Co-funded by the Erasmus+ Programme of the European Union

Desktop research and needs analysis on the mapping of content for digitally competent language teachers

Within the framework of the project

Integrating Digital Education in Adult Language Teaching (IDEAL)

April 2020

Project partners:

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Introduction

This publication aims to analyse, in-depth, the current level of digital competences among language teachers and to find the means to support language teachers with relevant digital competences for professional purposes as well as how to empower said language teachers in using new digital tools in their teaching practice.

What is a digitally competent language teacher in adult education?

In Europe, there are a range of rapidly changing demands for professional language teachers in adult education, which require new or updated skills and a broader set of competences. The era of digitalization now includes the field of language teaching, which means that teachers have to improve their own digital competences in education in order to perform on a contemporary and competitive level and to enhance the experience of their students, including individuals from a migrant or refugee background, literacy learners, senior citizens, etc. Therefore it is essential to draw upon a profile for digitally competent language teachers, taking into account the requirements of the Digital Competence Framework for Educators (DigCompEdu, 2017) as well as the updates to the Common European Framework of Reference for Languages (CEFR, 2018) with new descriptors.

Apart from a European profile of a digitally competent language teacher, the project “Integrating Digital Education in Adult Language Teaching (IDEAL)” will develop a hands-on approach with examples and tools for language teachers on how to establish digital competence in language teaching in their daily practice. Additionally, an OER platform will provide video tutorials and additional information for language teachers all over Europe.

Research context

This research will further serve to explore the scope of use of digital tools in the language teaching process by teachers, and to what extent the digital competences of teachers allow for innovation in education and training. This document will focus on the use of ICT and OER mostly among language teachers delivering language teaching for their hosting country as well as foreign languages for adult learners teaching.

The teaching of the language of the host country is understood as the process of teaching a language for integration purposes in the host country, including e.g. professional integration into a host country. [1]

[1] Learning the language of the host country for professional purposes. Outline of issues and educational approaches, Language Policy Unit, DG II – Education Department, Council of Europe

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The teaching of a foreign language refers to the teaching or learning of a non-native language outside of the environment where it is commonly spoken.[2]
Adult learners are understood as participants of language classes for migrant learners acquiring experience and competence of the language of the host country, as participants of foreign language classes willing to acquire foreign language competences for professional purposes, as well as for personal reasons e.g. hobby or travel. It also means that "Adult" is defined as anyone who is no longer in initial (or mandatory) education.

This research will examine the context of using ICT and OER as well as the level of digital competences among language teachers in the following countries Germany, Ireland, Italy, France, Poland and Spain. It will try to explore the current situation of language policy and programmes in the context of digitalisation, to what extent the digital tools and methods are currently embedded in language teaching process and to what extent current education training programmes and in-service training programmes foster digital competences of language teachers. Through this research, the good practices for the use of digital technologies to enhance innovative education and training will be collected in order to adapt them for a language teaching context.

Main phases and activities of the research

To achieve the above goals a number of activities were performed in the individual partner countries:

1. Distribution and analysis of results from a SELF-ASSESSMENT QUESTIONNAIRE related to DigCompEdu, which served to indicate the current level of digital competences of language teachers in partner countries.
2. Provision of FOCUS GROUPS with an aim of analysing the results of the DigCompEdu self-assessment questionnaire, to identify the needs of language teachers in the context of digitalisation and the changes related to the new descriptors implemented in CEFR as well as the collection of existing ideas, concept and good practices for the integration of digital tools in language teaching. The focus groups consisted of 10 language teachers, the list of questions addressed in these focus groups can be found in Annex 2.
3. The provision of EXPERT GROUPS to collect additional feedback on the results of questionnaires, to identify current findings on the use of digital tool in language teaching as well as to provide recommendations on the pedagogical aspects of digital tools which are used in the process of language teaching. The experts groups consisted of 3 experts representing the field of digitalisation and / or CEFR. The list of issues / topics discussed by expert groups can be found in Annex 3
4. Desktop research on the current situation of language education policy and programmes, to what extent digital tools, methods are currently embedded in the teaching process, to what extent the education training programmes and in-service training programmes for language teachers foster the digital competences of language teachers, any good practices for use of digital technologies to enhance innovate education and training

[2] Moeller, Aleidine Kramer and Catalano, Theresa, "Foreign Language Teaching and Learning" (2015).Faculty Publications: Departmentof Teaching , Learning and Teacher Education. 196
http://digitalcommons.unl.edu/teachlearnfacpub/196

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The topics of the focus groups, experts groups and desktop research closely corresponded to each other. This allowed partners to collect feedback and recommendations not only on the basis of existing literature and other research, but also take into account the experiences from the daily practice of language teachers, as well as that of experts with extensive experience in e-learning and implementation of CEFR descriptors.

Digital competences of language teachers

Within the project, the partner organisations distributed the self-assessment questionnaire on digital competences among over 150 language teachers. **This self-assessment tool** is based on the European Digital Competence Framework for Educators (DigCompEdu). It covers six areas:

Area 1: Professional Engagement

Area 2: Digital Resources

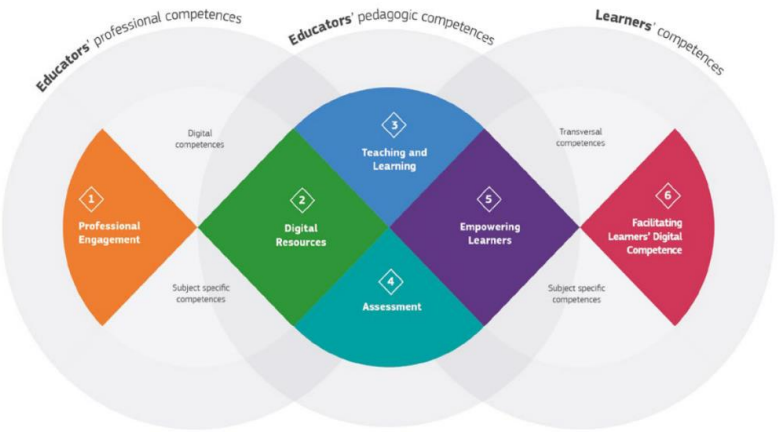
Area 3: Teaching and Learning

Area 4: Assessment

Area 5: Empowering Learners

Area 6: Facilitating Learners' Digital Competence

DigCompEdu sets out 22 competences spread through those six areas. The competences are explained at six different levels of proficiency (A1, A2, B1, B2, C1, C2). DigCompEdu addresses educators at all levels of education, from pre-primary to vocational, higher and adult education. The focus of the framework is to support and encourage teachers in using digital tools to enhance and innovate their educational practices. For the IDEAL project, the assessment tool for teachers in adult education was used and this allowed language teachers to identify strengths and weaknesses in using digital technologies. For each of the items, the teacher was able to choose one of five answer options corresponding to the level of proficiency: A1 – Newcomer; A2 – Explorer; B1 – Integrator; B2 – Expert; C1 – Leader and C2 - Pioneer.



