EMPOWER 4 DIGILINE

Policy report

Language Education in Europe:

Current Challenges and Future Directions for Educators

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Co-funded by the European Union

ABSTRACT

The Erasmus+ project Empower4DigiLine, implemented by a partnership of organisations from Austria, Italy, Greece, Finland and Spain, aims to enhance the digital competences of language teachers in the adult education sector, with a focus on inclusion, accessibility and the use of new technologies, with a specific focus on artificial intelligence (AI) tools for teaching. This Policy Report represents the result of a series of research activities carried out between January and June 2024, aimed at assessing the current state of teachers' digital competences in partner countries, with a specific focus on areas 4 (Assessment), 5 (Learner Empowerment) and 6 (Facilitation of Digital Competence Development) of the DigCompEdu framework.

In the course of the research, teachers, language trainers and heads of language training institutions contributed directly via structured online surveys and focus groups. In particular, much attention was paid to analysing emerging challenges related to the use of artificial intelligence tools for assessment and feedback, the inclusion of learners with special needs and the promotion of digital resilience, both among teachers and learners.

The report aims to initiate a broad debate on the importance of such competences in the context of language education and to provide recommendations and guidelines to support and further develop educators' digital competences, contributing to the improvement of inclusiveness and effectiveness in language teaching.

Introduction

The Empower4DigiLine project builds on the work of the highly successful Fit for Digital Linguistic Education Erasmus+ project (2020-2023: https://www.fit4digiline.eu/). The same group of dedicated project partners are keen to help language teachers in the adult education sector further develop their digital competences, and to make use of new technologies in their teaching work.

The consortium is composed of five European organisations: two adult education centres (**bit schulungscenter GmbH** from **Austria** and **TyöväenAkatemia** from **Finland**), one language school (**Babel Idiomas** from **Spain**), one innovative educational technology & research company (**Innovation Frontiers** from **Greece**), and one private training agency and consultancy body (**EGInASrl** from **Italy**).

The main aims of the project are:

- To expand the use of digital assessment and feedback tools in language teaching;

- To increase inclusion and accessibility, with a particular focus on differentiation and supporting learners with special needs;

- To promote digital resilience and media literacy for both teachers and learners;

- To promote the uptake of new technologies, such as AI, in language education.

An initial consultation with end-user groups allowed the consortium to find out more about their current teaching experiences and their perceived training needs. This information will allow us to make sure that the other resources we create are of maximum benefit to teachers.

The project will produce 4 main results:

1. The present policy report on the current language teaching situation in Europe and the challenges that language educators face in target areas;

2. An online train-the- trainer course to help educators learn about new technology and the use of digital tools for feedback and assessment;

3. An online game to help language learners and teachers build digital resilience and develop their own digital competences;

4. A video-based MOOC giving practical examples of how digital tools can be used to help empower learners and to promote inclusion of minority groups.

The consortium will also produce quick-reference summaries of this report and the main content of the training courses, as well as a teacher guide to using the online game with their classes.

All project results will be made available for free through the project website, with materials also sharedthrough social media channels. Videos will be shared via the official YouTube accounts and Facebook page. Products and materials will be available in partner languages as well as in English; this will ensure that theyare easily accessible and able to be used more widely, in both Europe and beyond.

This policy report begins with a brief general introduction of theresearch activities, as well as a summary of the data collected. It then outlines the main aims and objectives of theresearch, focusing on the chosen methodological framework and the research tools. This theoreticalbackground lays the foundation for the practical field research and other activities, consisting of the onlinesurvey and focus groups that allowed the consortium to gather useful resources throughout the path.

General overview

In recent years, the Covid-19 pandemic has radically transformed the language teaching landscape, prompting educators to review and adapt their teaching methodologies. The need for digital competences has emerged overwhelmingly, making it essential for teachers to keep up-to-date in depth.

Building on the research and results of the Fit4DigiLine Erasmus+ project, Empower4DigiLine project aims for teachers to gain knowledge about new technologies for teaching and interacting with learners, devoting a particular care to the aspect of inclusion.

The first milestone to be reached in the project framework is the production of a policy report on the current capabilities and knowledge of teachers on the topics mentioned above, mapping them through the DigCompEdu framework.
The report is based on an in-depth investigation into the opinions of teachers, providing a picture of the current state of the subject.
In this initial phase, more than 500 teachers from partner countries were directly involved in the research activities through structured surveys and focus groups. The initial delivery of the survey laid the basis for further exploration of the topics through the subsequent focus groups.

The survey aimed to understand respondents' views and self-perception on digital teaching methods and how the teacher-student interaction has developed, looking over perceived training needs and current capabilities of teachers with regard to new technologies, with a strong focus on the emerging topics of Artificial Intelligence. The research was carried out within the DigCompEdu aspects of assessment, learner empowerment and digital resilience.

From January to April 2024, the developed online questionnaire was sent out within the partner countries leading to the collection of 501 responses from language teachers.

