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ISSUE 2  
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Brought to you by Maris Hawkins  
and Stacey Margarita Johnson

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# MIDWEEK NEWS AND UPDATES

WHILE YOU'RE WAITING FOR THE NEXT  
WTL PODCAST EPISODE TO COME OUT...

A graphic featuring the text "We Teach Languages" in a large, white, sans-serif font. The text is centered and overlaid on a background of a grid of diverse human faces, rendered in a muted, brownish-grey color. The faces are arranged in a pattern that suggests a global or multicultural theme.

## Preview of the next episode

EPISODE 43: COMMON MISCONCEPTIONS IN ENGLISH  
LANGUAGE TEACHING WITH RYUKO KUBOTA

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 episode, Stacey asks Ryuko Kubota, a professor of language and literacy education at the University of British Columbia in Vancouver, Canada, about a recent publication in which she critically evaluates ten common beliefs about English language teaching (ELT). Ryuko talks about how several of these misconceptions about native speakers, whiteness, and legitimate forms of language contribute to the general public's understanding of who is a good language teacher. Although this interview centers on ELT, teachers of all languages will find points of relevance to their own work.

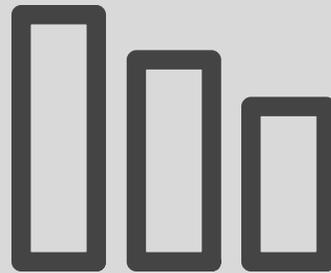
As a teacher, I would try to  
integrate teaching materials that  
represent linguistic varieties and  
the diversity of the speakers as  
much as possible.

- Dr. Ryuko Kubota



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

Do your colleagues or administrators worry that SLA-focused instruction is not as rigorous or that students aren't learning enough grammar to move on to higher levels? In this episode, we heard from Daniel Woolsey about some of the data he has collected to prove that students in his classes are actually learning as much grammar as students in grammar-driven classes. Daniel explained that language teachers can focus on critical cultural content, let go of explicit grammar instruction, and trust the acquisition process to take place. We'd love to hear from you about how you are moving away from a "grammar as content" model and moving toward culture, global citizenship, or other critical issues! Leave a voicemail at (629) 888-3398 or a comment on the episode at <http://weteachlang.com/2018/03/02/ep-42-with-daniel-woolsey>



Do you have *more* questions about VOCAB LISTS after episode 41?

We caught up with Kara Parker to ask her a follow-up question submitted by Deb from Ohio. Listen to this bonus website-only episode at <http://weteachlang.com/2018/03/05/ep-41-bonus-content>

Reactions to Episode 42:

**Melanie Thomas** @senoraMThomas  
 This may be my fave episode. If you trust SLA you are free to teach content that is interesting & applicable to the various fields Ss will enter in their future. May result in retention in our courses! Give them a reason to learn & use language. #langchat Thanks Stacey & Daniel

**Tim Eagan** @tjeag  
 The notion of trusting the SLA process and focusing on critical content is so very important. When I do PD, I often see good teachers who've written good thematic curriculum on critical content, but they're not quite able to trust the SLA process.

**Rebecca Blouwoff** @MmeBlouwoff  
 And I didn't even mention all the great thoughts @danielwoolsey shares about rigor, and how he breaks down the false notion that only grammar-based teaching can be rigorous. Comes down to TIME ON TASK, people.

Updates from Past Guests & Contributors



Paul Sandrock (@psandrock) of episode 23 shared pictures with the #leadwithlanguages ACTFL campaign. This campaign can be found on their website or at the hashtag on social media.



Justin Slocum Bailey (episode 26) blogged in February about three new quirky scripts, a no-prep activity for all levels. Check out his blog [Indwelling Language](#) by clicking here.