Make The Language Educator Work for You
What is TLE?

*The Language Educator* is an ACTFL member publication.

*TLE* strives to provide world language educators of all languages at all levels with ideas and tools they can use in the classroom the very next day.
Who Receives *TLE*?

Every ACTFL member now receives both the print edition and the enhanced, digital edition of *The Language Educator* as a member benefit!

- Please update your mailing address to ensure delivery of the print edition.
- Uncheck the “Do Not Send Me” box on your member profile.
Read TLE

Are you reading ALL of TLE?
TLE is now a fully hybrid publication

More content without more paper

- Use the QR codes in the print edition to access bonus content and multimedia resources in the digital edition
What do you read in TLE?

• What are your favorite parts?
• What content you have used in planning or teaching?
• What content have you shared?
Be PUBLISHED in *TLE*

**The Language Educator**

Read it. Write for it.

For news and tools you can use in the classroom the very next day, turn to *The Language Educator*. Every page offers useful information about inspirational projects, innovative tools, and replicable programs.

Share your inspiration, spread your ideas, and shout about your initiatives—write an article on an upcoming Focus Topic. All submissions are double-blind reviewed by experts. You will receive feedback, and quite possibly be published in one of the profession’s premier journals.
Have you been published in *TLE*?
Have you submitted to *TLE*?
If you don’t submit it, your article can’t be published.
Anatomy of The Language Educator
Three types of articles to submit to *TLE*

1. Feature Topic articles
   peer blind-reviewed
2. Educator Voices
3. Educator Tips
1. Feature Topic articles

Articles on a practical, replicable topic of your choice that is relevant and useful for educators of a range of levels and languages.

- 1,500 – 3,000 words
- Blind Peer-Reviewed
- Byline

No submission deadlines | No need to wait for the right Focus Topic!
The Feature Topic article publication process

1. Online submission
2. Confirmation of receipt
3. Internal editorial review
4. Blinded and sent for external review x 2
5. Reviewer feedback & recommendations received
6. Feedback consolidated
7. Author notified and advised with feedback
8. Revised mss and graphics received
9. Copyediting
10. Revised manuscript and graphics to design
11. Proof PDF to author for review
12. Published!
Tell your story, promote a cause, discuss a professional concern...

- 1,000 – 1,500 words
- 1st person
- Often accompanied by a recorded Zoom Q&A and a conversation in the ACTFL Community

“Just...” because students aren’t meeting our expectations doesn’t mean we should lower them."

My colleagues’ words still ring in my head more than a decade later. I do not remember what topics we were discussing—something formal in Spanish 1 & 2? Double object pronouns in Spanish 3 & 4? Repeated syllables in Spanish 5 & 6? The topic is irrelevant now. What I was trying to say is that maybe instead of focusing on grammar rules and sentence structures, we should instead help students communicate more with fewer grammar tools. That I liked the vocabulary and tense across sounding block I wanted to lower my expectations. My colleague, who had been educated abroad in a Latin school before graduating as a multilingual teacher, came from a grammatical approach and one prioritizing communication—or perhaps my passion, inculcating exploration of this—so envisioning the face of modern student abilities and demands.

Shrewdly}}, identifying any desire to adapt to a student needs but failed to realize that I could be primary need is being able to communicate, to understand what was going on in class—not just to get the right answer on a multiple choice test. At that university, students learning to write their hands around determined subjunctive examples in Spanish 1 & 2 would ask questions like, “But when would you ever use this?” As a non-teacher, I had no good answer, especially when their proficiency level wasn’t yet to the point where they could reasonably contribute to it in a relevant task.

This hallway conversation took place prior to the release of ACTFL’s 2012 Proficiency Guidelines. As we were MCCCE, ACTFL, Culture’s Dialogue, but in our department, we actively subscribed to a version of ACTFL’s principles, and of course, communicative language teaching (CLT) was already gaining a concept. In between were many publications with the words and stories that would’ve gone on in the lobby of the hall conversation had we been known.

What is important is that this viewpoint, even during the first decade of the 2000s,
• Tech tools
• 1,000 – 1,500 words
• Byline and headshot
• Write clearly ... do not try to impress.
• Be practical and helpful.
• First person is acceptable, but back up claims with research and sources.
• Provide resources, if possible, with URLs.
• Cite your sources, both in text and in a References section.
• Use APA Style. Google Scholar is your friend!
• Do not: double-space after periods or submit PDFs. Word documents, please.
• Once accepted, submit hires graphics and captions. Permission to use is essential.
Be Part of TLE

 Volunteer to be a TLE guest peer reviewer.

 Go to ACTFL Central: actfl.org/career-development/volunteer

 Or email tle@actfl.org
How you would like to see *The Language Educator* evolve in the coming year?

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I look forward to working with you.

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