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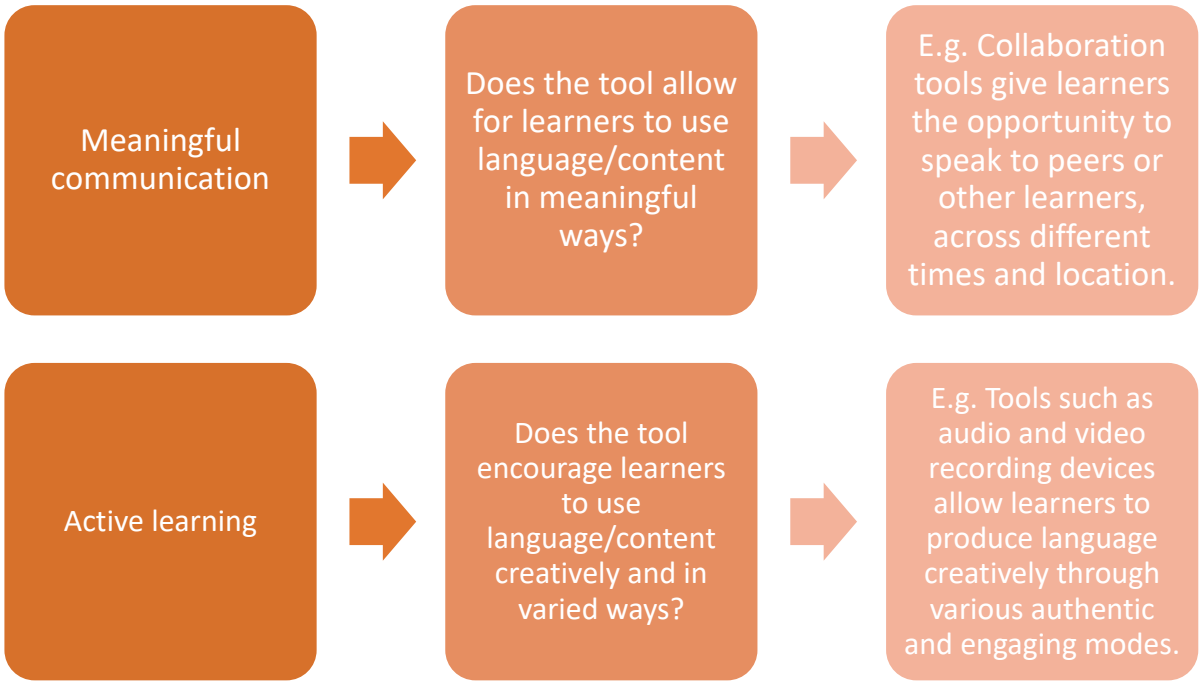
|---|---|---|
| Rich input | Does the tool expose learners to rich, relevant and comprehensible languge/content? | E.g. Presentation tools help to contextualise language by presenting it in multimodal ways (with visuals, audio, video, etc.), making it more meaningful and comprehensible to learners. |
| Positive engagement | Does the tool engage, motivate and challenge learners? | E.g. Online games can help engage extrinsic motivation, through the use of score boards, points, ranking etc., and keep them coming back for more. |
| Individualised learning | Does the tool allow for individual needs to be catered for? | E.g. Online workbooks can provide graded content for learners to be directed towards a learning path that reflects their individual needs and preferences. |
| Actionable feedback | Does the tool provide detailed and varied feedback on learners' progress? | E.g. Digital activies allow the option for instant feedback, so learners can immediately see when they've made a mistake and have a chance to try again and correct it. |
| Autonomous learning | Does the tool allow for learners to take responsibility for their own learning? | E.g. Online portfolios can provide a space for learners to keep a record of their work and observe progress over time. |


Meaningful communication
Does the tool allow for learners to use language/content in meaningful ways?
E.g. Collaboration tools give learners the opportunity to speak to peers or other learners, across different times and location.
Active learning
Does the tool encourage learners to use language/content creatively and in varied ways?
E.g. Tools such as audio and video recording devices allow learners to produce language creatively through various authentic and engaging modes.