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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 113: MIND AND BODY WITH JUSTIN SLOCUM BAILEY

This week's episode features the indomitable Justin Slocum Bailey for his second appearance on the podcast. Justin is interviewed by the equally charming Janina Hanson. Janina is a Spanish teacher and podcast volunteer and recently was in one of Justin's workshops on the topic of mind, body, and voice techniques in the language classroom. Janina decided to record a conversation between her and Justin for the podcast, and we think you'll be glad she did.



RECAP OF EPISODE 112: TEACHING LISTENING WITH GIANFRANCO CONTI

What is your reaction to episode 112 with Gianfranco Conti? Dr. Conti walked listeners through why anxiety and failure inhibit language learning and described research showing how listening and speaking activate the same neuronal circuits as speaking. We've loved hearing from listeners this week on social media, and look forward to hearing from YOU about your ideas on teaching listening.

 **Miss Ventura**
@miss_ventura3

Just listened to this @gianfrancocont9's podcast. Currently planning the KS3 Spanish curriculum. Absolute gold dust! Love the the explanation on the link between listening and speaking! Makes sense. Excited to pick "Breaking the Sound Barrier" from amazon locker today 🤓

 **Sara-E. Cottrell**
@SECottrell

@staceymargarita @weteachlang @gianfrancocont9 the @actfl Can Do statements do show the progression from random details to main idea. "Identify the topic" (e.g. this is something about food) comes in at Novice High. "Understand the main idea" not til Intermediate Mid (3rd+ year)



REACTIONS TO PAST EPISODES:

 **Madame Dawn Michael**
@madamednmichael

1st reaction: 🤔 2nd: We NEED more linguistics study in world language prep and PD in the US. Have only listened to this part once, already reflecting on blowing up my listening comprehension instruction and rebuilding/rearranging. #langchat

 **Magistra G**
@Magistrending

Replying to @Magistrending @elearningcoach and 2 others
Conti's comments about 98% comprehensible input parallel Sweller's comments about working memory's limits to 2-4 items when the items need to interact with each other--we really can't handle as many new things as older education/training design practices often expect

 **Jeroen Van Haute**
@jvhaute

Voor je luisteroefeningen in elkaar begint te knutselen (of stomweg overneemt uit het boek) is het niet slecht, dit te beluisteren. #onderwijs #esl #vreemdetalenonderwijs

 **Allison Lewis**
@AllisonL310

"When we process listening, we activate exactly the same neuronal circuits used in speech...except for the motor skills." (which explains why listening leads to the ability to speak).
Good episode!

Updates from Contributors



Lance Piantaggini (episode 108) wrote an article for the Journal of Classics Teaching. In his article, he discusses input-based activities for the Latin classroom. He aims to help teachers who are making the transition to using more comprehensible input in class.



Amanda Seewald (episode 24) helped to introduce a bill in the Senate called the World Language Advancement and Readiness Act. The bill focuses on the cognitive benefits and importance of acquiring a second language. You can check a variety of websites to follow its progress.