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

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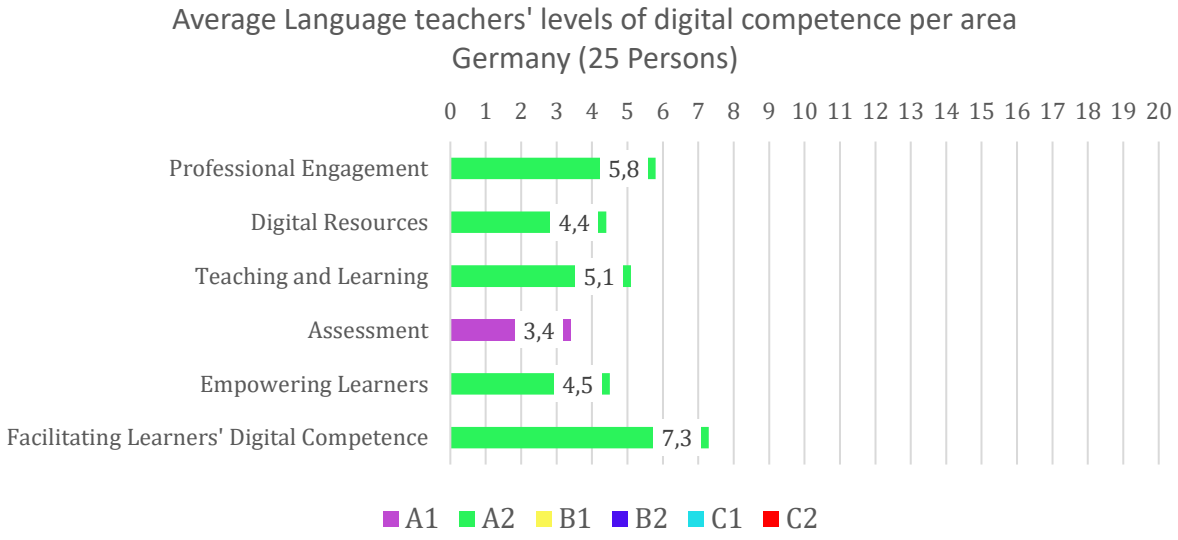
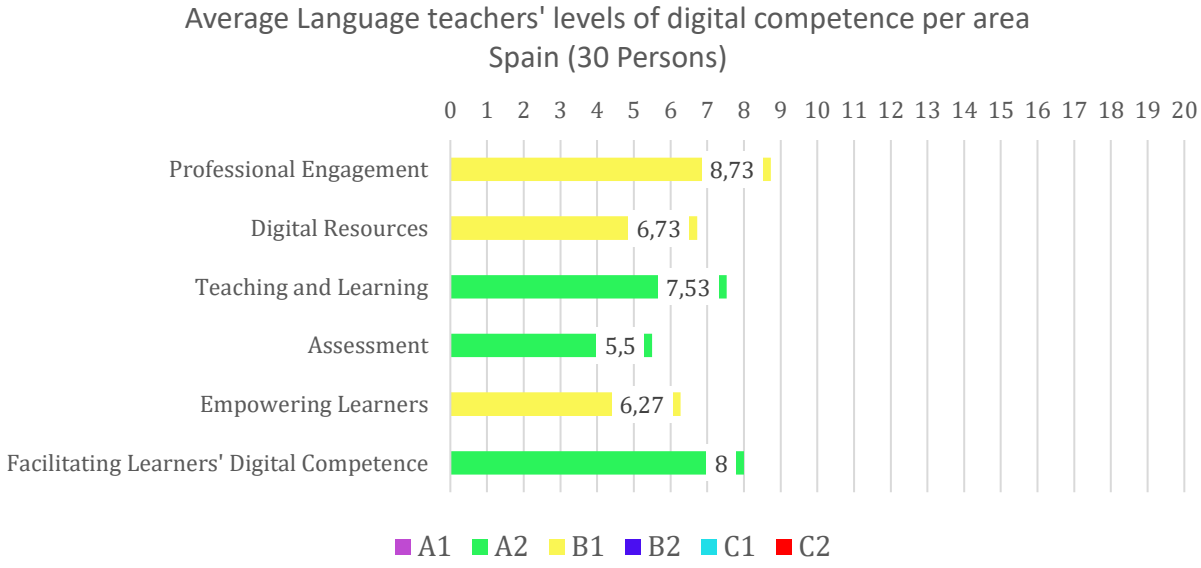
The list of questions included in all six areas can be found in Annex 1.

In total 131 language teachers took part in this self-assessment activity and shared the results of their self-assessment. The aim was to better understand the needs and challenges of the project target groups. The survey results have been collected and analyzed by individual partner organisations, including focus groups consisting of 70 teachers, including 60 foreign language teachers and expert groups in the field of language teaching, who were analysed according to their use of digital technologies as well as their implementation of CEFR.

The results below show the different **levels of digital competences** summarised on the basis of received self-assessment questionnaires.

The first 5 results are related to the levels of digital competences according to the partner countries, the sixth diagram is a summary of the partners' countries results.





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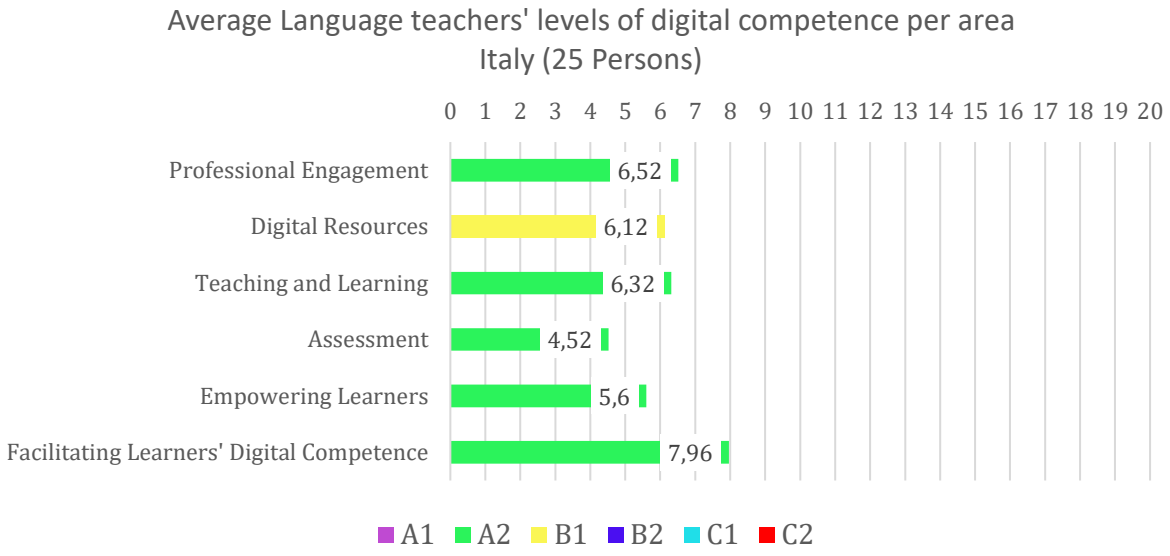

