> Louisiana believes high-quality, content-rich, proficiency-based world language instruction, including immersion education, can exist in a blended learning environment. As school systems investigate ways to incorporate hybrid and distance learning plans, world language education should remain engaging, proficiency focused, and culturally competent.

Instruction

In a blended learning environment, educators maximize instruction by combining digital and non-digital options to support the delivery of content in diverse settings. Whether rotating, flexing, or flipping, the learning environment is dynamic, versatile, and adaptive, thereby ensuring that learning transcends events. As school systems plan for innovative, adaptive systems, the use of asynchronous and blended learning will help to ensure student-centered, engaging experiences for world language learners.

Teacher PD for Transitioning to an Asynchronous or Blended Classroom

ACTFL Teaching and Learning Online Webinars
> Series of free webinars from ACTFL contributors discusses a variety of topics related to teaching and learning online.

Stephen Krashen's Seven Tips for Teaching Language During COVID-19
> Stephen Krashen discusses how teachers and parents can work together to provide opportunities for students to learn language at home.

Teachable Opportunities with COVID-19 - Yale University
> Article discusses making adjustments to teaching and looking for teachable moments during uncertain times.

Preservation of Time in the Target Language

When planning instruction in an asynchronous or blended environment, teachers should be mindful of preserving the use of the target/partner language during direct instruction (90% in World Language and 100% in Immersion). Since students' direct exposure to the target language will be reduced, teachers should also incorporate independent learning activities that give students the opportunity to interact with the target language and culture.

Target Language Use during Direct Instruction
- Confine the use of English to activities students perform outside of direct instruction time.
- Schedule dedicated direct instruction time to provide input in the target language.
- Use school system approved platforms to maximize small group discussions and opportunities for student-to-student communication in the target language, e.g., breakout rooms.

Target Language Use during Independent Learning
- Assign independent readings in the target language. Use discussion forums or vlogs to share reactions.
- Assign videos in the target language. Have students react online using approved platforms.
- Allow students to record "presentations" and submit through your approved platform.

Considerations for Personal Protective Equipment (PPE)

Due to the importance of nonverbal clues, pronunciation, and clarity of voice in learning to communicate in another language, teachers and school systems should consider the use of face shields or other PPE measures which allow students to see the language teacher's face during direct instruction. See Strong Start 2020: School Reopening Guidelines & Resources for more information on PPE.

Scheduling

Early World Languages (EW-L) Program Scheduling

For Early World Language (K-8) programs who typically have a "pull out" scheduling model, adjustments will need to be made to accommodate a blended or asynchronous learning environment. In situations where teachers are not allowed to "pull out" their students from larger groups due to a static class schedule, school systems should consider "push in" scheduling where the world language teacher presents instruction to classes on a rotating schedule during prescribed times.

When a "push in" method is not an option due to staffing constraints, consider incorporating the language into established classroom center rotations.
- Create listening centers.
- Add target language books to reading centers.
- Provide teacher screened online learning activities such as games, videos, and online readers.
- Develop asynchronous video lessons that can be accessed via students' one-to-one devices.

Middle School World Languages Program (for Carnegie Credit) Scheduling

To maintain required instructional minutes for students in middle school to receive Carnegie Credit, school systems should schedule students in a way that world language teachers are able to "push in" instruction daily to static classes at prescribed times.

Immersion Program Scheduling

As school systems prepare immersion programs to teach in hybrid or blended settings and in some cases, with limited staff, unique concerns regarding scheduling arise. The Department's World Language Specialists, in collaboration with Dr. Michelle Haj-Broussard from the University of Louisiana at Lafayette, have developed three (3) scheduling options for elementary immersion programs. In each scenario, schools are encouraged to maximize time during in-person direct instruction and extend partner language learning into the virtual setting, during independent learning situations and during English time where possible. Examples include using online math platforms in the target language, designing target language listening centers with selections based on content topics, and selecting music, art, and PE themes that highlight the partner culture.

Option 1 - 55% model

One immersion teacher / two classes: For programs with small class sizes due to attrition, one immersion teacher can be utilized to instruct two classes/levels. This model will maintain maximum instruction in the target language.

Time	Immersion Teacher	ELA
130 mins	Class A Math	Class B
	Class A Science/SS	
50 mins	Class A and Class B Literacy (classes combined)	Planning
30 mins	Planning	Class A and Class B PE
30 mins		Class A and Class B Lunch
20 mins	Class A Recess / Class B Recess	
130 mins	Class B Math	Class A
	Class B Sci/SS	
50 mins	Class A and Class B	
	Teachers working together with both groups simultaneously. Rotations: Learning Stations / RTI / Library / Specials (rotating daily)	

Option 2 - 53% model

Two immersion teachers / three classes: In this model, two immersion teachers can be utilized to instruct three standard-sized classes. This option will give each class at least four (4) hours of instruction in the target language. By having teachers share lunch and recess duties, planning time for all teachers can be maximized.

