

# Project Activities



During the project lifetime, up until December 31, 2021, it is planned to carry out the following activities:

- ◆ **Needs Analysis:**  
What exactly does it imply to be a digitally competent language teacher?
- ◆ **European Competence Profile:**  
The development of a "**Digitally competent language teacher**" profile, based on the common European instruments DigCompEdu and CEFR with new descriptors
- ◆ **Innovative Materials (OER),**  
Good practices, video tutorials facilitating the practical implementation in language teaching will be freely available online.

## Contact person

Contact organisatino in the partners' country

Phone.: (+49)

E-Mail:

# Project Partners

## Project Coordinator:



Volkshochschule im  
Landkreis Cham e.V., Germany

<https://www.vhs-cham.de/>

## Partner Institutions:



InnoQuality Systems, Ireland

[www.innoqualitysystems.com/](http://www.innoqualitysystems.com/)



SudConcept, France

[www.sudconcept.eu](http://www.sudconcept.eu)



University  
of Humanities  
and Economics  
in Lodz

Akademia Humanisryczno-  
Ekonomiczna w Lodzi, Poland

[www.ahe.lodz.pl](http://www.ahe.lodz.pl)



Universidad de Extremadura,  
Spain

[www.unex.es](http://www.unex.es)



Università per Stranieri di Siena,  
Italy

[www.unistrasi.it](http://www.unistrasi.it)

[www.ideal-project.eu](http://www.ideal-project.eu)

@IDEAL-project



## Integrating Digital Education in Adult Language Teaching

Project Number: 2019-1-DE02-KA204-006523



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Background

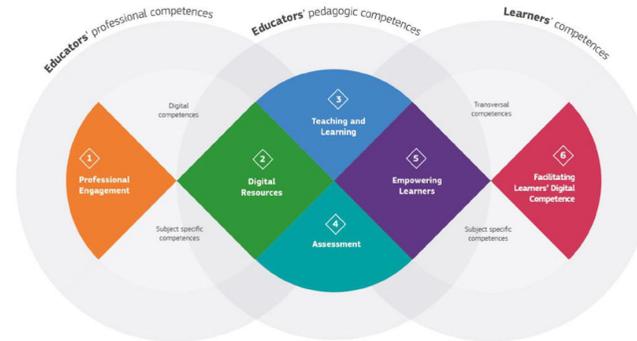
**Digitalisation** has found its place in current language teaching practice. For many language teachers, the use of learning platforms, online videos and podcasts have become new teaching and learning tools, supporting and encouraging learners.

**Modern language teaching** uses a range of digital tools to introduce new topics or single exercises. As an indicator of this, the extended and broadened **Common European Framework of Reference for Languages (CEFR)** with new descriptors also includes the area of "online communication". This ensures that learners in language classes are specifically drawn towards communication via emails, in social media etc. to successfully pass future language tests according to the Common European Framework.

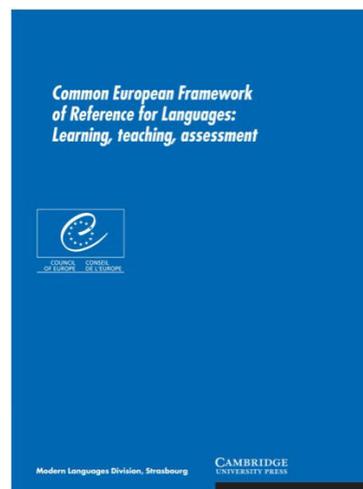
Meaningfully and effectively using digital media in foreign language learning, however, requires the **teachers' development of digital competences**. These are in turn enormously important for promoting digital competences among **adult learners**. With their acquired competences, learners can be prepared to manage not only grammar, vocabulary and regional/cultural studies, but shall also be well prepared **for the private and working life** in the respective country.

## Basis of the Project

**European Framework for the Digital Competence of Educators (DigCompEdu, 2017)**



**Common European Framework of Reference for Languages. Companion Volume with new Descriptors (CEFR, 2018)**



## Project Aims

The **IDEAL project** intends to support language teachers in systematically using new **digital media and tools for language teaching** while **simultaneously successfully transmitting the required competences** to learners.

The project results will provide support to the **practical work of adult education language teachers** (TOEFL or foreign languages). The systematic use of certain digital tools and an improved digital competence among teachers will have a positive effect on learners' **motivation** and on the **quality** of their lessons, moreover, the additional supports provided by the project will also serve to **reduce workload** on language teachers.

Teachers in adult education coming from a range of different fields will need to have equivalent **digital competences**, but language teachers, in particular, will benefit from these competences. Language requires interaction which can be combined and supported during lessons with digital tools such as **videos, podcasts, social media and audio tracks**.

Language teachers will also simultaneously function as **multipliers** for transmitting digital competences to their learners—an **added value** that the learners will appreciate as useful in both their private and professional life.