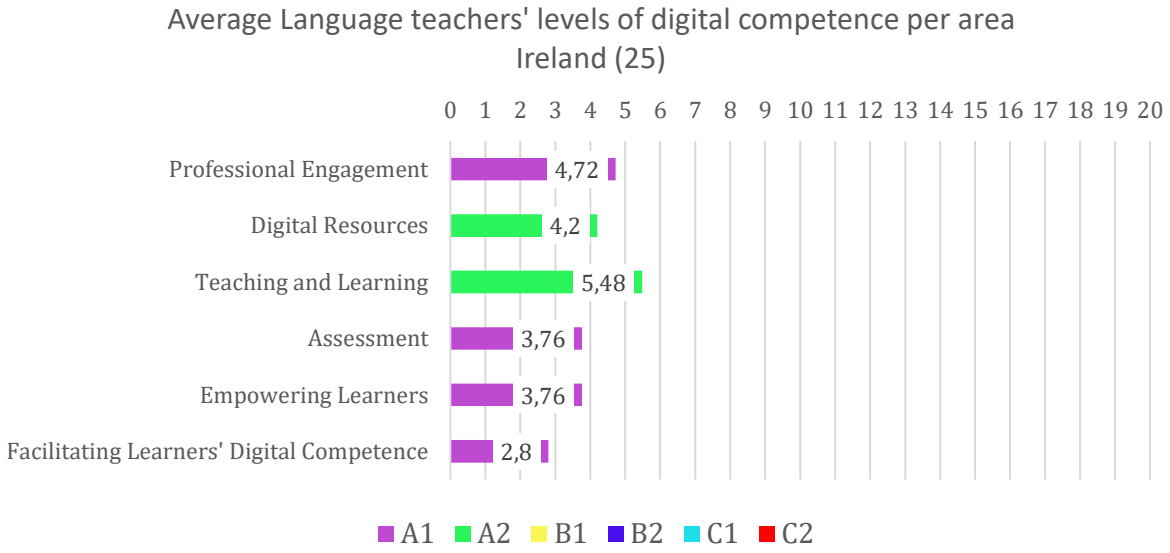

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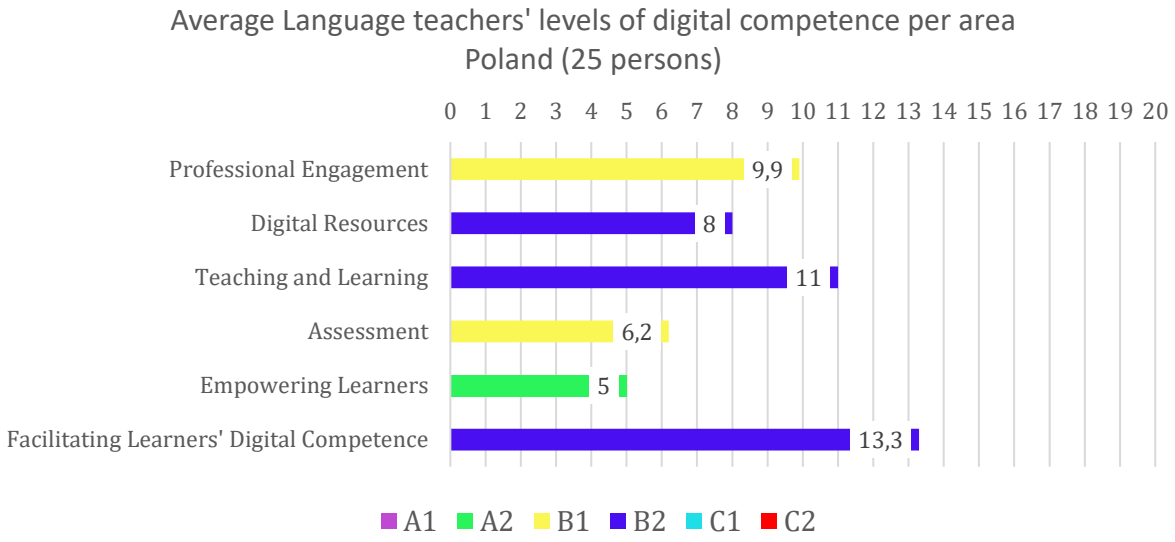

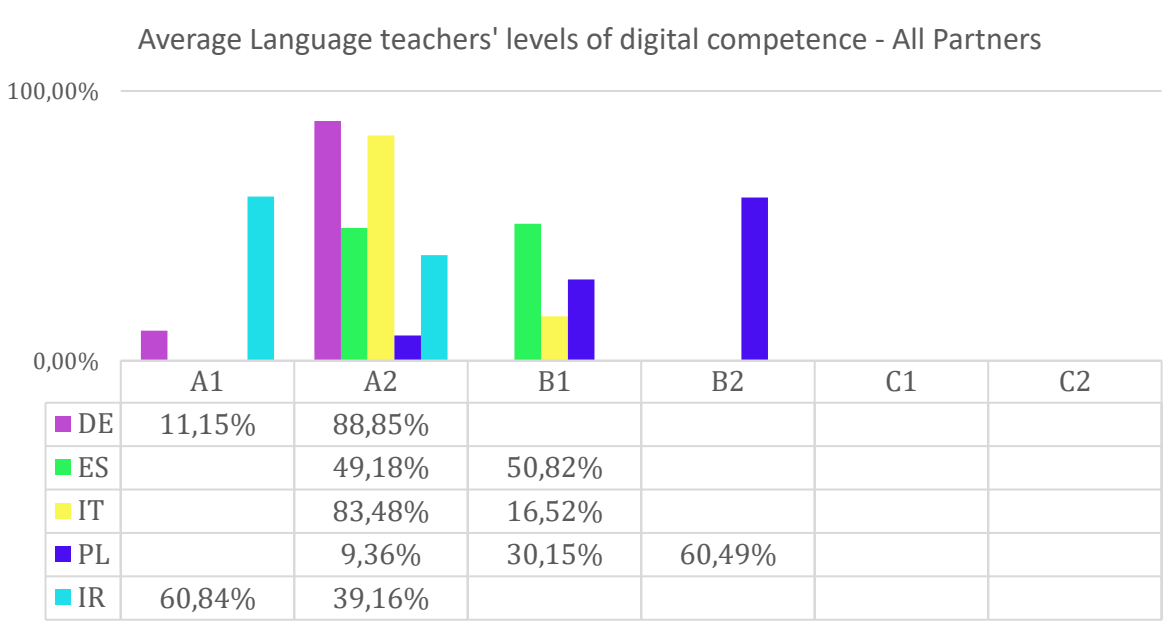

	A1	A2	B1	B2	C1	C2
DE	11,15%	88,85%				
ES		49,18%	50,82%			
IT		83,48%	16,52%			
PL		9,36%	30,15%	60,49%		
IR	60,84%	39,16%				

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Most of the language teachers assessed their own digital competences on the scale from A2 to B1, whereas teachers from Germany and Ireland assessed their own competences mostly on level A1-A2, teachers from Spain mostly on the levels A2 – B1, the same in case of Italy. More than half of the teachers from Poland taking part in the assessment indicated level B2 and some percentage on level B1.

