



Dilys Vyncke on the guidelines

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WHAT'S IN A NAME?

- Guidelines for digital foreign language learning and teaching and virtual pupils' exchange
- In the year 2525, unlocking foreign language education?

Teacher's got the mic

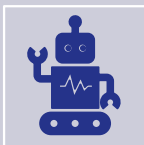
- Yet another set of guidelines?!
- I don't need convincing, my headmaster expects me to do this, so just tell me what to use and when.



So many good choices



[OECD Digital Education Outlook 2023 : Towards an Effective Digital Education Ecosystem](#)



[World Yearbook of Education 2024: Digitalisation of Education in the Era of Algorithms, Automation, and Artificial Intelligence](#)



[Recommendations on digital education and skills by the Council of the European Union](#)

[Council Recommendation of 23 November 2023 on the key enabling factors for successful digital education and training](#)

[Council Recommendation of 23 November 2023 on improving the provision of digital skills and competences in education and training](#)

So many good choices

Vlaams Regeerakkoord 2024-2029. Samen werken aan een warm en welvarend Vlaanderen

- Flemish Coalition Agreement 2024-2029”, released on October 20, 2024

Onderwijs aan het roer van het digitaal onderwijs- en leerproces Advies

- Flemish VLOR Advice from February 24, 2022, titled “Education at the Helm of the Digital Education and Learning Process”

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DIGI-LINGO VISION

- Digital didactics, digital tools and online platforms, as **a lever for personalised learning**
- Positive impact
 - Learning ability
 - Learning motivation
 - Learning gains

Teacher's got the mic



- But instead of helping my pupils, doesn't it widen the gap for those who have limited access to technology at home or aren't digitally skilled?
- What's wrong with pen and paper? I'm sick of technology!
- Digital tools get outdated so quickly, it's so frustrating. Once I finally get the hang of it, the tool changes. How can I ever keep up?



DIGI-LINGO NUANCE

- Blended learning, digital tools, digital platforms and virtual exchange
- **Combination** of traditional classroom instruction and online learning
- Selecting the **right** digital tools and platforms
- **Quality** over quantity
- Seeing the wood for the trees: **added value**



Teacher's got the mic



- So, what are the right digital tools and platforms for foreign language learning and teaching? Which criteria have you used?
- I've been working with this teacher from Italy. He's nice, and my pupils liked it, but it wasn't really worth all the time and effort I put into this project.

49 DIGI-LINGO suggestions

Most suitable for foreign language education

Categorised from functionality

Not an exhaustive list of tools

My favourites

DIGI-LINGO APPROACH

- Inquisitive attitude: **positive, curious but critical**
- Mondragon university
 - Literary survey
 - Schools' survey
- 2 recommendations resulted in 6 guidelines
- GO! co-creation workshop
- **And then AI kicked into higher gear ...**



DIGI-LINGO AIMS

- Help teachers acquire more knowledge on 'deeper learning'
- Give teachers professional development
- Help teachers involve pupils in **all aspects** of the online teaching and learning
- Help teachers expand their competences to work on pupils' self-regulation
- Help teachers expand their competences to work on pupils' **intercultural competence**
- Encourage teachers to use virtual exchange platforms

THE DIFFERENCE
BETWEEN
GUIDELINES AND RULES



PARTICIPATION



- Reflect together about the
 - Purpose of digital and online communicative tasks and activities
 - Genre-specific characteristics, modes and language styles
 - Transparency and weight of **questions/criteria**

PARTICIPATION

- 'Model' effective online and digital communication
- Strive for deep reflection and understanding over mere speed in responses when **gamification** is integrated into the lesson/assessment
- **Also** utilise audio and video feedback



Teacher's got the mic

- Involve pupils in the design, execution *and* assessment of my digital lessons? [Yeah, keep on dreaming.] I don't have the time, and my pupils aren't used to that.
- Intercultural competence? I thought I was doing that, but now I see perhaps I could do more.






INTERCULTURAL COMPETENCE

"We are all ONE but
different,
Different but the Same!"

- Better comprehend **effective** online and digital multicultural interaction and social identities
- Beliefs, values and attitudes
- Respect, sincerity, equality, openness, commitment and involvement
- Expert?
- Promote online and digital discussion amongst pupils on topics like social inequality, poverty and sustainability

INTERCULTURAL COMPETENCE

- Lexical and grammatical level of difficulty and cultural content
- Interests and identities of pupils and the **civic value** of the online and digital text
- Linguistic, cultural and socio-economic background
- **Deeper learning, motivation and well-being**
- **Connections** between texts and their own lives, experiences, or cultural backgrounds



"We are all ONE but
different,
Different but the Same!"

YR 1/2

Intercultural competence



Safe online and digital space to share **(diverse) perspectives**

Open-ended questions that require critical thinking, analysis, and interpretation

"Why do you think the author chose this particular perspective?"

"What societal issues is this text addressing?"

Teachers and their **own cultural and linguistic identity**

Avoid stereotypes and prejudices

A photograph of an ice hockey game in progress. In the foreground, a goalie in a white and yellow uniform is diving to the left, attempting to block a shot. A player in a blue and white uniform is in the air, having just taken the shot. Other players in blue and white uniforms are visible in the background, some holding their sticks. The scene is set on an ice rink with a red goal frame and a white net.

