

During ACTFL, I, and my co-presenter, presented my work on incorporating trans and non-binary language use into the language classroom as a general presentation giving advice to teachers on how to design queered materials, how to collaborate with trans and non-binary youth, and what trans and non-binary students want from the classroom regarding material design. Here we were afforded many opportunities to connect with educators through an affinity meeting, our own presentation as well as being invited to speak in an informal town hall on LGBTQ+ issues in education after our presentation was finished.

ACTFL was a great opportunity to connect with educators from both K-12 and higher education to hear how they are conceptualizing gender-justice in the classroom. From interpersonal conversations with educators, I have heard many issues that I would not have thought of, such feeling despair living in a conservative area, working with conservative muslim students, and institutional barriers that I am lucky enough to not face here at UA. During an LGBTQ+ affinity meeting, I was able to connect with queer and ally educators and hear personal anecdotes about where their thoughts are, the personal and emotional effects of being a queer educator, and how they are working to breach the heteronormativity of education.

We were able to connect with other professionals as well, such as Carnegie Mellon, in order to network and grow our professional network. I met the director of foreign languages at Carnegie Mellon, and we discussed our current research interests and development in Language Program Administration. She and I had been emailing before, and it was nice to meet each other in person.

The Carter Travel Award allowed me to make these connections and present important and life-sustaining research to a greater audience, and to hear from educators outside of my

immediate research interest. Without the award, I would not have been able to attend this conference.