allowed to endorse or promote any commercial product, service, or company in which they have an affiliation or self-interest. If free materials or resources are shared, they must be housed in an independent space that is not linked to commercial products, services, stores, or companies. If during the convention a presenter markets a commercial product, service, or interest (other than through an Exhibitor workshop), potential proposals from that individual will not be considered for future ACTFL conventions.

PROPOSALS

Deadlines: All proposals must be submitted online at www.actfl.org by 11:59 pm Eastern Time on Friday, **January 17, 2025**, in the correct format. Confirmation of receipt will be emailed within 24 hours of submission. ACTFL will not consider any proposals 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 2025.

The Proposal: All proposals must be **submitted in English** and in a publishable format. Including words and expressions in a language other than English is permitted if translating those phrases into English would cause the text to sound unnatural. Since you are entering your submission into a database, avoid using symbols, special marks, and non-standard fonts; they will not convert correctly when your proposal is submitted. If necessary, symbols and non-English characters can be added later when the Convention Program Guide is prepared for publishing. All proposals must be written **in third person format avoiding the use of "I",**

“you” and “we.” 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.

Copyrighted Materials: Presenters must observe copyright and trademark rules. If you plan to use copyrighted or trademarked print, digital or media resources, you must obtain appropriate permissions prior to submitting your proposal.

Personally Identifiable Information (PII): PII should not be included anywhere in the title or body of the proposal. PII includes, but is not limited to, name of presenter(s), institution, titles (e.g., former Teacher of the Year, regional board member, organizational position), etc. If the PII compromises the anonymous review process, the proposal will not be considered.

REQUIRED INFORMATION

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

Presenter Information: If you are a member of ACTFL, the presenter information will be auto-fill from the ACTFL membership database. Presenters must verify that the auto-fill information is accurate (name, school, affiliation, etc.) **for both the lead presenter and the co-presenter(s).** Use the EDIT button to make any changes or contact convention@actfl.org for assistance.

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 align clearly with the content and purpose of the proposal. 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. Including words and expressions in a language other than English is permitted if translating those phrases into English would cause the program title to sound unnatural. Since you are entering your submission into a database, avoid using symbols, special marks, and non-standard fonts; they will not convert correctly when your proposal is submitted. If necessary, symbols and non-English characters can be added later when the Convention Program Guide is prepared for publishing.

Presentation Types: All presentation types will be held in person. You must submit one of the following:

- **Session** – A session presentation 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. It should address a topic of interest to attendees in an engaging and interactive format that allows for audience participation within the session.
- **Practice-oriented Paper** – A practice-oriented paper is 15 minutes in length 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. 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 an oral presentation and discussion with a group of 10 people seated around a common table. No more than two (2) presenters are allowed per roundtable. 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 the primary language in which you will present your session from the drop-down menu. 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.** You may be listed as a co-presenter on two proposals if you are not listed as a lead presenter on any other proposal. Submissions that include the same group of presenters and have similar titles and content will also be removed from consideration.

Keyword: You will select **one keyword** from the options below. While there may be more than one relevant keyword to your proposal’s content, please select the main keyword that best corresponds to your proposal. If your proposal relates to more than one keyword, you are encouraged to incorporate the additional keyword(s) and associated language within the proposal itself. Doing so will increase the chances of your session appearing in program guide searches associated with those keywords.

- **Advocacy and Leadership** - creating, building, and saving programs; increasing enrollment; how to engage with politicians, communities, and other stakeholders to support and grow language education; empower individuals to become agents for change; develop and nurture leadership skills.
- **Articulation and PK-16 Alignment** - effective, innovative, and articulated program development; placement issues; continuous learner portfolios; learner retention; PK-12 and post-secondary relationships; high school through post-secondary alignment; determining credit for AP, IB, Seal of Biliteracy, etc.
- **Assessment, Testing, Grading, and Feedback** - formative and summative assessment; testing; integrated performance assessment; rubrics; standards-based grading; innovative approaches to assessment, testing, grading, and feedback (peer editing, ungrading, etc.).
- **Career, Community, or Global Connections** - real-world application of knowledge and skills; career connections and benefits; Languages for Specific Purposes; interactions and collaboration with local or global language communities; service learning; Seal of Biliteracy implementation and growth; study abroad for learners and/or educators; virtual or international exchanges.
- **Curriculum and Instruction** - Backward Design of curriculum, units, or lessons; instructional strategies; 3 modes; literacy; target language; grammar in context; multi-level classes; Project- based Language Learning; personalized learning; innovative approaches to homework.
- **Diverse Learners** - determining and meeting the needs of gifted, neurodiverse, and/or multilingual learners; establishing goals and outcomes based on the needs of gifted, neurodiverse, and/or multilingual learners.
- **Dual Language/Immersion** - designing, developing, and maintaining DLI programs; engaging families and the community; academic, social, cultural, and other benefits of DLI programs.
- **Equitable and Inclusive Practices** - DEI; Social Justice themes; Social-Emotional Learning; Universal Design for Learning; learner and educator rights and access; create and navigate an inclusive classroom environment; culturally responsive practices; trauma-informed practices.
- **Heritage Learners** - designing, developing, and maintaining Heritage Learner (HL) programs; promoting learning and maintenance of heritage language; engaging families and the community; community-based HL schools; promoting academic, social, cultural, and other benefits of HL programs.
- **Interculturality** - finding, evaluating, and integrating intercultural resources across all modes and proficiency levels; using language skills, cultural knowledge, and understanding in classroom and external contexts to effectively interact with people in and from other cultures.

