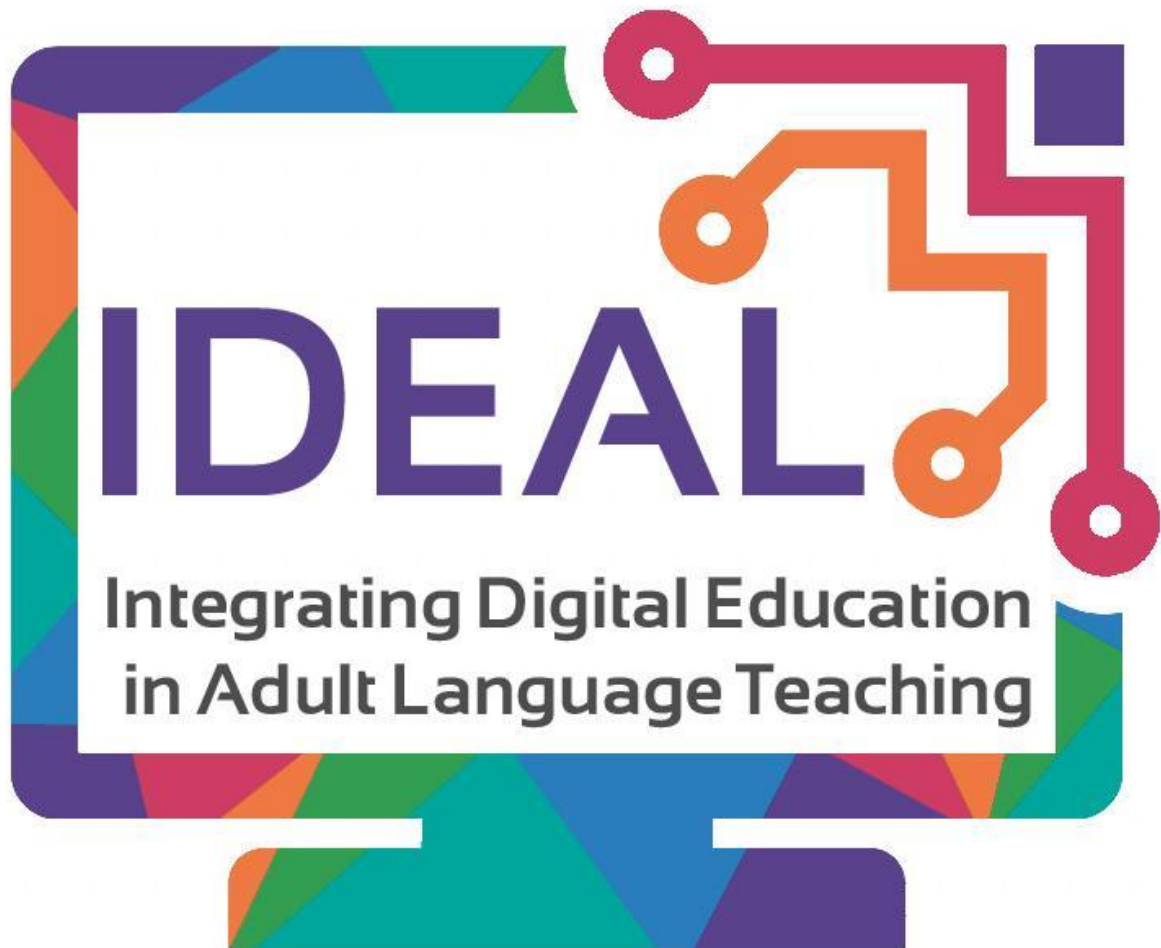




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**EUROPEAN PROFILE OF A DIGITALLY COMPETENT
LANGUAGE TEACHER IN ADULT EDUCATION**



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Foreword

Digitalisation has, for some time now, found its way into modern language teaching. Learning platforms, online dictionaries, digital applications for textbooks and online podcasts now supplement traditional learning resources. The desktop research carried out within the Erasmus+ Project **Integrating Digital Education in Adult Language Teaching (IDEAL)** focused on the current situation of language policy programmes and the use of ICT in private and professional life by language teachers, as well as examining the intensive discussions gathered through focus and experts groups in high and adult education to show that there is no escape from the digital evolution and its impact on language learning settings.¹

What exactly does it imply to be a digitally competent language teacher?

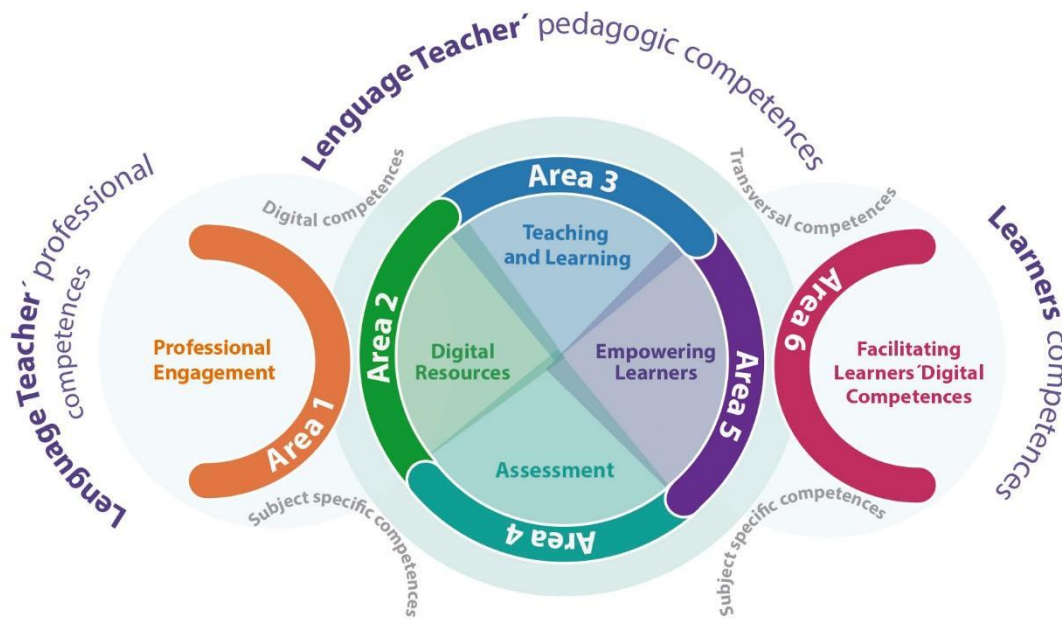
Teaching online, hybrid and/or integrating digital tools and interactive content in face-to face training in daily teaching practice represents a new challenge in the language teaching context, as it requires a different pedagogical approach and set of skills compared to those used in traditional classrooms. New skills include managing technological devices and handling learning applications and platforms, interacting and exchanging with colleagues in online environments, selecting and evaluating digital resources for teaching and learning in order to meet teaching objectives, target group and learners' needs, interests and digital skills, as well as designing learning materials which are aesthetically pleasing and engaging, applying innovative assessment strategies to provide timely feedback to learners, dealing with new methods of communication and managing learners' interactions in online environments, raising awareness for responsible use of digital technologies and facilitating learners' digital competence.

Moreover, the updated requirements of the **Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume With New Descriptors** (CEFR, 2018) has introduced new scales and descriptors in the field of *Online Interaction - Online Interaction and discussion; Goal-oriented online transactions and collaboration*. Therefore, language teachers have to learn how to best teach with and through digital technologies to perform on a contemporary and competitive level and enhance the learning experience of their learners. "Teachers who participated in the initial phase of the IDEAL project identified that (...) the use of online tools for teaching purposes can bring more fun, interaction and interactivity to the classroom. Mastering digital competences and the development of confidence when using technology-based teaching tools requires an investment of time and patience to ensure that practice makes perfect."

The **IDEAL-European Profile of a digitally competent language teacher in adult education** describes digital competences of language teachers applied to professional purposes which can support them in motivating and engaging adult learners with new digital resources and tools in language learning. The development of the competence profile is based on several European reference frameworks, such as **European Framework for Digital Competence of Educators** (DigCompEdu, 2017), **European Qualification Framework** (EQF, 2017), **Common European Framework of Reference for Languages. Companion Volume with new descriptors** (CEFR, 2018) and has been a shared effort within the IDEAL

¹ Erasmus+ project „IDEAL“: Desktop research and needs analysis on the mapping of content for digitally competent language teachers (IO1). P. 24

project partnership, with valuable contributions and input from the partner institutions including Volkshochschule im Landkreis Cham e.V. (Germany), Akademia Humanisryczno-Ekonomiczna w Łodzi (Poland), Sud Concept (France), Universidad de Extremadura (Spain), InnoQuality Systems (Ireland), Universita per Stranieri di Siena (Italy). The profile outlines the digital knowledge, skills and responsibilities which are specific to the context of language teaching and which are organised in six competence areas and six proficiency levels, from *Newcomer (A1)*, *Explorer (A2)*, *Integrator (B1)*, *Expert (B2)* to higher stages *Leader (C1)* and *Pioneer (C2)*.



This profile is the basis for the development of the Online-self-assessment tool for digital competences addressed to language teaching staff. Similar to the profile, the self-assessment comprises 6 competence areas with a progression model. The teachers have to tick off the proficiency statements that best describe their experience with the use of digital technologies for language teaching purposes and evaluate where they correspond in their digital development as a language teacher.

As a result of the proficiency statements in each competence area, the tool provides practical guidelines with description of concrete action steps for language teachers, which would help them to upskill from one competence level to a higher one, as well as specific digital tools to involve when preparing learning resources. The digital tools proposed are linked to video and written tutorials which contain recommendations on how to best use said digital technologies and create and adapt digital content for the language teaching context, thus encouraging learners to learn and practice language extensively.

Glossary:

Language teaching refers to teaching a second or a new foreign language.

Learner refers to adult learner.

Digital technologies refers to any gadget, software, or service that can be used to electronically create, view, store, transmute, and receive information in a digital form.

Digital tools refers to internet technologies, programs, websites or online resources that can be used for content creation, communication, knowledge and information management, safety and problem solving in online environments.

Digital environment refers to a “place” created through the use of digital devices and/ or software to facilitate communication and collaboration.

Synchronous digital tools enable distance education that happens in a virtual space in real time and allows for live interaction with the trainer. It implies video conferencing, teleconferencing, live chatting, and live-streamed lectures.

Asynchronous digital tools refers to tools used in a virtual space, but which are self-guided and not specifically scheduled, although it can be available only within a set period. The learning materials are freely available and can be accessed at one’s own convenience. Materials can include text-based lecture notes; self-guided, interactive learning modules; or pre-recorded lectures and podcasts.

Traditional classroom refers to in-person language teaching use of traditional analogue and digital devices, e.g. tape recorder, CD-player, DVD, overhead –projector.

Peer-learning refers to a process whereby learners (“peers”) support, communicate with and offer feedback to each other in order to better facilitate learning. Peer learning can improve learner autonomy and encourage critical reflection, analysis and evaluation skills.

Hybrid teaching approaches can refer to a means of teaching which includes both traditional classroom-based teaching and online or digital teaching tools and approaches. One of the most popular hybrid teaching approaches, for instance, is blended learning, defined as “the integration of classroom face-to-face learning experiences with online learning experiences” (Garrison and Kanuka, 2004).²

Formative assessment can be broadly characterised as “low stake” assessment activities which do not affect final student grades and/ or are typically conducted in order to measure learners’ progress and offer feedback to learners around the same.

Peer-assessment can be broadly characterised as a process of learners viewing, analysing, offering feedback on and even marking each other's assessment activities either independently or with the support of a teacher.

VLE, or a “Virtual Learning Environment”, also sometimes referred to as a Learning Management System (LMS), is typically a web-based platform which provides a range of teaching, learning,

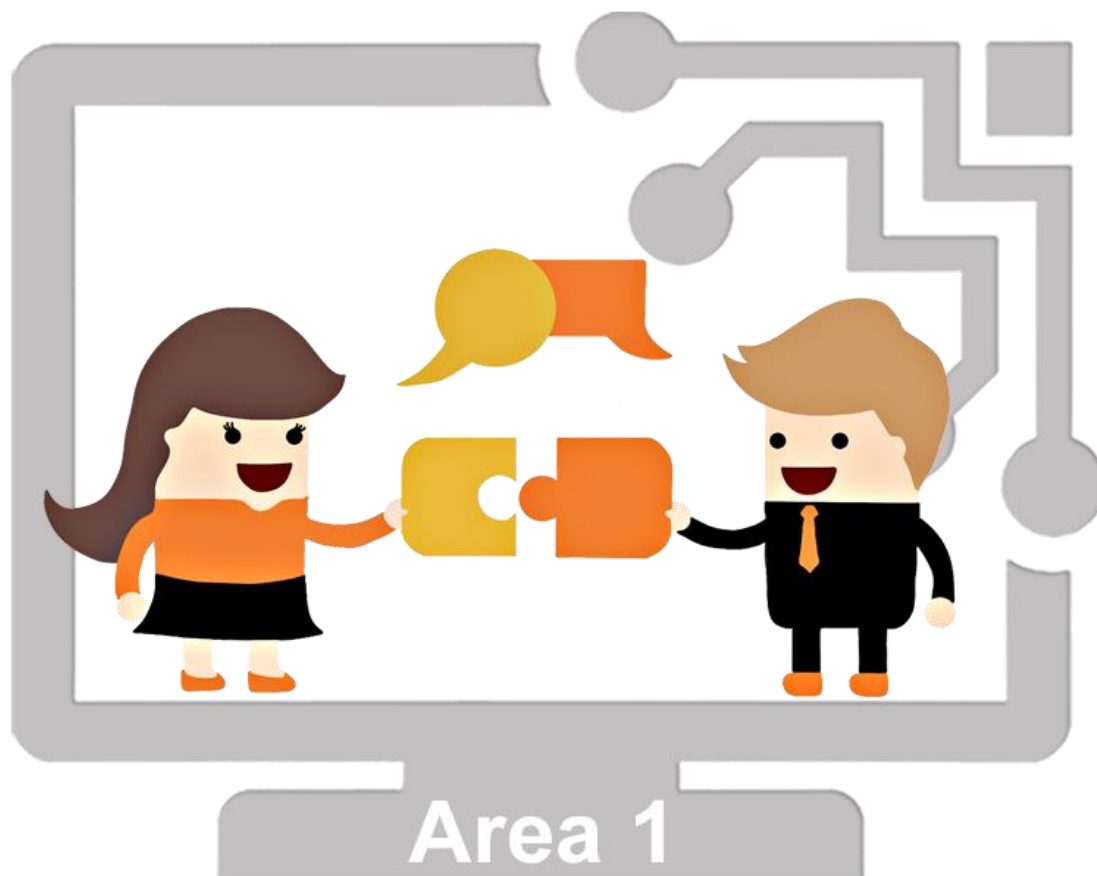
² Garrison, D.R. & Kanuka, H. (2004). Blended Learning: Uncovering Its Transformative Potential in Higher Education. *Internet and Higher Education*, 7(2), 95-105, p. 96



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assessment and communication tools and spaces which can be utilised to facilitate digital teaching and learning.



