



Transnational Report Summary

*Digital Language Teaching:
motivations and limitations, digital
tools used and best practices
within language education*

September 2021

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This Transnational Report Summary presents the status quo of digital language teaching and the digital tools already in use in Austria, Italy, Greece, Finland and Spain, together with a collection of good practices in the partner countries. In this initial phase, teachers, language educators and language school managers contributed directly to the research activities by participating in structured online surveys, semi-structured interviews, and focus groups. Additional desk research helped collect further examples of good practices.

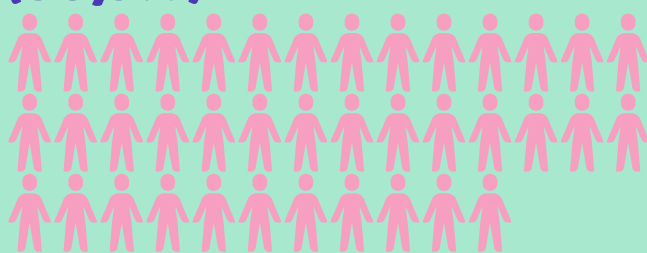
TEACHERS & MANAGERS SURVEY

RESPONSES

35-54

57% of the teachers and 65% of the managers have over 10 years of work experience

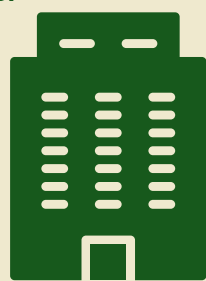
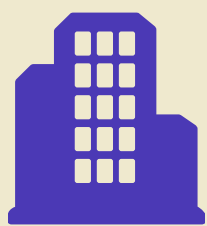
YEARS OLD WAS THE BIGGEST AGE GROUP (58,5%)



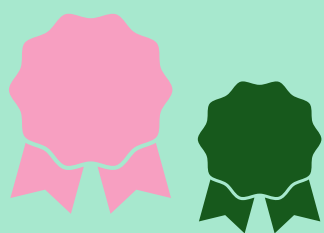
MORE THAN

50%

have encountered difficulties in using digital tools in the workplace



THE MOST IMPORTANT TRAINING MODULES ARE



- Promoting online learner interaction
- Ensuring accessibility of all learners
- Engaging learners online
- Self-care while teaching digitally

THE MOST USED TOOLS ARE



PRESENTATIONS, VIDEOS/AUDIOS AND ONLINE LEARNING ENVIRONMENTS

MORE THAN 90%



BELIEVE THE TEACHERS' DIGITAL SKILLS NEED TO BE STRENGTHENED

TEACHERS AND MANAGERS

COMPARING THEIR ANSWERS

TEACHERS



225 participants

68% believe students are more interested in learning languages with the help of digital tools

Most of the teachers work in High Schools (23%), Adult Education Providers (17.4%) and Language Schools (15.7%)

63% work in public institutions

MANAGERS



51 participants

80% believe students are more interested in learning languages with the help of digital tools

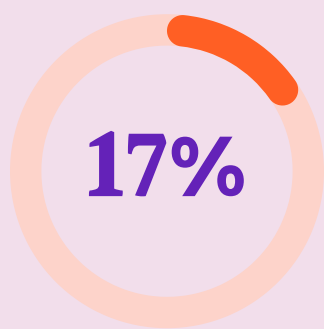
Most of the managers work in Language Schools (33%), Adult Education Providers (20%) and Primary Schools (11%)

57% work in private institutions

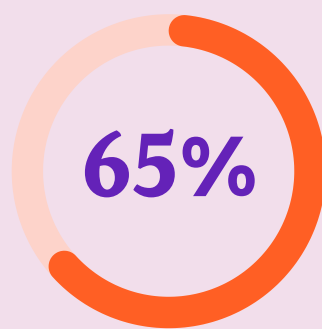
Fit4DigiLine



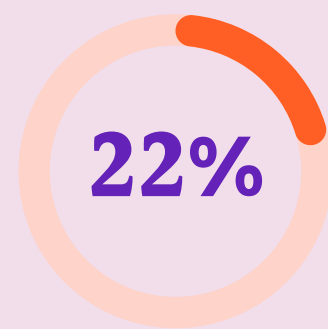
find the project interesting and more than half would like to receive further information and/or participate in the project's activities



of the teachers are familiar with the DigiCompEdu



of the managers have difficulty finding teachers with adequate digital skills



of the managers are familiar with the DigiCompEdu

although most teachers self-evaluate as independent users

The most important factors to take into account when using digital tools and technologies are

- Protecting sensitive data
- Teaching learners how to use digital technologies safely and responsibly
- Using digital tools to enable students to participate actively
- Using different websites and research strategies to find and select digital resources to use with learners
- Developing personal and digital skills and competences for teaching purposes
- Using digital technologies to work with your colleagues

"Age, educational level, and socio-economic status are the three variables that most effect students' approach to language teaching through digital tools and resources"





COLLECTION OF

Good Practices and useful resources

The purpose of the Fit4DigiLinE research activities was to **identify** and **gather** together further **examples of practices** and **resources** which might encourage teachers to expand their digital teaching repertoire.

Drawing on the information collected in the research phase, project partners identified **21 examples of good practices** and **useful resources**, details of which were then set out in an illustrated collection, designed to be used by teachers and learners who are interested in finding new and engaging materials for language learning.