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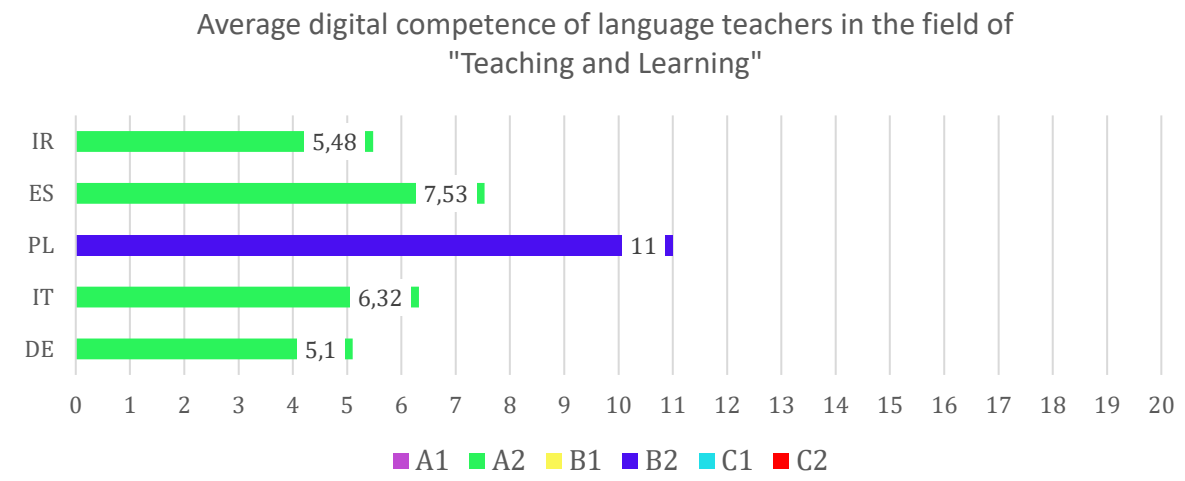

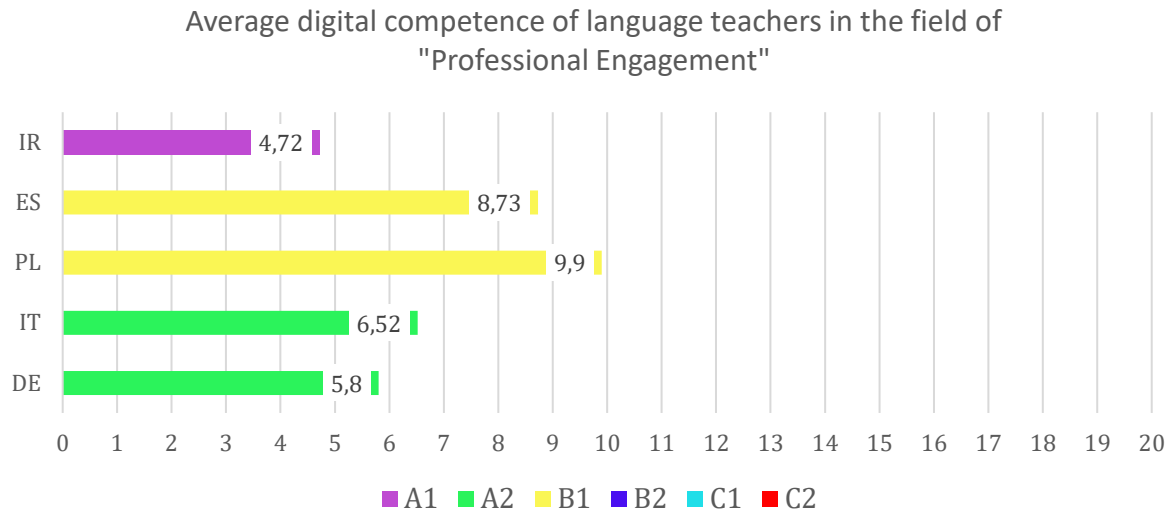

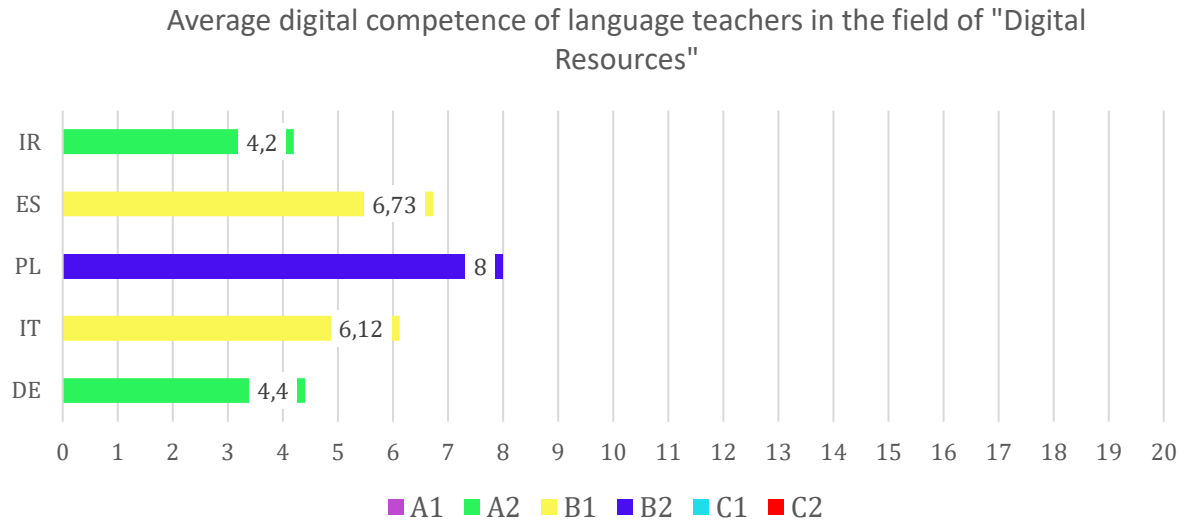

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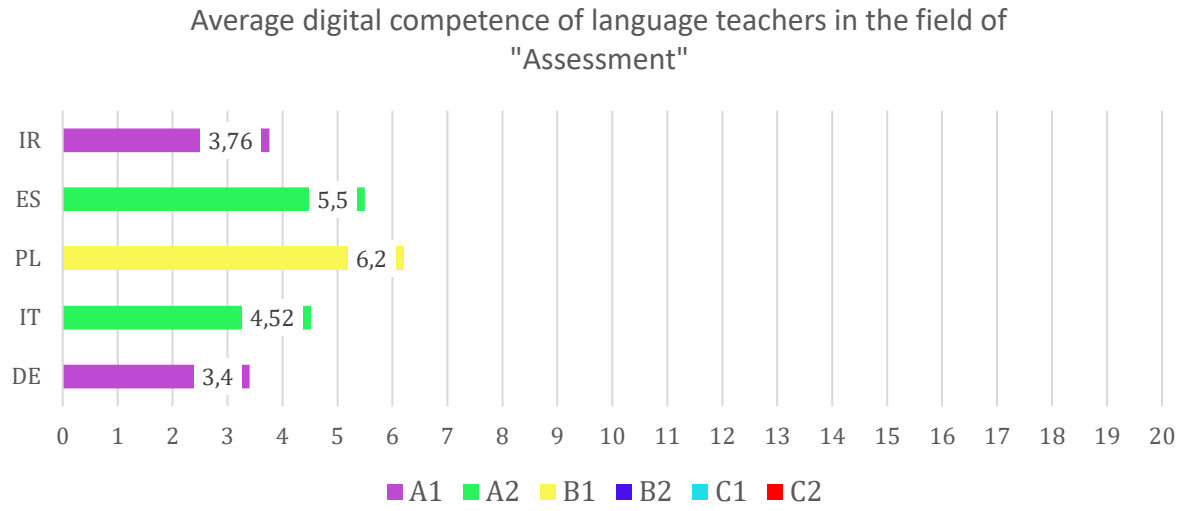

