

On-Demand Conference Sessions

Engaging Activities for World Language Classrooms <i>H. He</i>
Let's Take a Brain Break!--Options to Restore Students' Focus in Target Language <i>X. Wei</i>
Get in the Right Frame of Mindset to Teach Grammar Inductively <i>T. Hammatt</i>
The shift from Face-to-Face to Online classes: A case for discussion boards and Insertlearning <i>C. M. Uhuegbu</i>
One-Stop Shop to Make Online Teaching & Learning Fun & Effective <i>L. Cai</i> <i>Y. Zhao</i>

Being an ally in a world language classroom <i>T. Floch</i> <i>P. Jennemann</i>
My successful technique for language acquisition using Personal Questions & Answers <i>H. Mendoza-Yamamoto</i>
Motivation and Mindset Tips from the Motivate Lab <i>K. Bush</i>
Translation as Analysis. Using Text/Image Relations in Intermediate Language <i>J. Jost-Fritz</i> <i>R. Negrisanu</i>
May I offer you some feedback?: Translating proficiency into scores <i>A. Nixon</i> <i>K. Scheetz</i>

Literature for Heritage Speaker Class <i>J. Navarrete</i>
Teach Smarter, Not Harder! <i>R. Acuff</i>
Bridging the Gap: Linking Language Communities Using EdPuzzle and Padlet <i>N. Dieu Porter</i> <i>D. Dorvil</i> <i>B. Goveia</i> <i>A. Hill</i> <i>P. Murphy</i> <i>C. M. Uhuegbu</i> <i>B. White</i>
Goal Setting and Self-Evaluation in the World Language Classroom <i>S. Cochran</i>
Students Need Career Language Skills <i>L. Valdez-Jimenez</i>

Live Roundtable to follow Keynote Address:

Be a Pied Piper for Your Language Program: Advocacy Strategies and Resources <i>G. Cruz</i> <i>P. Davis-Wiley</i> <i>A. Graves</i> <i>D. Hulsether</i> <i>N. Jaekel</i>
--