

ISSUE 88
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This newsletter is brought to you by
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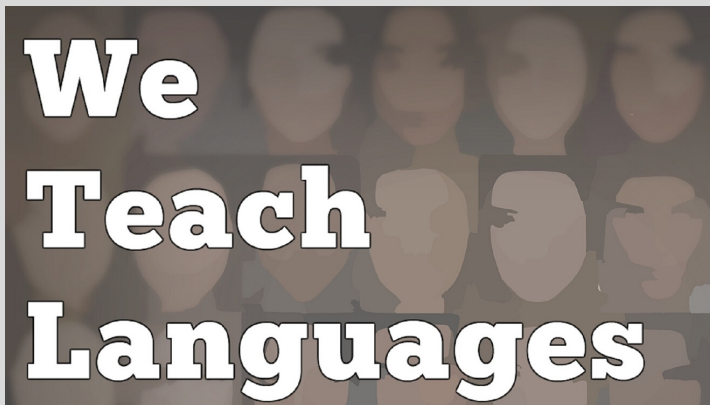
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WHILE YOU'RE WAITING FOR THE NEXT
WTL PODCAST EPISODE TO COME OUT...



Preview of the Next Episode

EPISODE 139: IN FAVOR OF TEACHING LINGUISTIC
VARIATION SUCH AS VOSEO IN SPANISH
WITH MATTHEW GRIFFIN

For the next few weeks, Stacey is going to highlight classroom-focused articles from ***Spanish and Portuguese Review***, the graduate student journal of the AATSP (American Association of Teachers of Spanish and Portuguese). SPR features a range of articles all freely available open-access on the web.

This week we get to hear from Matthew Griffin about his paper which provides evidence in favor of teaching linguistic variation in novice Spanish classrooms.

Episode 139: In Favor of Teaching Linguistic Variation such as Voseo in Spanish with Matthew Griffin




"Within the US we have these different varieties of how to directly address a group of people. I can think of y'all, you guys, youse guys, yinz, yous... If you had heard those forms, you most likely weren't aware that you were hearing those forms. If anything we're listening more towards the message instead of what words and structures are being used to convey that message. "

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EPISODE 138: IPAS, A REVIEW OF THE LITERATURE, AND STEPS TO MOVE FORWARD WITH STEPHANIE MADISON


In this episode, Dr. Stephanie Madison discussed some of the principles that make IPAs, or Integrated Performance Assessments, work in the language classroom. Stephanie presented a few ideas for overcoming IPA challenges, but Stacey also put out a Twitter APB to get questions and solutions from our favorite language teaching professional network. Here are some of the tweets we saw on Twitter last week.


 **Christa Gould** @christasgould · Apr 19
Replying to @Marishawkins @staceymargarita and @DraStephanie38
Perhaps considering more creative genres for interpretive phase? My intermed students recently did an interpretive guide w a legend from Mexico, then wrote their own legends and did the final draft in Adobe Spark w visuals. I was happy w how they turned out!


 **Carmen** @profecarms · Apr 20
Replying to @Marishawkins @staceymargarita and @DraStephanie38
In my writing class, I had students write their favorite Spanish word on the board and then watch this video: [youtube.com/watch?v=XLLLRB...](https://www.youtube.com/watch?v=XLLLRB...) We add some of those words to the board. Then, they pick 8-10 words and create a story around it. They have so much fun.





Cuál es tu palabra favorita del Español El Día E - MAY...
Los embajadores de El Día E - MAYO 2011 nos dicen sus palabras favoritas del idioma. www.eldiae.es - ...
[youtube.com](https://www.youtube.com)


 **Carmen** @profecarms · Apr 20
I often started class using prompts from this book (and the adult version--I would translate to Sp): [amazon.com/642-Things-Wri...](https://www.amazon.com/642-Things-Wri...) So fun - one of their favorites was something like, What are the veggies and fruits talking about when the fridge door is closed? Write a brief convo.

 **Christopher Jahdai** @Jahdai7 · Apr 19
Replying to @Marishawkins @staceymargarita and @DraStephanie38
My creative Ss as a part of their being and my relationships with them, provide me with a wealth of prompts. Knowing their level (Spanish) and likes I can adjust accordingly.

 **Victoria Gilbert** @vgilbertTEACH · Apr 19
In IPA of la llorona, Ss wrote their own versions by changing only one story element (setting, character, problem/solution) . Some were very creative, e.g. la llorona is a computer virus that invaded everything. Then for interpersonal finale, the student did "author" interviews


 **Matt Coss** @MattLaoshi · Apr 20
What I tell myself and others is that "realistic" is sufficient — and my fundamental reason is to avoid unnecessary cognitive load on students during assessments (their performance being impacted by having to think too much about "if I were a... what would I do/say...")

 **Stephanie Madison-Schenck, PhD** @DraStephanie38 · Apr 20
Precisely! Realistic > Real World. This also addresses how to avoid the higher cognitive demand of "Imagine you are..."

 **Matt Coss** @MattLaoshi · Apr 20
Exactly! My view on "Imagine you are..." is it should really only be used when you're giving them a SITUATION, not a role (I'm not a fan of "pretend you're a waiter..." and "pretend you're a doctor...")



REACTIONS TO PAST EPISODES:

 **Karen Graf** @grafespanol
Enjoyed a little sunshine and this lovely conversation about practical approaches and realistic strategies for implementing IPAs in the language classroom #langchat

 **LJ Randolph** @ProfeRandolph
Also, it helps to explicitly offer guidance on *how* to use translators as a resource and what your expectations are as an instructor. Check out episodes 88 & 89 of the [@weteachlang](#) podcast with [@errolmoneill](#) & [@ClaireLKnowles](#) for some great suggestions.

Updates from Contributors



Gianfranco Conti (episodes 16, 17, 111 and 112) has recently started recording videos and publishing them on YouTube. He has discussed reading for writing during distance learning and a two part series on teaching verbs. Some of the videos discuss distance learning as well.



Peter Ecke (episode 125) has recently published an article about teaching German as a foreign language in the United States in a publication about intercultural foreign language teaching. The article can be read in full online.