Following the analysis of results, each partner carried out national focus groups from April to June 2024 to further investigate the responses, gathering direct feedback and good practices. A total of 23 language teachers took part to the discussions, with an additional 11 teachers engaged in November 2023 by Työväen Akatemia in a preliminary focus group to gather early opinions and feedback fort the structuring of the survey.

The focus groups were conducted on the basis of guidelines developed in English by EGInA srl and containing open questions and instructions formoderators on how to conduct focus groups.

Aims and objectives of the research

The research methodology was based on a quantitative and qualitative approach. Targeting a minimum of 250 teachers in all partner countries, the methodology foresaw:

- A structured online survey
- Focus groups

[1]

Through the quantitative approach, the consortium gathered a significant amount of comparable data that was analysed collectively and summed up and graphically represented, to give a clear picture of trends and averages of teachers' competences in the DigCompEdu framework.

Building on the quantitative data gathered, the qualitative approach offered an in-depth analysis on competences, and training needs, collecting examples, experiences, obstacles and limits from the end-user groups. The main goal was thus to gather insights on digital technology in language teaching, how to use it for feedback and assessment with students, to support those who have special needs, as well as framing the state of digital resilience and media literacy.

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[1] Image by vectorjuice on Freepik

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Besides laying the basis for the development of learning material, the research also serves as a collection of good practices and tools in partner countries, fostering exploitability.

Methodological Framework

The Covid pandemic and the shift to online teaching have demonstrated the crucial importance of digital competence for educators. However, the European Commission notes in the Digital Education Action Plan 2021-2027 (DEAP) that, in a survey conducted during the pandemic, only 39% of teachers felt adequately prepared for digital education. This project aims to provide educators with the knowledge and tools they need to teach in an increasingly digital environment.

The project focuses on language teaching, as the ability to communicate in foreign languages is a basic competence required of all European citizens; it increases opportunities in the labour market and helps promote intercultural awareness and European integration. Language teachers, who serve a wide range of learners, play an important role in society; it is crucial that they make the most of digital tools and appropriate pedagogies in their teaching.

This project is based on the Erasmus+ project Fit 4 Digital Linguistic Education. Launched in the midst of the pandemic, when teaching went online overnight and all teachers had to quickly master digital teaching, Fit4DigiLinE responded by producing training and support materials to equip language teachers with the basic digital skills needed to manage their classrooms: in effect, the first three aspects of an educator's digital activities outlined in the European Digital Competence Framework for Educators (DigCompEdu).

Three aspects of DigCompEdu remain: those concerning the use of digital tools for assessment, student empowerment and digital resilience. These areas correspond closely to the priorities outlined in DEAP 2021-27, which recognises that many teachers still find assessment difficult, emphasises the need for more flexible and accessible learning opportunities, and highlights the importance of promoting digital literacy, managing information overload and combating misinformation. This project aims to improve the skills of language teachers and provide them with digital pedagogical tools and approaches that can be used in all these areas.

The rapid emergence of new technologies - such as artificial intelligence and tools like ChatGPT - also raises questions for language teachers. Although the use of ChatGPT in education is still in its infancy, it is clear that this technology has the potential to transform the way we teach and learn, opening up new avenues for personalised and interactive education. The project will address these issues.

DigCompEdu

[DigCompEdu](#) focuses on a set of specific, focused digital skills that allow educators and teachers to apply to their work.

Areas 1-5 are specifically tailored to educators' competences, both professional and pedagogic, while area 6 focuses on learners' competences.
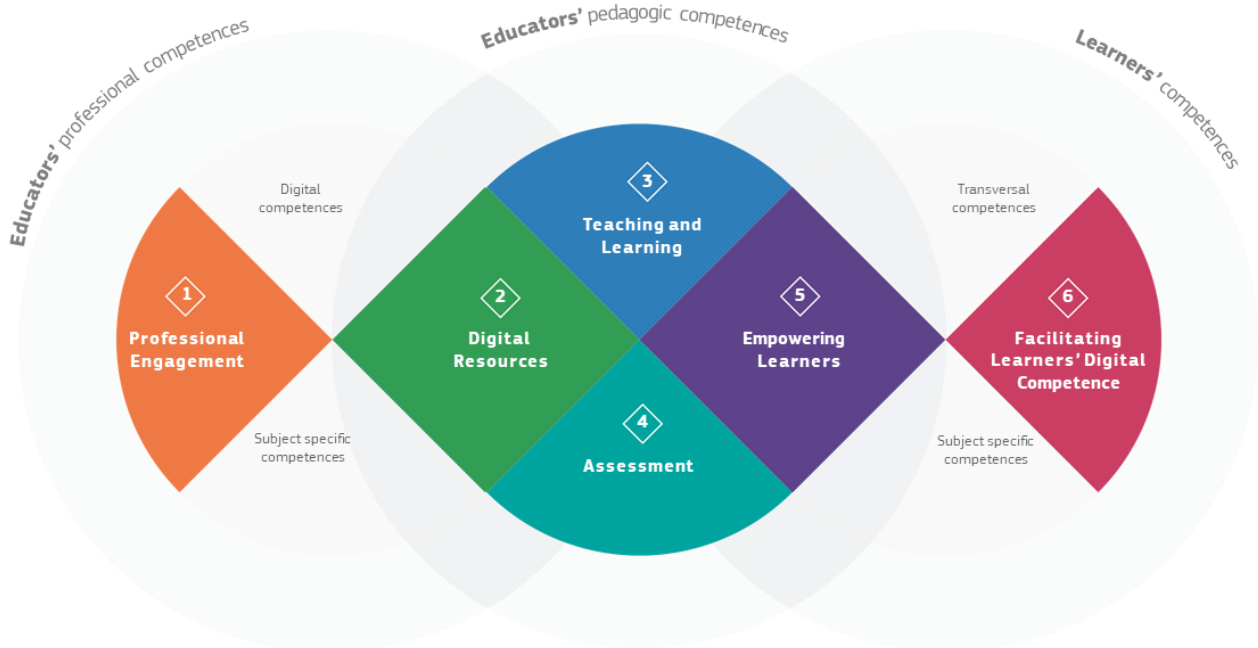
The model is structured into six main areas of digital competence, providing twenty-two core competences and six levels across which the digital competences of educators tend to develop.

