

Distance Learning Resources for World Languages and Dual Language Immersion

The Office of Standards and Learning has compiled the adaptable resources in this document for World Languages (WL) and Dual Language Immersion (DLI) programs, as well as Foreign Language in Elementary School (FLES) or Foreign Language Exploratory or Experience (FLEX) programs in light of school closures due to the community impact of COVID-19.

The modes of communication detailed in *South Carolina College- and Career-Ready Standard for World Language Proficiency 2019* informed the selection and organization of these resources.

Contents

[Adaptable Resources](#)

[Appendices](#)

Adaptable Resources for World Languages and Dual Language Immersion

I. Student Reflection on Language-Learning Strategies and Interculturality

Resource:

The “**Strategies Menu**” from [Personalized Learning Powered by LinguaFolio®](#), and the accompanying [task in Appendix A of this document](#).

Citation:

Lf For Learners

<https://ncssf.org/linguafolio2020/linguafolio2020-learners/>

Explanation:

This student-friendly reflection task will help students identify powerful language-learning strategies.

Connection:

The research-based strategies that students will identify are linked to increasing levels of performance in the modes and skills *SC College- and Career-Ready Standard for WL Proficiency 2019*.

II. Resources and adaptable tasks organized according to the modes of communication detailed in [South Carolina College- and Career-Ready Standard for World Language Proficiency 2019](#).

A. Interpretive Listening and Reading

Chinese Resource: [Little Fox Chinese](#).

Task: Choose a song from the Little Fox Chinese YouTube Channel. Cover or disable the subtitles (if they exist for your video), and listen to the song (you may still view the images in the video, just not the subtitles for this first listening). Make a list of words that you recognized on the left side of your paper. On the right side, reflect on the your listening experience. Which parts of the song were easy to understand, and why? Were there words that you could not identify without the subtitles?

Citation: Little Fox Chinese - Stories & Songs For Learners, https://www.youtube.com/channel/UCipQJmg3yqouy6MRtPv_0Bg

Chinese Resource Explanation: Little Fox Chinese includes videos that are supported by visuals and may help early Chinese learners associate meaning with words and phrases.

French Resource: [Il était une histoire.](#)

Task: Listen to one of the fairy tales or legends. Choose six important events from the story, and either (a) summarize each event in words or (b) illustrate each of the six events in pictures, maintaining the chronological order.

Citation: Il Était Une Histoire, <https://www.iletaitunehistoire.com/>

Explanation for French Resource:

The website above provides a wide variety of free authentic French texts (for listening and reading).

German Resource: [Storybooks Minnesota.](#)

Task: Select a story to listen to and read. On the left side of your paper, make a list of key words that you recognize. On the right side, list five words that you are not sure about. Listen/Read again, and see if you can find some clues to help you understand the words on the right side. Finally, in English, reflect on the story. What do you think it was about? What did you like/dislike about it? What questions do you have?

Citation: Storybooks Minnesota, <https://global-asp.github.io/storybooks-minnesota/stories/de/>

Explanation for German Resource:

Did you know that German is spoken in many different parts of the world, including some African countries? Storybooks Minnesota makes 40 stories from the African Storybook available in several different languages, including German.

Spanish Resource: [AATSP Classroom Resources.](#)

Citation: AATSP Classroom Resources (Sites of Interest Page), https://www.aatsp.org/page/cr_sites_spanish

Explanation for Spanish Resource:

The American Association of Teachers of Spanish and Portuguese (AATSP) WEBSITES OF INTEREST page provides the URLs for more than 400 websites that are useful for teachers of world languages. The AATSP provides a review of each of the websites listed, which include sites with online newspapers, magazines, radio programs, podcasts, ebooks, songs, films, stories, cartoons, and virtual museum visits.

Resource for French, German, and Spanish:

Videos and related tasks from seven different themes ([This is Language](#)). See [details in Appendix A](#).

Explanation for French, German, and Spanish:

These videos are non-scripted with native speakers and will allow students an opportunity to practice the listening skills that they have identified using the “Language-Learning Strategies” resource (see column to the left).

Classics Resource 1: [Open Greek and Latin Project](#)

Citation: Open Greek and Latin Project, <http://www.opengreekandlatin.org/>

Explanation of Classics Resource 1: The Open Greek & Latin project is an international collaboration committed to creating an open educational resource featuring a corpus of digital texts, deep-reading tools, and open-source software.