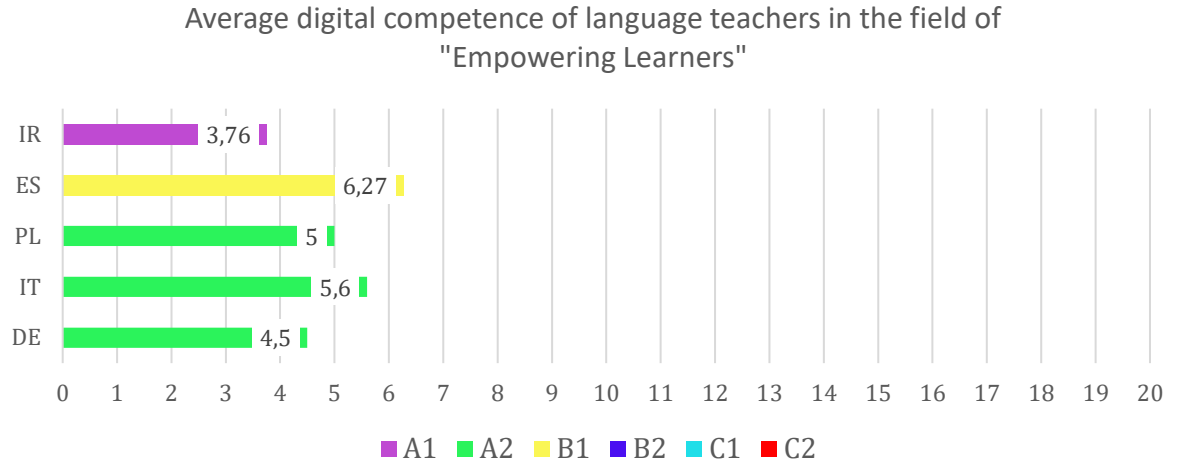

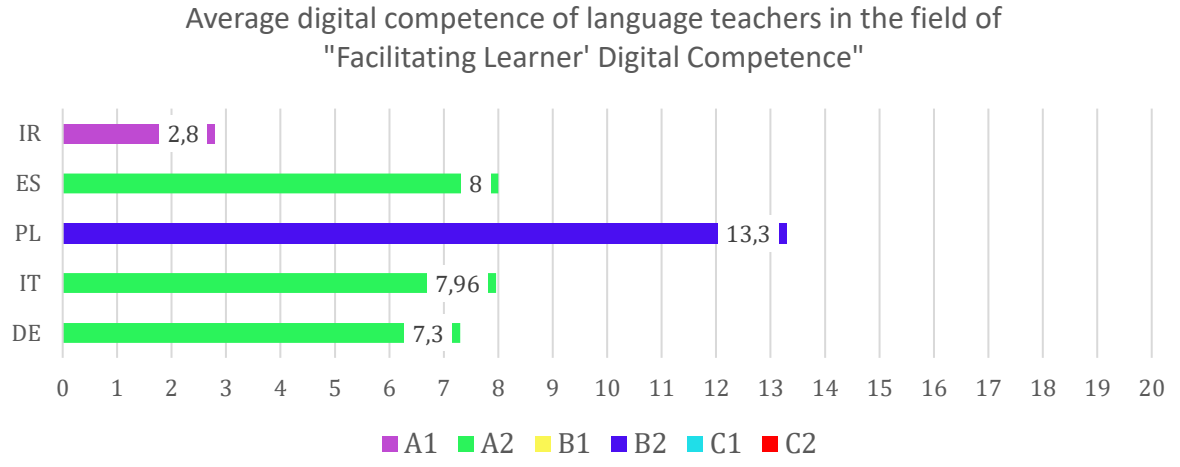

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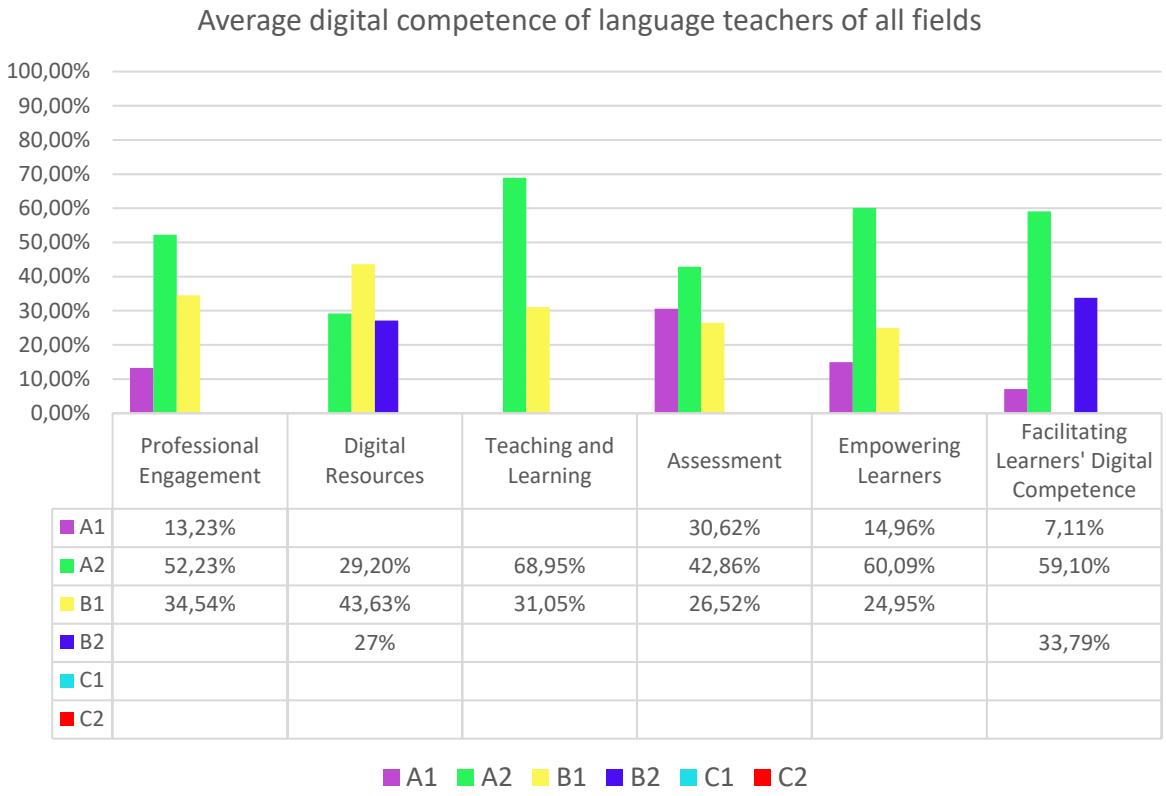

	Professional Engagement	Digital Resources	Teaching and Learning	Assessment	Empowering Learners	Facilitating Learners' Digital Competence
A1	13,23%			30,62%	14,96%	7,11%
A2	52,23%	29,20%	68,95%	42,86%	60,09%	59,10%
B1	34,54%	43,63%	31,05%	26,52%	24,95%	
B2		27%				33,79%
C1						
C2						

In case of six competences, the average level is between A2 – B1, higher competences can be found in the field of “digital resources” (from A2- B2) as well as “facilitating learners’ digital competence” (B2 more then 33 %). The highest percentage is on level A2 through almost all six competences.