Area 1: Professional Engagement

1.1 Organisational communication

To apply digital technologies to enhance communication with learners, language teaching professionals, and other stakeholders. To conduct a wide range of tasks related to the online activities of a language teacher. To contribute to collaborative development and improvement of organisational communication strategies which take advantage of digital technologies.

Knowledge, skills, responsibility and autonomy:

- To generate communication networks between groups of learners and teachers.
- To manage basic software operations and functions linked to online communication with learners, colleagues and other stakeholders
- To adjust communication strategies and styles according to the educational and intercultural background of learners.
- To use digital technologies to make additional authentic and up-to-date language learning resources and information available to adult learners
- To use appropriate synchronous and asynchronous digital technologies to communicate effectively with adult learners.
- To use digital technologies to regularly provide learners with individual updates, according to learners' digital skill level and technologies available, on their progress and issues of concern.

- To use and combine multiple digital applications and platforms in order to communicate effectively with colleagues.
- To use digital technologies to connect with language teachers and to communicate with relevant stakeholders.
- To provide content to support digital technologies for language learning such as an organisation's website or Virtual Learning Environment.
- To design communication strategies and resources according to the target group addressed, using a combination of digital applications and platforms.

Progression		Proficiency statements
Newcomer (A1)	Making little use of digital technologies for communication for professional purposes.	I do not, or very rarely, use digital technologies for communication with learners, language-teaching professionals and other stakeholders.
Explorer (A2)	Being aware and making basic use of digital technologies for communication with learners, language teaching professionals and administration.	I make use of basic synchronous and asynchronous digital technologies for communication with adult learners, language teaching colleagues or administration staff.
Integrator (B1)	Using digital technologies for communication in an effective and responsible way.	<p>I identify and use a range of different digital communication channels and tools, according to the educational and intercultural background of my intended audience.</p> <p>I select and utilise a combination of digital communication tools and strategies based on my language teaching practice, the communication context and the digital skills of my recipients.</p> <p>I communicate responsibly and ethically with digital technologies, adhering to general netiquette and acceptable use policies as appropriate.</p>
Expert (B2)	Using digital technologies for communication in a structured and responsive way, based on the needs as a language teacher, as well as educational target group addressed.	<p>I systematically evaluate and select the most appropriate channel, format and style for a given communication, from a wide range of digital tools, according to the purpose and context of the language teaching process.</p> <p>I adapt my communication strategies based on the unique requirements of the specific target audience, which can include learning learners</p>

		<p>who may have very basic digital skills, or very advanced digital skills.</p> <p>I select and combine appropriate communication strategies and digital tools to communicate effectively with learners, language-teaching professionals and other stakeholders in a structured and responsive manner.</p>
Leader (C1)	<p>Evaluating and discussing communication strategies, which changes on the nature of interaction in (language) teaching practice.</p>	<p>I evaluate and proactively develop my strategies and use of digital technologies for professional communication purposes, combining multiple digital applications and platforms.</p> <p>I discuss and collaborate with other stakeholders on the use of digital technologies for organisational and individual communication for effective language teaching practice.</p> <p>I utilise a combination of digital technologies to make administrative procedures more transparent for language learners, in order to allow them to make informed learning choices.</p>
Pioneer (C2)	<p>Reflecting on and re-designing communication strategies.</p>	<p>I evaluate, reflect on, develop and adapt coherent visions or strategies on using and combining different digital technologies effectively for communication in the language learning process.</p> <p>I support and advise colleagues to help them develop skills and competencies in the area of using digital tools for communication for language learning.</p> <p>I make my own knowledge, resources and strategies related to the use of digital tools for communication to support language learning available for other language teachers, colleagues, language learning stakeholders and the wider public.</p>

1.2 Professional collaboration

To apply digital technologies in order to collaborate with other language teachers in digital environments; for sharing and exchanging knowledge, teaching and intercultural experiences and collaboratively innovating pedagogical practices.

Knowledge, skills, responsibility and autonomy:

- To use digital technologies to support collaboration with other educators and/ or language teachers on a project or task.
- To identify digital technologies which can be used to collaborate with other language teachers and professional colleagues on foreign language practices.
- To use digital technologies to share and exchange knowledge, resources and experiences related to language teaching with other colleagues, peers and language teaching professionals.
- To collaborate with stakeholders using both synchronous and asynchronous digital technologies to develop language teaching resources.
- To work with professional collaborative networks to explore and reflect on new pedagogical practices and methods related to language teaching, based on the new descriptors of the CEFR (2018).
- To use professional collaborative networks as a source for one's own professional development in language teaching.

Progression		Proficiency statements
Newcomer (A1)	Making little use of digital technologies for collaboration.	I do not, or very rarely, use digital technologies to collaborate with other language teachers.
Explorer (A2)	Being aware and making basic use of digital technologies for collaboration.	I use very basic digital technologies such as email to collaborate with other language teaching professionals or trainers in my organisation.
Integrator (B1)	Using digital technologies to share and exchange practice related to language teaching.	<p>I use a variety of digital collaboration tools and services to collaborate with other language teaching professionals or trainers in my organisation.</p> <p>I provide feedback, opinions and suggestions to colleagues and language teachers within my organisation on shared resources and shared content using a variety of digital tools.</p> <p>I am involved in a number of digital communities and share best practice in language teaching and learning.</p>
Expert (B2)	Using digital technologies for collaborative knowledge construction.	I use a number of digital tools and services to engage in collaborative development of basic of digital resources for language teaching, involving

		<p>language teachers both within and outside of my organisation</p> <p>I actively engage with a number of online digital communities and networks, both within and outside of my organisation, to explore, discuss and share best practice in language teaching and learning.</p> <p>I give instructions, feedback and recommendations on the use of digital tools to other language teachers as part of the collaborative development process.</p>
Leader (C1)	Using digital technologies for reflecting on and enhancing language teaching strategies and competences.	<p>I use a wide range of digital tools and services to engage in collaborative development of many different types of digital resources for language teaching, involving language teachers both within and outside of my organisation.</p> <p>I combine the insight and resources generated in the collaborative professional and/ or professional social networks I belong to, to innovate both my pedagogical practices and use of digital tools for language teaching.</p> <p>I use my access to professional digital collaboration and social networks to help develop my awareness, knowledge and skills to elements associated with language teaching such as intercultural awareness, language teaching strategies and similar competencies.</p>
Pioneer (C2)	Using digital technologies to facilitate innovative language teaching practice.	<p>I use a wide variety of collaborative digital tools for collaboration with language learning communities specifically to guide other language teachers on how to develop their digital and pedagogical competences.</p> <p>I use my access to professional digital collaboration and social networks to collaborate with language teaching peers and specialists on innovating pedagogical practices for the language learning sector at large, through pedagogical and digital innovation, in alignment with the new descriptors of CEFR.</p>

1.3 Reflective practice

To individually and collectively reflect on technology-related teaching issues, critically assess and actively develop one's own digital pedagogical practice in language teaching and that of one's educational community.

Knowledge, skills, responsibility and autonomy:

- To critically reflect on technology-based teaching issues and one's own digital and pedagogical practices.
- To identify competence gaps and areas for improvement in the context of language teaching.
- To seek the help of others in improving one's digital and pedagogical practice.
- To seek targeted training (in-service and online) and access opportunities for continuous digital professional development.
- To continuously expand and enhance one's repertoire of digital pedagogical practices in one's language teaching.
- To help others in developing their digital pedagogical competence, e.g. sharing different online services and materials about learning and teaching languages.
- At an organisational level, to reflect on and provide critical feedback on digital policies and practices.
- To actively contribute to further developing organisational practices, policies and visions on the use of digital technologies.

Progression		Proficiency statements
Newcomer (A1)	Being unsure about one's development needs.	I rarely have the time to work on my digital education and teaching skills to improve my language teaching practice and am unsure how best to begin.
Explorer (A2)	Being aware of one's development needs.	I am aware of areas in my use of digital tools for language learning where I could, or would like to, improve. I occasionally engage in the development of my digital professional skills for language learning.
Integrator (B1)	Using experimentation and peer learning as a source for development.	I occasionally engage in the development of my digital professional skills for language learning. I am able to improve my use of digital tools for language learning through a process of reflection, experimentation and learning through colleagues (peer learning). I am able to make use of a range of resources to help me to develop my use of digital tools for language teaching purposes.
Expert (B2)	Using a range of resources to develop one's individual	I frequently engage in the development of my digital professional skills for language learning.

	digital and pedagogic practices.	<p>I engage with peers to evaluate, reflect on and discuss the best use of digital technologies to innovate and improve our language teaching practices.</p> <p>I am able to independently identify best practices, online courses or other resources to help me to improve my own knowledge and skills for the use of digital tools for language teaching.</p>
Leader (C1)	Collaboratively reflecting on and enhancing pedagogic practice in general.	<p>I frequently engage in the development of my digital and pedagogical professional skills for language learning through a number of innovative and creative approaches.</p> <p>I follow, evaluate and contribute to research on innovative best practice in language teaching, which I then integrate into my language teaching practice.</p> <p>I give instructions, feedback and recommendations to peers in order to help them develop their own digital competencies for digital pedagogical practice in language teaching.</p>
Pioneer (C2)	Innovating educational policies and practices.	<p>I can facilitate, lead and provide guidance to colleagues on the process of developing one's own digital pedagogical practices, methods and policies for language teaching, aligned to the CEFR-new descriptors.</p> <p>I can independently, or in collaboration with peers and other stakeholders, develop policy and strategies for supporting the improvement of digital pedagogical practices for language teachers.</p>

1.4 Digital continuous professional development

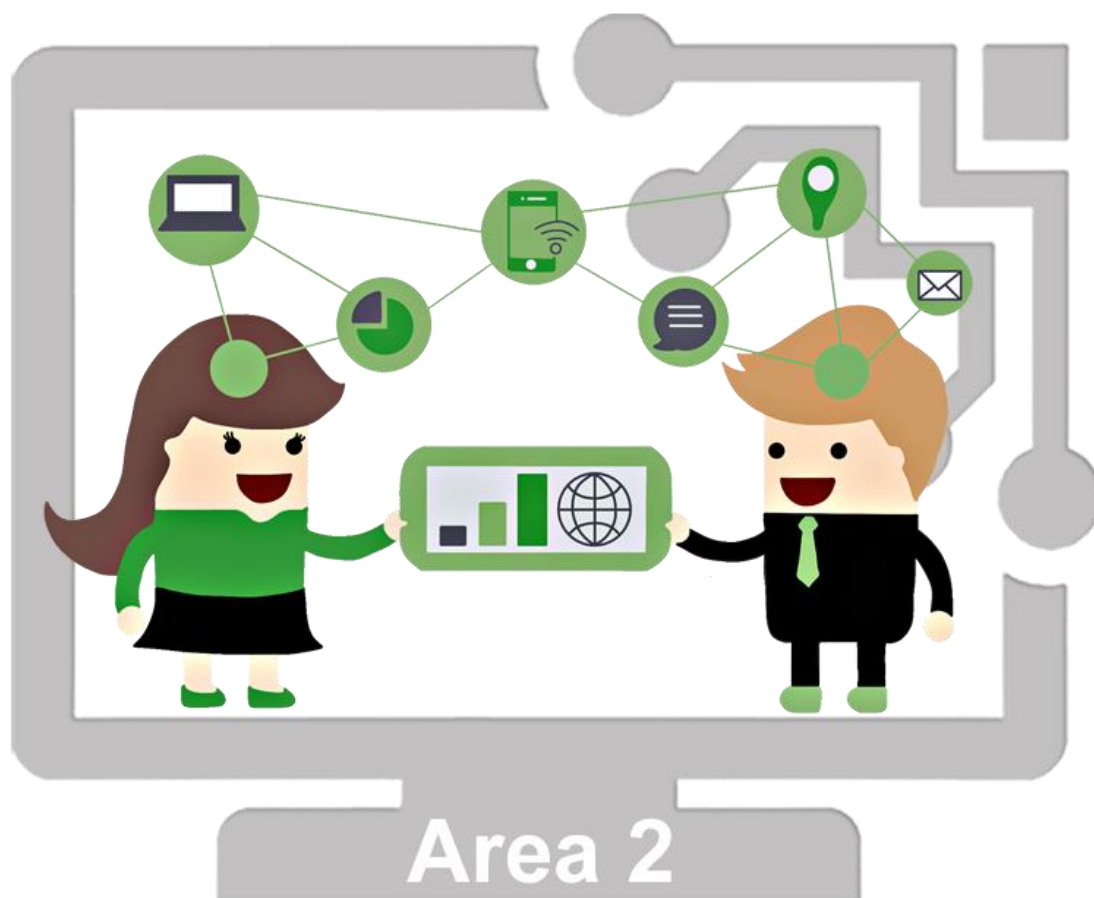
To use digital sources and resources for continuous professional development.

