
ISSUE 51
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This newsletter is brought to you by
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WHILE YOU'RE WAITING FOR THE NEXT
WTL PODCAST EPISODE TO COME OUT...



Preview of the Next Episode

EPISODE 98: OPI, THE PROFICIENCY LEVELS, AND
EXPECTATIONS FOR STUDENT PERFORMANCE
WITH ELLEN TOUBMAN AND RYAN ROCKAITIS

Do you know what an OPI is? Can you distinguish between novice, intermediate, and advanced language performance? Do you know the proficiency levels well enough to give your students specific feedback about how they can advance to the next level?

Check out this Friday's episode to hear from Ellen Toubman and Ryan Rockaitis about what the OPI is and how OPI training can help you improve your language teaching practice.

Intermediate speakers need to be able to ask questions as well as answer them.

When I learned that at my OPI workshop years ago, one of the first changes I made in my classroom was making sure that I'm having the students ask more questions and giving them space to create the questions that they want to have answered.




-Ryan Rockaitis

RECAP OF EPISODE 97: INDEPENDENCE, CHOICE, PEACE, AND MONTESSORI WITH VALERIE SHULL


In this episode, Valerie discussed, among other things, how her students engage with FVR or Free Voluntary Reading. FVR give students choice, develops proficiency, and provides natural differentiation. We would love to hear how you promote L2 reading in your classroom! Reach out to share your ideas on Facebook or Twitter @weteachlang or via our website.

 Reactions to past episodes:


 **A. C. Quintero**
@klasekastellano Following

Replying to @weteachlang

@windycitysenora I connected with everything you said. I come from an IB background and I always turn it back on the students. They need to see themselves & others as viable resources. This was a great interview!

 **Melanie Thomas**
@senoraMThomas Following


I love this... Concrete language (whole language, communication, CI) BEFORE abstract (rules of grammar) is such a great way to think about a framework for teaching languages

 **MFLA**
@MFLAMD Following

Give this a listen- then this weekend at our conference #mflaspring19 check out the sessions we have on digital games! Awesome language learning opportunities!

Resource Corner

- Valerie shared a follow-up post to demonstrate how she allows for choice and independence.
- In another post, she gives examples of books from her FVR library.
- This post explains how the TALK rubric builds rapport with her students in grades 6-8.

 **Thomas Sauer**
@tmsaue1 Following

Just listened to @weteachlang with @windycitysenora on my morning commute and realized why I love the transcripts from @PEARLL_NFLC so much: so many thruthbombs and things I know I missed that a second "listen" via text will be helpful. [weteachlang.com/2019/03/29/ep- ...](http://weteachlang.com/2019/03/29/ep-...) #langhchat

 **French at Vanderbilt**
@FrenchatVandy Follow

Check out French graduate student @MeghanKMcGinley's interview with Professor Jonathon Reinhardt from the University of Arizona about game and play in the L2 classroom for the We Teach Languages Podcast. A great listen! @weteachlang @VanderbiltU

Updates from Past Contributors



José Luis de Ramón Ruiz (episode 30) recently wrote a blog post about how to teach in the L2 for the novice level. The post is geared for graduate teaching associates, but all teachers can benefit from these ideas.



Diane Neubauer (episode 91) recently published an article in the Foreign Language Annals with Reuben Vyn and Pamela Wesely. The study explained the effects of students' proficiency based on the teacher's target language use and teaching of explicit grammar.