

# William S. Davis, Ph.D.

Assistant Professor, World Languages Education  
Instructional Leadership and Academic Curriculum  
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## Education

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- Ph.D.**      **University of Arkansas**, July 2020. Curriculum and Instruction, Post-Masters in Educational Statistics and Research Methods.
- M.A.T.**      **University of Arkansas**. Secondary World Languages Education.
- B.A.**      **Belmont University**. German, Philosophy Minor.

## Professional Experience

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- 2021-present      *Assistant Professor of World Languages Education*. Instructional Leadership and Academic Curriculum, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, Oklahoma.
- 2020-2021      *Visiting Assistant Professor of Secondary Education*. Department of Education Studies, Stephen F. Austin State University, Nacogdoches, Texas.
- 2016-2020      *Graduate Teaching & Research Assistant*. Department of Curriculum and Instruction, University of Arkansas, Fayetteville, Arkansas.
- 2012-2016      *German Teacher*. Parkview Arts & Science Magnet HS, Little Rock, Arkansas.
- 2011-2012      *German Student Teacher*. Fayetteville, Arkansas.

## Research

### Peer-Reviewed Journal Publications

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- Davis, W. S.**, & Liu, B. (2023). Communities beyond the classroom: Reflecting on a German field trip to a local non-profit. *RELC Journal*, 1-8. <https://doi.org/10.1177/00336882231197831>
- Davis, W. S.**, Liu, B., & Kim, J. (2023). Who considers becoming a world language teacher? Comparing students who would with those who won't. *Foreign Language Annals*, 56(4), 1-23. <https://doi.org/10.1111/flan.12718>
- Davis, W. S.**, Howlett, K. M. (2022). "It wasn't going to happen until I made it happen": World language teacher agency for multilingual advocacy. *System*, 109, 1-10. <https://doi.org/10.1016/j.system.2022.102893>
- Davis, W. S.**, & Printer, L. (2022). Toward a basic needs-supportive world language pedagogy: Four illustrative examples. *Relay Journal*, 5(1). <https://doi.org/10.37237/relay/050102>

- Davis, W. S.** (2022). Autonomy, competence, relatedness, and beneficence: Exploring the interdependence of basic needs satisfaction in postsecondary world language education. *Journal for the Psychology of Language Learning*, 4(1), 1-19. <https://doi.org/10.52598/jpll/4/1/2>
- Borden, R. S., & **Davis, W. S.** (2022). Preparing language educators: A shared responsibility. *The Language Educator*, 17(2), 41-44.
- Davis, W. S.**, & Jeffery, T. D. (2022). Social Justice Standards in teacher education: Pre-service and in-service teachers' successes, struggles, and futures. *SRATE Journal*, 30(2), 1-12.
- Davis, W. S.** (2020). Encouraging continued university foreign language study: A self-determination theory perspective on programme growth. *The Language Learning Journal*, 50(1), 29-44. <https://doi.org/10.1080/09571736.2020.1740768>
- Orr, B., Blackwell, B., & **Davis, W. S.** (2020). Classroom management perceptions based on teachers' self-reported survey: Investigating the impact of classroom management preparation to practical experience. *ArATE Journal*, 10(2), 26-36.
- Lasater, K., Albiladi, W., **Davis, W. S.**, & Bengtson, E. (2019). The data culture continuum: A grounded theory examination of school data cultures. *Educational Administration Quarterly*, 56(4), 533-569. <https://doi.org/10.1177/0013161X19873034>
- Orr, B., **Davis, W. S.**, & Carter, V. (2019). Computer science teacher preparation in Arkansas. *ArATE Journal*, 9(2), 32-38.
- Davis, W. S.** (2018). What makes a learning experience intrinsically motivating for American high school language learners? *Journal of Pedagogical Research*, 2(3), 167-180.
- Howlett, K. M., & **Davis, W. S.** (2018). Developing bilingual youth social capital: Voices of biliterate young adults. *Educational Borderlands*, 2(1), 3-22.
- Davis, W. S.**, & Bowles, F. (2018). Empowerment and intrinsic motivation: A self-determination theory approach to language teaching. *CSCTFL Report*, 18(1), 13-31.