Knowledge, skills, responsibility and autonomy:

- To use the internet to identify suitable training and professional development opportunities for language teachers.
- To improve and update one's own digital competences, relevant to the context of language teaching via the internet.
- To use online resources to learn about new pedagogical methods, strategies, teaching forms and approaches (e.g. CALL) in a language teaching context.
- To search for, and identify, digital resources which support the professional development of a language teacher.
- To exchange in digital professional communities and identify training opportunities for continuous professional development.
- To use online training opportunities for continuous professional development , e.g. video tutorials, MOOCs, webinars etc.
- To apply digital technologies and environments to support training opportunities for colleagues and peers.

Progression		Proficiency statements
Newcomer (A1)	Making little use of the internet for updating knowledge.	I rarely, if ever, use online training resources to engage in Continuous Professional Development.
Explorer (A2)	Using the internet for updating knowledge.	I have occasionally updated my knowledge, skills and competencies for language teaching professional development by engaging with some basic online resources.
Integrator (B1)	Using the internet to identify opportunities for CPD.	I occasionally identify and engage with some online training resources for the purposes of continuous professional development related to my digital, language teaching and/ or professional skills.
Expert (B2)	Exploring online CPD opportunities.	I regularly use a range of online resources - synchronous and asynchronous, collaborative and self-paced, in order to engage in continuous professional development related to my digital, language teaching and/ or professional skills. I use basic online communication spaces to share, discuss and exchange best practice with other language teachers for the purpose of continuous professional development.
Leader (C1)	Critically and strategically using the internet for CPD.	I frequently engage in a wide variety of continuous professional development online

		<p>training opportunities related to language teaching.</p> <p>I am an active contributor to digital continuous professional development courses and resources I participate in and enhance and support these resources through my feedback, guidance and support of peers.</p> <p>I evaluate and select specific continuous professional development opportunities and resources according to a range of personal criteria including my development requirements, learning style, logistical constraints, etc.</p>
<p>Pioneer (C2)</p>	<p>Using the internet to provide CPD to peers.</p>	<p>I frequently engage in a wide variety of continuous professional development online training opportunities related to language teaching, combining multiple resources in a focused and clear manner.</p> <p>I support and advise colleagues to help them identify and make use of continuous professional development opportunities for innovating language teaching practices.</p> <p>I contribute to, and develop my own, digital training materials for the continuous professional development of other language teachers.</p>



Area 2: Digital Resources

2.1 Selecting

To locate, categorize and choose a range of digital resources to support and enhance language teaching and learning for adults. To consider the specific learning objectives, context, pedagogical approach, intercultural issues and learner group, when selecting digital resources and planning their use. To identify those resources that will enhance specific language skills work productively (speaking and writing), receptively (listening and reading) and for the specific aims of language mediation in an online environment.

Knowledge, skills, responsibility and autonomy:

- To devise appropriate search strategies to locate and categorise digital resources for teaching and learning languages in face-to-face and online environments
- To appraise suitable digital resources for language teaching and learning, considering the specific language learning context, learning objectives for adult learners and their digital competence and technical skills potential
- To critically assess the credibility and reliability of digital sources and resources for language learning.

- To detect possible limitations to the use or re-use of digital resources (e.g. copyright, file type, technical requirements, legal provisions, accessibility for adult learners of languages).
- To evaluate the usefulness of digital resources in addressing language learning objectives, development of language skills in line with CEFR, the digital competence levels of the concrete adult learner group, intercultural issues as well as the pedagogic approach chosen.
- To identify appropriate tools for adult students' online collaboration for online interaction, cooperative work, and mediation.
- To identify digital tools appropriate for language production tasks (speaking, writing) for adult learners.
- To identify, categorise and integrate digital resources in face-to face and online language classes according to their possible use for receptive language tasks, such as listening and reading.

Progression		Proficiency statements
Newcomer (A1)	Making little use of the internet to find language learning and teaching resources.	I do not, or very rarely, use the internet to find resources for teaching and learning languages.
Explorer (A2)	Being aware and making basic use of digital technologies for finding language learning and teaching resources.	<p>I use simple internet search strategies to locate and choose digital content which I feel is relevant for language teaching and learning.</p> <p>I am aware of common educational platforms which provide additional educational resources for language learning or teaching.</p> <p>I only use a small number of search engines or educational platforms and I do not adapt or edit the content I find.</p>
Integrator (B1)	Identifying and appraising suitable resources for language learning and teaching which are appropriate for different language proficiency levels (A1-C1) using basic search criteria and filtering tools.	<p>I use a range of online spaces and tools to find resources to help support language teaching and learning.</p> <p>I adapt my search strategies based on the results I want to obtain by using filtering tools and search criteria. I can locate resources for different devices, (e.g. tablets, laptops, mobile phone apps, etc.) for my language teaching practice which are appropriate for my learners.</p> <p>I evaluate the quality and credibility of digital resources in terms of criteria, such as the language skill practised (listening, writing etc), its place of publication, reliability, interaction and feedback capabilities, etc.</p>

		I select educational resources that I believe my adult learners will find useful, appealing and that create a conducive learning environment for face-to-face and online interactions .
Expert (B2)	Locating, identifying and assessing suitable resources, including open resources, for language teaching and learning using complex search criteria, encompassing the CEFR-requirements.	<p>I use a wide range of online spaces and tools to find resources to help support language teaching and learning.</p> <p>I adapt my search strategies to identify specific language teaching and learning resources by using complex filtering tools and a number of search criteria such as searching and filtering by copyright licence, filename extension, date, user feedback, language activities/ skills, methodological approaches, usage policies, as well as the environment (online, face-to-face) to be used.</p> <p>I evaluate the reliability of digital resources and their suitability for my learner group, in terms of learners' digital competences, learners' proficiency language levels , specific language learning objectives and learning activities.</p> <p>I give instructions, feedback and recommendations to learners for the digital resources I use for language teaching.</p>
Leader (C1)	Comprehensively identifying and assessing suitable resources for language learning, considering all relevant aspects (students profile, language skills and digital competences, methodological approaches and the teaching context).	<p>In addition to search engines, I use a wide variety of other digital resources for supporting language teaching and learning , such as . supplementary apps for textbooks, collaborative platforms for online interactions and mediation, official repositories such as OER, social networks for teaching purposes, corpora in language teaching, etc.</p> <p>I adapt my search strategies to identify specific language teaching and learning resources by using complex filtering tools and a number of search criteria including level of interactivity, design and appeal to learners, appropriateness to specific language teaching and learning elements, etc . I evaluate the reliability and suitability of content based on a combination of criteria, including</p>

		<p>potential value as a support for specific language activities, the teaching context, the digital skills of my students as well as the accuracy, cultural neutrality and the language register of the resource(s).</p> <p>I contextualise the use of digital educational resources in language classes (both face-to-face and in Virtual Learning Environments), for learners, pointing out their source, the potential bias, the advantages and limitations for language learning, etc.</p>
<p>Pioneer (C2)</p>	<p>Promoting and maintaining a mechanism to implement digital resources for language teaching and learning, appraising their added value as language learning support and considering the new CEFR descriptors.</p>	<p>I provide guidance to colleagues on effective search strategies and suitable repositories and resources for language teaching based on specific language skill tasks and pedagogical strategies, including the use of learning analytics.</p> <p>I support and advise colleagues to help them develop skills and competencies in the area of digital tools for language teaching and learning.</p> <p>I utilise my own repository of digital educational resources, appropriately organised or annotated, based on language teaching and learning activities, learners' language proficiency level and digital skill level and make this repository available for other colleagues, or the wider public, to use.</p>

2.2 Creating and modifying

To identify major issues (areas for potential problems, confusion or any result that would halt or slow the learning process- e.g. personalization, interaction and feedback capabilities, standardization, engagement, goals, motivation, etc.-) in the process of creating digital resources for reading, listening, speaking, writing, online interaction and mediation. To identify and make use of digital tools which enable instructors to create learning resources addressing the development of particular language skills, e.g. spelling, written production etc. To modify and build on existing open -licensed resources where this is permitted. To create or jointly create in a coordinated way new digital educational resources adapted to the different language skills and proficiency levels that students will develop. To consider the specific language learning objectives, context, pedagogical approach, proficiency language level (A1-to C1) and learner group, when designing digital resources and planning their use in reception (listening and reading), production (spoken and written), interaction (spoken and written), mediation and online communication, according to the descriptors of the European framework for languages (CEFR).

Knowledge, skills, responsibility and autonomy:

- To identify and consider major issues and problems in the learning process that may slow or halt the acquisition of fluency, interaction abilities, vocabulary, grammar, or pronunciation when creating online resources (teacher and learners' issues) in language learning.
- To build on good practices for language learning that address a range of skill work: reception (listening and reading), production (spoken and written), interaction (spoken and written), mediation and online communication) when creating digital resources to be implemented in a similar teaching context.
- To consider the specific learning activities related to the four modes of communication (reception, production, interaction and mediation), learning environment, pedagogical approach and characteristics of the learner group, when adapting or creating digital language learning resources.
- To collaborate with colleagues on the creation and development of specific digital educational resources to cover receptive skills.
- To cooperatively collaborate with colleagues on the creation and development of specific digital resources to cover productive skills.
- To collaborate with colleagues in the creation and development of specific digital resources to cover online communication.
- To modify and edit existing digital resources for receptive and productive skills in language learning, where this is permitted.
- To combine and mix existing digital resources or parts thereof, where this is permitted.
- To understand different licences attributed to digital resources and the implications for their re-use.

Progression		Proficiency statements
Newcomer (A1)	Refraining from modifying digital resources for learning/teaching purposes (receptive and productive exercises, as well as online	I rarely, if ever, modify or create digital resources for language teaching purposes.

	language learning collaboration and mediation).	
Explorer (A2)	Creating and modifying resources for adult language learners using basic tools and strategies in a different range of skills.	<p>I use basic software, such as word processing and spreadsheet tools, to design and modify simple language learning materials such as handouts, reading lists, worksheets, etc. I typically make these available to learners in a printed - rather than digital - format.</p> <p>I create digital presentations and other basic resources for instructional purposes, taking into account learners' profiles.</p>
Integrator (B1)	Creating and modifying resources for adult language learners using some advanced features , such as integrating animation and other features into digital presentations or engaging in online spaces with colleagues.	<p>I create digital resources for language learners and enhance or adapt these by incorporating advanced features within them such as animations, additional media, interactive elements, etc. .</p> <p>I adapt or enhance the digital learning resources I use as required to make them fit for purpose for specific e language learning contexts and objectives.</p> <p>I can engage and interact in online spaces with my teaching colleagues to send basic information or to accomplish a shared online task for language teaching purposes.</p>
Expert (B2)	Adapting advanced digital resources to a concrete language learning contexts and learning objectives , considering the characteristics of the adult learners.	<p>I integrate a range of interactive elements and media, including audio, video and interactive tools, into my self-created instructional resources for language learning.</p> <p>I modify and combine existing resources to create content and activities that are tailored to a concrete language learning context and objective and which are focused on specific communicative language activities (reception, production, online interaction and mediation) aligned to the characteristics and proficiency language levels of the learner group.</p> <p>I understand different licences for use attributed to digital resources for language learning and know the permissions granted to me as regards</p>

		<p>reusing and modifying resources for my language class.</p> <p>I can engage in transactional exchanges with colleagues in a clearly structured online collaborative creation of activities in different teaching environments - both physical and online.</p>
Leader (C1)	<p>Creating, co-creating and modifying resources according to the language learning context, using a range of advanced strategies for different communicative language activities: reception (listening and reading), production (spoken and written), interaction (spoken and written) and online communication, mediation.</p>	<p>I create and modify complex and interactive digital language learning activities which are focused on teaching and assessment in all language learning areas, including writing, speaking, listening, reading, online mediation and interaction, etc. for my learners.</p> <p>I adapt, utilise and combine a variety of different digital tools in order to fulfil a range of advanced strategies for different communicative language activities - including reception (listening and reading), production (spoken and written), interaction (spoken and written) and online communication, mediation.</p> <p>I co-create language learning resources for learners with colleagues, peers and other stakeholders who also work in the field of language teaching.</p>
Pioneer (C2)	<p>Creating complex, interactive digital resources for language learning for adults in reception (listening and reading), production (spoken and written), interaction (spoken and written), mediation and online communication .</p>	<p>I create and adapt my own custom complex interactive digital resources - such as apps, games, media, etc. - to address a variety of language learning objectives based on learners' needs</p> <p>I can provide guidance to colleagues on the development and application of digital resources for language learning and/ or work with them in collaborative development projects on the use of digital resources for language learning</p> <p>I support and advise colleagues to help them develop skills and competencies in the area of digital tools for language teaching and learning.</p>

2.3 Managing protecting and sharing

To manage digital content and appropriately access and make it selectively available to language adult learners and other colleagues. To store and protect data and resources both locally and on cloud management systems. To digitally share such protected content with colleagues, peers, and learners. To apply safety measures for digital content protection and adult learners' data privacy. To create closed work groups in VLE and other online platforms. To effectively identify and classify digital content for language teaching and learning. To synchronize data across different devices for maintaining databases for educational purposes. To be able to recognise and manage privacy and copyright rules in digital resources for language teaching and learning. To deal with the use and creation of open licenses and open educational resources, including their proper attribution, for language learning in an adult educational context

Knowledge, skills, responsibility and autonomy:

- To administrate language learning resources via sharing tools, e.g. e-mail, joint and online word processing tools, and cloud management tools
- To share and provide access to linguistic resources online by means of platforms and/or personal websites/blogs
- To share digital content by using synchronised devices/programmes and make open educational resources available in closed group storage devices (e.g., email groups, VLE groups, etc).
- To protect data and online information/content on platforms, websites, VLEs, etc. To be able to prevent spam and any other malicious ware from accessing email and other sharing tools
- To implement the use of personal repositories by managing their access and rights for adult learners as appropriate
- To categorise digital resources according to their copyright restrictions; to distinguish their use for language teaching and learning, and to adapt them to adult learners' needs in language learning contexts
- To identify and label digital resources according to their reference information on the web and / or academic context as well as copyright
- To manage and assign appropriate licences to self-created language learning resources.
- To assess and implement protection and security measures for sensitive data and resources (e.g. students' grades, exams).
- To furnish the appropriate media and resources (calendars, online polling tools, survey Monkey, etc.) for peer/adult learners collaborations across the skills (productive and receptive) so that linguistic input can be shared and co-evaluated without copyright infringement.
- To administrate different digital resources and tasks for peer collaboration and planning (e.g., Google tools, VLE administration tools, etc).