Classics Resource 2: [Dickinson College Commentaries for Latin and Greek](#)

Citation: Dickinson College Commentaries, <http://dcc.dickinson.edu/>

Explanation of Classics Resource 2: Dickinson College Commentaries are an online collection of Latin and Greek texts for reading, with explanatory notes, essays, vocabulary, and graphic, video, and audio elements.

Classics Resource 3: [Open Culture](#)

Citation: Free Courses in Ancient History, Literature & Philosophy, <http://www.openculture.com/free-courses-in-ancient-history-literature-philosophy>

Explanation for Resource for Classics: Open Culture offers a variety of free video resources. Scroll down for topics such as Roman architecture and “The Roman World.” Images from videos could be used as a springboard for a presentational task.

Sample Indicator (Novice Low): I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.

Sample Indicator (Novice Mid): I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.

Sample Indicator (Novice High): I can identify the topic and some isolated elements from simple sentences in short fictional texts.

Sample Indicator (Intermediate Low): I can identify the topic and related information from simple sentences in short fictional texts.

B. Interpersonal Communication

Adaptable Tasks:

Let's talk!

Have an unscripted conversation in the target language with a friend from your class. Capture a recording of your conversation (for example, you may record your Google Hangout or Zoom), and send your teacher a link to the recording.

Let's say hello!

Teach a family member, friend or guardian some greetings in the target language. Help them have a short conversation with you in in the target language.

Sample Indicator (Novice Low): I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.

Sample Indicator (Novice Mid): I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.

Sample Indicator (Novice High): I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.

Sample Indicator (Intermediate Low): I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

C. Presentational Speaking and Writing

Adaptable Task: *Photo walk!*

Take some pictures around your home. Then, look through the pictures you took and see if you can identify anything in the pictures (colors, shapes, people, objects, etc.) in the target language. List any target language words or phrases that you can use to identify the items in your photos. Can you think of ways that you could caption your photos in the target language?

Explanation:

This task may adapted based on what learners are able to do using the target language.

Sample Indicator (Novice Low): I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

Sample Indicator (Novice Mid): I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.

Sample Indicator (Novice High): I can present on familiar and everyday topics, using simple sentences most of the time.

Sample Indicator (Intermediate Low): I can present on familiar and everyday topics, using simple sentences.

[Back to Contents](#)

Appendix A

Resource Details:

“Strategies Menu” from Personalized Learning Powered by LinguaFolio® (and task below)

As stated in their introduction (see link to NCSSFL site) “Personalized Learning Powered by LinguaFolio® is a learner-directed portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages.” To complete the task below, go to this page, scroll down to locate the “Strategies Menu” (in teal), and opening the menu: <https://ncssf.org/linguafolio2020/linguafolio2020-learners/>

Task: First, read the “Strategies Menu,” and make some notes on a sheet of paper about anything you read that seems familiar. Next, read the “Strategies Menu” again, and make some notes on your paper about anything that seems new to you. Finally, select two strategies that you have used and two strategies that you would like to try. Reflect on these strategies by completing the sentences in the chart below:

Strategies that I have used	Strategies that I would like to try
I have used a strategy called... This strategy is used for... I like this strategy because... I remember using this strategy when...	I would like to use a strategy called... This strategy is used for... I want to focus on using this strategy because... I can use this strategy when...
I have also used a strategy called... This strategy is used for... I like this strategy because...	I would also like to use a strategy called... This strategy is used for... I want to focus on using this strategy because...

I remember using this strategy when...	I can use this strategy when...
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[Back to Contents](#)

Appendix B

Resource Details:

***This is Language* (free for two weeks during school closures):**

This is Language produces non-scripted videos with native speakers, interactive exercises and language-learning games. To obtain a free trial, educators should contact **Faye Rollings-Carter** at **faye@thisislanguage.com**. To obtain the free trial as soon as possible, they should include “**Coronavirus**” in the subject line of the email and provide the following information in the email message:

State: South Carolina

School District: _____

Name of School: _____

Primary Account Holder's Name: _____

Language(s) Needed: _____

Approximate Number of Students: _____