
ISSUE 83
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This newsletter is brought to you by
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Margarita Johnson



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



Preview of the Next Episode

EPISODE 134: ONE YEAR OF BIBLICAL HEBREW
WITH JESSE SCHEUMANN

Professor Jesse Scheumann teaches Biblical Hebrew at a small college, and by the end of the year-long Hebrew program, his students are advanced enough to read the biblical book of Jonah in the original Hebrew. His communication-first approach mixes TPR, story telling, embedded readings, and some fast-paced vocabulary learning. The result is undeniably effective. Tune in this Friday to hear more about Jesse's fascinating classroom, and pick up a few useful ideas for your own!

Episode 134: One Year of Biblical Hebrew

"Instead of a grammar-first approach, I really take a grammar-second approach. How class begins from the first day all the way until the end, the goal is to be 90% in the target language, and it begins with simple commands."

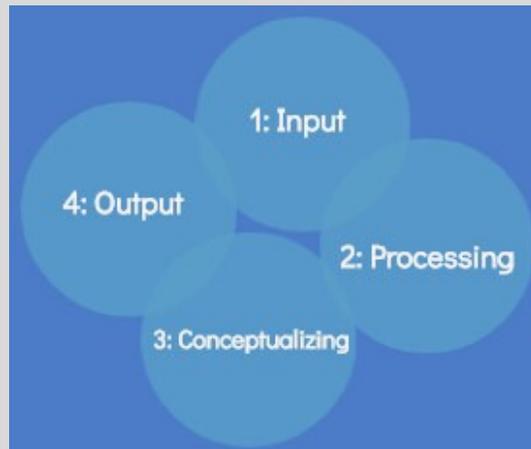


We
Teach
Languages

weteachlang.com

RECAP OF EPISODE 133: ORGANIZING OUR INSTRUCTION AND THE EXPERIENTIAL LEARNING CYCLE

How do you decide how to structure your lessons? What do you teach first? What do you present next? How do students build up their knowledge over the course of a lesson? Don't miss this episode in which Stacey presents the many techniques that have arisen out of inductive approaches like the experiential learning cycle as well as a few lesson organization strategies from past guests!



REACTIONS TO PAST EPISODES:

ProfeSteinb
@ProfeSteinb

Binging [@weteachlang](#) episodes and my takeaway is: learning needs to be valuable, attainable, sustainable and approachable, while stretching skills and having fun. Open their minds to the possible, and they will soar. So much good stuff out there. [#language](#) teachers are the best.

Dorie
@doriecp

Really love this [@weteachlang](#) episode! [@emmatrentman](#) does a great job explaining what language ideologies are and why it's important for language teachers to consider their own language ideologies. [#teach4ic](#) [#langchat](#) [#earlylang](#)

Enrique Escalona
@escalonaeCGS

Replying to [@weteachlang](#) [@MagisterMrP](#) and 2 others

Three thumbs up for this podcast! :-) ¡Gracias!

Inga Paterson-Zúñiga
@IngalaG2

Replying to [@weteachlang](#)

Groundbreaking. Voice inside my 🗣️ says 90%+ means no Eng w/o perm. BUT there's another me, lang learner me, who 🗣️ German w mom on 📞 daily. When no one else is watching lang learner me takes liberty to ask "Wie sagt man...?" W/o needing "permission". So much more efficient...

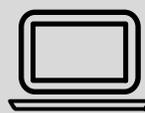
umasslinguistics
@UMassLinguistic

We Teach Languages [#podcast](#): Language Ideologies + Translanguaging w./ Emma Trentman; Emma discusses how teachers might move away from practices that reinforce monolingual ideologies and towards multilingual ideologies such as translanguaging.

Updates from Contributors



Becky Peterson (episode 95) recently wrote the Topic of the Week for CASLS Intercom. She discusses how to foster inclusion in the world language classroom. Later, she includes an activity to do with teachers to help develop belonging.



February is Language Advocacy Month. Visit the Lead with Languages (episode 68) website to learn more about how you can participate including a [#langmeme](#) challenge and other ways to promote language advocacy.