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[2]Redecker, C. European Framework for the Digital Competence of Educators: DigCompEdu, FIGURE 2: DIGCOMPEDU AREAS AND SCOPE. Punie, Y. (ed). EUR 28775 EN. Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-73494-6, doi:10.2760/159770, JRC107466

Educators' professional competences	Educators' pedagogic competences	Learners' competences
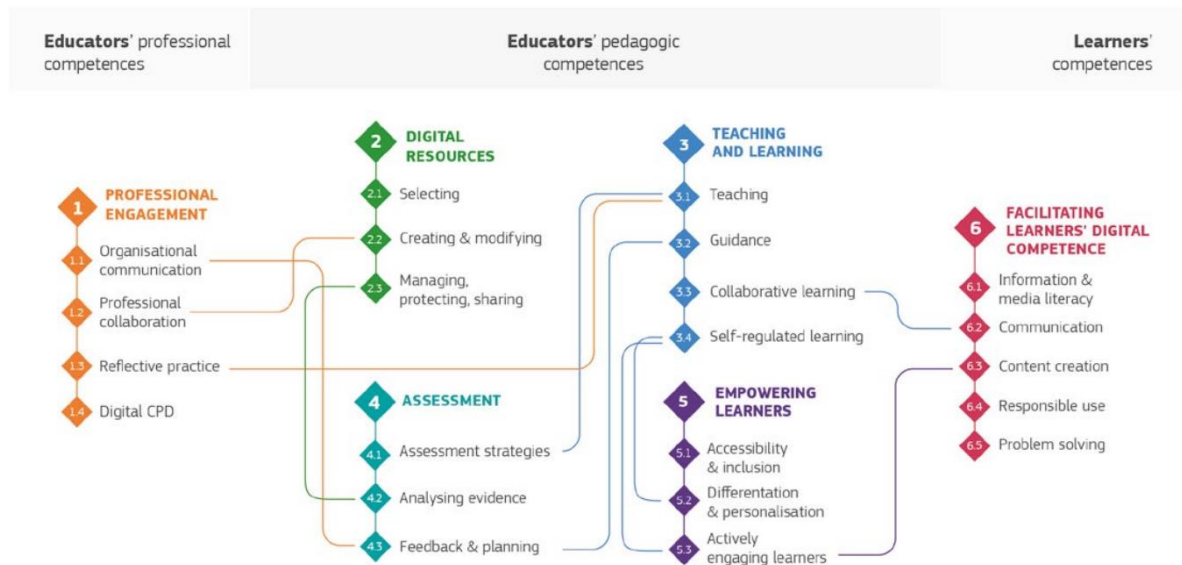
3

In the context of the report, it is important to point out that while the Fit4DigiLine project, the *forerunner* of this project, focused mainly on Area 3, the Empower4DigiLine project expands its focus to include Areas 4, 5 and 6. This evolution reflects a commitment to provide more comprehensive and in-depth training, responding more broadly and articulately to the digital competence development needs of teachers. A description of the related competences for each area is given below:

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3 Redecker, C. European Framework for the Digital Competence of Educators: DigCompEdu, FIGURE 3: DIGCOMPEDU COMPETENCES AND THEIR CONNECTIONS. Punie, Y. (ed). EUR 28775 EN. Publications Office of the European Union, Luxembourg, 2017, ISBN 978-92-79-73494-6, doi:10.2760/159770, JRC107466

4. Assessment

4.1 Assessment strategies
To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches.

4.2 Analysing evidence
To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.

4.3 Feedback and planning
To use digital technologies to provide targeted and timely feedback to learners. To adapt teaching strategies and to provide targeted support, based on the evidence generated by the digital technologies used. To enable learners and parents to understand the evidence provided by digital technologies and use it for decision-making.