Time	Immersion Teacher 1 (Math/Science)	Immersion Teacher 2 (Social Studies/TL Literacy)	ELA
110 min	Class A	Class B	Class C
110 min	Class B	Class C	Class A
30 min	Class B	Class C	Class A
	Rotations: Learning Stations / RTI / Library / Specials (rotating daily)		
30 min	Class C Lunch	Class A PE	Class B Lunch
30 min	Class C PE	Class A Lunch	Class B PE
20 min	Class A / Class B / Class C Recess		
110 min	Class C	Class A	Class B

Option 3 - 30+% model

One immersion teacher / three classes: In cases where a school system is operating under severe staffing shortages due to conditions beyond its control, schools may switch to a one-year "enrichment model." In this model, one (1) immersion teacher could be utilized to teach math and social living in the target language to three (3) classes or grade levels. In this model, the immersion teacher would teach each assigned section in a target language for a block of at least 120 minutes daily.

Cultural Competence and Connections to Other Disciplines

In a blended learning environment, emphasis should still be placed on providing students with the opportunity to explore target language cultures and to connect with other disciplines through meaningful, language appropriate content. By providing students with these opportunities, teachers can ensure that students have engaging, rich, and meaningful learning experiences.

Choice Boards

A choice board is a graphic organizer developed by the teacher for the purpose of learning more about a topic. Choice boards promote learner autonomy by allowing students to select activities that interest them. In the world language classroom, choice boards are a powerful tool for reinforcing language instruction while teaching cultural competence and making connections to other disciplines.

Choice Boards for Student Agency

GrahnForLang

PBL in the TL

National Foreign Language Resource Centers

When looking for blended and online learning resources, Title VI National Language Resource Centers can provide world language educators a wealth of information regarding cultural and linguistic resources, professional development opportunities, and current research in the field.

Louisiana World Language Resources

For additional content materials and guidance, please see Louisiana World Languages Resources.

Developing Proficiency

Proficiency level growth can still be achieved when using a blended or asynchronous learning approach. Educators and schools systems should be mindful to

- establish and maintain clear proficiency-based learning objectives;
- create proficiency mindful activities that challenge students to move to the next level;
- provide opportunities for students to engage with authentic texts and materials in the target language;
- facilitate meaningful student-to-student and student-to-teacher interactions in the target language;
- give students the opportunity to showcase what they have learned; and
- encourage students to focus on their growth in the target language, not their limitations.

Proficiency Monitoring

In an asynchronous or blended learning environment, school systems should pay close attention to the proficiency progress of world language learners. Several nationally recognized options exist to facilitate proficiency monitoring.

AAPPL

The [ACTFL Assessment of Performance towards Proficiency in Languages](AAPPL) is a standards-based language learning assessment that assesses the three modes of communication (interpersonal, presentational, and interpretive).

- Demonstration
- COVID-19 Response
- AAPPL Out of School Testing Webinar

AVANT Assessment

Avant Assessment offers a variety of proficiency testing and professional development options for teachers and school systems. The STAMP test is a standards-based assessment aligned with the ACTFL Proficiency Scale and tests students' reading, writing, listening, and speaking skills.

- [STAMP 4Se (grades 6 and below)](STAMP 4Se)
- [STAMP 4S (grades 7 and above)](STAMP 4S)

Professional Development
- Avant ADVANCE
- Power Up Guide

Linguafolio

Linguafolio was designed by the [Center for Applied Second Language Studies (CASLS)](CASLS) at the University of Oregon in partnership with the [National Council of State Supervisors for Languages (NCSSFL)](NCSSFL). Linguafolio is an online language learning portfolio organized around the NCSSFL-ACTFL Can-Do Statements that promotes independent learning through formative assessment. Learners are able to set individual goals based on the NCSSFL-ACTFL Can-Do Statements, track their progress toward accomplishing the statements, and upload work samples to demonstrate their abilities.

Linguafolio Online Network
- Implementation of Linguafolio Online
- NCSSFL-ACTFL Can-Do Statements
- Autonomous Learning
- Unit Planning with Linguafolio
- Linguafolio Jr.
- InterCom Professional Development

Useful Online Tools for World Languages and Immersion Education

Boom Cards
> Create interactive lessons, quizzes, and formative assessments.

Flipgrid
> Create videos in the target language for students to view. Have students create their own videos in the target language to be shared with the class.

Google Tour Creator
> Create virtual field trips to target language countries, cities, and historic sites. Students experience a 360 degree view of sites while also reading and/or listening to teacher created narration.

Kahoot
> Create interactive, informative games for use in small or whole group settings.

MarcoPolo
> Create and send target language videos to students; students create presentations or respond to the teacher or other students in their personalized target/partner language message.

Padlet
> Create digital discussions where students respond using text, images, links, and videos.

Pear Deck
> Create listening and drawing activities in the target language for whole class instruction.

Quizizz
> Create gamified quizzes for students for review and formative assessments.

Quizlet
> Create flashcards, online quizzes, and formative assessments.

For additional information on planning for non-core academic and Career and Technical Education (CTE) courses, please reference the Non-core/CTE Curriculum and Course Materials Guidance. School systems should refer to the Privacy and Security Guide when making decisions regarding distance learning.

For more information on World Languages and Immersion Education, please contact the Department's World Language Specialists at Language.Acquisition@la.gov.