## Book Chapters

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- Davis, W. S.**, & Janssen Sánchez, B. (2023). Building leadership capacity: The impact of language teacher leadership programs. In H. Reinders (Ed.), *Language teacher leadership* (pp. 255-282). Palgrave Macmillan. [https://doi.org/10.1007/978-3-031-42871-5\\_11](https://doi.org/10.1007/978-3-031-42871-5_11)
- Davis, W. S.**, & Mokuria, V. (2023). The plat and the gavel: Multimodal critical family history in rural teacher education. In K. Silvestri, N. Barrett, & T. M. Nyachae (Eds.), *Toward critical multimodality: Theory, research, and practice in transformative educational spaces* (pp. 219-240). Information Age Publishing.

## Manuscripts Accepted or In Press

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- (Accepted) Janssen Sánchez, B., & **Davis, W. S.** Elevating world language teacher leaders: Participant perspectives of the Leadership Initiative for Language Learning (LILL). *Foreign Language Annals*.

## Dissertation

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**Davis, W. S.** (2020). Flourishing through communicative language learning: An exploration of university learners' basic needs, well-being, and well-being. University of Arkansas.

## Reports, Op-Eds, and Commentaries

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Bengtson, E., Lasater, K., Albiladi, W., & **Davis, W. S.** (2019). *Arkansas educators' practices and challenges regarding the use of student data to inform instructional decisions* [White paper]. Arkansas Department of Education.

Goering, C. Z., **Davis, W. S.**, & Endacott, J. L. (2017, March 12). Reverse course: Arkansas' school grades correlate strongly with poverty, race. *Arkansas Democrat Gazette*.  
<http://www.arkansasonline.com/news/2017/mar/12/poverty-race-and-arkansas-schoolgrades/?f=opinion>

## Peer-Reviewed Conference Presentations

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(Accepted) **Davis, W. S.**, & Sánchez, B. J. The Leadership Initiative for Language Learning: Experiences of emerging world language teacher leaders. Submitted to AERA 2024.

(Accepted) Sánchez, B. J., & **Davis, W. S.** Exploring the role of mentorship and community in cultivating teacher leadership. To be presented at ATE 2024.

Borden, R. S., & **Davis, W. S.** (2023, November). Novice WL teachers' agency in curricular decision making. Presented at the annual ACTFL conference. Chicago, IL.

**Davis, W. S.** (2023, March). Designing communicative field trip experiences to support students' competence. Presented at the annual Southwest Conference on Language Teaching (SWCOLT) conference. Salt Lake City, UT.

**Davis, W. S.**, & Borden, R. S. (2022, November). Strategies and initiatives for WL teacher recruitment, preparation, and ongoing teacher support. Presented at the American Council on the Teaching of Foreign Languages (ACTFL) annual conference. Boston, MA.

**Davis, W. S.** (2022, September). The Oklahoma Seal of Biliteracy: What, why, how! Presented at the 2022 OFLTA Fall conference. Norman, OK.

**Davis, W. S.** (2022, September). Building confidence with language immersive field trips. Presented at the 2022 OFLTA Fall conference. Norman, OK.

**Davis, W. S.**, & Mokuria, V. (2022, April). A collaborative kaleidoscopic auto-ethnography: Leveraging multimodality in rural teacher education. Presentation in workshop session "Toward Critical Multimodality: Exploring Theory, Research, and Practice in Transformative Educational Spaces." Presented at the American Educational Research Association annual conference. San Diego, CA.

Mokuria, V., & **Davis, W. S.** (2022, April). A pedagogy of connection through critically digging into one's family's history. Presented at the TxNAME annual conference. Virtual.

