

12th International Language Teacher Education Conference 2024



Conference
Schedule

Theorizing Practice, Practicing Theory

Friday, May 31st, 2024

Discussion Sessions (8:00–8:45 am)

Think 1	Rethinking Spaces, Modalities, and Roles of Language Learning: Effective Language Teacher Preparation Rooted in Innovative, Collaborative Practices <i>Goldfine and Sampson</i>
Pathways	AI Literacy in Language Teacher Education <i>Hill and Demolder</i>
Think 3	Building Teachers' Word Knowledge Awareness and Application to Corrective Feedback <i>Ediger</i>
Think 4	Recruiting in LTE Graduate Education: Challenges and Opportunities <i>Pashby and Yerian</i>
Think 5	Implementing Book Clubs in Online Teacher Education Courses <i>Ashcraft</i>

Morning Plenary (9:00–10:00 am) Meridian Ballroom

Critical Language Awareness and Language Teacher Education: A Hope Towards More Equitable Futures
Tracy Quan, University of Colorado

Morning Presentations (10:15 am – 12:15 pm)

Symposia (10:15 am–12:15 pm)

Summit	Building Up the Knowledge Base of Critical Language Teacher Education Through Translanguaging Repertoires in Context <i>Tian, King, Pontier, Lindahl, Henderson, and Fallas-Escobar</i>
Pinnacle	INVITED SYMPOSIUM: Innovation, Intentionality, and Intervention: Vygotskian Sociocultural Research in Second Language Teacher Education <i>Johnson, Golombek, Rieker, Worden-Chambers, Yazna, Teemant, Sherman, Amory, Barahona, David, Ordenes, Stockel, Salas, and Pavez</i>

Paper Sessions

	10:15 – 10:45 am	11:00 – 11:30 am	11:45 am – 12:15 pm
Think 1	From EFL to ESL: A Self-Study-Autoethnography of a “Native” English Speaking Teacher’s Translingual-Transnational Identity-as-Pedagogy <i>Kubokawa</i>	Language Teacher-Teacher Educator Collaboration as Source of Emotion Labor and Emotional Capital: A Collaborative Autoethnography <i>Cinaglia, Montgomery, and Coss</i>	An Autoethnographic Account of Language Teacher Identity and How to Use for Language Teacher Educators <i>Selleck</i>
Pathways		Knowledge Base and Challenge-Competence Appraisal of Swiss Two-Way Immersion Teachers of the “Cursus bilingue / Bilingualer	Teacher Candidates' Ideological Shifts toward Equitable Dual Language Immersion Education <i>Daniel</i>

		Studiengang” and Career-Entry Stage Implications <i>Buser</i>	
Think 3	Why is This So Hard? Pre-Service Teachers’ Challenges with Designing and Using Tasks <i>Dunn, Gutierrez, and Ogilvie</i>	Harnessing the Power of Deliberate Practice in LTE <i>Martel</i>	Using “Images of Teaching” to Facilitate Reflection in a TESOL Methods Course <i>Lewis</i>
Think 4	Transforming Language Teacher Education: An Examination of Teacher Agency, Beliefs and Situated Practice <i>Lawrence, Schmor, and Ward</i>	“Spanish is a beautiful language! Everything must agree!”: Novice Language Teachers’ Beliefs and Practices Regarding L1 and Target Language Use <i>Bastos</i>	Are Teachers Doing Their Homework? Exploring EFL Teachers’ Beliefs Concerning Homework Practices: A Mixed-Methods Study <i>Pittenauer</i>
Think 5	Supporting Teachers in Implementing Multiliteracies Pedagogy: A Model for Collaborative Lesson Development <i>Goodspeed, Henery, and Calas</i>	Exploring Intertextuality: Synthesis of Pedagogical Practices in Academic Reading and Writing <i>Yu</i>	Preparing Language Teachers to Teach Real-World L2 Listening <i>Sheppard and Wagner</i> <i>Canceled</i>