5. Empowering Learners

5.1 Accessibility and inclusion
To ensure accessibility to learning resources and activities, for all learners, including those with special needs. To consider and respond to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive constraints to their use of digital technologies.

5.2 Differentiation and personalisation
To use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives.

5.3 Actively engaging learners
To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

6. Facilitating Learners' Digital Competence

6.1 Information and media literacy
To incorporate learning activities, assignments and assessments which require learners to articulate information needs; to find information and resources in digital environments; to organise, process, analyse and interpret information; and to compare and critically evaluate the credibility and reliability of information and its sources.

6.2 Digital communication & collaboration
To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.

6.3 Digital content creation
To incorporate learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licenses apply to digital content, how to reference sources and attribute licenses.

6.4. Responsible use
To take measures to ensure learners' physical, psychological and social wellbeing while using digital technologies. To empower learners to manage risks and use digital technologies safely and responsibly.

6.5 Digital problem solving
To incorporate learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.

[4]

Research tools and sample selection

The research tools used in the first phase of the Empower4DigiLine project were structured surveys and focus groups.

The results of the surveys and interviews were used as an input for the focus groups which were held in the second phase of the research.

The research was addressed to language teachers of foreign languages working in partner countries, being both contributors and beneficiaries of the project results. General criteria across partner countries were adopted in order to keep the sample as heterogeneous as possible.

- Age: an effort was made to involve participants of different ages to ensure gathering different perceptions and opinion;
- Geographical distribution: respondents represent different areas of the country and work in various settings (e.g. urban, rural, etc.);
- Gender: partners tried to include an equal proportion of men and women;
- Digital skills: participants have different levels of digital skills.

The survey was developed in English by EGInA's researcher and translated to partner languages, to ensure easy understandability.

Administered to teachers online, through the Jotform platform (https://eu.jotform.com/), the questionnaire was aimed at investigating information about how teaching has changed since Covid (where is teaching taking place, how are teachers interacting with learners etc), and will also detailed teacher's current skills and perceived training needs with regards to new technologies such as AI and in the DigCompEdu aspects of assessment, learner empowerment and digital resilience.

Divided into 4 main areas of investigation, counting 55 multiple choice, rating and open-ended questions:

- Use of digital tools to support teaching and learning experience
- Use of AI tools to support teaching and learning experience
- DigCompEdu
- Personal information

Survey participants had the option to select their preferred language directly within the survey. The privacy of participants' data is protected in line with the EU General Data Protection Regulation (GDPR). JotForm was chosen as the platform for its adherence to GDPR standards. All data collected during the survey process, including email addresses, IP addresses, and other personal information, are handled by JotForm Co., which is responsible for processing this data.

Each partner collected a minimum of 50 responses (with a final number of 501) to the structured surveys by selecting participants with heterogeneous profiles.

The focus groups, taking place after a first analysis of the survey, are part of the qualitative research. The technique seeks to gather information that is beyond the scope of quantitative analysis. The focus groups were structured to foster talk among the participants and interpret previous survey results, deepening participants' opinions about the use of digital technologies to boost language teaching activities.

In addition, the goal of the focus groups is to generate contextual and complementary data to be integrated with other datasets derived from surveys and experts knowledge. Finally, another goal of the focus groups was gathering and talking about good practices participants may be familiar with or have knowledge of. Within the focus groups, the selected participants were stimulated with open-ended questions in a discussion type atmosphere in order to generate comparative analysis of a given topic. Focus groups are:

- Based on a carefully planned discussion;
- Aimed at obtaining perceptions of a defined interest area;
- Structured on open-ended questions' path, designed to gather ideas and opinions that are within but also outside the scope of prepared questions:
- To be carried out in a permissive, non-threatening environment.

Set out below is the list of questions which were used in the focus groups:

Engagement questions

- How do you find the role or the importance of digital technology in language teaching?

Exploration questions

AI

- Have you ever used AI tools during your classes or to create your materials?
  - If so, how was your experience? Could you please share some examples?
  - If not, was there any reason that kept you from doing so?
- Are you concerned about learners using AI to complete their assignments?

Feedback/assessment

- Do you use digital tools for giving feedback to your learners? What tools do you use and
- how do you use them?
- Do you use digital tools for formal assessment and feedback in your language teaching practices?

Special needs

- Do you have students with specific difficulties or special needs in your language classes?
- If so, how do you identify these needs?
- Do you feel that you are equipped to identify/support such students?
- Have you used digital tools to facilitate learners with special needs? If yes, could you
- provide examples?
- Are there sufficient educational materials available to support students with special needs in your country? What challenges do you face in this regard?

Training needs

- Would you be interested in joining a training course focused on AI in language
- teaching, based on the modules we listed in the online survey?
- Would you be interested in joining a training course focused on Inclusion and Accessibility in language teaching, based on the modules we listed in the online survey?