- Davis, W. S.** (2022, March). Inclusive first-year WL curricula: Spotlight on Grenzenlos Deutsch. Presented at the annual Southwest Conference on Language Teaching (SWCOLT) conference. Reno, NV.
- Davis, W. S.,** & Borden, R. S. (2021, November). Advocating for world language teacher education in Oklahoma. Presented at the Oklahoma Association of Colleges for Teacher Education (OACTE) annual conference. Norman, OK.
- Mokuria, V., & **Davis, W. S.** (2021, June). Sharing interventions as multicultural educators: Ideas that work. Presented at the TxNAME annual conference. Virtual.
- Davis, W. S.,** & Bowles, F. (2021, April). World languages and eudaimonic flourishing: Communicative pedagogy enhances university learners' well-doing and well-being. Poster presented at the American Educational Research Association annual conference. Virtual.
- Davis, W. S.,** & Morera, M. (2021, March). World languages and service to the community: Practice and research at the undergraduate level. Poster presented at the Gulf-South Summit annual conference. Virtual.
- Davis, W. S.,** & Bowles, F. (2021, March). Transforming FL learning for student flourishing: Research, practice, and action. Presented at the Central States Conference on the Teaching of Foreign Languages annual conference. Virtual.
- Davis, W. S.** (2021, February). Rethinking Google Slides as a space for group collaboration. Presented at the SFA CTL 2021 Teaching Showcase. Virtual.
- Davis, W. S.,** Jeffery, T. D., Mokuria, V., Diaz, M., & Jones, K. (2021, February). New faculty spotlight. Presented at the Stephen F. Austin State University Office of Multicultural Affairs Diversity Conference. Virtual.
- Davis, W. S.,** & Bowles, F. (2021, February). Exploring the characteristics of world language educators who teach for learners' flourishing. Presented at the Association of Teacher Educators annual conference. Virtual.
- Davis, W. S.,** & Bowles, F. (2020, August). Recognizing teacher education as a context for flourishing. Presented at the Association of Teacher Educators summer conference. Virtual.
- Davis, W. S.** (2020, July). Toward a needs-supportive L2 pedagogy. Presented at the 2020 Self-Determination Theory and Language Learning Online Summer Symposium. Virtual.
- Davis, W. S.** (2019, November). Retaining postsecondary WL students through instructional need fulfillment. Presented at the American Council on the Teaching of Foreign Languages annual conference. Washington D.C.
- Davis, W. S.,** Endacott, J. L., Liang, X., & Goering, C. Z. (2019, October). "A" for affluent white schools: A critical analysis of Arkansas' school report card grades. Presented at the Midwestern ERA (MWER) annual conference. Cincinnati, OH.
- Davis, W. S.** (2019, May). Examining the role of need fulfillment in influencing university language students' decisions to continue language study. Poster presented at the Self-Determination Theory 7<sup>th</sup> triannual conference. Egmond aan Zee, Netherlands.

