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

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

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 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