Digital resilience/media literacy

- How do you feel about the increased use of digital tools in general? Have you noticed any issues among your learners? Do you feel that teachers have a role in supporting learners to stay safe online/ promote digital resilience and media literacy among your students? How?

Survey results

Sample Description

The respondents to the online questionnaire "Empower4DigiLinE" are 501. They are predominantly "Teachers" (88%) who teach foreign languages in the partner countries that promoted the survey: Austria, Italy, Finland, Greece, and Spain. Although this is not a statistically representative sample, the survey was an important first step in gathering valuable information on various aspects driving the Empower4DigiLinE project.
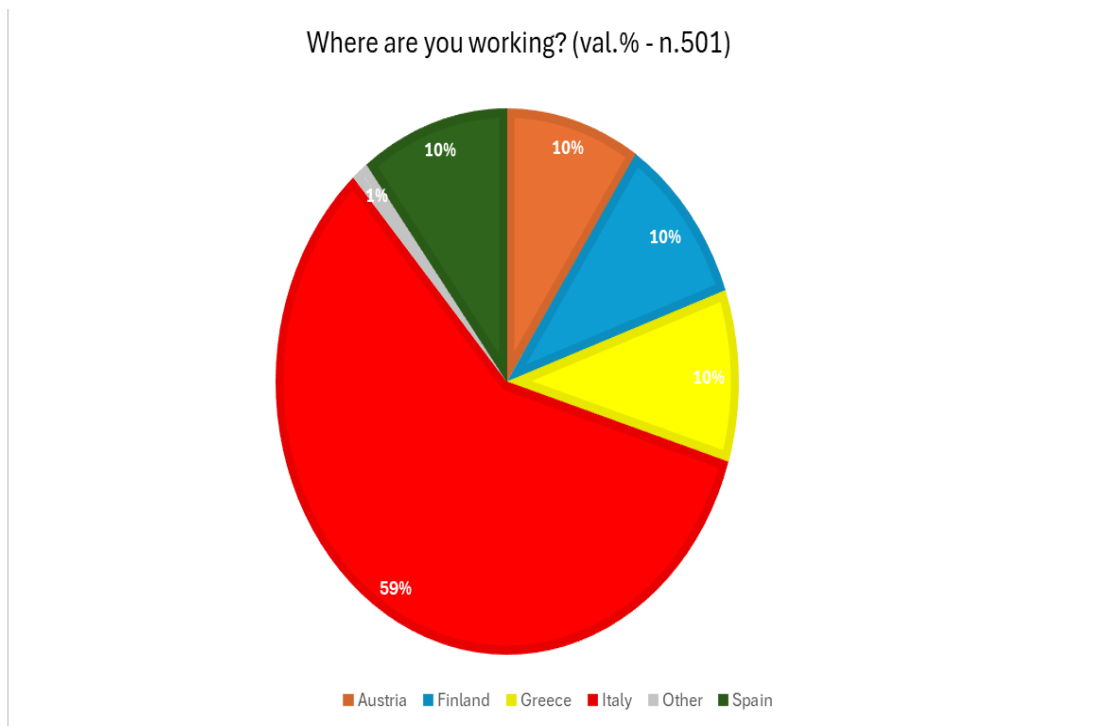
A cross-sectional reading of the acquired data revealed how teaching has changed post-Covid, the current skills of teachers, and training needs, with particular attention to the use of new technologies, including artificial intelligence.

More than half of our sample consists of teachers working in Italy. This numerical imbalance does not undermine the quality of the survey as the analysis highlighted thoughts (on the current state and needs) that are surprisingly common to teaching in the five countries where the "Empower4DigiLinE" questionnaire was proposed.

The age of respondents is mainly distributed across three age groups set in the questionnaire: 31-45 years (33%); 46-54 years (30%); >55 years (29%). The Greek sample is characterised by a significant proportion of younger respondents (24% are aged between 18 and 30 years).

Overall, respondents work in public educational institutions (74%, mainly in Italy), but private sector teaching is well represented in Austria, Finland, Spain, and especially in Greece (59%).

Where do you teach? (More than one answer can be selected)	Austria	Finland	Greece	Italy	Spain
University od the third age					
Higher education		17			
Primary school				10	
Language school	9	21	20		36
Adult education provider	53	40			
Middle school			25	26	17
High school	15		22	48	29
Other (specify)					

More than 29% have been teaching for more than 20 years. The "veterans" of teaching are joined by the views of "newbies," which particularly characterise the sample from Greece and Spain.

Use of Digital Tools and Infrastructural Barriers

The 77% of the "Empower4DigiLinE" sample use digital tools to support learning and teaching activities, with 32% stating they always do so, and 45% voting "Often". The most commonly used digital tools are, in descending order:

• Watching videos/listening to audios;

• Online learning environments (i.e., Moodle, Google Classroom);

• Presentations (i.e., PPT); Apps or games.

