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This newsletter is brought to you by  
Maris Hawkins and Stacey  
Margarita Johnson

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IN THIS ISSUE:

## Page 1

PREVIEW EPISODE 76  
WITH BEN JENS,  
COLLEEN LUCEY, AND  
BEN RIFKIN

## Page 2

RESPONSE TO EPISODE  
75 BY ARIANNE DOWD

RESOURCE CORNER

## Page 3

REACTIONS TO PAST  
EPISODES

UPDATES FROM PAST  
GUESTS &  
CONTRIBUTORS

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# MIDWEEK NEWS AND UPDATES

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



## Preview of the Next Episode

EPISODE 76: ORAL HISTORY PROJECTS FOR LANGUAGE  
STUDENTS WITH BEN JENS, COLLEEN LUCEY,  
AND BEN RIFKIN.

On Friday, we have another wonderful submitted episode! John Mullen interviews three Russian professors about how to use oral history as a pedagogical tool in the language classroom. If you have ever considered asking students to conduct interviews with native speakers as part of your curriculum, I think this episode will answer a lot of questions for you. The faculty members interviewed describe not only what oral history is and why we should do it, but also get into the nitty gritty details of logistics, of language use, and of preparing students for the experience.

If listening to this episode inspires you to interview a talented teacher you know and submit your interview to the podcast, you can reach out to Stacey at [weteachlang.com/contact](http://weteachlang.com/contact).

Instructors can facilitate oral history projects by finding appropriate participants — native speakers — and preparing students to conduct the interviews. Ways to prepare students can include giving them the context for the interviews, allowing them to generate questions, allowing them ample opportunities to practice.

-Dr. Colleen Lucey



## RESPONSE TO EPISODE 75: COMPREHENSIFYING AND EXTENDING AUTHENTIC RESOURCES WITH KARA JACOBS

Today's response is written by Arianne Dowd (@dowd124 on Twitter). Arianne teaches Spanish in New Jersey and blogs at Discovering CI. She has collaborated with Kara on many units.

Kara Jacob's interview with Maris Hawkins is the perfect interview to listen to if you are a.) nervous about straying from your textbook, or b.) beginning your journey using authentic resources (#authres). During the interview Kara shared a multitude of resources and suggestions for teachers from levels 1-AP. One of the many treasures you can find on her blog are her music video units. Kara shared her success with music videos and film as she "extends and comprehensifies" these #authres through storytelling. This reminded me of what Martina Bex expressed at #NTPRS18, the invaluable power of stories. She said, "When you hear facts and figures, two parts of your brain activate. When you hear a story, seven parts of your brain are activated. We are wired for stories. They bring our brains to life. The more compelling the story is, the more our brains are activated." So why not use stories in our classes that are full of cultural and linguistic diversity?!

Kara's blog [www.ceauthres.com](http://www.ceauthres.com) has a wealth of storytelling units to help your students on their path to proficiency in your classroom. I love how she mentioned that using #authres is a great way to differentiate for your students! For example, if you create a comprehensible version of the narration in a commercial or a short film, some students will be able to understand the entire video while others will only comprehend the chunks you targeted within your comprehensible text. However everyone will walk away with language that is meaningful for them on their path to proficiency. I have even noticed this to occur with non #authres such as [www.senorwooly.com](http://www.senorwooly.com). Students will connect to chunks of language that carry meaning to their personal lives in order to create with language. [Senorwooly.com](http://www.senorwooly.com) is another resource Kara uses and she recommends it as a great way to transition from the textbook in order to begin using compelling comprehensible input with your students that will focus on what they CAN DO!

During my own personal journal moving away from the textbook, the comprehension-based readers of Fluency Matters gave me the support and confidence I needed for the daunting task. Kara said that novels are one of the many ways she provides comprehensible stories to her class. She also uses units from all of the Carrie Toth, Martina Bex and Kristy Placido that are full of comprehensible and compelling content.

You can find links to all the resources Kara mentioned in the episode show notes. We would love to hear your reactions to this episode in the comments section! Find show notes and comments on our website [weteachlang.com](http://weteachlang.com)!

### Resource Corner

- Kara wrote a summary of resources to use on her most recent blog post.
- Kara has also shared her curriculum for her culture and civilization course mentioned on the podcast.
- In addition, you can find her outline for what she teaches in level 1.
- She also posted her curriculum for levels 2 and 3.
- Her blog also includes many technology ideas. You can see how she uses Flipgrid in this post.



## Reactions to past episodes:

Carol R. Brooks  
OCTOBER 21, 2018 AT 5:59 PM

Loved this episode! I've slowly been transitioning from traditional textbooks to CI and Kara's materials and blog have been a big help. I also follow Maris. You both make teaching so much more fun! Thank you.

 **Janina Hanson**  
@janina\_hanson

Following

As usual another great episode of [@weteachlang](#)! 🎉 [@karacjacobs](#) you are truly an inspiration to us all! 🙌 [@langchat](#) [@FLES](#) [#ELE](#) [#spanishteachers](#) [#spanishclass](#) [#comprehensibleinput](#) [#CI](#)

 **Thomas Sauer**  
@tmsaue1

Following

"If students need an easy answer, grammar is the safest place to look for one."  
[@staceymargarita](#) on episode 74 of [@weteachlang](#). [#langchat](#)

 **Ana Calabrese**  
@momhablaespanol

Following

Replying to [@weteachlang](#) [@karacjacobs](#)

Yes! The best way to start is with songs, at any level with any age group. My songs are my teaching tool. I use them in different ways depending on the age group.

 **Nelly**  
@profmourey

Following

[@karacjacobs](#) and [@Marishawkins](#) are 2 amazing educators who bring a wealth of resources for WL teachers!

 **Kevin A. LaMastra**  
@CI\_LanguageLab

Following

If you are an L2 teacher who is serious about using music & authentic media to build proficiency, don't miss this outstanding podcast featuring [@karacjacobs](#) on [@weteachlang](#) - comprehensify authentic resources

 **Madame Carbonneau**  
@MmeCarbonneau

Following

Replying to [@Marishawkins](#) [@karacjacobs](#)

[@weteachlang](#) Great interview. I still think thematic units can be made comprehensible too.

 **Madame Dawn Michael**  
@madamednmichael

Following

Love this quote...and I'm living this quote.

 **Cristina Zimmerman**  
@CristinaZimmer4

Following

Replying to [@karacjacobs](#) [@weteachlang](#)

Nice work!!!

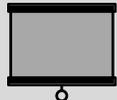
 **Bullis School**  
@BullisSchool

Following

[@BullisSchool](#) is so proud of [@MarisHawkins](#), her most recent podcast, and all her excellent work with [@weteachlang](#). It's second only to her work in the Spanish classroom. [#BullisTeachingAndLearning](#) [#BullisSchool](#)

## Updates from Past Contributors

Many of our past contributors have been presenting this fall!



- Paul Sandrock (episode 23) lead a workshop at WAFLT on can-do statements.
- Kara Parker (episode 41) was the keynote speaker at FLANC discussing how to connect with professional friends.
- At MaFLA, Kara Jacobs (episode 75), Tim Eagan (episode 47), Manuela Wagner (episode 27), Carolyn Siegel and Rachel Frenkil (episode 72). Laura Terrill (episode 37), Pat DiPillo (episode 64) and Ying Jin (episode 70) will all have workshops or sessions!