Progression		Proficiency statements
Newcomer (A1)	Not employing strategies for sharing language learning resources or for data protection/ security.	I do not, if at all, apply data protection or security measures to the digital teaching resources I use or student data I have access to.

		<p>I do not store and organise digital language resources for my own future use.</p> <p>I do not collaborate on digital resources, or share content, with peers or colleagues in an online capacity.</p>
Explorer (A2)	Managing language teaching and learning digital resources using basic strategies for data protection.	<p>I share language learning educational content via e-mail attachments or through links. I can redistribute /forward educational content via various channels, such as e-mail, chat platforms or social networks in my educational communities etc.</p> <p>I use local and / or cloud management systems for storage of some resources but avoid storing sensitive information electronically.</p> <p>I am aware that some resources distributed on the Internet for language teaching and learning are copyrighted.</p>
Integrator (B1)	Effectively sharing and protecting language teaching and learning resources using basic strategies.	<p>I manage language learning materials for adults and develop strategies for access and exploitation on virtual learning environments, such as or by uploading, linking or embedding it e.g. on a course website or blog.</p> <p>I can engage with other teachers and academic peers to provide them with access and editing rights to documents and other online language learning resources through shared collaboration and consultation through limited document sharing, calendar management, etc.</p> <p>I effectively protect sensitive content, e.g. exams, students' reports, etc. through basic security features such as password protection and limiting access.</p> <p>I understand the copyright rules that apply to the digital resources I use for language teaching and learning.</p>
Expert (B2)	Professionally sharing language teaching and learning resources for adult learners.	<p>I share language learning resources by embedding them into various digital environments and platforms.</p>

		<p>I ensure the protection and security of personal and sensitive data through a variety of security measures including detailed password protection, group administration, online editing rights, etc. I restrict access to resources as appropriate for my learners.</p> <p>I correctly reference and attribute resources affected by copyright licences.</p> <p>I can engage in transactional exchanges with language teaching colleagues in a clearly structured online collaborative activity for the management of resources. I can offer support, taking a lead role and negotiating conditions and explanations of more complex online tasks.</p>
Leader (C1)	Digitally publishing self-created resources for language learners.	<p>I compile comprehensive digital language learning content repositories and make them available to learners and/or other language teachers in a variety of formats - according to learner requirements and/ or available online platforms.</p> <p>I ensure the protection and security of personal and sensitive data through a variety of security measures including detailed password protection, group administration, online editing rights, etc. I restrict access to resources as appropriate for my learners</p> <p>I abide by copyright licences and relevant IP considerations and apply appropriate licences to the language learning resources I publish or make available online.</p>
Pioneer (C2)	Professionally publishing self-created language teaching and learning material / resources for different communicative language activities (online mediation and interaction, productive and receptive work).	<p>I annotate language learning resources and digitally share and enable others to comment, rate, modify, re-arrange or add to them to facilitate collaboration, development and review.</p> <p>I can facilitate, lead and provide guidance to colleagues for digital collaboration, adding precision to group work in a digital environment across a range of work stages in collaborative projects.</p>



		I comprehensively protect personal and sensitive data, through a wide variety of security measures and am fully aware of my responsibilities regarding copyright, IP, GDPR, etc.
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Area 3: Teaching and Learning

3.1 Teaching

To plan for and implement digital devices and resources for the foreign language teaching process, in order to enhance the effectiveness of teaching interventions among a group of adult learners. To appropriately manage and orchestrate digital teaching interventions taking into account adult learners' digital literacy/competence and technical potential. To experiment with and develop new formats and pedagogical methods for instruction in a foreign language teaching practice for digital teaching environment and to measure their effectiveness.

Knowledge, skills, responsibility and autonomy:

- To use classroom technologies to support instruction in the target language, e.g. electronic whiteboards, mobile devices or online translation devices.
- To use filtering tools on e-learning platforms to select different types of educational resources which can be adapted and incorporated into the language teaching practice and to share educational knowledge.
- To compare, compile and/or summarise information from different digital sources and adapt this for the purpose of teaching activities in language classes for different language levels
- To structure a lesson using digital tools so that different (teacher-led and learner-led) digital activities and resources can reinforce learning objectives .

- To plan and structure sessions supported by digital tools (for both classroom and distance activities) and to support online interactions in a digital environment using educational resources in a target language.
- To engage in real-time online exchanges with multiple participants using a range of digital tools, e.g. Instant messaging systems/apps, chats with file transfer, Voice over IP, etc. in order to understand the communicative intentions and cultural implications of the various contributors.
- To adapt one's register and style in the target language to suit different online environments, communication purposes and speech activities (e.g. interaction patterns).
- To express oneself with clarity and precision in real-time online discussion or message exchanges using digital tools such as instant messaging systems/apps: chats with file transfer, Voice over IP, or video chat with several participants, adjusting language flexibly and sensitively to context and learners' language levels.
- To consider how educator-led digital interventions – whether as part of face-to-face and/ or distance learning approaches - can best support developing learners' proficiency in the target language.
- To reflect on the effectiveness and appropriateness of the digital pedagogical strategies chosen respectively for in-class and distance activity, considering the new descriptors of CEFR (2018) and to flexibly adjust methods and strategies to foster learners' language development.
- To experiment with and develop new formats and pedagogical methods for instruction which are suitable for language teaching (e.g. flipped classroom, blended learning, etc.).
- To select, structure and manage language educational resources and collaboration and interaction activities in teaching communities in the target language within a digital environment.
- To respect sociocultural norms in producing texts, e.g. appropriate register, forms of politeness, taboos, etc. and use appropriate visual aids, symbols, graphics.

Progression		Proficiency statements
Newcomer (A1)	Making little or no use of digital technologies for instruction in the target language.	I do not, or very rarely, use digital devices or digital content in my language teaching practice.
Explorer (A2)	Making basic use of available digital technologies and open educational resources for instruction in the target language.	<p>I use available classroom technologies to support language teaching, e.g. digital whiteboards, projectors, etc.</p> <p>I identify and choose basic digital technologies for e-learning according to the learning objectives and learners' language level aligned to CEFR.</p> <p>I make use of existing online digital resources including Open Educational Resources (OERs) to support my teaching.</p>

<p>Integrator (B1)</p>	<p>Integrating various digital technologies meaningfully into the language teaching process.</p>	<p>I organise and manage the integration of digital devices (e.g. classroom technologies, students' devices, etc.) into the language teaching and learning process both within in-classroom environments and as part of distance teaching processes.</p> <p>I apply a range of pedagogical strategies to support the integration of digital technologies into the language teaching and learning process.</p> <p>I manage the integration of available digital content, including e.g. videos, interactive activities, etc. into the language teaching and learning process, considering adult learners' digital literacy.</p>
<p>Expert (B2)</p>	<p>Using digital technologies purposefully to enhance pedagogic strategies for language teaching.</p>	<p>I consider appropriate social settings, cultural issues and interaction modes among learners of different nationalities, digital literacy and speaking language(s) when integrating digital technologies within the classroom.</p> <p>I use digital technologies to support in-class, face-to-face and distance education language teaching processes to increase methodological variation and ensure compliance with the new CEFR-descriptors.</p> <p>I set up language learning sessions along with a range of other learning interactions, both synchronically and asynchronously, within a digital environment.</p>
<p>Leader (C1)</p>	<p>Orchestrating, monitoring and flexibly adapting the use of digital technologies to enhance pedagogic strategies in the context of teaching languages.</p>	<p>I structure language learning sessions for both face-to face and distance learning so that different (teacher-led and learner-led) digital activities meet the learning objectives and correspond to the learners' level of language and their digital competence.</p> <p>I structure and manage language content, contributions and interaction in a digital environment through the application of a range of pedagogical strategies designed to support the use of digital technologies to enhance learning.</p>

		<p>I continuously evaluate the effectiveness of digitally enhanced language teaching strategies and revise my strategies accordingly, using the CEFR as a reference point.</p>
<p>Pioneer (C2)</p>	<p>Using digital technologies and open educational resources to innovate language teaching strategies among a community of language learners, taking into consideration the needs of my adult learners and the CEFR-descriptors.</p>	<p>I provide full language courses or learning modules at different levels (adjusted according to the CEFR descriptors and the needs of my learners) in a digital learning environment or environments.</p> <p>I regularly seek out, analyse and integrate innovative pedagogical strategies for using digital technologies and open education resources adapted to the learning needs and digital competence of adult learners and share my work in the teaching communities in which I participate.</p> <p>I regularly support and advise others on the effective use of digital technologies and open educational resources.</p>

3.2 Guidance

To use digital technologies and services to enhance interaction with adult learners in the target language, both individually and collectively and within and outside a learning session. To use digital technologies to offer timely and targeted guidance and assistance to adult learners. To experiment with and develop new forms and formats for offering guidance and support in using digital devices, software and available language learning platforms in the target language, taking into account adult learners' digital competence/ literacy.

Knowledge, skills, responsibility and autonomy:

- To resolve issues encountered during a course of language learning by reformulating, clarifying and exemplifying elements through media (visual, auditory, etc.).
- To provide guidance on the use of digital tools and to support the work of adult learners at the redrafting and editing stages of collaborative work.
- To act as mediator/advisor in intercultural encounters among adult language learners who may represent different cultural backgrounds, using a range of digital tools such as Internet (discussion) forums/message boards , online chats, VoIP, etc.
- To contribute to a shared communication culture among adult language learners by managing ambiguity through advice and support, and avoidance of misunderstandings using a range of digital tools such as Internet (discussion) forums/message boards , online chats, VoIP, etc.
- To explain inferences when links or implications are not made explicit using digital tools such as online translators, and to point out sociocultural implications to a speaker or writer's form of expression (e.g. understatement, irony, sarcasm, etc).
- To make use of digital technologies and communication tools to better respond to adult language learners' questions and doubts related to language learning ,and/ or technical issues related to using digital devices.
- To suggest and provide instruction to learners on using e-learning platforms for languages, considering the learners' language proficiency level and digital competence.
- To set up language learning activities for face-to-face and distance learning environments, corresponding to adult learners' level of language proficiency and having foreseen potential guidance and support requirements related to their digital needs.
- To interact with adult learners in collaborative digital environments, taking into account their digital competence and CEFR-descriptors for online conversation and discussion.
- To use digital technologies and tools to remotely monitor adult learners' progress, to effectively compare their progress and to provide feedback and intervention when needed, while also allowing for self-regulation.
- To experiment with and develop new forms and formats for offering guidance and support in language teaching practice, using digital technologies and tools suitable for the development of language skills.

Progression		Proficiency statements
Newcomer (A1)	Making no or little use of digital technologies for interacting with adult learners.	I do not, or very rarely, communicate with adult language learners. When I do, I use basic digital tools such as e-mail, voice messages or message boards.
Explorer (A2)	Employing basic digital strategies to interact with adult learners in a language course.	I use basic digital technologies, e.g. e-mail, chat or message boards, to respond in the target language to learners' questions or doubts related to language learning and/ or technical issues related to language learning platforms.
Integrator (B1)	Using digital technologies and tools to enhance interaction with adult learners in a language course.	<p>I maintain and use a common digital communication channel with my adult language learners, considering their level of digital literacy, to respond to their questions and doubts in the target language. .</p> <p>I am frequently in contact with adult language learners (through a variety of common digital tools such as e-mail, forums, messaging tools , social media etc.) and respond to their questions and doubts in the target language</p> <p>I use a range of common digital tools to enhance and encourage interaction with and amongst adult language learners outside of the live classroom environment.</p>
Expert (B2)	Using various digital technologies to enhance monitoring and guidance in a language course.	<p>I regularly interact with adult language learners in the collaborative digital environments I use, using a variety of digital tools to help monitor their activities and progress and to offer guidance where required.</p> <p>I am aware of cultural diversity in my teaching community and monitor their behaviour in the digital environment by providing individual guidance and support where needed, according to their linguistic and digital competence.</p> <p>I regularly experiment with new digital tools and processes for offering guidance and support to adult language learners, taking into account learners' digital competence.</p>
Leader (C1)	Employing various digital technologies and educational tools	When I set up language learning activities in digital environments, I foresee adult language learners' needs for guidance and offer support

	<p>strategically and purposefully to provide guidance and support to adult learners.</p>	<p>using a variety of resources, , e.g. help or FAQ sections, podcasts, video tutorials, etc.</p> <p>When I implement digital language learning activities in class, I also monitor adult language learners' behaviour and learning progress within one or more digital environments in order to offer effective guidance when needed.</p> <p>I continuously evaluate my use of digital technologies for offering guidance and support to adult language learners and revise my strategies and selection of tools according to learner's requirements and digital competences.</p>
<p>Pioneer (C2)</p>	<p>Using digital technologies and online spaces to innovate guidance provision in language learning.</p>	<p>I regularly seek out, analyse and integrate innovative pedagogical strategies and digital tools to offer effective teaching guidance and support to adult language learners.</p> <p>I regularly support and advise others on the effective use of digital technologies and online spaces to provide learners with support and guidance in order to support effective language learning processes.</p> <p>I maximise the potential offered by digital environments and online spaces in order to provide language learners with the maximum range of support and guidance, using a range of media.</p>

3.3 Collaborative learning

To use digital technologies to foster and enhance goal-oriented online conversation and collaboration among language learners. To enable adult learners to use digital technologies effectively, according to their level of digital competence, as part of collaborative assignments and as a means of enhancing communication, collaboration and collaborative knowledge creation in the target language.