- Davis, W. S.** (2018, November). Intrinsically motivating instructional factors at the high school level. Presented at the American Council on the Teaching of Foreign Languages annual conference. New Orleans, LA.
- Davis, W. S.** (2018, October). The Arkansas seal of biliteracy: What you need to know. Presented at the Arkansas Foreign Language Teachers Association annual conference. Hot Springs, AR.
- Bengtson, E., Albiladi, W., **Davis, W. S.**, & Lasater, K. (2018, April). Data use among principals and teachers: Divergent paths or common ground? Presented at the American Educational Research Association annual conference. New York, NY.
- Davis, W. S.** (2018, March). Proficiency through motivation: A practical guide to self-determination theory. Presented at the Central States Conference on the Teaching of Foreign Languages annual conference. Milwaukee, WI.
- Davis, W. S.** (2017, November). Building novices' self-efficacy through immersive field trip experiences. Presented at the American Council on the Teaching of Foreign Languages annual conference. Nashville, TN.
- Bowles, F. A., **Davis, W. S.**, & Zhang, Q. (2017, November). Three modes; Three activities; Three languages: HLTPs from three educators for the 2017 ACTFL convention. Presented at the American Council on the Teaching of Foreign Languages annual conference. Nashville, TN.
- Howlett, K. M. & **Davis, W. S.** (2017, October). The voices and experiences of biliterate youth in Northwest Arkansas. Presented at the Southeast TESOL annual conference. Birmingham, AL.
- Howlett, K. & **Davis, W. S.** (2016, October). The seal of biliteracy: National initiatives and Arkansas state status. Presented at the Arkansas TESOL annual conference. Rogers, AR.
- Cochran, C. & **Davis, W. S.** (2016, October). United we speak: World language advocacy in Arkansas. Presented at the Arkansas Foreign Language Teachers Association annual conference. Hot Springs, AR.
- Davis, W. S.** (2016, February). Making assessments meaningful, memorable, fun, and valid. Presented at the Southern Conference on Language Teaching annual conference. Charlotte, NC.
- Davis, W. S.** (2015, October). Immersive field trips: Why and how. Presented at the Arkansas Foreign Language Teachers Association annual conference. Hot Springs, AR.
- Lusk, J. & **Davis, W. S.** (2014, October). A text ... by any other name. Presented at the Arkansas Foreign Language Teachers Association annual conference. Hot Springs, AR.
- Davis, W. S.** (2014, October). Was ich beim SCOLT gelernt habe. Presented at the Arkansas Foreign Language Teachers Association annual conference German immersion session. Hot Springs, AR.

### **Professional Development Workshops**

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- Davis, W. S.** (2023, August). Getting involved in OFLTA. Presented for the New Instructor Orientation in the OU Department of Modern Languages, Literatures, and Linguistics.
- Davis, W. S.**, Koenka, A., Sperling, J., & Velasco, R. (2022, September). "Ask me anything" (AMA) faculty panel. Panel presented for the JRCoE CEDAR "Academic Job Search" series.

- Davis, W. S., & Koenka, A.** (2022, September). The academic job search: Overview & timeline. Panel presented for the JRCoE CEDAR “Academic Job Search” series.
- Davis, W. S.** (2021, March). Six equitable practices for emergent bilingual children. Presented at the 2021 KEY Conference. Norman, OK.
- Davis, W. S.** (2017, January). United we speak. Presented at the Arkansas Foreign Language Teachers Association District III Winter conference. Farmington, AR.

## Teaching

### Higher Education

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#### *University of Oklahoma (2021 to present)*

- EDWL 4023/5023, Foundations and Theory for PreK-12 Second Language Acquisition
- EDWL 4033, Methods for Teaching World Languages in PreK-12 Settings
- EDWL 4970, Teaching English Language Learners PK-12
- ILAC 5233, Understanding Different Cultures

#### *Stephen F. Austin State University (2020 to 2021)*

- SEED 3370, Sociocultural and Historic Perspectives in American Education
- SEED 3371, Curriculum and Instructional Design
- SEED 4250/5318, Assessment for Diverse and Contemporary Classrooms
- SEED 4343, Education in a Global Society
- SEED 4360/5316, Motivating and Managing the Active Learning Environment

#### *University of Arkansas (2016 to 2020)*

- CIED 1103, Introduction to Technology in Education
- CIED 3033, Classroom Learning Theory
- EDST 3203, Multicultural Education Issues
- CIED 4403, Understanding Cultures in the Classroom
- CIED 4413, Acquiring a Second Language
- CIED 5543, Methods of Teaching Foreign Languages K-12
- CIED 528V, Teaching Experience (MAT Field Supervision)

#### *Invited Lectures (2016 to present)*

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| 2022, 2021 | Proseminar in ILAC, University of Oklahoma                         |
| 2021       | Communication & Language (CoLa), Bishop Grosseteste University, UK |
| 2020       | Methods of Teaching Foreign Language K-12, University of Arkansas  |
| 2017, 2019 | Multicultural Issues in Education, University of Arkansas          |
| 2018, 2019 | Classroom Learning Theory, University of Arkansas                  |
| 2019       | Acquiring a Second Language, University of Arkansas                |
| 2018       | Idea to Manuscript, University of Arkansas                         |

