
ISSUE 82
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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 133: STACEY PRESENTS THE EXPERIENTIAL LEARNING CYCLE FOR TEACHING LANGUAGE

Most WTL episodes are interview-based, but every once in a while Stacey takes the mic to answer questions or share something she's working on. This week, Stacey is going to share the model she uses to structure almost all of her teaching. Tune in to learn about the experiential cycle, how it relates to other common ways of organizing language instruction, and how you might be able to put it to work right away in your own classroom.

Episode 133: Stacey Presents the Experiential Learning Cycle for Teaching Language

"In this model, we start with a concrete experience with language. This may be an interaction with the L2 community, with another speaker, with an authentic resource, or with a leveled text. The important thing is that students start with experiencing language as communication, not as a static object of study."



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RECAP OF EPISODE 132: LANGUAGE IDEOLOGIES AND TRANSLANGUAGING WITH EMMA TRENTMAN



In episode 132, Dr. Trentman touched on the concept of translanguaging and how it might change our perspective. If you were fascinated by the concept of translanguaging and want to learn more, here are a few videos to get you started:

- This video is a lecture by Ofelia Garcia, one the key researchers working on the topic of translanguaging, in which she gives an accessible introduction to the topic.
- This video is a lecture by another noted translanguaging scholar, Li Wei.
- And here is a discussion of Garcia & Wei by sociolinguist Mike Mena.



REACTIONS TO PAST EPISODES:

Anna Ogunnaike
 JANUARY 17, 2020 AT 9:25 AM

Thank you, Inga, for sharing your evolving approach to teaching languages. You comment about the equity of grading struck a chord with me. Grading practices are varied and often opaque. How does a teacher truly calculate “participation” without bias? I’ve been reading a wonderful book, *Grading for Equity: Why It Matters and How It Can Transform Schools and Classrooms* by Joe Feldman. My goal is 1) to highlight learning by aligning grades with concrete demonstrations of proficiency (I agree with your philosophy of multiple attempts and differentiated expectations for learners), and 2) to motivate my students to love language learning. Grading, as currently practiced, is more punitive than motivational.

 PremiseEd
 @PremiseEd

This! Let's decolonize language learning remove the barriers for students to access their [#fulllinguisticrepertoires](#)

 T. Austin
 @ProfeAustin

Thanks for this - using it in methods 😊
[#translanguaging](#) [#namedlanguages](#) [#englishes](#)
[#languagerepertoires](#)

 Janice McGregor
 @j_macca

Check out the super fierce [@emmatrentman](#) in this recent podcast episode!!

 Carmen
 @profecarms

Woke up with no desire to workout, but then decided it was time to catch up on [@weteachlang](#) podcasts! Listened to ep. #126 and loved it. Interesting to hear how this podcast came to be and a whole bunch of teaching ideas, including incorporating social justice in class and why.

Updates from Contributors



Louise Whyte (episode 129) shared a project that she planned with other local teachers called Espacios Increíbles. This was created with the Department of Architecture, and the post includes many details.



CARLA (episode 49) each year hosts summer institutes online and at the University of Minnesota. The current list for June-July 2020 is available on their website. On their website, they also have registration and grant information.