When looking for the teacher profile at whom the project is to be addressed, of course, all levels should be considered, with emphasis on A2 and B (1, 2) - in particular with a view to what features and skills can be used to relate to the most common levels? In the document (DigCompEdu) it is identified that:

Explorers (A2) have started using digital tools without, however, following a comprehensive or consistent approach. Explorers need insight and inspiration to expand their competences.

Integrators (B1) use and experiment with digital tools for arrange of purposes, trying to understand which digital strategies work best in which contexts.

Experts (B2) use a range of digital tools confidently, creatively and critically to enhance their professional activities. They continuously expand their repertoire of practices.

The results of the desktop research on current **personal and technical skills** among language teachers partly confirm the results of the self-assessment questionnaires. For example in Germany, most German teachers - both those just starting their careers and those who are more experienced - identified a lack of ICT skills. In other countries like Ireland, Spain and Italy, teachers generally tended

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to use basic digital tools for communication (e.g. e-mails) alongside other channels such as blogs, simple e-learning platforms and applications etc. However those tools are used in a basic fashion, or only to some extent in the classroom or only on a private basis. The same seems to be true in Poland, where teachers identified that they know how to use the internet and other simple tools for private and professional purposes. This would suggest that while teachers analysed may have a baseline of digital ability, they lack the knowledge and / or motivation to apply these abilities for teaching and learning purposes. It is also notable for the context of the project that the use of digital tools in classrooms when teaching immigrants can be difficult as learners tend to vary with respect to their prior education or even literacy levels.

The results of the self-assessment questionnaires as well as the desktop research served as a basis for further discussions to define the needs of language teachers in the context of digital competences, as well as what the current challenges and obstacles in using digital tools for language teaching purposes are.

Regarding the main **challenges and obstacles**, language teachers mentioned:

- A lack of time to engage in the additional work required to implement online teaching and learning
- A lack of awareness about what can or cannot be done for teaching and learning using digital tools
- A lack of awareness about what digital tools are available, assumptions that use of digital tools requires advanced knowledge and skills
- A lack of guidelines around how to implement existing digital tools for effective language teaching
- A lack of access to equipment, e.g. well-functioning internet or interactive whiteboards.
- Lack or low knowledge and skills on how to maintain students' motivation and engagement when using online learning.
- A lack of in-service training in on-line teaching and on-line language teaching
- A lack of time in general - it was identified that preparing an on-line tool for use can be very time-consuming as is activities, such as creating a web quest, designing materials, etc. Many teachers confessed that they find this process stressful and cannot find the time to enrich their context, so, they must use what is most readily available.
- Not many resources and tools are available to facilitate the process to work on and assess productive skills such as speaking and writing (physical support is often needed)
- Online language teaching tends to limit personal contact between learners and teacher and low levels of interaction or a lack of synchronicity between teacher and students during on-line interaction can raise challenges
- Assumptions and beliefs of students can vary, with some students willing to use new media for learning purposes, but others are less comfortable doing so due to a lack of experience around same, or a familiarity with more traditional/ analog teaching methods. There are also various levels of digital skills and competences among students e.g. literacy problems etc.

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The current situation for language education policy and programmes in the context of digitalisation

This issue was mainly explored through desktop research, analysis of existing data including national and/ or regional plans on digitalisation, research articles, conference papers, literature, available websites etc in partner countries.

The language education policy and programmes in the context of digitalisation vary greatly among partner countries. When analysing data, it seems that the national or regional plans on the digitalisation and implementation of digital tools in education mostly refer to primary, secondary education. National plans e.g. in Spain or Poland, focuses efforts on creating and implementing a common reference Framework of digital competences for teachers, even in the context of foreign language teachers. Additionally, digitalisation plans on the national level in most partners' countries mostly refers to education as a whole with a focus on regular education from primary to high schools and/ or universities. The area of adult education is mentioned either in a general sense or through vague references to same. In Ireland there is little information around the conte of language policies and programmes in the context of digitalisation. While there are a range of national reports referring to the digital competences of teachers, these are without explicit references to language teachers. In France, there are various programmes, portals, and databanks of good practices and tools offered, however most of these refer to teachers of general education but not specifically to language teachers for adult learners. In almost all national reports, it is indicated, that there are various programmes offering digital tools and applications as well as promoting the use of digital tools among language teachers, however there is a lack of clear, common standards and guidelines on the implementation of digital tools and recommendations for effective use in teaching environments. Most of the training services for language teachers focus on CEFR (Germany, Spain) or general didactic and quality standards but less on the development of digital competences. However, some examples of specific training on the process of digitalisation for teachers of adult education are offered by adult education associations in Germany. The reports show also that:

- The policies related to digitalization need redefinition, since there are still many gaps to fill in. Efforts should primarily focus on identifying and applying good teaching practices from a theoretical approach in terms of digitalization.
- Current university education offerings for language teachers should include modules on digitalisation for the process of teaching. In Spain or Poland for instance, there is an obligatory module related to ICT skills, however there is a quite large discrepancy between young language teachers and language teachers of older generations with regard to this area.
- There is also a gap between the national plans which are aimed at digitalization and the reality and practice for same. In-service training programmes and/ or new resources either correspond to the aims of digitalisation only to some extent, or else there is a low level of interest. Furthermore, awareness on the availability those programmes and resources for language teachers can be limited.
- Likewise, teachers, practitioners, policy makers, stakeholders and education general plans should work together to agree and reach a common aim based on the use of current frameworks and standards.

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- Language teachers, despite the current world, are not as well acquainted with the latest technical advances as students, so language teachers need to constantly improve their own education and awareness of digital tools and methodologies.

The use of digital tools and methods for language teaching and good practice for the use of digital technologies

According to the results of the desktop research conducted as well as the results of the focus and expert groups, in most of partner countries language teachers tend to focus on a basic set/ process of digital technologies, including the use of the internet for in-class or for class preparation, the use of in-class projectors and/ or digital boards, along with applications such as:

- KAHOOT,
- Blogs, wikis,
- E-books along with traditional books
- Crossword puzzles;
- Automated Quizzes,
- Digital memory games,
- ZUMpad collaborative workspace
- Digital pinboard e.g. padlet,
- E-learning platforms, in some cases used only for ice-breaking activities,
- Hot potatoes,
- Digital media: YouTube, Skype, online platforms, e.g. moodle or learning German online
- Applications like: Socrative, Taplingua or Babbel were also mentioned.

The above tools are used mostly by teachers in the classroom as available and usable tools to be immediately implemented in-class, less so for the creation of new content. This may mean that while teachers are aware of some digital tools, they are not aware or do not know how to use those tools to create new content. They may also lack some knowledge, or may be afraid to use some tools due to account safety and protection data regulations.