Knowledge, skills, responsibility and autonomy:

- To resolve misunderstandings and deal effectively with issues that arise during online discussions in a language learning process, including communication and cultural issues.
- To deal tactfully with disruptive comments in online environments, framing any remarks diplomatically in relation to a specific situation and/ or cultural perceptions.
- To confidently take a firm but diplomatic stance over an issue of principle as part of a discussion within an online environment or digital communication channel, while also showing respect for the viewpoint of others.
- To demonstrate sensitivity to different viewpoints within an online environment or digital communication channel, using repetition and paraphrasing to demonstrate detailed understanding of each party's requirements for an agreement.
- To mediate online synchronous and asynchronous conversations between adult members of a language learning group effectively and naturally, taking into account any sociocultural and sociolinguistic differences within the language class.
- To anticipate how people might misunderstand what has been said or written in a digital environment within a multicultural language class and to maintain an atmosphere of positive online interaction by commenting on and interpreting different cultural perspectives.
- To select and provide digital content to help adult language learners better understand intercultural differences (podcasts, videos, quizzes, case studies).
- To anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions occurring in an online discussion through the use of appropriate digital tools, e.g. private and group live chats, discussion forums/message boards or social media.
- To take on different roles in online conversations designed to support language learning, according to participants' needs and the specific requirements of the activity (e.g. resource person, mediator, supervisor, etc.) and provide appropriate individualised support.
- To implement collaborative language learning activities which match adult learners' digital literacy and digital competence, in which digital devices and resources are used in the target language.
- To implement collaborative language learning activities in a digital environment, e.g. using blogs, wikis, learning management systems, etc. for collaboration, considering both the CEFR-descriptors and learners' digital literacy
- To employ digital technologies such as Virtual Learning Environments/ Learning Management Systems, for collaborative knowledge exchange among adult language learners, matched to their digital literacy.
- To monitor and guide adult language learners in a collaborative knowledge generation process within digital environments in the target language.
- To support adult language learners in digitally presenting their collaborative efforts in the target language across a range of online platforms.

- To use a range of digital technologies, adapted to learners' digital literacy, for peer-assessment and as a support for collaborative self-regulation and peer-learning.
- To use digital technologies and platforms to experiment with new formats and methods for collaborative language learning.

Progression		Proficiency statements
Newcomer (A1)	Making no or little use of digital technologies in collaborative language learning activities.	I do not, or only very rarely, consider how adult language learners could use digital technologies in collaborative activities or assignments in a language course.
Explorer (A2)	Encouraging adult learners to use digital technologies and learning platforms in their collaborative activities in a language course.	<p>When implementing collaborative activities or projects for language learning, I encourage learners to use digital technologies to support their processes.</p> <p>I select and recommend a variety of digital tools for learners to use as part of their collaborative work process, e.g. to use instant messaging software or message boards to establish social contact, to use search engines to gather data, etc.</p>
Integrator (B1)	Implementing digital technologies into the design of collaborative activities in the group of language learners.	<p>I design and prescribe collaborative activities for language learners for collaborative knowledge generation in which digital technologies and platforms for social interactions are used (e.g. using digital tools for sourcing and exchanging information in the target language).</p> <p>I encourage adult learners to document their collaborative efforts in the target language using a range of digital technologies, e.g. digital presentations, videos, blog posts, audio recordings, and offer support and guidance as required.</p>
Expert (B2)	Using a variety of digital environments to support collaborative learning in a language course.	<p>I design and prescribe a wide variety of collaborative language learning activities for language learners, utilising a wide range of digital tools and digital environments, taking into account adult learners' digital competence.</p> <p>I monitor and guide adult learners' collaborative interactions in the target language within the digital environments they are using.</p>

		I use a range of digital technologies to enable adult learners to share insights in the target language with each other and to receive peer-feedback, as part of collaborative learning activities, as well as on individual assignments.
Leader (C1)	Using digital environments for adult language learners' collaborative knowledge generation and peer assessment in a language course.	<p>I design and manage a range of diverse collaborative learning activities, matched to learners' digital competence, where learners use a variety of technologies to collaboratively conduct research, document findings and reflect on their learning in the target language.</p> <p>I use a range of digital technologies and environments to support peer-assessment of language activities and as a means to support collaborative self-regulation and peer-learning.</p> <p>I use a range of digital technologies to facilitate learner peer assessment in the target language, as well as learner provision of feedback to peers.</p>
Pioneer (C2)	Using digital technologies to innovate adult learner collaboration in a language course.	<p>I regularly seek out, analyse and integrate innovative pedagogical strategies and digital tools related to collaborative learning to support effective language learning processes.</p> <p>I regularly support and advise others on the effective use of digital technologies to support collaborative and peer-led language learning activities.</p>

3.4 Self-regulated learning

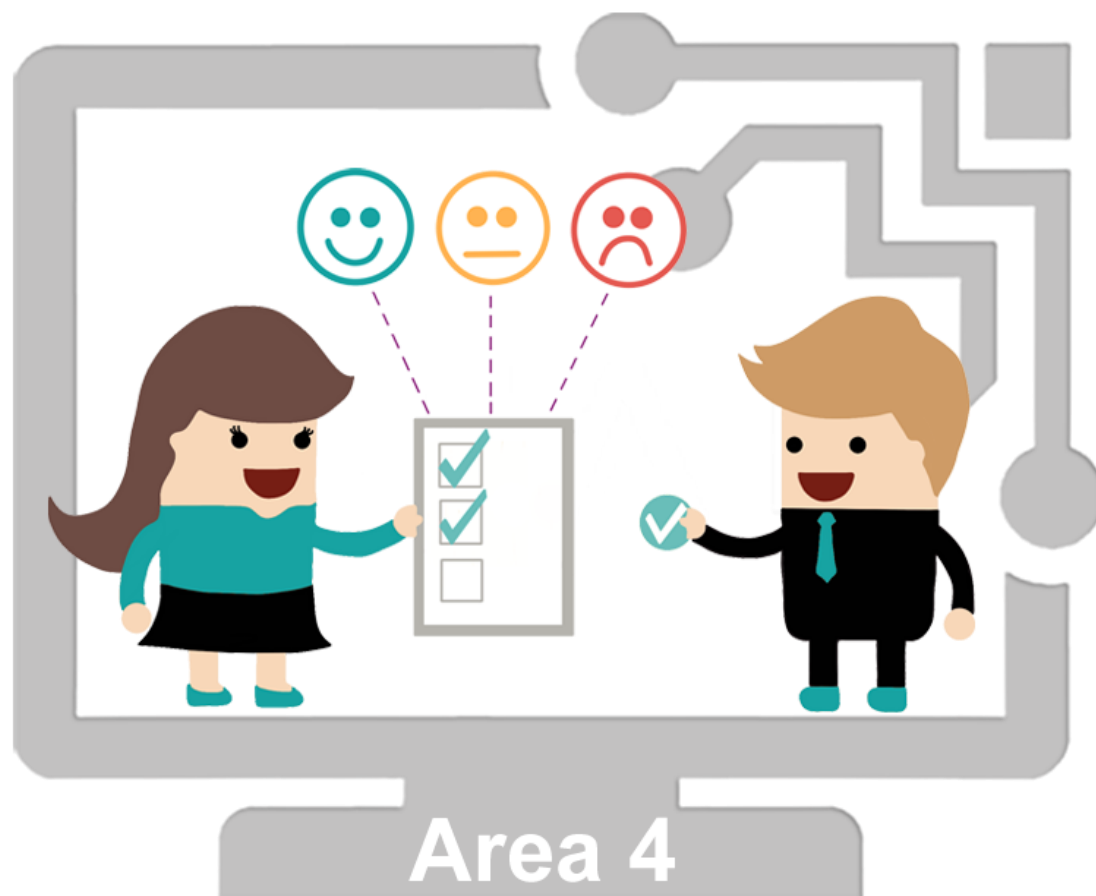
To use digital technologies to support self-regulated language learning processes, i.e. to enable adult learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions.

Knowledge, skills, responsibility and autonomy:

- To use digital technologies (e.g. blogs, online journals, digital planning tools, etc.) to allow adult language learners to plan their own language learning processes.
- To use digital technologies (e.g. audio or video recordings, blogs, social media, etc.) to allow adult language learners to collect evidence and record progress of their language learning.
- To use digital technologies (e.g. e-Portfolios, blogs, e-learning platforms, etc.) to allow adult learners to record and showcase their work in the target language.
- To use digital technologies to enable adult learners to reflect on and self-assess their language learning process, through activities such as self-checks, interactive comments, complex assessment systems, etc.

Progression		Proficiency statements
Newcomer (A1)	Making little or no use of digital technologies for self-regulated language learning among adults.	I do not, or only very rarely, consider how adult language learners could use digital technologies in self-regulated activities or assignments.
Explorer (A2)	Encouraging adult learners to use digital technologies in self-regulated language learning activities.	<p>I encourage adult learners to use digital technologies to support their self-regulated language learning activities and assignments.</p> <p>I guide and support adult learners in their selection of the correct digital technology for the correct language learning task, e.g. using an online translation tool for translation, using youtube tutorials to determine correct pronunciation, etc.</p>
Integrator (B1)	Implementing digital technologies, adapted to learners' digital literacy, for the design of self-regulated language learning activities.	<p>I encourage learners to use digital technologies, adapted to their digital literacy, to collect evidence and record progress of their self-regulated language learning activities.</p> <p>I encourage and guide learners in their use of a range of digital technologies, such as e-Portfolios, blogs, social media, etc., to record and showcase the results and/ or outputs of their learning in the target language.</p> <p>I use digital technologies to develop self-assessment activities for adult language learners and guide learners on how to use these self-</p>

		assessment tools effectively as part of their language learning process.
Expert (B2)	Using digital environments to comprehensively support adult learners in self-regulated language learning.	<p>I encourage learners to use a range of digital technologies or environments (e.g. blogs, online journals , digital planning tools) to help themselves manage and document all stages of their self-regulated language learning activities, e.g. for planning, information retrieval, documentation, reflection, etc.</p> <p>I support and guide adult language learners in developing, applying and revising suitable criteria for self-assessment with the support of advanced digital technologies, according to their digital literacy.</p>
Leader (C1)	Critically reflecting on the digital strategies used to foster self-regulated language learning by adult learners.	<p>I continuously reflect on and evaluate the digital strategies I employ to foster self-regulated language learning by adult learners and revise my strategies and selection of tools according to learner’s requirements and digital competences.</p> <p>I regularly support and advise colleagues on the effective use of digital strategies to foster self-regulated language learning by adult learners.</p>
Pioneer (C2)	Developing new digital formats and/or pedagogic approaches for self-regulated language learning.	<p>I regularly seek out, analyse and integrate innovative pedagogical strategies and digital tools to foster self-directed language learning dedicated to adult learners.</p> <p>I develop new digital formats and/or pedagogical approaches to foster self-directed language learning dedicated to adult learners.</p> <p>I regularly support and advise other language teachers and educators on the effective use of digital strategies to foster self-regulated language learning by adult learners.</p>



Area 4: Assessment

4.1 Assessment strategies

To select and apply digital technologies to utilise and support formative and summative assessment for language teaching purposes in order to enhance the variety and range of language learning assessment methods and approaches through the use of digital technologies. To critically evaluate learner assessment requirements and facilitate a variety of assessment types through a range of appropriate digital devices and platforms. To set up, utilize and support scenarios for both synchronous and asynchronous assessment for both individuals and groups; To be able to access learner submissions in order to provide feedback and marks and communicate this information to learners.

Knowledge, skills, responsibility and autonomy:

- To select appropriate digital tools to engage with language learners through both formative and summative language learning assessment activities.
- To identify appropriate pedagogical strategies aligned to the use of specific digital assessment tools and approaches for language learning.
- To select and utilise a range of appropriate digital assessment tools to proactively monitor the language learning process, obtain information on learners' progress and adjust language teaching strategies accordingly.

- To select and utilise a range of appropriate digital technologies to support and enhance formative and summative language learning assessment strategies for synchronous (e.g. live interviews, presentations, roleplay, etc.) and asynchronous (e.g. file submission, automated quizzes, etc.) scenarios .
- To select and utilise a range of appropriate digital technologies to communicate feedback to learners based on their assessment activities and to monitor and track learner progress through a range of digital tools and supports.
- To select and utilise a range of appropriate digital technologies to record and scaffold language learners’ assessment activities and to evidence learning achieved (e.g. eportfolios, micro-credentials, etc.).
- To develop and maintain a deep understanding for the innovative potential of a variety of digital and non-digital language learning assessment formats, as well as the benefits and drawbacks of same.
- To critically reflect on the appropriateness of specific digital assessment approaches for language learning and actively adapt and update assessment strategies according to appropriate digital trends in language teaching and the evolution of learning needs.

