

BRIDGE CHECKLIST: CHOOSING ONLINE TOOLS FOR FUTURE PHILOLOGISTS' PROFESSIONAL TRAINING IN FLIPPED SETTINGS

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The current educational environment in Ukraine is marked by both opportunities and challenges. As the country continues to undergo significant political and social transformations, its educational system has been undergoing reforms aimed at modernization and alignment with European standards. Consequently, integration with the global community requires not only economic stability, but *also proficiency in foreign languages* as a powerful asset for establishing diplomatic and international relations more effectively.

Furthermore, beyond traditional language and sociocultural knowledge, students must develop important *21st century skills*: digital literacy, critical thinking, creativity, adaptability etc. [1:36]. Hence, the significance of using innovative approaches and incorporating online tools in future philologists' professional training cannot be overstated. Enabling real-time collaboration, providing opportunities for interactive language practice, peer feedback, and engagement with a global community of language learners, allowing students to tailor their education to their unique needs and schedules – these are only some of the benefits online tools can offer.

E-tools play a pivotal role in fostering the language acquisition of future philologists in *flipped learning* context. In the process of selecting online tools for flipped learning, it is crucial to ensure that the chosen tools align with students' specific needs and goals. Videos, simulations, quizzes, and multimedia content can capture attention and present information in a way that's more interesting than traditional lectures or textbooks, allowing learners to engage with linguistic content, literature, dictionaries and other language-related materials independently. This can be especially beneficial in **the pre-classroom stage** of a flipped classroom.

Before selecting particular online tools, one need to ensure that these tools align with the specific objectives of a flipped model by focusing on essential standards such as language development, research capabilities, innovation, critical thinking enhancement, collaborative potential, and technology skills expansion. Hence, the **BRIDGE Checklist**, a comprehensive set of criteria developed by Arizona State University, can serve as a strategic guide to evaluate the suitability of online tools for educational purposes [2]. It contains *six key components*:

Build Language: Language acquisition and comprehension are fundamental for future philologists. The first question to consider is *whether the online tool helps students better understand and use the language they are studying*. Does it align with course and module objectives? A tool that promotes language development and helps students achieve their learning goals is a valuable asset.

Research: The ability to gather, evaluate, and utilize new language information is paramount in the field of philology. An effective e-tool should *empower students to conduct research, access credible sources, and synthesize information*. It should facilitate the acquisition of knowledge and the development of research skills.

Innovate: Innovation is the driving force behind the development of future philologists. *Can students use the tool to create something new?* Innovative e-tools allow students to experiment with language, explore new perspectives, and contribute fresh insights to the field.

Develop Critical Thinking: Critical thinking is an essential skill for philologists, as they analyze texts, unravel linguistic puzzles, and solve real-world language-related problems. An ideal online tool should *stimulate critical thinking, encouraging students to think analytically, reason logically, and approach language challenges with a problem-solving mindset*.

Get Together: Collaboration is vital in the digital age, and the ability to communicate and work together online is crucial for future philologists. A suitable e-tool should *foster a sense of community, enable students to share ideas, and engage in group projects*. It should create an environment where students can interact and learn from their peers.

Expand Technology Skills: Technology is an integral part of modern education. Online tools should not only facilitate language learning but also teach students new IT skills that make their learning journey more efficient. These skills can include *using specialized software, conducting online research, and effectively utilizing digital resources*.

B	Build Language	<ul style="list-style-type: none"> • Does the online tool help students to better understand and use the language they learn? • Does it help students achieve the course and module objectives?
R	Research	<ul style="list-style-type: none"> • Can students use the tool to collect, evaluate, and use new information?
I	Innovate	<ul style="list-style-type: none"> • Can students use the tool to create something new?
D	Develop Critical Thinking	<ul style="list-style-type: none"> • Does the tool help students to use critical thinking skills to solve real world problems?
G	Get Together	<ul style="list-style-type: none"> • Can students use the tool to communicate and work together online?
E	Expand Technology Skills	<ul style="list-style-type: none"> • Does the tool teach students new technology skills to make their learning easier?

Figure 1. BRIDGE Checklist: Online Tools Assessment Questions (from “Creating and Implementing Online Courses” by OPEN)

Using the BRIDGE Checklist Questions (Fig. 1) as a guide, the process of selecting e-tools for the professional training of future philologists in flipped learning

environment becomes more structured and efficient. Educators can assess tools based on their alignment with the checklist's criteria, ensuring that the selected tools enhance students' learning experience.

We will apply the checklist to the widely-used online tool, **Google Docs**, known for its adaptability and collaborative features. Within the context of flipped learning environment we will explore how Google Docs aligns with the BRIDGE Checklist's criteria, facilitating language acquisition, collaborative research, critical thinking, and technological proficiency.

✓ **B**: Google Docs serves as a powerful online tool in a flipped learning environment, enabling students to collaboratively build their language skills. In the pre-learning phase, students can engage with textual content, edit documents, and provide constructive feedback on language usage.

✓ **R**: The tool supports collaborative research activities. Students can collectively gather and evaluate information, contributing to research projects outside of the traditional classroom setting.

✓ **I**: It fosters innovation in a flipped learning environment by allowing students to experiment with various formatting styles, integrate multimedia elements, and collaboratively create content.

✓ **D**: Though flipped learning often emphasizes critical thinking during in-person sessions, Google Docs requires students to think critically about the content they are creating online. They must analyze their writing, consider peer feedback, and make informed decisions, contributing to the development of critical thinking skills.

✓ **G**: It's obvious that the tool facilitates real-time collaboration, allowing students to work together on assignments even outside the physical classroom.

✓ **E**: Engaging with Google Docs enhances students' technology skills in a flipped learning environment. They become proficient in document editing, collaborative writing, and utilizing cloud-based tools – all valuable skills for the digital age.

Overall, the examination showcases that Google Docs seamlessly aligns with the principles of the BRIDGE Checklist and integrating this tool into a flipped learning environment will contribute significantly to the language acquisition and overall educational advancement of future philologists. In essence, the analysis of Google Docs serves as compelling evidence of the checklist's usefulness. By systematically assessing how online tools align with key educational criteria, the checklist empowers educators to make informed decisions, fostering a more enriching and tailored learning experience for their students.

References:

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