- **Interdisciplinary** - integrating other content areas into language learning; interdisciplinary and cross-curricular approaches.
- **Research Methodologies** - action, quantitative, qualitative, and mixed methods; pedagogy; methodology; SLA theories; program design; theoretical and empirical studies; innovative research design models; connecting research and practice.
- **Teacher Preparation and Recruitment** - pedagogy, development, and mentors for pre-service teachers; identifying future educators and leaders; increasing the teacher pipeline; diversity; Educators Rising programs, participation, and resources; alternative pathways to licensure.
- **Teacher Retention and Support** - strategies for classroom management and building community; building cohesion in your language department; support for early-career or alternative pathway teachers; support for singleton teachers; peer or mentor support; managing your workload; finding connections to professional learning, language communities, and language organizations.
- **Technology and Digital Learning** - Artificial Intelligence; online learning; digital tools and resources; technology integration; SAMR model; ethical or academic honesty challenges due to technology.

Audience Level: You must select the audience level for which your presentation is most appropriate:

- PK-Elementary
- Secondary
- Post-Secondary
- Administration
- All Audiences

Program Guide Description: *(Please note there is a limit of 350 characters – character count includes spaces and punctuation marks).* The description should align clearly with the content and purpose of the proposal. 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. If you use acronyms, please spell out the words first and place the acronym in parentheses following the words.

Since you are entering your submission into a database, avoid using symbols, special marks, and nonstandard fonts; they will not convert correctly when your proposal is submitted. If necessary, symbols and non-English characters can be added later when the Convention Program Guide is prepared for publishing. The description must be written in **third person format avoiding the use of “I”, “you” and “we.”** Personally Identifiable Information (PII) should not be included anywhere in the title or body of the proposal. PII includes, but is not limited to, name of presenter(s), institution, titles (e.g., former Teacher of the Year, regional board member, organizational position), etc. If the PII compromises the anonymous review process, the proposal will not be considered.

Content and Purpose: *(Please note there is a limit of 1,000 characters – character count includes spaces and punctuation marks).* A compelling proposal will address the needs of today’s learners and educators by focusing on innovative programs, emerging trends that are relevant to the language profession, or research-informed practices. It should describe specific knowledge and skills that advance teaching and learning. For research-oriented paper proposals, the content and purpose should clearly identify and explain the framework, sources, and methods of the research.

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. All outcomes should be clear, specific, and measurable. They should completely align with the content of the proposal. 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 should focus on how your information will be shared in an interactive and engaging way with the audience that will require their participation, ensuring that sessions at the convention are not just “sit and get”. **How will you actively engage participants as part of your presentation?**

Diversity, Equity and Inclusion (DEI): ACTFL believes that by cultivating a community of language educators with a diverse range of experiences, backgrounds, and perspectives, we enhance the practice of all educators. To improve our proposal process to engage more diverse speakers, identify and remove barriers, and create an inclusive opportunity for all, submitters are asked to describe how you have considered inclusivity and/or incorporated diversity in your proposal content focus or presenter selection.

REVIEW AND SELECTION PROCESS

Review Process: The ACTFL Convention Committee (composed of volunteer educators across languages and levels) will be responsible for reviewing all proposals submitted, assisted by ACTFL SIGs, our Convention Partner organizations, and other language experts. The initial proposal review process is done as a “masked review”. Neither the presenter's name nor affiliation are seen during this review process. Each proposal is reviewed by a minimum of five reviewers. Reviewers rate each proposal using the scoring rubric, and the system produces an average of the combined scores from all reviewers. All SIG-specific submissions will be reviewed by members from individual SIGs. Each SIG will then select two sessions for the final program and the remaining proposals will be added to the general pool for consideration by the ACTFL Convention Committee.