Progression		Proficiency statements
Newcomer (A1)	Making little use of digital technologies for engaging in or supporting language learning assessment.	I do not, or only very rarely, use digital technologies for assessment of language learning.
Explorer (A2)	Integrating digital technologies into traditional language learning assessment strategies.	I use basic digital technologies (e.g. Microsoft word, etc.) to create assessment tasks for language learning which are then administered in paper-based format. I plan for adult learners’ use of digital technologies in some language learning assessment tasks.
Integrator (B1)	Employing and modifying existing digital assessment tools and formats for language learning.	I use a range of existing digital technologies for formative or summative language learning assessment tasks, including comprehension questions, writing summaries , etc. I adapt digital assessment tools, as appropriate, to support my specific language learning assessment goals, such as listening and reading reception, etc.
Expert (B2)	Strategically using a range of digital formats for effective language learning assessment.	I use a range of digital assessment formats , tools and approaches for both formative and summative language learning assessment, such as comprehension questions, writing summaries, listening to and observing student dialogue, etc.

		<p>both within the classroom and for learners to use after school.</p> <p>I select a variety of appropriate assessment formats which I feel will most adequately address and assess the nature of the language learning outcome(s).</p> <p>I design digital assessments which are both valid and reliable, which can be manually-marked or automated, and which can be used to facilitate evaluation.</p>
Leader (C1)	Comprehensively and critically selecting, creating and adapting digital assessment formats for language learning, as required.	<p>I design and utilise a wide variety of digital and non-digital assessment formats for language learning purposes, aligned with content and technology standards, and am aware of their benefits and drawbacks.</p> <p>I continuously reflect on and evaluate my use of digital technologies for language learning assessment and creatively adapt and revise my strategies and the tools I utilise according to learner's requirements and digital competences.</p> <p>I regularly support and advise colleagues on the effective use of digital assessment formats for language learning.</p>
Pioneer (C2)	Developing innovative assessment formats, using digital technologies for language learning.	<p>I regularly seek out, analyse and integrate a range of innovative strategies and digital technologies for assessing language learning.</p> <p>I develop new digital formats for language learning assessment, which reflect a range of innovative pedagogical approaches and which also support the assessment of transversal skills.</p> <p>I regularly support and advise others on the effective use of digital technologies and strategies for assessing language learning.</p>

4.2 Analysing evidence

To generate, critically analyse and interpret digital evidence of learner activity, performance and progress in order to inform language teaching and learning.

Knowledge, skills, responsibility and autonomy:

- To design and implement effective learning activities which produce usable data regarding learner activity and performance in language learning.
- To use a variety of appropriate digital technologies to record, compare and synthesise data related to a learner's progress in language learning.
- To identify and utilise the processes through which learner activity in digital environments generates data which can be used to inform language teaching and learning.
- To effectively analyse and interpret available evidence on learner activity and progress, including the data generated by the digital technologies used, in order to support language learning.
- To consider, combine and evaluate different sources of evidence on learner progress and performance.
- To critically value the evidence available to inform teaching and learning.
- To develop and implement strategies for the appropriate storage and use of data, aligned to legal and ethical considerations.

Progression		Proficiency statements
Newcomer (A1)	Making little use of digital data for monitoring progress on language learning.	I do not, or very rarely, reference or make use of digitally recorded data to develop an understanding of a language learner's progress.
Explorer (A2)	Evaluating data on learner activity and performance for language learning.	<p>I sometimes evaluate administrative or attendance data and data on student assessment performance for individual feedback and targeted interventions.</p> <p>I utilise some basic digital assessment tools within the language learning process to provide me with timely feedback on learners' progress.</p>
Integrator (B1)	Strategically employing digital tools for data generation.	<p>I utilise a range of digital technologies within the language teaching process to provide me with data in order to help me provide timely feedback on learners' progress.</p> <p>I manage the digital data analysis tools provided by a number of digital environments to monitor and visualise learner activity and progress as part of the language teaching and learning process.</p> <p>I interpret the data and evidence available to me from a wide range of sources to better</p>

		understand individual language learners' needs for support and adapt my strategies accordingly.
Expert (B2)	Using digital data to reflect on language learning patterns and teaching strategies.	<p>I continuously reflect on and evaluate the strategies I employ regarding my use of digital data to support my learners' learning patterns and my own teaching strategies.</p> <p>I actively make use of a range of digital communities to exchange ideas and collaboratively develop digital resources for my professional environment and for my language teaching practices</p> <p>I am aware of my responsibilities regarding the collection, storage and use of learner data.</p>
Leader (C1)	Using digital technologies to reflect on and enhance language learning practices and competences.	<p>I continuously reflect on and evaluate my use of digital technologies to enhance language learning practices and competences</p> <p>I regularly monitor digital activity and reflect on digital learner data to identify and react to critical language learning problems and to take corrective measures.</p> <p>I evaluate and synthesise data generated by a wide range of digital technologies to reflect on the effectiveness and suitability of different language teaching strategies and learning activities.</p>
Pioneer (C2)	Innovating data generation and evaluation for language learning.	<p>I regularly seek out, analyse and integrate innovative data generation and evaluation strategies and digital tools to support the language teaching and learning process.</p> <p>I regularly implement a range of advanced data generation and visualisation methods into the language teaching activities I employ.</p> <p>I regularly critically assess the value and validity of different data sources as well as the appropriateness of established methods for data analysis.</p>

4.3 Feedback and planning

To select and use appropriate digital technologies to provide targeted and timely feedback to language learners. To adapt teaching strategies to incorporate digital tools and available learner evidence and data (such as learning analytics or descriptive statistics) in order to provide targeted support to language learners. To enable learners, professional colleagues and stakeholders in the language learning process to understand the evidence provided by digital technologies and to effectively use it for decision-making.

Knowledge, skills, responsibility and autonomy:

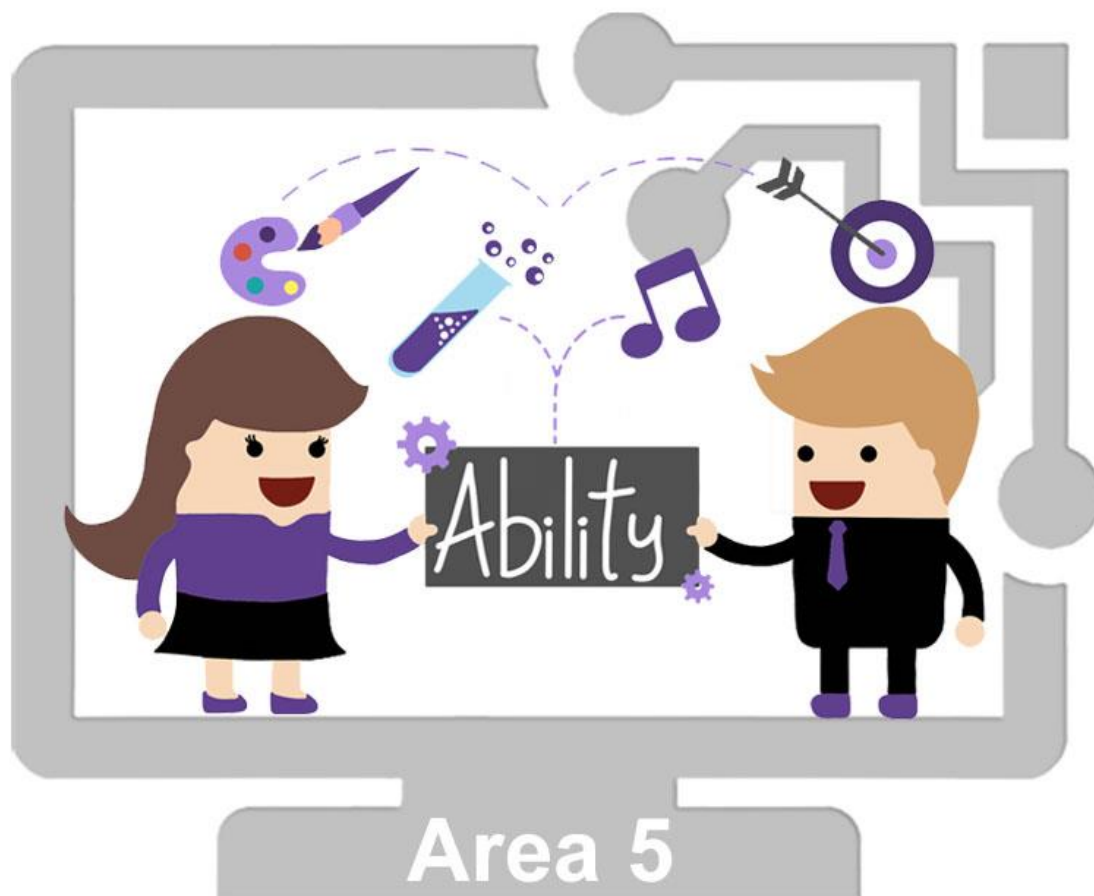
- To select and utilise appropriate digital technologies to grade and provide feedback on electronically submitted language learning assignments.
- To use assessment management and feedback systems such as automated grading and responses, rich media feedback tools, plagiarism detection systems, etc. to enhance the effectiveness of provision of feedback to language learners.
- To effectively adapt language teaching, assessment and feedback practices, based on data generated through the use of digital technologies.
- To provide personal feedback and offer differentiated support to language learners, based on data generated through the use of digital technologies.
- To enable learners to effectively evaluate and interpret the results of formative, summative, self and peer language learning assessments.
- To assist learners in identifying areas for improvement in their language skills through feedback and reflection and to develop learning plans to address these areas.
- To use digital technologies to keep learners, fellow colleagues and stakeholders involved in language learning informed of ongoing activities, available resources, etc. which are relevant to their language learning.

Progression		Proficiency statements
Newcomer (A1)	Making little use of digital data for feedback and planning for language learning.	I do not, or very rarely, use digital technologies or digital data to help me provide feedback to language learners, or to adapt my assessment strategies as part of the language teaching and learning process.
Explorer (A2)	Using digital technologies to inform feedback and planning for language learning.	<p>I use a number of basic digital technologies to provide me with an overview on language learners' progress.</p> <p>I analyse some basic digital data in order to help me better plan the language teaching strategies which I employ with my learners.</p> <p>I analyse some basic digital data in order to help inform the feedback and advice which I provide to language learners.</p>

Integrator (B1)	Using digital technologies to provide feedback for language learning.	<p>I use a range of digital technologies to grade learners and to provide feedback on electronically submitted assignments.</p> <p>I help language students and learning stakeholders to access and make use of relevant data on learners' performance, using digital technologies.</p>
Expert (B2)	Using digital data to enhance the effectiveness of feedback and support for language learning.	<p>I regularly seek out, analyse and integrate innovative strategies and tools for generating digital data to help me to adapt my teaching and assessment practices for language learning for greater effectiveness.</p> <p>I frequently provide personal feedback and offer differentiated support to learners, based on the data generated by a range of different digital tools and platforms.</p> <p>I use a wide range of digital tools and technologies to enable learners and learner stakeholders to remain aware of their progress and make informed choices on future learning priorities, optional subjects or future studies.</p>
Leader (C1)	Using digital technologies to personalise feedback and support for language learning.	<p>I use a range of digital technologies to offer personalised feedback and support to learners as part of the language teaching and learning process.</p> <p>I assist learners in identifying areas for improvement and jointly develop learning plans to address these areas, based on the evidence available from a wide range of digital technologies and tools.</p> <p>I critically reflect on and evaluate the digitally enhanced language teaching strategies digital technologies which I use to offer feedback and support for language learning.</p>
Pioneer (C2)	Using digital data to evaluate and improve teaching for language learning.	<p>I regularly seek out, analyse and integrate innovative pedagogical strategies and digital tools to help me to better evaluate and improve my language teaching process.</p>



		<p>I develop new pedagogical approaches to using digital data formats and/or technologies to improve the language teaching and learning process.</p> <p>I regularly support and advise other language teachers and educators on the effective use of digital data to evaluate and improve the language teaching and learning process.</p>
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Area 5: Empowering Learners

5.1 Accessibility and inclusion

To ensure accessibility of digital learning resources and activities for all learners in language teaching classes – including activities carried out via in-class e-learning and/ or as distance learning (both synchronous and asynchronous) and including learners with special learning needs or low-literacy skills. To acknowledge and respond with appropriate language teaching methods to learners' digital abilities, uses, attitudes, expectations, and misconceptions. To consider the physical, and/or cognitive, and/or financial constraints of adult learners related to the use of digital technologies for language learning purposes.

Knowledge, skills, responsibility and autonomy:

- To identify opportunities and limitations posed by digital technologies in the context of foreign language learning, e.g. visual and hearing impediments.
- To identify appropriate digital tools for language learning purposes with respect to the learning needs and digital abilities and attitudes of adult learners.
- To provide equitable access to appropriate digital technologies and language learning resources, e.g. ensuring that all learners have access to the digital technologies employed in the language teaching process.

- To select and apply digital pedagogical strategies in language teaching classes which respond to learners' digital context(s), e.g. contextual constraints to their technology use (e.g. availability), competences, expectations, attitudes, misconceptions and misuses.
- To apply digital technologies and strategies, e.g. assistive technologies, customised to learners' requirements for special supports (e.g. learners with physical constraints; learners with special learning needs such as dyslexic and dyspraxia, learners with low-literacy, etc.).
- To acknowledge and respond to potential accessibility issues when selecting, modifying or arranging digital resources and to provide alternative or compensatory tools or approaches for learners with special learning needs and/ or low-literacy skills.
- To apply design principles that ensure the accessibility of visual language learning resources, as well as the digital environments used in teaching.
- To continuously track, monitor and estimate the suitability of the digital resources used for development of different language competences to improve accessibility and to adapt the instruction strategies accordingly.

