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Participant's report to the National Nominating Authority and the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report¹ in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat (Erika.komon@ecml.at)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the workshop participant	Evamaria Brigitta Kaiser
Institution	Schule Gutschick, Winterthur
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Title of ECML project	Digital literacy for the teaching and learning of languages
ECML project website	http://www.ecml.at/ECML-Programme/Programme2016-2019/Digitalliteracy/tabid/1797/language/en-GB/Default.aspx
Date of the event	10 th and 11 th October 2017
Brief summary of the content of the workshop	In the workshop the use of digital literacy for language teaching and learning was discussed in order to enhance the teaching and learning experience. The possibility to take the learning beyond the classroom is seen as an additional motivational factor which makes the learning relevant to the learners and the teaching to the teachers: hence, it is possible to get the chance to become part of online communities and get trained in 21 st century skills.
What did you find particularly useful?	I found it particularly useful to receive a checklist for real-world task and getting to know about websites that can be used to create them.
How will you use what you learnt / developed in the event in your professional context?	I will use what I learnt by looking at tools which I got to know in this workshop and think of further activities in the field of aural production and reception that can be taken up with young learners.
How will you further contribute to the project?	I am planning to carry out the real-world task about leisure time activities which was created by our ECML group, making use of the website www.learnonline.org .
How do you plan to disseminate the project? <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	- to colleagues

2. Public information

Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).

“Digital literacy for the teaching and learning of languages” ist ein ECML Projekt, welches den Erwerb von Sprachen und digitalen Kompetenzen verbindet. Es geht um eine Vernetzung von sozialen Interaktionen, kommunikativen Kompetenzen und Sprachaktivitäten. Medien und Online Tools werden dabei als Mittel zum Spracherwerb verstanden.

Es gibt verschiedene Möglichkeiten, den Spracherwerb zu unterstützen. “Real-world tasks” beispielsweise sollen Lernende durch eine Verbindung zum realen Leben motivieren, sich in einer zu erlernenden Sprache auszudrücken und eigene Ideen einzubringen, um den Lernerfolg zu steigern.

Dabei werden Kompetenzen in folgenden Bereichen gefördert:

1. Grammatik (z.B. ein passendes Wort finden [Oxford collocation dictionary](#))
2. Lexik (z.B. Dokumente teilen und gemeinsam bearbeiten [Google Docs](#))
3. Interkulturalität (z.B. einen Beitrag für einen Online Reiseführer erstellen [Wikitravel](#))

Parallel zum Spracherwerb werden digitale Kompetenzen erworben welche es Lernenden ermöglichen, sich als “global citizens” mit brisanten Themen zu befassen. Die Lernenden sollen Möglichkeiten erhalten, sich international zu vernetzen und interkulturell auszutauschen.

Beim Erwerb von digitalen Kompetenzen geht es ebenfalls um den Umgang mit persönlichen Daten und das Wissen um mögliche Websites, welche den Spracherwerb unterstützen. Bei der Ausführung von Online-Aktivitäten wird auch das Know-How unterschiedlicher digitaler Werkzeuge erlernt, welches die Kinder von heute auf die Arbeitswelt von morgen vorbereiten soll.

Folgende Publikation des ECML und des Workshop-Organisator Christian Olivier werden zur Lektüre empfohlen: [Dots](#), [ICT-REV](#), [ICT-REV OER](#), [e-VOLLution](#)

[Le web 2.0 en classe de langue](#) von Christian Olivier und Laurent Puren

Evamaria Kaiser