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Conceptualizing High-Leverage Practices: Pre-Service World Language Teachers' Perspectives

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Abstract

This qualitative case-study examined two pre-service World Language teachers' thinking, implementation, and attention to high-leverage teaching practices (HLTPs) during a semester-long practice-based world languages teaching methods course in the Southwestern United States. Data were collected through course assignments including, a) pedagogical reflections, b) lesson plan units, c) micro-teaching lessons, and d) teaching reflections. The participants' responses were analyzed using Glisan & Donato's HLTP framework, which was emphasized in the course as a guide. The findings revealed that the PSTs increasingly implemented and integrated three foundational HLTPs, with varying levels of confidence and confidence, through a prioritization of one significant HLTP; Creating a Meaningful Context for Language Instruction. Further, increased confidence toward implementing HLTPs through repeated reflection was evident. The implications of this research highlight how educator preparation programs can utilize the HLTP framework as a practice-based approach to improve pre-service teachers' confidence and competence to enact and integrate research-based teaching practices.

Keywords: Teacher Preparation; Practice-Based Teacher Education; Core Practices; High Leverage Practices; Preservice Teachers