Progression		Proficiency statements
Newcomer (A1)	To consider the accessibility and inclusion in language classes.	I do not, or very rarely, refer to or make use of digital technologies in language teaching.
Explorer (A2)	Appraising accessibility and inclusion issues in language classes.	I appraise the digital technologies selected for language teaching with a view to ensuring equal access for all learners. I actively attempt to ensure that digital technologies improve accessibility to language classes.
Integrator (B1)	Addressing accessibility and inclusion in language classes.	I select the digital tools which I use for language teaching with a view to learners' social and economic conditions and the potential impact this can create. I ensure that all learners have access to the digital technologies which I use for language teaching purposes. I try to encourage the use of compensatory digital technologies by adult learners' in need of special learning needs support (e.g. learners with physical constraints, learners with issues related to dyslexic and dyspraxia, low-literacy learners, etc.).
Expert (B2)	Enabling accessibility and inclusion in language classes.	I design and prescribe a wide variety of digital pedagogical strategies adapted to adult learners' specific digital contexts, e.g. limited usage time, type of device available, etc.

		<p>I acknowledge and attempt to mitigate potential accessibility issues when selecting, modifying or applying digital resources and provide alternative or compensatory tools or approaches for adult learners with special learning needs.</p> <p>I frequently apply digital technologies and strategies, e.g. assistive technologies, etc. to mediate accessibility issues and minimise difficulties faced by learners.</p>
Leader (C1)	Enhancing accessibility and inclusion in language classes.	<p>I regularly select, apply and revise digital pedagogical strategies based on adult learners' digital technology ability, competences, expectations, attitudes, misconceptions and misuses.</p> <p>I apply a wide range of accessibility principles for the digital resources which I use in language teaching, including principles related to use of font face, text size, colours, language, layout, structure, etc.</p> <p>I continuously evaluate, monitor and estimate the suitability of the measures which have been undertaken to improve accessibility and adapt my strategies accordingly.</p> <p>I regularly discuss the challenges of using technologies with learners and support and advise them accordingly.</p>
Pioneer (C2)	Innovating strategies for accessibility and inclusion in language classes.	<p>I regularly seek out, analyse and integrate innovative strategies for improving accessibility and inclusion in language classes.</p> <p>I evaluate, design and apply a range of didactic strategies in language classes to ensure equal access and inclusion in digital education for all learners, based on learners' special learning needs.</p>

5.2 Differentiation and personalisation

To use digital technologies to address adult learners' diverse learning needs, interests and capacities by allowing learners to advance at different proficiency levels at their individual pace, and to support individual language learning pathways and objectives.

Knowledge, skills, responsibility and autonomy:

- To use digital technologies to address the special learning needs, interests and capacities (e.g. dyslexia, ADHD, overachievers, low literacy, etc) of individual adult learners.
- To facilitate special language learning pathways at different proficiency levels and speeds when designing, selecting and implementing digital language learning activities for adult learners.
- To arrange individual language learning activities for the enhancement of specific language skills (e.g. production in spoken and written, reception in reading and listening, etc.) and to use digital technologies to support these.

Progression		Proficiency statements
Newcomer (A1)	Lack of awareness for the potential of digital technologies for differentiation and personalisation in language classes.	I do not, or very rarely, use digital technologies to offer personalised learning opportunities in my language teaching practice.
Explorer (A2)	Acknowledging the potential of digital technologies for differentiation and personalisation in language classes.	I attempt to use digital technologies to offer some basic level of differentiation and personalisation such as making activities available in a range of different levels and speeds.
Integrator (B1)	Applying digital technologies for differentiation and personalisation in language classes.	I design and prescribe a range of digital learning activities in order to provide adult learners with a range of differentiation and personalisation, including pace, levels of difficulty and/or repeating activities, in language classes. I encourage learners to make use of the differentiation and personalisation options I provide in order to enhance specific language skills.
Expert (B2)	Strategically applying a range of digital technologies for differentiation and personalisation in language classes.	I integrate a range of different digital technologies as part of my language teaching process and actively adapt and customise the use of these technologies to account learner learning needs, interests, abilities, speeds and preferences.

		I design, support and adapt a range of learning pathways, levels and speeds, according to changing circumstances or needs, as part of my language teaching process.
Leader (C1)	Comprehensively and critically using digital technologies for differentiated and personalised learning in language classes.	<p>I regularly collaborate with my learners in order to design and manage a range of learning paths and activities, allowing learners to follow their individual learning needs and preferences.</p> <p>I regularly and actively evaluate the effectiveness of the language teaching strategies I use to foster differentiation and personalisation and adapt the strategies and tools used accordingly.</p>
Pioneer (C2)	Innovating strategies for differentiation and personalisation, using digital technologies in language classes.	I regularly seek out, analyse and integrate innovative pedagogical strategies designed to support the personalisation of language teaching through the use of digital technologies.

5.3 Actively engaging learners

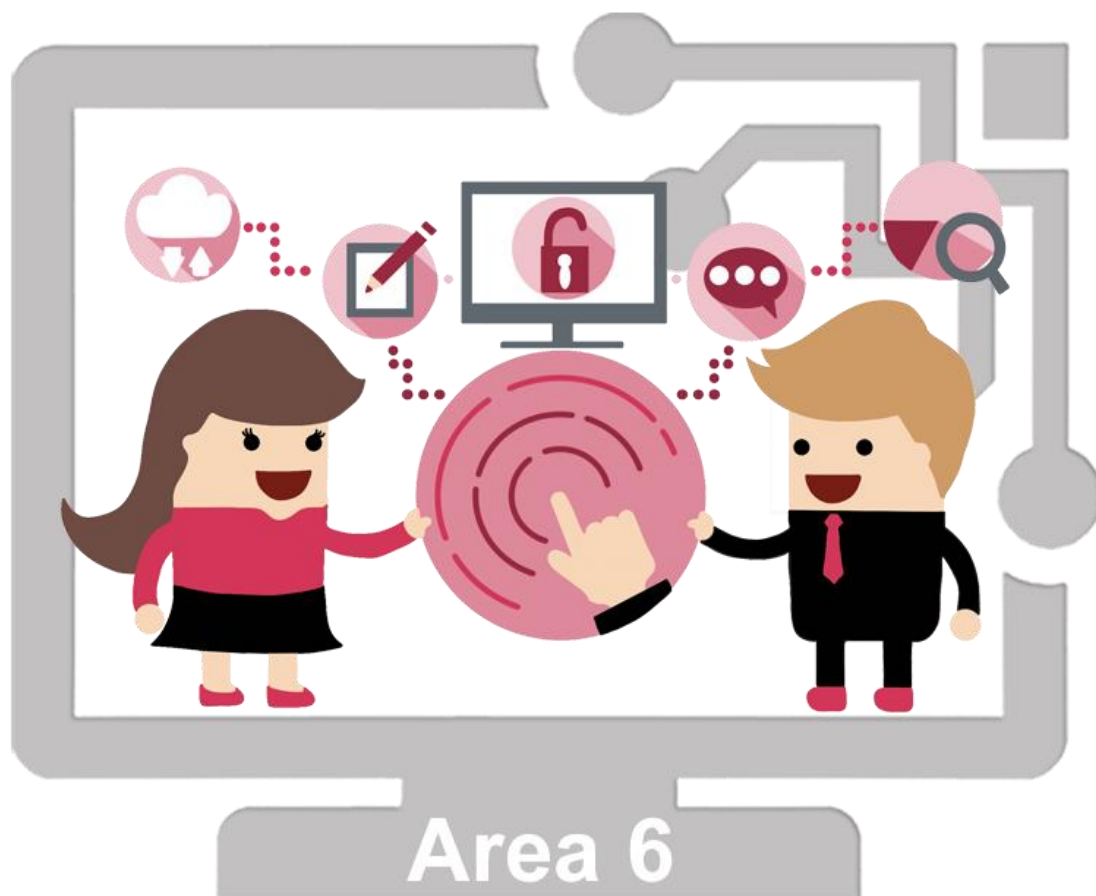
To apply digital technologies in order to foster adult learners' active and creative engagement with learning content in language classes. To apply digital technologies within pedagogic strategies that foster learners' language and transversal skills, deep thinking, creative expression and genuine, meaningful communication in the target language. To open up language learning to new, real-world contexts which involve adult learners themselves in active speaking and other hands-on activities, scientific investigation or complex problem solving, or in other ways which increase adult learners' active involvement in complex subject matters in the target language.

Knowledge, skills, responsibility and autonomy:

- To use digital technologies to visualise and explain new concepts in a motivating and engaging way, e.g. employing animations or videos, in the language teaching process.
- To employ motivating and engaging digital learning environments or activities in language classes, e.g. games, quizzes, crosswords, etc.
- To place learners' active use of digital technologies in language learning at the centre of the instructional process.
- To apply digital technologies which allow adult learners to actively engage with the subject matter at hand, e.g. engaging students' audio-visual senses in the process of language acquisition, co-designing digital content for language learning purposes, varying assessment to support enquiry, etc.
- To select appropriate digital technologies for fostering active language learning in a given learning context and for the enhancement of specific language skills or for specific learning needs, objectives and interests.
- To reflect on the suitability of different digital technologies used for supporting learners' active learning and for the development of specific language skills, and to adapt language teaching strategies and choices accordingly.

Progression		Proficiency statements
Newcomer (A1)	Making little use of digital technologies for learner engagement in language class.	I do not, or very rarely, use digital technologies to motivate or engage adult learners in language classes.
Explorer (A2)	Applying digital technologies to engage adult learners in language learning.	I select and utilise a variety of digital technologies to visualise and explain new concepts in a motivating and engaging way, e.g. by employing animations or videos. I make use of a variety of digital language learning activities which are motivating and engaging, e.g. games, quizzes, crosswords.
Integrator (B1)	Fostering adult learners' active use of digital technologies in	I organise and manage learners' active use of digital technologies and online content so that it is central to the language learning process.

	the acquisition of the target language.	I evaluate, identify and select the most appropriate tools for learner's active engagement in order to foster specific language skills and/ or for supporting special learning needs and objectives.
Expert (B2)	Applying technologies for adult learners' active engagement with the subject matter.	<p>I consider a range of learner requirements, including sensory channels, learning styles and strategies, etc. when selecting and implementing digital technologies to use in the language learning process.</p> <p>I design and prescribe a variety of activity types and compositions to support the enhancement of specific language skills in order to create a relevant, rich and effective digital language learning environment.</p> <p>I regularly reflect on and evaluate the effectiveness of the teaching strategies employed in language classes in order to encourage learner engagement and active learning.</p>
Leader (C1)	Comprehensively and critically implementing teaching strategies for active learning of the target language.	<p>I structure and manage the use of digital technologies in the language teaching process according to their potential for fostering learners' active, creative and critical engagement and development of specific language skills.</p> <p>I continuously reflect on and evaluate the suitability of digital technologies and online content used in the language teaching process and adapt instructional strategies and tools used accordingly.</p>
Pioneer (C2)	Innovating digital strategies for active learning of the target language.	I regularly and comprehensively evaluate, discuss, re-design and innovate a range of pedagogic strategies for engaging adult learners' language learning experience through the use of digital technologies.



Area 6: Facilitating Learners' Digital Competences

6.1 Information and media literacy

The teacher possesses knowledge and skills enumerated in Areas 2 to 5 and is able to facilitate and apply language learning activities and assessments which require learners to conceive of, re-purpose and incorporate learning activities, assignments and assessments, making use of different devices, apps, search engines and educational platforms; to browse, identify and retrieve digital content and language learning resources in digital environments, adapted to educational objectives; to manage the flow of digital information by analysing, interpreting and storing digital content on different devices and using them for learning needs, and to compare and critically evaluate the quality of the educational resource, its credibility and the reliability of the sources.

Knowledge, skills, responsibility and autonomy:

- To articulate information needs for (foreign) language learning purposes and to search for data, information and content in digital environments, utilising a range of appropriate digital technologies to access them and to navigate between them.
- To adapt new digital competences according to an array of learning requirements.
- To generate data for various digital assessment formats and/or activities that support digital competences acquisition among learners.

- To create and update personal search strategies, making use of a specific vocabulary to find relevant educational information in different search engines and filters.
- To adapt search strategies based on the digital devices utilised and the quality and appropriateness of information found
- To analyse, compare and critically evaluate the credibility and reliability of sources, information and digital content in the context of (foreign) language learning,
- To organise the online flow of information for language learning purposes to effectively store and retrieve data, information and content in digital environments.
- To organise and process information, language learning resources and educational experiences in a structured digital environment and to easily access them when required.

Progression		Proficiency statements
Newcomer (A1)	Making little use of digital strategies fostering learners' information literacy.	I do not or only very rarely consider how I could foster learners' information and media literacy in (foreign) language classes.
Explorer (A2)	Encouraging learners to use digital technologies for informational retrieval.	<p>I encourage learners to use digital technologies for information and educational content retrieval such as for homework or in-class assignments for a given language-learning context.</p> <p>I make basic efforts to remind learners that not all online information and language learning resources are reliable and to maintain a critical attitude when undertaking information retrieval.</p>
Integrator (B1)	Implementing activities fostering learners' information and media literacy.	<p>I prescribe language learning activities in which learners use digital technologies for information retrieval or carry out online learning tasks.</p> <p>I provide training to learners on how to find information from a variety of search engines and how to use search engine filters to search for language learning purposes.</p> <p>I encourage learners to assess the reliability and appropriateness of information for specific language learning objectives and to compare and combine information from different sources.</p>
Expert (B2)	Strategically using a range of pedagogical strategies to foster learners' information and media literacy for language learning.	I use a range of pedagogical approaches to enable learners to critically compare and meaningfully combine information from different sources and adapt it to their language learning practice.

