
ISSUE 32
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This newsletter is brought to you by
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WTL PODCAST EPISODE TO COME OUT...



Preview of the Next Episode

EPISODE 77: GETTING THE MOST OUT OF
YOUR CONFERENCE

It's fall conference season, and everywhere I look, my language teaching colleagues are talking about their exciting state-level conferences or looking forward to our annual November reunion with the American Council on the Teaching of Foreign Languages (ACTFL). This year ACTFL's convention is taking place in New Orleans, a city I can't wait to visit with several thousand of my closest friends!

In this episode, we will discuss practical advice from the We Teach Languages team for getting the most out of your conference experience, and we'll look back at some recent episodes. Whether you are a first-timer, an old pro, or somewhere in between on the conference circuit, we hope you'll tune in this Friday and add your own advice in the comments on our website or on social media.

CAROLYN SIEGEL

MARIS HAWKINS

STACEY M. JOHNSON



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

Today's response is by Dr. Shannon Spasova, Assistant Professor of Russian and Educational Technology Specialist at Michigan State University.

Oral history projects are fantastic because they bring together so many things that we want for our students. Students use their language skills for a real-life interaction, contribute to an archive of historical materials, and perhaps most importantly, make connections to people in their communities. In the projects described in this podcast, the native-speaker participants in turn connected students both to Russian culture and to another period in our world's history. These kinds of experiences bring the language and culture alive for students in a way that is unique. Participating in an oral history project certainly means that students make a big step towards proficiency, but also towards intercultural competence and empathy.

As always, share your reactions to this episode with us on Facebook, Twitter, or in the comments section on our website weteachlang.com!



Reactions to this episode:

Michela Pezzi @PezziMichela Follow

Lots of great ideas in this podcast. Using movies and songs as authentic resources instead of units based on textbook chapters. Rubrics based on proficiency levels rather than marks... Why not? As a student, I would love to be in a class like that.

Ben Rifkin @benrifkin Follow

I am proud to share the news that the podcast We Teach Languages @weteachlang has posted my and my co-authors' (Ben Jens and Colleen Lucy of @UofA) podcast on Oral #History in the Foreign #Languages Curriculum. @ACTF @LeadWLanguages. Pls check it out at

CERCLL - Center for Educational Resources in Culture, Language and Literacy shared a post. October 26 at 10:32 PM

Two UA faculty members (Department of Russian and Slavic Studies) are guest speakers of the podcast We Teach Languages.

University of Michigan Slavic Languages & Literatures shared a post. October 26 at 11:43 AM

Slavic alumnus Ben Rifkin (Ph.D. 1990) is featured in this podcast with University of Arizona Russian faculty Colleen Lucey and Ben Jens!

Resource Corner

- The Teaching Tolerance website has more information on how to implement an oral history project.
- In this article, Clara Burgo explains how she uses oral history projects for Spanish heritage language learners.

Updates from Past Contributors



Lead with Languages blog (Erin Whelchel episode 68) featured a post on how students can combine both STEM and language interests in the International Engineering Program.



Kaishan Kong (episode 6) wrote a chapter titled "Learning Chinese: Connections and Comparisons in Study Abroad." The book is "Study Abroad Contexts for Enhanced Foreign Language Learning." In her chapter, she discusses student perceptions and narratives.