Which digital tools do you use (or help your learners to use) to support learning and teaching activities? (More than one answer can be selected)
val% - n.1868

Tool	Value
Watching video/listening to audios	24,8%
Online learning environments (i.e. Moodle, Google Classroom)	18,5%
Presentations (i.e. PPT)	18,0%
Apps or games	16,5%
Infographics, mind maps, planning tools	9,2%
Creating videos/producing audios	7,5%
Blogs or Wiki	2,9%
Other (specify)"	2,2%
I have not used digital tools with my learners yet	0,3%

To the question "In the facility/school where you work, have you ever encountered difficulties/barriers in using digital tools and resources during your lessons?", the sample is almost evenly split, with 49% affirming they have encountered "obstacles/barriers".

The most frequently reported obstacles across all participating countries particularly concern three infrastructural aspects:

• Problems accessing the internet (24%)

• Tools do not work properly (23%)

• Availability of suitable tools (19%).

Do you use digital tools to support learning and teaching activities? (val% - n.501)
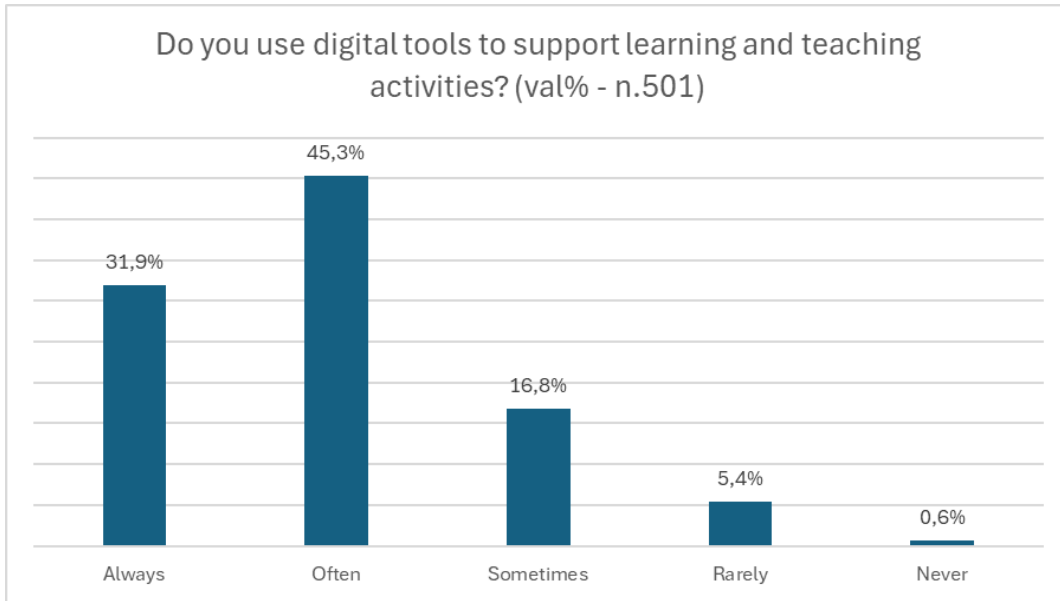

Do you use digital tools to support learning and teaching activities? (val.%)	Austria	Finland	Greece	Italy	Spain
Always + Often	62	70	47	87	69
Sometimes	21	20	37	11	25
Rarely+Never	17	10	16	2	6
Tot.	100	100	100	100	100

The Digital Push from Covid-19

A significant 93% of respondents believe that the health emergency has contributed to stimulating the use of digital resources in language teaching. 65% think the pandemic has helped improve their digital skills.

Do you think that the health emergency (COVID-19) has contributed to boost the use of digital resources in language teaching? (val% - n.501)