Language-specific submissions for German, Italian, Japanese, and Chinese will be reviewed by a team of experts from a Convention Partner Organization for that language. For example, AATG will have a panel of reviewers who will review submissions that identify German as the applicable language; AATI will have a panel of reviewers who will review submissions that identify Italian as the applicable language; AATJ will have a panel of reviewers who will review submissions that identify Japanese as the applicable language; CLASS will have a panel of reviewers who will review submissions that identify Chinese (PK-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 Convention Partner Organizations then select proposals after the review process to be part of the ACTFL Convention program.

Final Selection Process: The ACTFL Convention Committee makes the final selections from the reviewed and scored proposals for each submission format. The Committee carefully reviews top ranked proposals to ensure a balance of language, audience level, focus areas, keywords, and representation of experts in the field. If a good balance is not achieved among top ranked proposals, then the ACTFL Convention Committee may go beyond the top scores to bring balance to the program. The number of proposals that can be accepted by the ACTFL Convention Committee for presentation are based on the meeting space allocation in the convention center for the current ACTFL Convention. **The Convention Committee's decisions are final.**

Rubrics: Submissions will be reviewed and scored using the rubrics on the following pages.

**2025 Call for Proposals Rubric for Session Presentations, Practice-oriented Papers,
Electronic Poster Presentations, and Roundtable Presentations**

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
Proposal Title and Description	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.	The proposal, including the title and the description for the program guide, is clearly written.	The proposal, including the title and the description for the program guide, is adequately written.	The proposal, including the title and the description for the program guide, is not adequately written.
Relevance of Proposal	The proposal is fully relevant to ACTFL World Readiness Standards; supports proficiency-oriented instruction; or addresses issues that are fully relevant and important to the field of language education.	The proposal is mostly relevant to ACTFL World Readiness Standards; supports proficiency-oriented instruction; or addresses issues that are mostly relevant and important to the field of language education.	The proposal is somewhat relevant to ACTFL World Readiness Standards; supports proficiency-oriented instruction; or addresses issues that are somewhat relevant and important to the field of language education.	The proposal is not relevant to ACTFL World Readiness Standards; does not support proficiency-oriented instruction; and/or does not address issues that are relevant and important to the field of language education.
Content and Purpose	The content and purpose are innovative; reflect important language education trends; and/or reflect research-informed practices. Content and purpose describe specific knowledge and skills that advance teaching and learning.	The content and purpose are current and important. Content and purpose describe knowledge and skills that support teaching and learning.	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.	The content and purpose are not current. Content does not describe specific knowledge and skills and/or improvement in teaching and learning.
Outcomes	All outcomes for the presentation are clear, specific, and measurable. They completely align with the content of the proposal.	Most outcomes for the presentation are clear, specific, and measurable. The outcomes generally align with the content of the proposal.	Few outcomes for the presentation are clear, specific, and measurable. The outcomes align slightly with the content of the proposal.	The outcomes for the presentation are general and/or non-specific. They do not match the content of the proposal or may be unclear.

<p>Strategies for Engagement</p> <p><i>(Not applicable for practice or research papers, electronic posters, or roundtables)</i></p>	<p>Strategies for engagement are clear and specific and strongly support the outcomes of the proposal. Strategies for engagement ensure high involvement from the session participants.</p>	<p>Strategies for engagement are somewhat clear and support the outcomes of the proposal. Strategies for engagement ensure some involvement from the session participants.</p>	<p>Strategies for engagement are uneven and only somewhat support the outcomes of the proposal. Strategies for engagement require limited involvement from session participants.</p>	<p>Strategies for engagement are not clear and do not support the outcomes of the proposal. Strategies for engagement do not support participant involvement.</p>
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2025 Call for Proposals Rubric for Research-oriented Papers

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
Proposal Title and Description	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.	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.	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.	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.
Relevance of Proposal	The research-oriented paper proposal addresses issues that are fully relevant and important to the field of language education.	The research-oriented paper proposal addresses issues that are mostly relevant and important to the field of language education.	The research-oriented paper proposal addresses issues that are somewhat relevant and important to the field of language education.	The research-oriented paper proposal does not address issues that are relevant and important to the field of language education.
Content and Purpose	The content and purpose of the research-oriented paper proposal clearly identify and explain in detail the framework, sources, and methods of the research.	The content and purpose of the research-oriented paper proposal identify and explain the framework, sources, and methods of the research.	The content and purpose of the research-oriented paper proposal partially identify and explain the framework, sources, and methods of the research.	The content and purpose of the research-oriented paper proposal does not provide the framework, sources, and methods of the research.

