



Theoretical grounds, identification of good practices and recommendations to enhance digital language teaching

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3 main objectives

- 1- Create an analytic **framework**
- 2- **Diagnose** participant schools
- 3- Provide personalized **recommendations** to participants

OBJECTIVE 1- ANALYTIC FRAMEWORK

RQ1: What are the pillars of a comprehensive approach to language teaching?

RQ2: Which factors determine successful foreign language teaching?

RQ3: How can digital and virtual tools and the international dimension promote language teaching?

RQ1: What are the pillars of a comprehensive approach to language teaching?

Paradigm Change: from CLIL to PTL

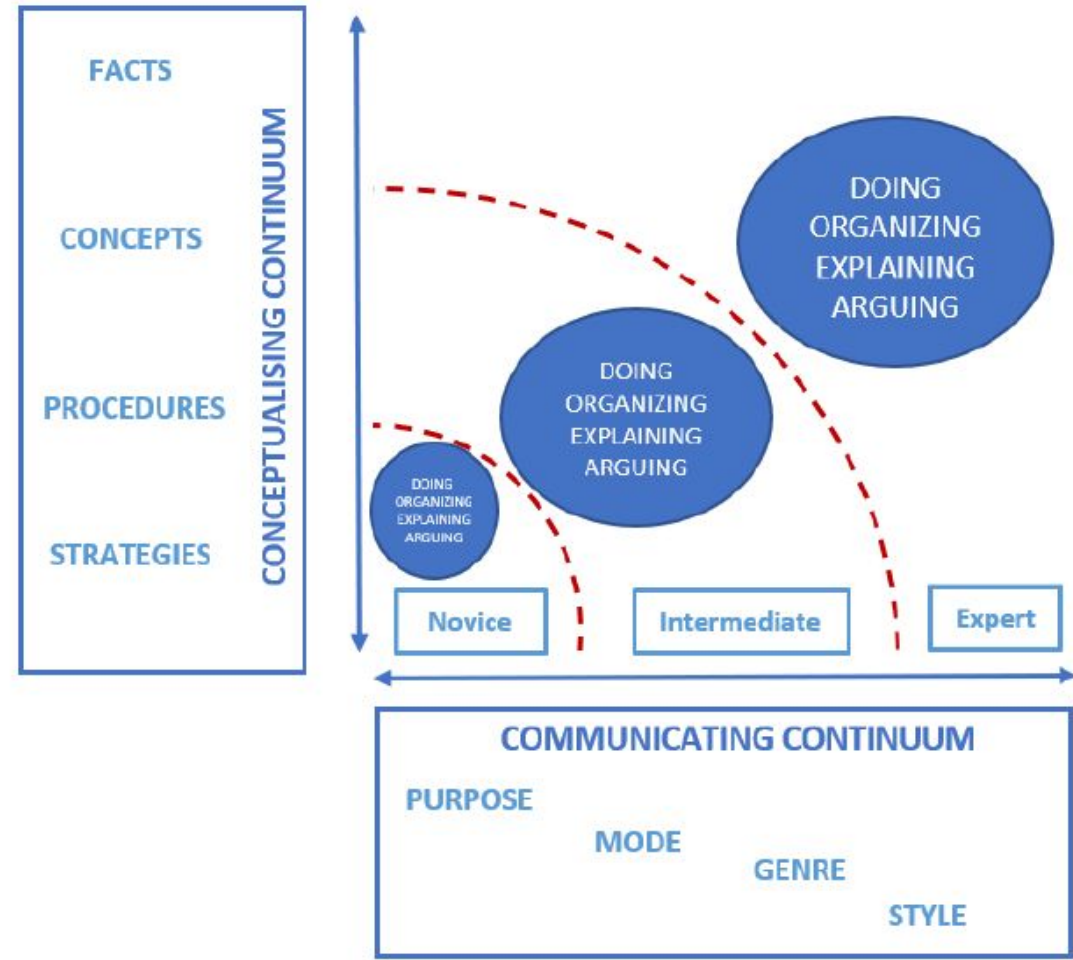
RQ1: What are the pillars of a comprehensive approach to language teaching?