The table of contents at the start of the collection gives a brief introduction to the practices and tools included, allowing users to quickly identify resources which will be of most interest to them.

Each card then presents the practice/resource in more detail, explaining how it can be used **most effectively in language teaching and learning**.

Links to downloads and extra resources, tips from regular users and illustrations of the tools in use help teachers and/or learners to make the most of the new resources in their own teaching/learning.

- **Babel World Tour** - example of good practice: using the target language with guests from around the world
- **Baamboozle** - game-based learning platform
- **Drive & Listen** - take a virtual drive through a city while listening to local radio
- **Gold Lotus** - using Virtual Reality to support English learning
- **Google Classroom** - online tool for running classes and measuring student progress
- **Kahoot** - create quiz show games for learners to play or use ready-made ones
- **Learning Activity Management System** - helps you create, deliver and monitor interactive lessons
- **Lyrics Training** - language practice using pop songs
- **Lyrikline - Listen to the poet** - contemporary poetry from around the world
- **Norma's Teaching** – example of good practice: innovative English teaching in Italy
- **Online Books** - encourage learners to read in the target language
- **Padagogy Wheel** – help in identifying suitable apps for different educational uses
- **Padlet** - digital noticeboard for idea sharing and collaboration
- **Pixton** - tool for creating and sharing cartoons
- **Prezi** - web-based presentation tool
- **Radio Garden** - listen to radio stations from around the world
- **Sanako Connect Online Language Lab** - all the features of a real-life language laboratory and more
- **Ted Talks** - short talks in various languages on a wide range of topics
- **Vocaroo.com** - an easy way to create and share audio recordings
- **Wordwall** - create your own interactive games, or use ready-made ones
- **Zoom** - online meeting tool with many features for interaction and collaboration.

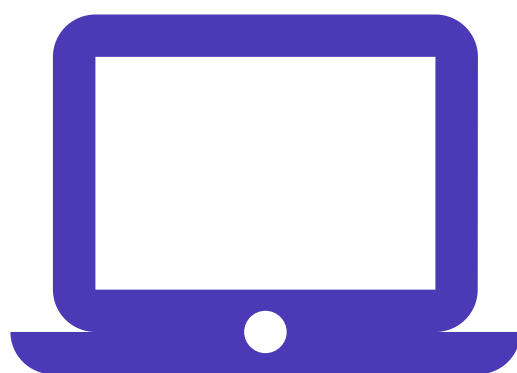


Partners agreed to involve:

- at least 50 people per country submit the survey
- 5 - 7 people per country for the semi-structured interviews
- 5 - 7 people per country involved in the Focus Groups



The target groups the partners are interested in involving is composed of:



RESULTS FROM SEMI-STRUCTURED INTERVIEWS AND FOCUS GROUPS

36 interviews
33 experts in the Focus Group

STRENGTHS

- EDUCATIONAL INTEGRATION
- ACTIVE & COLLABORATIVE LEARNING
- FLEXIBLE TEACHING METHODS
- PROMOTION OF DIGITAL LITERACY
- POSSIBILITY TO BRING LANGUAGES TO LIFE WITH REAL-LIFE CONNECTIONS

WEAKNESSES

- CONNECTION PROBLEMS
- PHYSICAL TIREDNESS
- LOSS OF SOCIAL RELATIONSHIPS AND BODY LANGUAGE
- LIMITED INTERACTION
- UNPREPAREDNESS AND RELUCTANCE OF SOME TEACHERS
- LACK OF EQUIPMENT
- DISTRACTION
- STRUGGLE TO KEEP PRIVATE LIFE SEPARATE FROM WORK

TRAINING NEEDS

- DIGCOMP FRAMEWORKS
- HOW TO CONDUCT EFFECTIVE DIGITAL LESSONS
- TOOLS AND SOFTWARE AVAILABLE
- USE OF SOCIAL MEDIA FOR EDUCATIONAL PURPOSES
- TECHNICAL TROUBLESHOOTING
- HYBRID TEACHING TIPS
- HOW TO EDIT RESOURCES

Catalogue of Requirements

PERSONAL SKILLS



- Stress resistance and resilience
- Problem-solving and flexibility
- Emotional Intelligence
- Thinking outside the box
- Creativity and adaptability
- Dealing with disruption
- Running effective lessons
- Individual and peer-learning
- Critical thinking
- Tips and tricks for keeping students engaged online

SOCIAL SKILLS

- Communication skills
- Building relationships and connections with students
- Patience and empathy
- Leadership
- Creating motivation
- Providing constructive feedback
- Online conflict management
- Taking into account any practical or technical difficulties learners may have



DIGITAL SKILLS



- Concrete overview and practical hands-on guidance for programmes and apps suitable for language teaching
- DigComp, DigCompEdu, GDPR and digital security
- Digital citizenship (including the SDGs)
- How to edit/cut/adjust/extract audio and video resources (mainly using free and user-friendly software)
- How to make material and where to find ready-made easily
- Knowing where to go for advice and how to find help with technical issues
- Low tech solutions for those who don't have access to many resources
- How to approximate the face-to-face learning experience while using digital meeting tools
- Using digital assessment tools to monitor students' performance and
- Self-care while teaching digitally

You can download the whole Report on our website:
<https://www.fit4digiline.eu/open-educational-resources/>