### K-12 Education

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#### *Parkview Arts/Science Magnet High School, Little Rock, Arkansas (2012 to 2016)*

Certified Teacher, German Levels I-IV (AP Certified)

Woodland and Ramay Junior High Schools, Fayetteville, Arkansas (2012)

Student Teacher, German Levels I-II

Fayetteville High School, Fayetteville, Arkansas (2011)

Student Teacher, German Levels I-III

## Other Professional Experience

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2017-2018 Consultant for EMC Publishing, *Deutsch Aktuell* German textbook series

## Service

### Professional

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2024-present **Vice Chair**, ACTFL Research SIG

2023-present **Member**, ACTFL Nominating Committee

2023-present **Vice President / President Elect**, Oklahoma Foreign Language Teachers Association (OFLTA)

2021-present **Chair for Seal of Biliteracy**, Oklahoma Foreign Language Teachers Association

2021-present **Secretary**, Self-Determination Theory & Language Learning SIG for the International Association for the Psychology of Language Learning

2021-2023 **Vice President**, American Association of Teachers of German (AATG) Oklahoma

2021-present **Oklahoma State Liaison**, National Museum of Languages

2022-2023 **Vice President**, Oklahoma Foreign Language Teachers Association (OFLTA)

2021-2022 **Member**, Association of Teacher Educators 2023 Conference Planning Committee

2015-2020 **Member**, Arkansas Seal of Biliteracy Committee

2014-2020 **Advocacy Chair**, Arkansas Foreign Language Teachers Association (AFLTA)

2014-2016 **Program Coordinator**, German American Partnership Program (GAPP), German exchange program with Sophie-Hedwig Gymnasium, Diez, Germany

### Journal Reviewer

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*Language Teaching Research* (2023), *RELC Journal* (2023), *System* (2022, 2023), *Action in Teacher Education* (2022, 2023), *Journal for Multicultural Affairs* (2022), *TxEP* (2021), *Studies in Second Language Learning and Teaching* (2021), *Journal of Pedagogical Research* (2019, 2021)

### Conference Proposal Reviewer

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American Council on the Teaching of Foreign Languages (2019, 2021, 2022), American Educational Research Association (2021-2023), Association of Teacher Educators (2021)

### University and Departmental

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2022-present **Member**, OU JRCoE Graduate Scholarship Committee

2023	<b>Member</b> , OU ILAC ECE Search Committee
2022-2023	<b>Member</b> , OU JRCoE Inclusion and Belonging Taskforce
2021	<b>Coordinator</b> , SFA Department of Education Studies Working Groups
2020	<b>Member</b> , SFA Center for Teaching and Learning Fall 2020 Reading Circle
2020	<b>Reviewer</b> , University of Arkansas Honors College Research Competition

## **Awards and Recognitions**

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2023	Department of Instructional Leadership and Academic Curriculum Teaching Excellence Award
2022	“Best of Oklahoma” Award for session presented at 2022 Fall conference for Oklahoma Foreign Language Teachers Association (OFLTA)
2021	Stephen F. Austin State University Faculty Senate Teaching Excellence Award for Non-Tenure Track Faculty
2020	2021 Emerging Scholar for the Association of Teacher Educators (ATE)
2017, 2019	American Council on the Teaching of Foreign Language (ACTFL) Student Stipend Award Program travel grant
2017	American Association of Teachers of German (AATG) first-time ACTFL annual conference attendee travel grant
2013	Arkansas Foreign Language Teachers Association (AFLTA) study abroad professional development grant

## **Professional Affiliations**

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American Council on the Teachers of Foreign Languages (ACTFL)  
 American Educational Research Association (AERA)  
 Southwest Conference on Language Teaching (SWCOLT)  
 Oklahomans For World Language Teaching Association (OFLTA)