Deeper learning

Learning cannot be separated from language

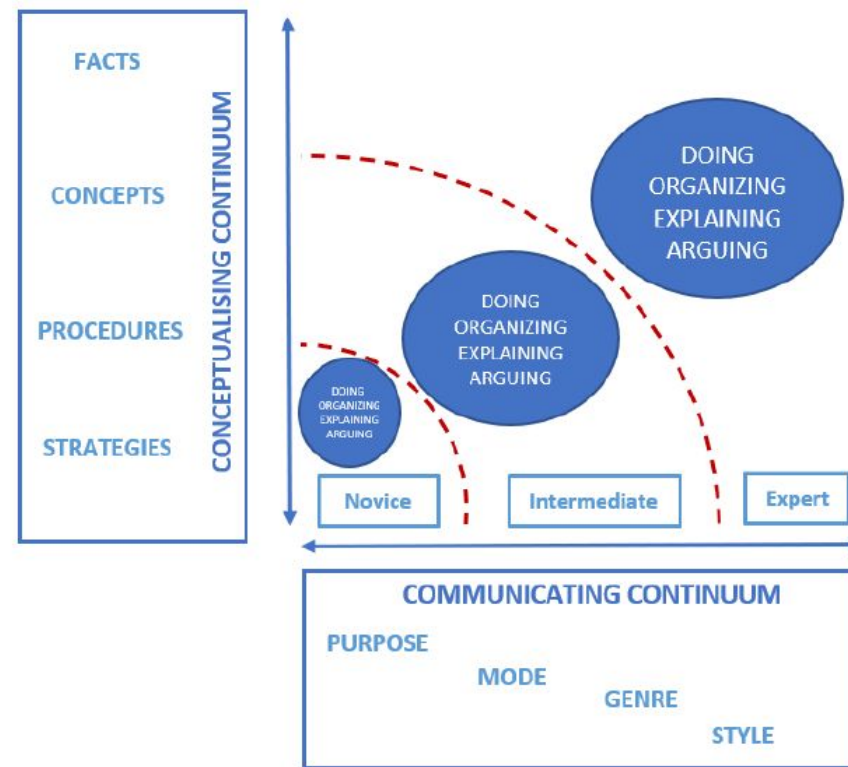
Subject-specific literacies

RQ1: What are the pillars of a comprehensive approach to language teaching?



RQ1: What are the pillars of a comprehensive approach to language teaching?

Pluriliteracies Teaching for Deeper Learning (PTDL) model



Cognitive
Discourse
Functions

PTDL: 4 Dimensions

RQ1: What are the pillars of a comprehensive approach to language teaching?



RQ1: What are the pillars of a comprehensive approach to language teaching?

Literature, Literacies and Language Teaching

- Literature as a subject discipline Coyle and Mayer (2021)
- Text in all modalities
- Authentic types of texts in the FL classroom (e.g. advertisements, newspapers reports, magazines, popular song lyrics, blogs, social media and multimodal text from “everyday” to the classical).

RQ1: What are the pillars of a comprehensive approach to language teaching?

PTDL and Linguistically and Culturally Appropriate Practice

- Multilingualism and multiculturalism (Skinnari & Nikula, 2017, p.233).
- We cannot talk about “language” but we should talk about “languages”.
- Intercultural competence (Byram, Gribkova & Starkey, 2002, p.12).



PTDL and Digital Tools

RQ1: What are the pillars of a comprehensive approach to language teaching?