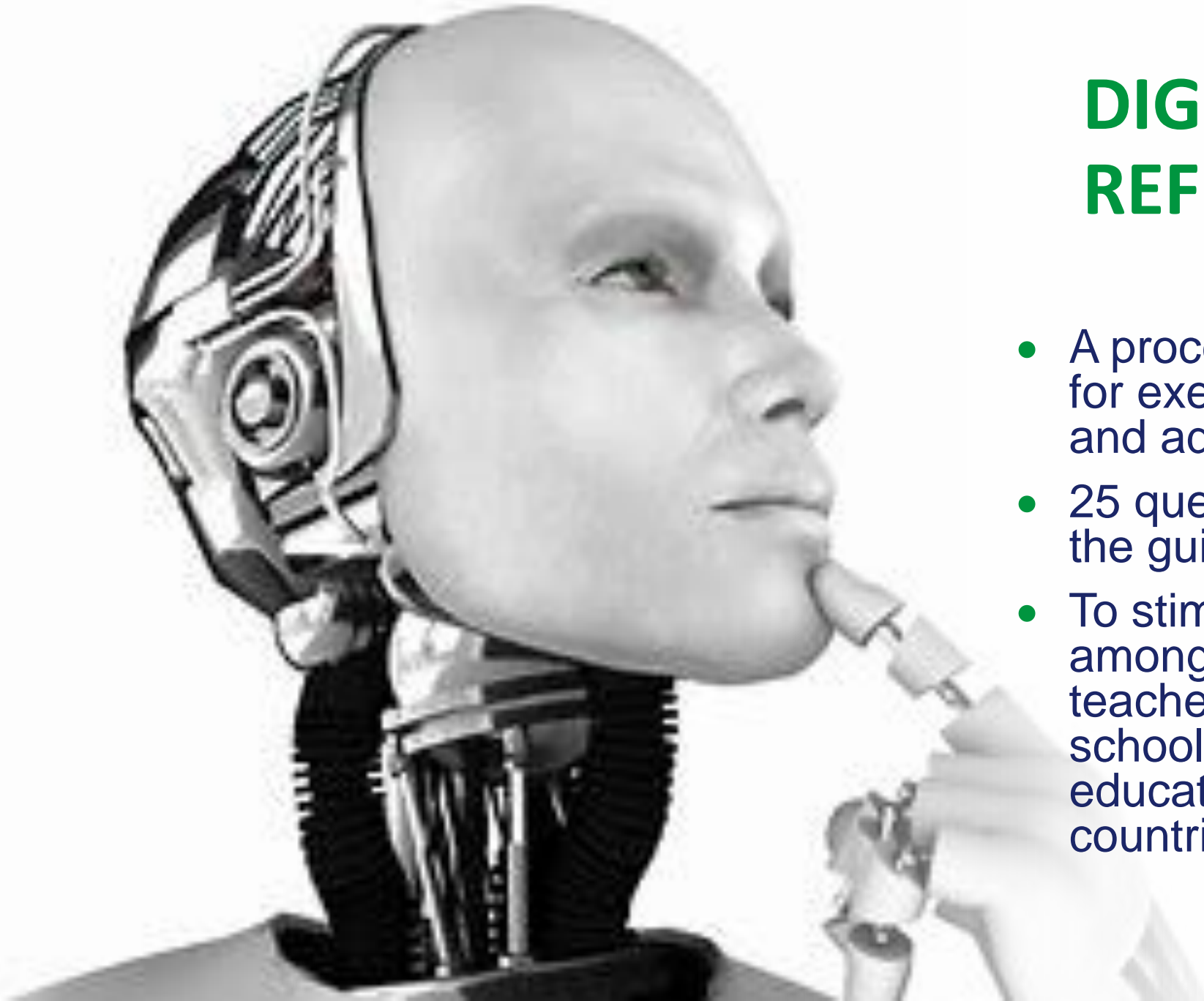
DIGI-LINGO AIMS

- Motivate pupils to start a learning activity **and hang on**
- Facilitate collaboration in and outside the classroom (writing reports, making choices ...)
- Create learning opportunities which are **hard to obtain** (cf. pupils' exchange across regions and countries)

A photograph of an ice hockey game in progress, viewed from behind the goal. A goalie in a white and yellow uniform is crouching in front of the net. Several players in blue and white uniforms are on the ice, some with their sticks raised. The background shows the rink's boards and a chain-link fence.

DIGI-LINGO AIMS

- Provide authenticity
- Save time
- Support school policy
- ...



DIGI-LINGO REFLECTION

- A process that needs time for execution, reflection and adjustment
- 25 questions based upon the guidelines' document
- To stimulate discussion amongst foreign language teachers in their own school and across schools, educational networks and countries



Teacher's got the mic

- Which three digital tools make your work as a foreign language teacher easier and help your pupils achieve better results?
- How do you keep up with the number of digital tools and platforms that are available nowadays and the fact that tools regularly disappear?
- How do you choose which particular tools/platform to use for your foreign language lessons?

Teacher's got the mic



- Do you find that most pupils in higher secondary education, though described as digital natives, only know the particular tools they use themselves? If so, which tools?
- How about digital assessment? According to you, which tool/platform supports objective and transparent evaluation of communicative activities and generates lots of data?
- Do you use gamification in your foreign language classroom? What, why and how?



Would you like more info on the guidelines or are you looking for ways to collaborate (schools with schools or on an organisational level)?

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