

Post-conference summary  
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ACTFL (American Councils for Teaching of Foreign Languages) Convention 2024 is one of the leading professional conferences in my discipline. It is globally recognized as the most comprehensive professional development event for language educators in the US. This event offers

learning opportunities for all language education professionals at all levels and from all languages. For me, as a graduate student and language educator, attending the 2024 ACTFL convention was a profoundly enriching experience. The Carter Grant, a financial support that covered my airfare to the distant and expensive city of Philadelphia where the ACTFL Convention was held, was vital for my participation in the conference.

Participating in the ACTFL 2024 Convention was an empowering professional development experience. The conference's audience is primarily K-12 language teachers, and many sessions are practice-oriented and hands-on, designed to equip educators with practical tools and strategies. I have attended practice-oriented sessions where teachers were invited to think about critical awareness in teaching language and cultures and try out several approaches and techniques. The research-oriented sessions were also tailored towards breaching the gap between research and practice and how educators can work together to create more inclusive and equitable learning experiences.

It was an eye-opening experience to interact with teachers who face the issues that academics only write about. The audience of this conference was ideal for disseminating teacher-oriented research findings and learning from other teachers and researchers. My colleague, Angus Leydic, and I presented the project that we developed in recent years titled "Queer and trans student perspectives on queering classroom materials," which will significantly impact language educators' support for their LGBTQAI+ language learners and their understanding of their perspectives in the classroom. Our presentation was well-received, and the audience was surprisingly big. We received questions about students' perspectives on language classrooms, which we discussed in the talk, and many questions about practices in specific languages. We were also able to discuss more significant issues with the audience: how to facilitate teacher education that includes queer and trans perspectives. We have made connections with several scholars and teachers around the US that we mean to maintain and develop.