

---

ISSUE 59  
MAY 29, 2019

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

---



---

IN THIS ISSUE:

## Page 1

PREVIEW  
EPISODE 106 WITH  
VIRGINIA SCOTT

## Page 2

RESPONSE  
TO EPISODE 104 & 105

UPDATES  
FROM CONTRIBUTORS

---

# MIDWEEK NEWS

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



## Preview of the Next Episode

EPISODE 106: PRIORITIZING TEXTS WITH VIRGINIA SCOTT

This week's episode features an interview by Anne-Sophie Dubosson with a guest you might have already met if you have watched the Annenberg video series on Teaching Foreign Languages K-12 Workshops. Professor Virginia Scott is an applied linguist whose work focuses on the importance of texts in language learning. If you incorporate authentic resources and texts of different types in the interpretive mode in class, consider preparing for this week's episode by checking out the video entitled "Meaningful Interpretation" which I have linked in the screenshot below.

In addition to learning from Professor Scott, we will also hear from past guests Ryan Rockaitis and Michael Leeser about how they approach teaching texts. After you listen, we would love to hear from you about your ideas and best practices for work in the interpretive mode of communication!



## RESPONSE TO EPISODE 105: A CONVERSATION ABOUT ESL AND ASL WITH 2018 NATIONAL TEACHER OF YEAR MANDY MANNING AND NATIONAL TEACHER OF THE YEAR FINALIST AMY ANDERSEN, PART II

This response is from Dr. William Rivers, Executive Director of the JNCL-NCLIS, an organization that advocates with the United States Congress and Executive Branch for all programs that support foreign language and international education.

Mandy Manning and Amy Anderson take the personal and make it professional, and the professional and make it personal. That's one way of looking at the stories they tell in this episode of the podcast. It's clear that their compassion and commitment drive their actions in supporting the Deaf students in their classrooms. It sounds straightforward – take action locally, in our classrooms and homes, and that builds into change at the larger scale, but in listening to Stacey's interview of these amazing educators, you will hear deep expertise in language pedagogy, a thorough understanding of how their local schools work – that is, whom to talk to about what, who can get something done (school nurses!), who has resources. You'll also hear about how they work in partnerships and coalitions, from the school level on up to the national level, and it's clear that Amy and Mandy stay on top of their profession and keep themselves informed and educated. Finally, let's all remember that American Sign Language is a language, and it fully deserves status in all of our efforts – the Seals of Biliteracy, HS and college credit, and so on.

So, how do we become formidable advocates like Amy and Mandy? There are at least three lessons that come out of this podcast. First, bring passion and commitment to what you do! When we strive for excellence in our teaching, our students, parents, administrators, and community leaders see it. And maybe emulate it! Second, we must be compassionate advocates for our students, with empathy and an intentional effort to understand their perspectives and histories. Finally, whatever the issue, take action! Mandy and Amy identified challenges to their students and their communities, worked on responses, and took action. That's easier said than done, but rest assured that there are other folks and organizations out there willing to help, advise, or lend an ear.

## Updates from Contributors



Stacey Margarita Johnson is editing a new book with LJ Randolph (episode 82) and Kelly Davidson. They are looking for proposals from prospective authors on social justice in the K-16 classroom. You can submit your ideas by June 30.



Lead with Languages (episode 68) recently published a report detailing the importance of language skills for in the US workplace. Some of the key findings include that 9 out of 10 workplaces rely on employees who can speak another language but in 1 out of 3 businesses there is a skills gap.