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ISSUE 55  
MAY 1, 2019

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

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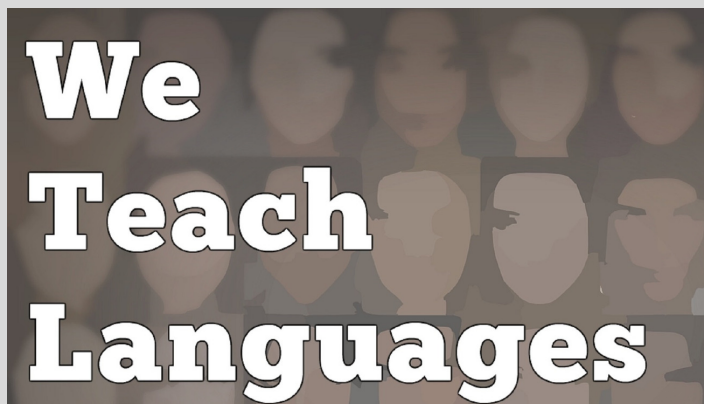
LISTENERS FAVORITE  
EPISODES

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# MIDWEEK NEWS

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



## Preview of the Next Episode

EPISODE 102: THE COMPLEXITY OF LANGUAGE, ACQUISITION,  
TEACHING, AND TEXTBOOKS WITH MICHAEL LEESER

Do you love thinking and talking about language, acquisition,  
input, output, textbooks, and all things language teaching?

Well, this interview is for you!

Dr. Michael Leeser is Associate Professor of Spanish and  
Director of the Spanish Language Program at Florida State  
University where he teaches and researches second language  
acquisition. He is also co-author of the textbooks [Sol y viento](#)  
and [Asi lo veo](#). Stacey sat down with Michael recently to talk  
about his approach to language teaching and textbook  
development. We can't wait to hear your reactions and  
responses to this thought-provoking interview!

[Students] are writing about  
content, so that Spanish, or any  
language, is not just to talk about  
themselves and their own  
interests, but they're engaged in  
critical thinking.

-Dr. Michael Leeser





# Giveaway responses:

As part of our 100th episode giveaway, people commented on their favorite episode with some of their takeaways. We have highlighted a few below:

Mara

APRIL 23, 2019 AT 6:07 PM

This episode leaves WL teachers with such encouragement... in moving forward with teaching with proficiency... One of many takeaways is to respect/lift up one another, our colleagues, wherever they are in their journey... ultimately we all aim to do the best we can for Ss... thank you to the dynamic duo of Kara & Megan who exude such wisdom, support & generosity & to Rebecca, who always keeps it real while continuing to inspire. Another great episode! Thank you!

Marta Silva Serrano

APRIL 22, 2019 AT 10:07 PM

Although ACTFL standards are great targets for proficiency, I would like to have a conversation with experienced OPI graders on the issue of heritage language speakers taking this speaking test. Sometimes, my HL students have commented with me that, for example, their AP teachers have recommended them to "sound less fluent" and use "proper Spanish" to score higher. I wonder if this is a myth or a reality. If so, it would be a sad example of linguistic discrimination. Currently, my HL students are taking the STAMP speaking assessment to acquire their Seal of Biliteracy, which I would also be interested in researching grading practices. Thanks for an excellent discussion.

Karen Graf

APRIL 24, 2019 AT 3:47 PM

This is one of my favorite episodes and I keep coming back to it as a great demonstration of the power of collaboration on many levels- within a department; school district; K-16 partnerships, etc. The big takeaway for curriculum development is to collaborate across languages instead of replicating the work at each level, language, school, etc. We have so much to gain by working together and bringing in all perspectives, from different languages, levels, and school contexts.

Chiedozie Michael Uhuegbu

APRIL 22, 2019 AT 3:13 PM

I have seen Meghan do a presentation on game and it is interesting how she connect SLA and digital games in this episode. Worth listening to

Ruth Gaer

APRIL 24, 2019 AT 1:47 AM

Oh my, this episode definitely resonated with me. I can honestly say that my career has come to a full circle. I began teaching 22 years ago in a bilingual kindergarten class. After 5 years, I got a job teaching Spanish at the junior high level. I taught with the grammar/translation approach for around 12 years. During that time I dabbled with choice boards, the flipped classroom, and very textbook driven. I was not happy with my results and my dwindling numbers. Around 5-6 years ago, I discovered Martina Bex's blog and something clicked in my head...I needed to change my approach. As I began making my transition to comprehensible input soon after. As Stefanie said, baby steps were required. After trying CI for a couple of months, I came to the realization that I was teaching the way I taught kindergarten and I kicked myself for not listening to the nagging voice in my head that was so unhappy with the other approach. The CI transition wasn't easy but I'm much happier now and I'm also happy with my students' output. My students' favorite activities are MovieTalk, a game called running dictation, readers theatre, and story asking.

momdam

APRIL 22, 2019 AT 10:37 PM

What a treat to listen to a mashup of two of my favorite podcasts! The Cult of Pedagogy has made a much more thoughtful and (I hope) effective world language instructor. I've made retrieval practice a regular part of my classes. The episode about Grecian Urns brought back memories of overly difficult projects that looked great, but delivered minimal long-term learning. Like many language instructors, I'm implementing proficiency-based instruction and performance-based assessment. I'm mulling over the statement, "We're giving students summative grades on formative assessment." Yes, yes, yes!

rblouwoff

APRIL 23, 2019 AT 1:44 PM

This episode got me excited for a number of reasons: it's local to my context (Boston!), it's about a community who's rarely mentioned in language-learning Twitter talk (Jewish day schools), and it's about students making authentic connections between L2 text and their personal family histories. Yasher koach, Carolyn & Rachel!

## Updates from Past Contributors



Many guests are participating in the International Language Teacher Education Conference. Heather Willis Allen (episode 55), Kaishan Kong (episode 6), Kate Paesani (episode 49), Florencia Henshaw (episode 57) and Manuela Wagner (episode 27) are among the many presenters for this conference at the University of Minnesota. The conference will be held May 30th-June 1st and the theme is Society, Identity and Transformation in Language Teacher Education.

Look Back

Catch Up