For the creation of new content for classroom activities, the following tools were mentioned:

- Power point presentations,
- Survey monkey,
- Voice recording,
- On-line forms and questionnaires in Google,
- Movie maker,
- Prezi,
- Evernote, Keynote,
- Podcasts (production),
- Videos,
- Adobe Acrobat or Photoshop (by more advanced digitally teachers).

Through the desktop research, self-assessment questionnaires as well as via the conclusions of discussions in focus and expert groups, it can be identified that there is a huge variety of digital

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proficiency levels among language teachers regarding the application and/ or creation of digital tools for teaching purposes.

In partner countries, it has been identified that academic teachers with advanced digital competences have encountered a range of technical infrastructure problems (e.g. access to the Internet) - including teachers in public universities and teachers from private universities working with e-learning platforms and advanced ICT tools. There are also language teachers with basic digital skills using only simple and common tools such as simple websites or platforms, videos, short films, as well as language teachers able to use more sophisticated digital tools, which also require additional work and adaptation for effective use. The above listed digital tools are applied for the acquisition of new vocabulary and forms but also for the assessment and evaluation of learners' progress.

Recommendations

The following recommendations are offered based on the results of the project undertaken activities, primarily:

- Analysis of the results of desktop research in partner countries
- Analysis of the findings of the focus and expert groups.

The recommendations are also grouped according to the topics of this document.

The recommendations, therefore, for the language education policy and programmes in the context of digitalisation:

- In most of the partner countries, governments have given specific attention to the use of ICT in language teaching and similar areas, as is evident in issued national and regional plans. However those plans mostly focus on general education, and only to some extent on adult education. The digitalisation processes and resources are mostly directed at primary and secondary schools. Furthermore, the good practices are mostly related to school education. There is a lack of clear standards as to what should be taught in the context of ICT and on the use of digital tools by future language teachers. This means that there is a need **to create a common standard or set of guidelines** at National and European levels on ICT education for language teachers. Said guidelines should cover how, when, why and what digital tools to be applied to achieve teaching / learning aims. This training programme for teachers should be setup and implemented instead of proposing a set of theoretical recommendations.
- Analysing the reasons identified in the research elements of the project which suggest a noticeable gap between teachers in formal and non-formal education systems and providing solutions for same.
- Raising awareness on the potential impact which ICT can have on teachers' competences and the overall quality of teaching, the pedagogical benefits of the use of digital technology for language students and teachers, etc. For the purposes of this project however, this shall be specifically tailored towards adult education and language teachers working with adult learners.
- Emphasizing the importance of teachers' personal development in using digital technologies and its impact on their students

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- Acknowledgement of and better promotion of good practices regarding the use of ICT in the context of language teaching in order to convince and motivate teachers to use digital tools.

Recommendations for in-service trainings and acquisition of the digital skills for language teachers:

- Offering more in-service training courses that promote digital competences, including methodological approaches in the usage of ICT specifically for language teachers (and not just generally for teachers)
- Extension of training programmes to professionals working in different settings and levels (formal and non-formal education), covering additional aspects such as the responsible use of digital tools, safety and protection rules
- Offering in–service training courses for language teachers with a focus on the use and development of digital tools for language teaching purposes, as well as to show positive aspects of use and the benefits of using digital tools in order to reduce negative ICT (technology too advanced for use, safety issues, time required for setup and implementation, a lack of involvement etc).
- Offering in-service training courses for language teachers with a clear training approach of "learning by doing" along with a focus on the practicability of specific digital tools for the process of learning and teaching
- Better promotion and advertisement of in-service trainings for language teachers, taking into account the relevance of the topic to the current use of digital tools among teachers (appropriate titling of training and its content, relevance to the teaching goals of teachers, etc.)
- Showing, through training and other activities, that the acquisition of knowledge and skills for digital tools for teaching purposes does not always demand a lot of time for practice and training, since there are a plethora of tools already available that can be tailored to the teachers' existing needs and learning objectives.

Recommendations for embedding digital tools and methods in the teaching process in educational settings:

- Providing clear methodological approaches on how to successfully integrate ICT into the language classroom
- Providing guides for language teachers with good practices and examples of exercises related to language teaching
- Devising specific examples on how to cope with interaction through digital means, analysing the challenges teachers and learners may face during this process
- Providing concrete examples on how teachers can improve their occupational routine, e.g. the process of changing from a paper-based assessment to a more computer-based assessment, so that the feedback can be given to the learners more rapidly and provide a more individual learning pathway.

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Conclusions

The desktop research focused on the current development of ICT and its use in private and professional life, as well as the intensive discussions gathered through the focus and experts groups - as well as internal discussion within the partnership of the IDEAL project show that there is no escape from the digital evolution and its impact on language learning settings.

Although governments have been implementing some programmes to enhance the use of ICT for some time, there is still reluctance on the part of educators, especially older teachers who are convinced that computers are a waste of time and who remain resistant to their use as a complement to their classes. This is compounded by reluctance from adult students themselves, who may feel lost when using different or pedagogical ICT learning elements. However, the partnership believes that the need for change has also come from teachers, since the use of ICT-based tools and learning platforms already resides with students while the growth of ICT has minimised the digital gap and enabled the development of digital literacy. Therefore educational settings are also responsible for raising awareness on digital tools and their benefits for language teachers and language acquisition.

Finally, digital language tasks should be based on active methodologies, enabling learners to construct their own learning through working with and alongside their peers. Some examples to this could include project-based learning, mediation activities based on the use of smartphones, the flipped classroom methodology, and service learning (bridging the gap between school and community).

Teachers who participated in this initial phase of the IDEAL project identified that they are convinced that language teachers cannot escape from the process of digital evolution and the impact of new technologies on language learning settings. 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.

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Annex 1 List of self-assessment questions

Area 1: Professional Engagement

I systematically use different digital channels to enhance communication with learners and colleagues (I combine different communication channels, e.g. e-mail and course blog or the education provider's website, I systematically select, adjust and combine different digital solutions to communicate effectively, I use basic digital communication channels, e.g. e-mail, I rarely use digital communication channels, I reflect on, discuss and proactively, develop my communication strategies);

I use digital technologies to work together with colleagues inside and outside my educational (Among colleagues, we work together in collaborative environments or use shared, I exchange ideas and materials, also with professionals outside my organisation, e.g. in an online professional network, I rarely have the opportunity to collaborate with other lecturers, I jointly create materials with other lecturers in an online network, Sometimes I exchange materials with colleagues, e.g. via e-mail);

I actively develop my digital teaching skills (I use a range of resources to develop my digital teaching skills, I improve my skills through reflection and experimentation, I discuss with peers how to use digital technologies to innovate and improve educational practice, I help colleagues in developing their digital teaching strategies, I rarely have the time to work on my digital teaching skills);

I participate in online training opportunities (I have tried out various different online training opportunities, I frequently participate in all kinds of online training,I have participated in online training once or twice, Not yet, but I am definitely interested, This is a new area that I have not yet considered)

Area 2: Digital Resources

I use different internet sites and search strategies to find and select a range of different digital resources (I compare resources using a range of relevant criteria, e.g. reliability, quality, fit, design, interactivity, appeal, I use search engines and resource platforms to find relevant resources, I evaluate and select resources on the basis of their suitability for my learner group, I advise colleagues on suitable resources and search strategies, I only rarely use the internet to find resources);