Designing-evaluating
and scaffolding
learning

Gamification

Flipped classroom

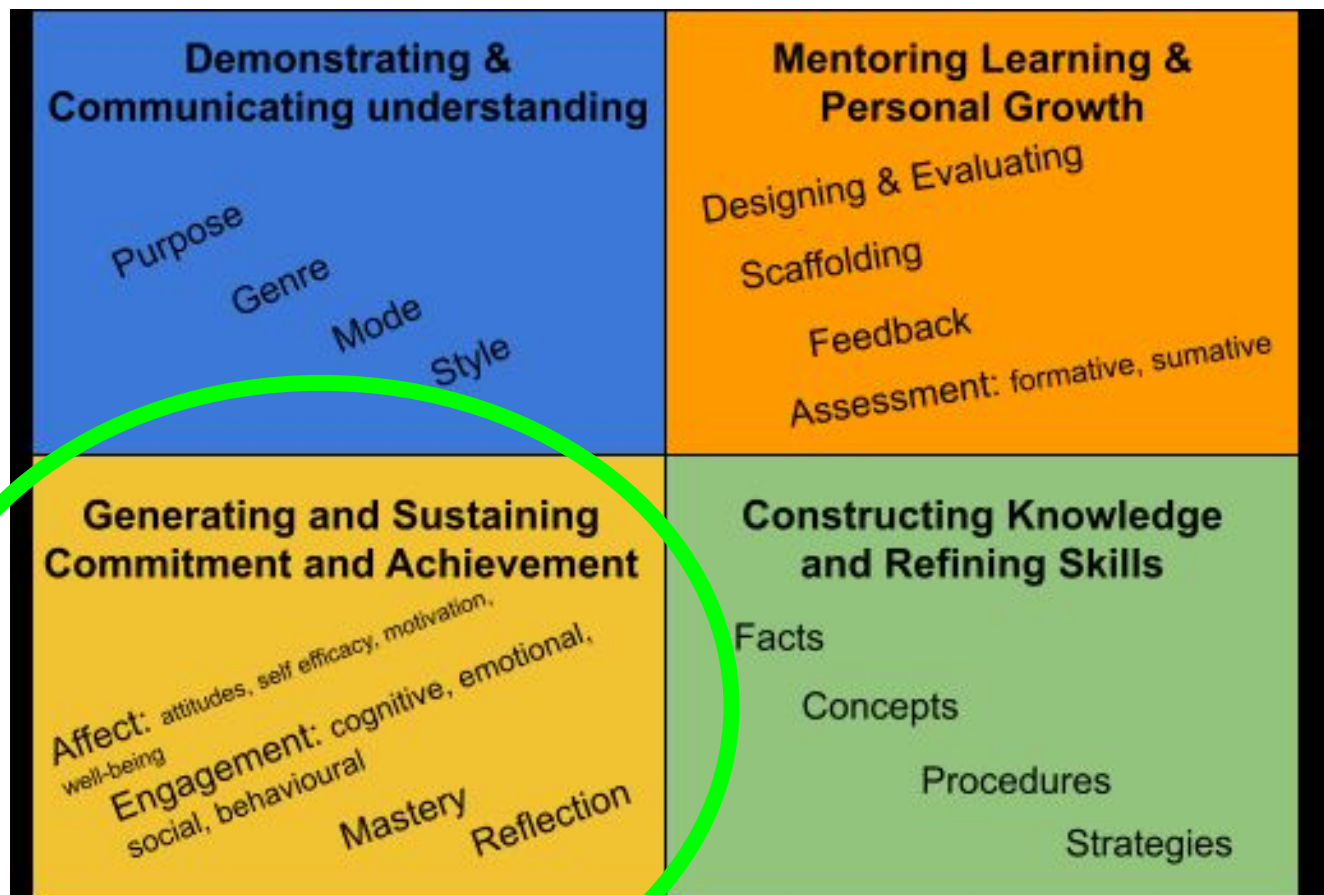
Virtual exchange
platforms

RQ2: Which factors determine successful foreign language teaching?



The international dimension

RQ2: Which factors determine successful foreign language teaching?



RQ2: Which factors determine successful foreign language teaching?

(Byram, Gribkova & Starkey, 2002; Chumack 2012; Council of Europe, 2016; Irvina, 2010; Rader, 2018;)

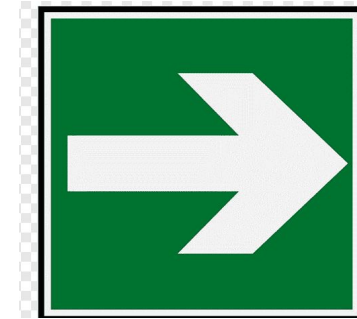
The international dimension



- Transmission of information



- Help understand
 - Intercultural interactions
 - Social identities
 - Perceptions
- Aim → create conversation



- Must develop IC
- Get to know students & families
- Awareness of third culture kids
- Explore identities
- Acknowledge students' cultures and languages



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RQ2: Which factors determine successful foreign language teaching?

(Byram, Gribkova & Starkey, 2002; Chumack 2012; Council of Europe, 2016; Irvina, 2010; Rader, 2018)

The international dimension



- Design tasks to work on → values, skills, attitudes → develop inclusive citizenship



Inclusive classroom where students feel they belong

**LAP (Chumak, 2012)
CRT (Irvina, 2010)**

Digital Tools

RQ2: Which factors determine successful foreign language teaching?



RQ2: Which factors determine successful foreign language teaching?

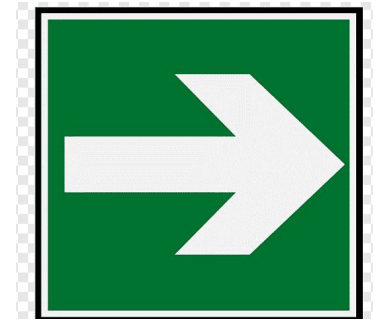


RQ2: Which factors determine successful foreign language teaching?

(Alonso-García et al, 2019, Grous & David, 2013; Prasojo, Mukminin, Habibi, Marzulina, Sirozi & Harto, 2018; Zhang & Chen, 2022)

Digital Tools

- Training → appropriate proficiency
- Beliefs → positive impact
- School → culture and conditions
- Approach → blended, student centered (autonomy, time management and flexibility), collaborative work.
- e-platform → clear and helpful for students
- Face to face → speaking skills, immediate feedback and progress monitoring.



OBJECTIVE 2- Diagnosis

Research questions



- How do schools implement the pillars that constitute the Pluriliteracy teaching for learning model?
 - Are all the factors of those pillars considered within the FL teaching of the school?
 - Are the student and teacher perceptions different?