Lunch (12:30–1:30 pm)
Meridian Ballroom

Poster Session and Coffee Break (1:30–2:15 pm)

Meridian Ballroom Foyer	Impact of State Legislation on Student Success Related to the Seal of Biliteracy <i>Carlson</i>
	The Impacts of Teachers’ Racial Identity on English Language Teaching; An Anti-Racist Approach <i>Fákáyóde</i>
	Fostering Self-Reflection in International ESL Teachers Through an Online Teacher Community <i>Li</i>
	“Things I’ve Never Known”: Exploring the Ways Spanish Heritage Language Educators Position Indigenous Perspectives Within Their Curriculum <i>Thomas</i>
	What do U.S. Language Teachers Need to Thrive?: An Exploration of In-Service Teacher Identity Development <i>Tokarczyk</i>
	High School Principals’ Instructional Leadership Regarding World Languages Programs: An Explanatory Sequential Mixed-Methods Study <i>Torres</i>
	A Data Analysis of the Impact of Telecollaboration on Student Teachers’ Interculturality <i>Yang</i>

Afternoon Plenary (2:30–3:30 pm)
Meridian Ballroom

Envisioning and Embodying Language Teacher Education Change: Praxis for a New Era
Erin Kearney, University of Buffalo (SUNY)

Afternoon Presentations (3:45 – 5:45 pm)

Symposia (3:45 pm–5:45 pm)

Summit	INVITED SYMPOSIUM: Developing and Using Open Educational Resources: A Model from/for LCTL Instructors <i>Heidrich Uebel, Giupponi, and Kronenberg</i>
Pinnacle	Decolonial Approaches to Language Teacher Education <i>Back, Hamilton, Palpacuer Lee, Ramriez, Alabede, and Curran</i>

Paper Sessions

3:45 – 4:15 pm	4:30 – 5:00 pm	5:15 pm – 5:45 pm
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Think 1	Navigating New Frontiers: Integrating Generative AI in Language Teacher Education for Social Justice and Inclusion <i>Wassell, Perry, and Hawkman</i>	Play/Stepping into ChatGPT with Preservice Teachers <i>Case</i>	The Transformational Power of Open Educational Practices in Supporting World Language Teachers <i>Arispe and Norman</i>
Pathways	Dual Voices: A Duoethnographic Exploration of Intersectionalities of Two Urban Teacher Educators <i>Tanghe and Haley</i>	Stories of Struggle and Resilience: An Explanatory Case Study of Two Spanish Teachers from a History-in-Person Perspective <i>Davin and Donato</i>	How Vygotskian-Inspired Post-Teaching Tiny Talks Reveal the Needs and Development of Novice Language Teachers During the Internship <i>Golombek</i>
Think 3	Españolandia: Contextualizing Teacher Candidate Learning Through Project-Based Language Learning <i>Montgomery</i>	Student Perspectives on Connecting Theory and Practice Through Student Active Digital Learning Cycles <i>Stuvland and Berg</i>	Examining the Representation of Equity Deserving Groups in English Language Teacher Education Textbooks <i>Moore, Zhang, and Veloz</i>
Think 4	“It’s Like a Life Jacket”: Creating a Space for Novice Language Teacher Peer Support <i>Athey</i>	Project MOMENTUM: Reimagining Language Teacher Preparation Through Micro-Credentialing <i>Karlsson and Tabini</i>	Exploring the Pedagogical Innovations of Project MOMENTUM <i>Katnik and Stone</i>
Think 5	The (Un)informativeness of Research and the Pivotal Role(s) of Teacher Educators: Evidence from a Systematic Review <i>Coss and Hwang</i>	Bridging Theory and Practice Through Collaborative Action Research in the Context of Intercultural Language Education <i>Tolosa</i>	High Challenge, High Support: How a Multidimensional Scaffolding System Helps Student Teachers Cope with the Challenges of Action Research <i>Mehlmauer-Larcher</i>

Please note that this schedule is subject to change.