What might language development look like in a remote or blended learning context?

FOCUS
Language development could focus on beginning or extending an additional language in various ways and for various purposes:
• general language learning
• extension of a language acquisition course
• language for professional purposes etc.

MODES OF LEARNING
• Face-to-face
• Remote: online, mobile, distance
• Blended

Language portfolio
• shifting to hybrid or digital portfolios: Google Sites, Wix, Evernote, Wordpress, Edublogs, Voice Thread, KidBlog, Weebly, learning management systems etc.
• including work and reflections in various modes: audio and video recordings, photos or screenshots, blogs, vlogs
• compiling information and curating digital portfolios: image galleries and aggregators, virtual gallery presenters

Immersion and intercultural experience
• telecollaboration to connect to language learning communities:
  • ePals
  • directly connecting to a school from the target language/culture: email, chat tools, videoconferencing tools
  • intercultural groups versed in virtual collaboration for schools (e.g. MIT’s Cultura project)
  • open access sites for cultural locations like museums or institutes
  • virtual tours (e.g. platforms like Reach the World, Google Lit Trips, Google Voyagers)
  • online discussion forums
  • virtual travel sites

Learning and practising the language
• supplementing or supporting language learning with free online learning apps and websites: Duolingo, Open culture, Babbel, FluentU, Memrise, Learnalanguage.com, Coursera, EdX
• learning and practising the language with speakers in the wider community: videoconferencing tools, online forums

Inquiry
• discussing and developing inquiry questions linking language and the CRS and/or other CP core components (e.g. How does language impact access to healthcare? What are the social and ethical implications?): videoconferencing tools, chat tools
• researching cultural topics or seeking new information related to language and/or culture (e.g. the use of polite forms in Japanese vs. French; personal space in Latin and Latinx cultures vs. Anglo-American culture): interviews, lectures, podcasts, videos, virtual reality tools
• collecting and organizing information related to inquiry questions: aggregators, mind mappers, wiki makers

Student collaboration
• sharing ideas: mind maps, videoconferencing tools, wiki makers, learning management systems, chat tools, movie makers, blogs, vlogs
• collaborating on projects (e.g. a role play): collaborative writing tools, image galleries and aggregators, videoconferencing tools, websites, wikis
• sharing work: blogs, movie makers, e-portfolios, image galleries, learning management systems
• giving and receiving peer feedback: comments features, chat tools

Student support and progress monitoring
• regular check-in meetings: videoconferencing tools, telephone calls, texts, survey/polling tools etc.
• monitoring progress and completion of tasks: online calendars, learning journals/logs, trackers, learning management systems
• monitoring documentation of the learning process and completion of the language portfolio: learning management systems, digital portfolio platforms
• feedback: learning management systems, videoconferencing tools, comments features, audio recordings
• group or individual guidance: learning management systems, video recordings, videoconferencing tools

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