I create my own digital resources and modify existing ones to adapt them to my needs (I create digital presentations, but not much more, I create and modify different types of resources, I set up and adapt complex, interactive resources, I do not create my own digital resources, I do create lecture notes or reading lists with a computer, but then I print them);

I effectively protect sensitive content, e.g. exams, students' grades, personal data (I do not need to do that, because the department takes care of this, I protect some personal data, I password protect files with personal data, I comprehensively protect personal data, e.g. combining hard-to-guess passwords with encryption and frequent software updates, I avoid storing personal data electronically)

Area 3: Teaching and Learning

I carefully consider how, when and why to use digital technologies in teaching, to ensure that they are used with added value (I use a variety of digital strategies in my teaching, I use digital tools to systematically enhance teaching, I make basic use of available equipment, e.g. digital whiteboards or projectors, I use digital tools to implement innovative pedagogic strategies, I do not or only rarely use technology in class);

I monitor learners' activities and interactions in the collaborative online environments we use (I regularly **monitor** and **analyse** learners' online activity, I **do not use** digital environments with my learners, I **do not**

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monitor learner activity in the online environments we use, I **occasionally** check on learners and their discussions, iregularly intervene with motivating or corrective comments);

When my learners work in groups, they use digital technologies to acquire and document evidence (I require learners working in teams to use the internet to find information and present their results in a digital format, My learners do not work in groups, I encourage learners working in groups to search for information online or to present their results in digital format, It is not possible for me to integrate digital technologies into group work, My learners exchange evidence and jointly create knowledge in a collaborative online space);

I use digital technologies to allow learners to plan, document and monitor their learning themselves (I use a variety of digital tools to allow learners to plan, document or reflect on their learning, Not possible in my work environment, Learners do reflect on their learning, but not with digital technologies, Sometimes I use, for example, quizzes for self-assessment, I systematically integrate different digital tools to allow learners to plan, monitor and reflect on their progress)

Area 4: Assessment

I use digital assessment formats to monitor learners' progress (I do monitor learners' progress regularly, but not with digital means, I use a variety of digital tools to monitor learners' progress, Sometimes I use a digital tool, e.g. a quiz, to check on learners' progress, I do not monitor learners' progress, I systematically use a variety of digital tools to monitor learners' progress);

I analyse all data available to me to timely identify learners who need additional support (I also consider data on learner activity and behaviour to identify learners who need additional support, I only analyse academically relevant data, e.g. performance and grades, These data are not available and/or it is not my responsibility to analyse them, I regularly screen all available evidence to identify learners who need additional support, I systematically analyse data and intervene in a timely manner);

I use digital technologies to provide effective feedback (I do provide feedback to learners, but not in digital format, I use a variety of digital ways of providing feedback, Sometimes I use digital ways of providing feedback, e.g. automatic scores in online quizzes, comments or "likes" in online environments, I systematically use digital approaches to provide feedback, Feedback is not necessary in my work environment)

Area 5: Empowering Learners

When I create digital assignments for learners I consider and address potential digital problems (I adapt the task so as to minimize difficulties, I allow for variety, e.g. I adapt the task, discuss solutions and provide alternative ways for completing the task, I do not create digital assignments, I discuss possible obstacles with learners and outline solutions, My learners do not have problems with using digital technology);

I use digital technologies to offer learners personalised learning opportunities (I provide optional digital activities for those who are advanced or lagging behind, I do provide learners with recommendations for additional resources, Whenever possible, I use digital technologies to offer differentiated learning opportunities, In my work environment, all learners are required to do the same activities, irrespective of their level, I systematically adapt my teaching to link to learners' individual learning needs, preferences and interests);

I use digital technologies for learners to actively participate in class (When instructing, I use motivating stimuli, e.g. videos, animations, cartoons, My learners engage with digital media in my classes, e.g. electronic worksheets, games, quizzes, I do involve learners actively, but not with digital technologies, My learners systematically use digital technologies to investigate, discuss and create knowledge, In my work environment it is not possible to actively involve learners in class)

Area 6: Facilitating Learners' Digital Competence

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I teach learners how to assess the reliability of information and to identify misinformation and bias (I occasionally remind them that not all online information is reliable, I teach them how to discern reliable and unreliable sources, This is not possible in my subject or work environment, I discuss with learners how to verify the accuracy of information, We comprehensively discuss how information is generated and can be distorted);

I set up assignments which require learners to use digital means to communicate and collaborate with each other or with an outside audience (My learners use digital communication and cooperation mainly among each other, This is not possible in my subject or work environment, Only on rare occasions are my learners required to communicate or collaborate online, My learners use digital ways to communicate and to cooperate with each other and with an external audience, I systematically set assignments that allow learners to slowly expand their skills);

I set up assignments which require learners to create digital content (Sometimes, for diversion and motivation, My learners create digital content as integral part of their study, This is difficult to implement with my learners, This is not possible in my subject or work environment, This is an integral part of their learning and I systematically increase the level of difficulty to further develop their skills);

I teach learners how to behave safely and responsibly online (I inform them that they have to be careful with relaying personal information online, This is not possible in my subject or work environment, We discuss and agree on rules of conduct, I explain the basic rules for safely and responsibly acting in online, I systematically develop learners' use of social rules in the different digital environments we use);

I encourage learners to use digital technologies creatively to solve concrete problems (Occasionally, whenever an opportunity arises, I rarely have the opportunity to foster learners' digital problem solving, We often experiment with technological solutions to problems, This is not possible with my learners, in my work environment, I systematically integrate opportunities for creative digital problem solving).

Annex 2 The list of questions addressed in the focus groups

During the meeting with the focus group (minimum 10 foreign language teachers) the following issues were considered:

- questionnaires analysis
- analysis of own skills
- recommendations on digitization needs.

In addition, each focus group discussed with professionals in the field of language teaching addressed the following questions:

1. What digital solutions in language teaching are you using currently to complement classroom language teaching?
2. If in the question 1 you mentioned at least 1 item, please give examples of tools you are using in the language teaching process.
3. How often do you use these tools/resources?
4. What digital tools/resources do you recommend to your students for self-learning?:
5. Which benefits do these digital tools/resources have from the didactical point of view?
6. How do you assess current language education policy in the context of digitization, considering the updated CEFR with new descriptors, especially for online interaction and mediation?

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7. Do you know institutions, schools, training centers offering courses to improve teachers' digital competences?
8. Have you ever participated in online courses / seminars?
9. Are you ready to make use of digital resources as complementary tools in language teaching classes?
10. What are your needs in terms of improvement of your digital competences for language teaching purposes based on the online self-assessment tool DigCompEdu?
11. What are the biggest impediments in online language teaching (in your opinion)?

Annex 3 The list of issues / topics discussed by the expert groups

The expert groups were carried out during the first phase, totally 9 experts took part. The expert group was a min. 3 people from partners country; only language teachers who have extensive experience in e-learning or expertise in the field of new CEFR could become experts.

The main goals of expert group was verification of survey results, discussion on topics taken up by the focus group as well as recommendations and identification of good practices. Several issues were discussed:

1) Current situation of language education policy and programmes in the context of digitalization

2) To what extent the digital tools, methods are embedded in the teaching process

3) To what extent the education training programmes and in-service training programmes for language teachers foster digital competences of language teachers

4) Conclusion.

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