Participants

| Country | School | Teachers | Students |
|-----------------------|--------|----------|----------|
| Basque Country | 4 | 12 | 779 |
| Belgium | 3 | 9 | 321 |
| Denmark | 3 | 12 | 176 |
| Norway | 2 | 7 | 99 |
| Total | 12 | 40 | 1375 |

OBJECTIVE 2- Diagnosis

OBJECTIVE 2 - DIAGNOSIS

Data collection instruments

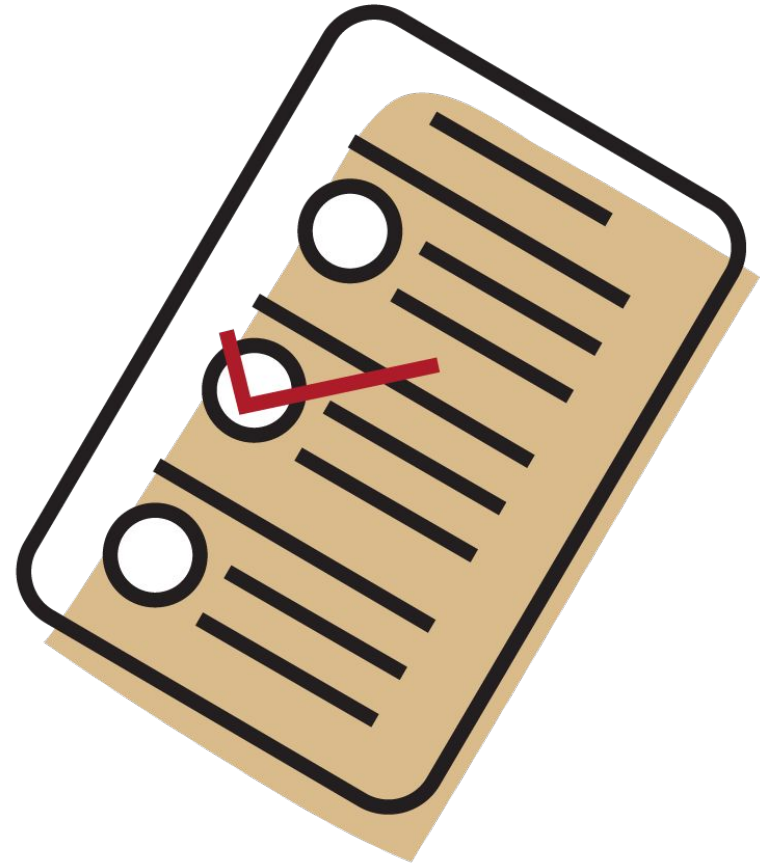
Open questions and Likert-scale questionnaires (3)

1- PTDL → Analytic framework

2- ID/IC → Analytic framework

3- Adaptation SELFIE

(European Education Area)



OBJECTIVE 2 - DIAGNOSIS

Data analysis



Mixed method: quantitative analysis and qualitative interpretation.

Quantitative analysis:

- Results → percentages, mean and median value
- X2 and T-test → statistically significant differences between teacher and student perceptions.



OBJECTIVE 3- RESULTS AND RECOMMENDATIONS

The results and recommendations of each country - categories

- 1- The four dimensions that form the PTDL model.
- 2- Digital tools in FL teaching and learning.
- 3- Significant differences among teacher and student perspectives in each school.

RESULTS

- 59% very limited knowledge of PTDL, CDF, DP.
- Most teachers affirmed that they use authentic text created with pedagogical purpose → ($p=0.043$)
- A big percentage of teachers said they involve students in the design of the FL lessons, including the evaluation criteria → ($p=0.016$).
- More than half of the teachers claimed that they find out about their pupils' linguistic and cultural backgrounds during their FL lessons → ($M=3.44/Mdn=3$).
- Having a digital strategy at school ($M=3.58/Mdn=3.5$). Involvement ($M=3.58/Mdn=3$)
- Teachers slightly agree that they have time for professional development in digital tools and pedagogies ($M=3/Mdn=3$).
- **Differences observed between participants and use of virtual exchange platforms ($M=2.22/Mdn=2$) and others ($M=3.83/Mdn=4$).**



RECOMMENDATIONS

- Expand teachers knowledge of the PTDL model, Cognitive Discourse Functions and Deeper Learning.
- Increase the use of authentic text in the FL lessons.
- Involve the students in designing the FL lessons, including the evaluation criteria.
- Introduce more content based on pupils' interests and cultural and linguistic background.
- Work on their digital strategy as a team, involving teachers in designing measures to identify challenges that may arise with blended learning. Developing a plan to deal with the learning and socio-economic needs of the students.
- Look at the opportunities and time offered for Continuous Professional Development in digital tools and pedagogies. Offering more and encouraging participation.
- **Reinforce the use of virtual exchange platforms and strategies such as gamification and flipped-classroom to engage students and scaffold students' learning.**

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