Do you think that the health emergency (COVID-19) has contributed to boost the use of digital resources in language teaching?(val.%)
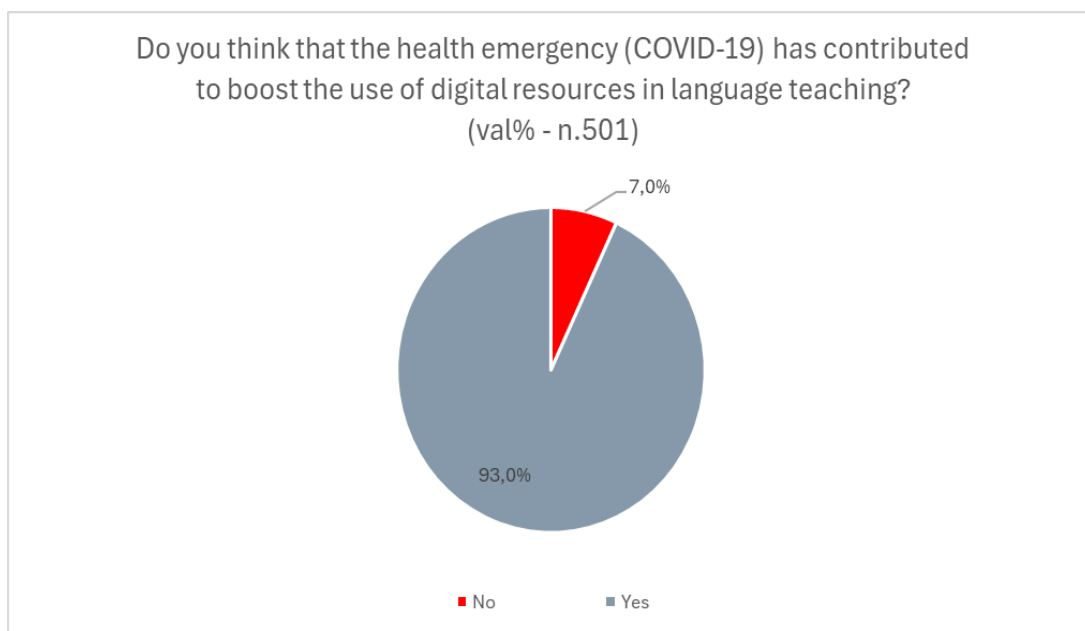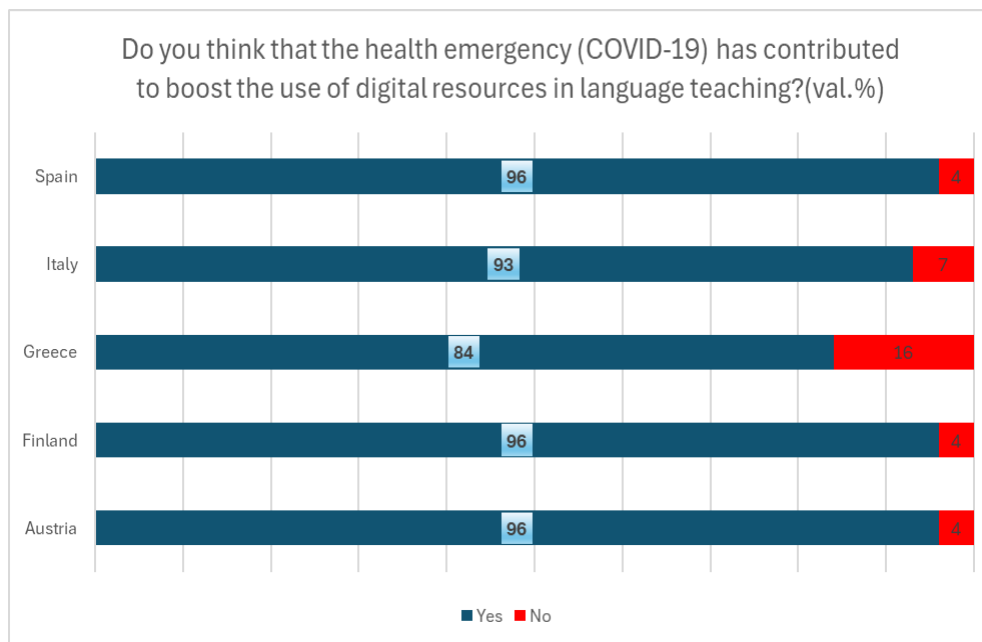
Here is an answer that fully summarises what changed in teaching and learning methods because of Covid:

The COVID-19 pandemic has led to a significant shift towards distance learning, accelerating the adoption of digital tools and platforms. Students worldwide had to adapt to virtual classrooms, rapidly improving their digital skills. Navigating online resources, participating in video conferences, and using various digital educational tools became essential. This unexpected transformation not only equipped students with essential digital skills but also highlighted the importance of technology in modern education, leaving a lasting impact on how students approach learning in the digital age.

"Constraint," "Adaptation," "Necessity," "Research" are terms frequently associated with the unexpected transformation - driven by the pandemic - of teaching, focused on enhancing the use of technological devices and applications.

Forcing me to find alternative solutions to traditional teaching

Enhancing the knowledge and use of certain educational apps/software

It was necessary to make lessons more interesting and stimulating for learning

Facing the necessity to change teaching methods by turning towards more extensive use of new tools

