
ISSUE 1
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Brought to you by Maris Hawkins &
Stacey Margarita Johnson



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WTL PODCAST EPISODE TO COME OUT...



Preview of the next episode

EPISODE 42: CHOOSING CRITICAL CULTURAL CONTENT OVER GRAMMAR WITH DANIEL WOOLSEY

In the month of March, we will be focusing on social justice and critical perspectives on language teaching to celebrate the March release of a special issue of Dimension, SCOLT's peer reviewed journal. In this first of five episodes, Daniel Woolsey gets us started by showing that we can let go of grammar and embrace critical cultural content as the core of our classes.

In episode 42, Stacey will interview Daniel Woolsey, an associate professor of Spanish at a liberal arts college in Michigan who teaches courses including fourth-semester Spanish and Hispanic linguistics. Daniel explains that language teachers can focus on critical cultural content, let go of explicit grammar instruction, and trust the acquisition process to take place.

I have students who are
doing social work. Do they
need to be able to explain the
uses of the subjunctive
to their clients?
No, of course not!

- Dr. Daniel Woolsey



EP 41: VOCAB LISTS WITH KARA PARKER AND AC QUINTERO

How do you use vocabulary lists? With many of us choosing to rely less on the textbook, are vocabulary lists still necessary? This week, Stacey shared some ways she's experimenting with vocab lists, and then asked two experienced teachers about their practices.

How about you? Do you prefer a teacher-generated list or a student-generated list? What sorts of words should go on a vocab list? How will students and teachers interact with the list during the unit? Check out the episode to hear Kara and AC's preferences, then let us know what you prefer!

We'd love to hear from you about about how you use vocab lists! Leave a voicemail at (629) 888-3398 or a comment on the episode at <http://weteachlang.com/2018/02/23/ep-41-with-kara-parker-alicia-quintero>



Reactions to Episode 41:



Kara Kane Jacobs I really appreciated this episode! The idea of "intentional" and "incidental" was really helpful. One thing about "lists" with teaching towards proficiency and/or CI is that instead of infinitives, I often give "lists" with conjugated verbs and/or chunks for instance - quería = /he/she wanted; quería que fueran = /he/she wanted them to go; yo les diría = I would say to him/her. Here are a couple of examples: <https://quizlet.com/.../el-dia-perfecto-de-carlos-vives.../> and <https://quizlet.com/.../vocabulario-para-una-agente-de.../>



"El Día Perfecto de Carlos Vives" - Pescaíto - Vocabulario Importante

QUIZLET.COM



Marc @11thhourspecial · Feb 23

Replying to @muranava @weteachlang

I only recently subscribed. What a good podcast!



Nelly @profnoury · Feb 24

Replying to @weteachlang @SenoraRousos and 2 others

The resources are outstanding and I love the 3 parts langchat featured in @alenord blog

Updates from Past Guests & Contributors



Dorie Conlon Perugini (episode 8) was featured in her local paper advocating for language instruction!



Lisa Shepard (episode 14) wrote a blog post where she explained how her students are tracking their proficiency to make their learning visible.