		<p>I encourage learners to judge the quality of information found online, independent of its online source.</p> <p>I teach learners how to identify and quote sources appropriately as part of their language learning process.</p>
Leader (C1)	<p>Comprehensively and critically fostering learners' information and media literacy in language learning training, in both online and face-to-face contexts.</p>	<p>I regularly evaluate and update the suitability of my language teaching pedagogical strategies, against the most up-to-date version of the CEFR, with a view to fostering learners' information and media literacy.</p> <p>I encourage learners to reflect on how to use and interpret information and media for language learning purposes according to the accuracy and reliability of the resources.</p> <p>I discuss the analysis, interpretation, and use of media for language learning purposes with my learners, in both online and face to face contexts.</p>
Pioneer (C2)	<p>Using innovative formats for fostering learners' information and media literacy in online and face-to-face language training.</p>	<p>I regularly evaluate and update my pedagogical strategies for language learning, in both face to face and online environments, based on current and best practice for fostering learners' information and media literacy.</p> <p>I work with learners to discuss, evaluate and redesign information and media literacy teaching elements and to provide innovative approaches to fostering learners' information and media literacy.</p>

6.2 Digital communication and collaboration

To incorporate learning activities, assignments and assessments in language classes, both online and face-to face, which encourage and require adult learners to effectively and responsibly use digital technologies for networking, communication and collaboration in educational and civic communities, while raising awareness of cultural and linguistic features which are inherent in e.g. discourse structure, language register and grammatical categories .

Knowledge, skills, responsibility and autonomy:

- To engage in and manage (simple) online exchanges between language learners.
- To interact in educational communities through a variety of digital technologies in a responsible manner.
- To understand the appropriate digital communication means and discourse structures within a given context.
- To contribute comprehensible and accurate comments in an online discussion and to share data, information and digital content with others through appropriate digital technologies.
- To apply citations, referencing and attribution practices in written production assignments as appropriate.
- To participate responsibly in online environments through the use of public and private digital services, such as podcasts, film, youtube videos, etc, for language learning purposes.
- To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies by practising language learning within these online spaces.
- To use digital technologies for collaborative assignments and for the co-construction and co-creation of resources and knowledge for language learning purposes.
- To be aware of behavioural norms, discourse structure, grammatical categories and know-how while using digital technologies and interacting in digital environments.
- To adapt communication strategies to a specific audience and to be aware of idiomatic expressions of the target language, sociolinguistic appropriateness, cultural and generational diversity in digital environments.
- To create and manage one or multiple digital identities in online language learning communities.
- To protect one's own reputation in online spaces and systems.
- To deal with and monitor the data that one produces through digital technologies, environments and services.

Progression		Proficiency statements
Newcomer (A1)	Making little use of strategies fostering learners' digital communication and collaboration in language classes	I do not, or only very rarely, consider how I could foster learners' digital communication and collaboration in language classes.
Explorer (A2)	Encouraging learners to use digital technologies and engage in online	I occasionally encourage learners to communicate or collaborate with other learners in digital language learning communities

	communication and collaboration.	I encourage learners to use digital tools to communicate with their educators, management staff and third parties as part of the language learning process.
Integrator (B1)	Implementing language learning activities fostering learners' online communication and collaboration.	<p>I implement language learning activities in which learners use digital technologies for communication – primarily amongst each other.</p> <p>I support learners in online discussions as part of the language learning process and provide them with guidance on communicating according to behavioural norms, and appropriate communication strategies and channels.</p> <p>I encourage learners to develop and maintain an awareness of cultural and social diversity in digital environments and discourse structure as part of the language learning process.</p>
Expert (B2)	Strategically using a range of pedagogic strategies to foster learners' online communication and collaboration in language learning context.	<p>I use a variety of pedagogical strategies in which learners use digital technologies as part of the language learning process, including the undertaking of shared tasks, networking, communication and collaboration, etc.</p> <p>I encourage learners, as part of the language learning process, to select and use a variety of digital technologies to participate in public discourse, while maintaining an awareness of appropriate grammatical categories and idiomatic expressions in discourse structure.</p> <p>I encourage learners to use digital technologies actively and consciously for online exchanges and civic participation in order to foster learners' online communication and collaboration abilities.</p>
Leader (C1)	Comprehensively and critically fostering learners' digital communication and collaboration in online and traditional language learning environment.	<p>I systematically set assignments and language learning activities which require learners to effectively and responsibly use digital technologies for networking, communication, collaboration, knowledge co-creation, and civic participation.</p> <p>I regularly evaluate, update and improve my pedagogical strategies for fostering learners' online communication and collaboration skills.</p>

Pioneer (C2)	Using innovative formats for fostering learners' digital communication and collaboration in online and traditional language learning environment.	I design and apply innovative pedagogical strategies as part of my language teaching practice to foster learners' digital communication and collaboration. I regularly reflect on, update and re-design the pedagogical strategies I use for fostering learners' digital communication and collaboration in language learning and discuss and share these with peers and teaching communities.
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6.3 Digital content creation

To incorporate language learning activities, assignments and assessments which encourage learners to interact and express themselves through digital channels, and to modify and create digital content in different formats as part of the language acquisition process. To teach learners how copyright and licenses can apply to digital content and how to reference sources and attribute licenses accordingly.

Knowledge, skills, responsibility and autonomy:

- To create, collaborate on and edit digital content in different formats.
- To express themselves through digital means and to practice spoken and written skills as part of the language learning process.
- To modify, refine, improve and integrate information and content into an existing body of knowledge, through contributing to language learning online spaces.
- To create new, original and relevant content and knowledge appropriate to language learning.
- To understand how copyright and licensing applies to data, information and digital content.
- To undertake project-based assignments as part of the language learning process.

Progression		Proficiency statements
Newcomer (A1)	Making little use of strategies fostering digital content creation by learners.	I do not, or only very rarely, consider how to foster digital content creation by learners as part of the language learning process.
Explorer (A2)	Encouraging learners to use digital technologies for creating content.	<p>I encourage learners to practice new linguistic structures and vocabulary and to express themselves using appropriate digital technologies.</p> <p>I encourage learners to develop their own digital material through the production of media such as text, images, audio, video, etc.</p>
Integrator (B1)	Implementing activity-based assignments fostering digital content creation by learners.	<p>I set assignments and language learning activities in which learners use digital technologies to produce a variety of digital content.</p> <p>I support learners in the development of digital content as a means of fostering motivation for the language learning process.</p> <p>I encourage learners to publish and share the results of their digital content creation in relevant language learning communities.</p>
Expert (B2)	Strategically using a range of pedagogic strategies to foster digital content	I use a range of different pedagogical strategies to enable learners to express themselves digitally as a means of encouraging effective language learning.

	creation by learners in language teaching practice.	<p>I encourage learners to contribute to existing digital language learning resources such as language wikis, blogs, ePortfolios, etc. as a means of developing their language learning.</p> <p>I provide learners with guidance on copyright and copyleft licences and how they can re-use digital content ethically and appropriately.</p>
Leader (C1)	Comprehensively and critically fostering digital content creation by learners in language teaching practice.	<p>I critically analyse the content created by my learners as part of the language learning process and utilise anti-plagiarism detection software in order to detect plagiarism.</p> <p>I effectively utilise the digital content creation process undertaken by learners as part of my teaching process to support effective language learning.</p> <p>I regularly evaluate, update and improve the pedagogical strategies I use to foster learners' creative digital expression.</p>
Pioneer (C2)	Using innovative formats for fostering digital content creation by learners in the process of (foreign) language acquisition.	<p>I support learners in their conceiving, designing, publishing and licensing of complex digital products such as websites, blogs, games or apps as part of the language learning process.</p> <p>I regularly seek out, analyse and integrate innovative pedagogical strategies for fostering digital expression and creation by learners into my language teaching practice.</p>

6.4 Responsible use

To undertake appropriate measures to ensure learners' physical, psychological and social wellbeing while using digital technologies for language learning purposes. To empower learners to understand and manage risks associated with digital media and to use digital technologies safely and responsibly.

Knowledge, skills, responsibility and autonomy:

- To protect their devices and digital content, and to understand common risks and threats within digital environments.
- To understand digital safety and security measures.
- To protect personal data and privacy in digital environments, through the use of secure passwords.
- To understand how to use and share personal information appropriately while also protecting oneself and others within a digital environment.
- To understand privacy policies associated with digital services and to highlight the linguistic-patterns used.
- To avoid risks and threats to physical and psychological well-being while using digital technologies in the language learning process.
- To be aware of the potential offered by digital technologies for elements such as social wellbeing, social inclusion, etc. as part of the language learning process.
- To be aware of the environmental impact of digital technologies and their use.
- To effectively learners' behaviour in digital environments in order to safeguard their wellbeing and to react effectively when learners' wellbeing is threatened.

Progression		Proficiency statements
Newcomer (A1)	Making little use of strategies fostering learners' digital wellbeing.	I do not, or only very rarely, consider how to foster learners' digital wellbeing as part of the language learning process.
Explorer (A2)	Encouraging learners to use digital technologies safely and responsibly.	<p>I encourage learners to use digital technologies with a view to safety, responsibility and wellbeing by encouraging them to reflect on positive and negative digital behaviour.</p> <p>I attempt to foster learner awareness of the benefits and dangers of the use of digital technologies as part of my teaching process.</p>
Integrator (B1)	Implementing measures to ensure learners' wellbeing.	<p>I give practical and experience-based advice to learners on how to protect privacy and data, such as using and regularly updating secure passwords and adjusting their social media settings.</p> <p>I assist learners in protecting their digital identity and managing their digital footprint.</p>

		I encourage learners to utilise effective measures to confine or counter the impact of inappropriate behaviour.
Expert (B2)	Pedagogically supporting learners' use of digital technologies to ensure their wellbeing.	<p>I design and develop strategies to prevent, identify and respond to digital behaviour that negatively affects learners' health and wellbeing.</p> <p>I support learners in their adoption of effective rules for acting safely and responsible in online environments.</p> <p>I encourage learners to assume a positive attitude towards digital technologies to benefit from their use, while also being aware of possible risks and limits.</p>
Leader (C1)	Strategically and critically developing learners' responsible and safe use of digital technologies in the language learning context.	<p>I strategically develop learners' skills and knowledge to help them fully understand risks and threats in digital environments and the appropriate reactions to these threats.</p> <p>I regularly evaluate, update and improve the pedagogical strategies I use to foster learners' digital wellbeing and adapt my strategies accordingly.</p>
Pioneer (C2)	Developing innovative approaches in (foreign) language classes to fostering learners' ability to use digital technologies for their own wellbeing.	I regularly seek out, analyse and integrate innovative pedagogical strategies for fostering learners' ability to use digital technologies for their own wellbeing as part of a language learning strategy.

6.5 Digital problem solving

To conceive and incorporate language learning activities, assignments and assessments which require learners to identify and solve technical problems which may arise with the use of digital devices, software or applications, or to apply digital skills and knowledge creatively to deal and overcome challenges in new language learning situations.

Knowledge, skills, responsibility and autonomy:

- To identify technical problems when operating devices, language learning applications or digital environments, and to effectively search for solutions for such issues.
- To adjust and customise digital environments to suit personal learning needs.
- To identify, evaluate, select and apply digital technologies to solve a given task or problem in a language learning context, such as the use of translation or spelling software to learn correct pronunciation.
- To use digital technologies in innovative ways to create and share knowledge with others.
- To evaluate digital competence needs for language learning and to extend, improve or update as required.
- To support peers in their digital competence development.
- To seek opportunities for self-development and to keep up-to-date with the digital evolution in language learning.

Progression		Proficiency statements
Newcomer (A1)	Making little use of strategies fostering learners' digital problem solving.	I do not, or only very rarely, consider how to foster learners' digital problem solving abilities as part of the language learning process.
Explorer (A2)	Encouraging learners to use digital technologies to solve problems.	I occasionally encourage learners to solve technical problems using trial and error as part of the language learning process. I rarely encourage learners to utilise their digital competence to overcome technical challenges in language learning environments.
Integrator (B1)	Implementing language learning activities fostering learners' digital problem solving.	I prescribe language learning activities in which learners use digital technologies creatively in order to develop their digital problem solving abilities. I encourage learners to help and support each other in developing their digital competence through assigning project-oriented language learning assignments and activities.
Expert (B2)	Strategically using a range of pedagogic strategies to foster learners' digital problem solving in the	I use a range of different pedagogical strategies in my language teaching practice to enable learners to apply their digital competence to new

	context of language learning.	<p>situations and contexts or for developing specific language skills.</p> <p>I encourage learners to reflect on the limits of their digital competence as part of the language learning process and to help them identify suitable strategies for further developing this.</p>
Leader (C1)	Comprehensively and critically fostering learners' digital problem solving.	<p>I encourage learners to seek out and experiment with different technological solutions to problems as part of the language learning process.</p> <p>I support learners in creatively and critically investigating the benefits and drawbacks of a new digital solution or product.</p> <p>I regularly evaluate, update and improve the pedagogical strategies I use to foster learners' digital competence and expand their repertoire of digital strategies.</p>
Pioneer (C2)	Using innovative formats for fostering learners' digital problem solving.	<p>I encourage language learners to apply their digital competence in unconventional ways to new situations.</p> <p>I systematically set assignments and language learning activities designed to encourage learners to creatively develop new solutions or products.</p> <p>I regularly seek out, analyse and integrate innovative pedagogical strategies for fostering learners' digital problem solving skills in my language teaching practice.</p>