
ISSUE 75
NOVEMBER 6, 2019

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 123: STEADY, COLLABORATIVE CHANGE AT AN
INDEPENDENT SCHOOL WITH SARAH AGUILAR-FRANCIS

Are you feeling impatient about the pace of change in your department? If so, this episode may give you a dose of hope for your program. Sometimes change happens in big dramatic shifts, but, more often, change is a slow, steady process of consensus building and experiments.

Sarah Aguilar-Francis is the Foreign Language Department Chair at William Penn Charter School, a college preparatory Quaker school in Philadelphia. In Friday's episode, Sarah tells WTL listeners about how the last 8 years have moved her department towards a proficiency model and what kinds of changes have been required.

We didn't change overnight, and we're still in the process of changing. Starting with one unit in one level was a big task. It was a year or two before we started... adding in different units in different levels and slowly getting other people on board until we'd built the department that we have now.

-Sarah Aguilar-Francis



RECAP OF EPISODE 122: COLLABORATING TO BUILD A CONTENT-BASED LANGUAGE PROGRAM WITH GWEN BARNES-KAROL AND MAGGIE BRONER, PART I

This response is from Dr. Virginia Scott, whose work was mentioned in episodes 121 and 122. You can learn more in WTL episode 106 in which she is interviewed about prioritizing and interpreting texts.

Broner and Barnes-Karol are clearly leading the way in world language learning and teaching! This 2-part interview outlines the ways they have put theory into action by privileging content at all levels of language study. They are fostering the development of globally engaged citizens who can grapple with authentic materials in the target language even when they may not have all the requisite linguistic skills. Above all, they show how students can be empowered when they understand what it means to be multi-competent L2 users. Thank you Maggie and Gwen for reminding us that our students do not need to master complex grammatical structures to engage in evidence-based critical reflection. And, thanks for the shout-out for Double Talk!



Dr. Gwen Barnes-Karol



Dr. Maggie Broner



REACTIONS TO PAST EPISODES:



Diane Neubauer 杜雁子 @DuYanzi

I just listened to @weteachlang episode 113 yesterday & enjoyed it. I'll check out this blog post! weteachlang.com/2019/08/23/113...



Karissa Huffman @srahuffman

Have never made it around to using content in hs the way we did in earlylang internship. This has inspired me to take a fresh look at that again, esp with my intermediates...



ProfeSteinb @ProfeSteinb

Learning more everyday about how to best reach students that take a language to check a box. HS students don't often have a passion for a second language, and a grammar focused approach doesn't help develop interest or passion. Content does.



Melanie Thomas @senoraMThomas

I was sad that the episode ended. Super inspiring for our classroom goals. Looking forward to part 2. And hoping for part 3 and part 4!

Updates from Contributors



Paul Sandrock (episode 23) earned the Robert J. Ludwig Distinguished Leadership Award at the recent 2019 NYSAFLT fall conference. Congratulations!



Chris Cashman (episode 84) has posted a call for contributions for One Day in HLT. Teachers can share what they are doing in their heritage language classes on November 13th to be included in a picture book series.