It forced me to learn more, thinking about engaging strategies and materials for remote learning
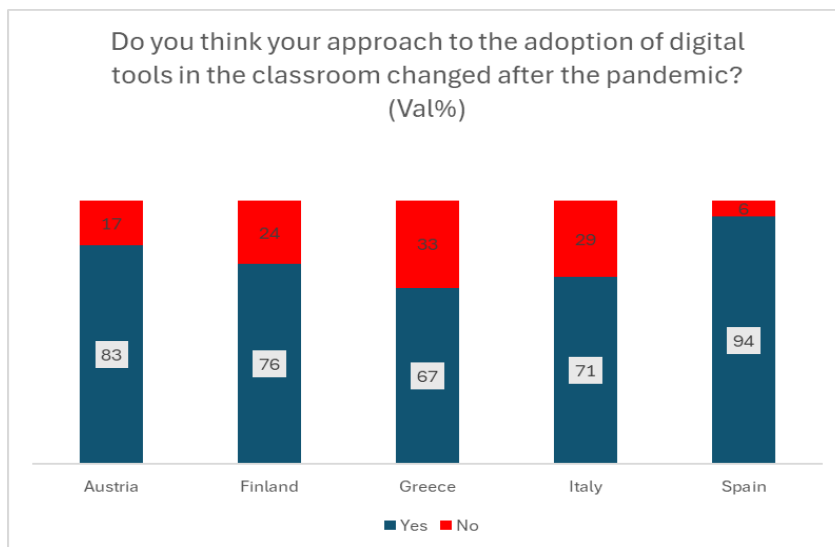
It led me to seek new solutions and ways to convey content and help students learn
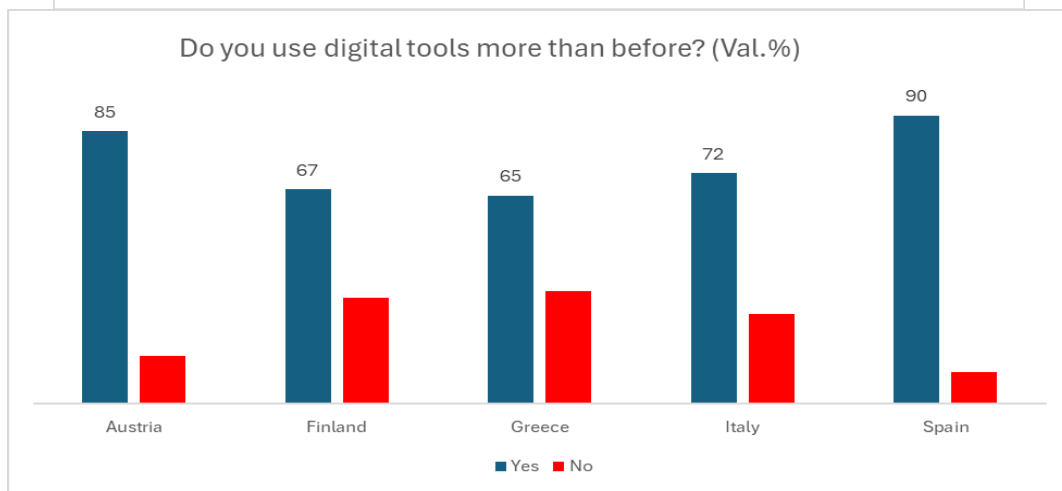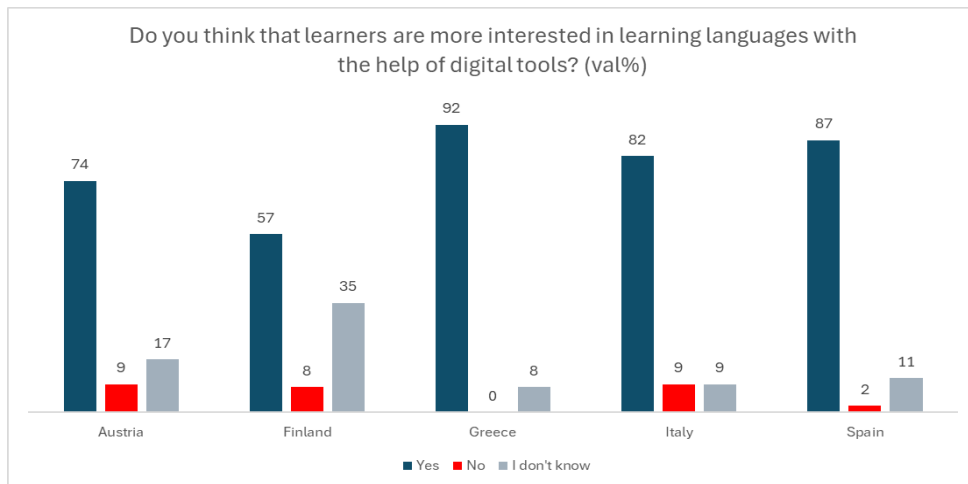
Researching diverse digital educational materials

Thus, 71.5% of the sample (with peaks of 94% in Spain and 83% in Austria) feel they have modified their approach to adopting digital tools in the classroom, using them more systematically (71%).

The onset of the COVID-19 pandemic necessitated a rapid adaptation to digital tools in various aspects of life, and consequently, I found myself using digital skills like never before. Remote work, online collaboration, and virtual communication became integral parts of the daily routine. The adoption of video conferences, cloud-based platforms, and digital project management tools not only facilitated seamless connectivity but also enhanced my ability to navigate diverse digital landscapes. Increased reliance on technology pushed me to adopt a proactive approach to acquiring and refining digital skills, fostering a more versatile and connected way of working and learning in the contemporary digital era.

According to our respondents, lessons using digital resources are more engaging for students. There is an optimization of time, broader educational offerings, and better results in terms of attention and the quantity and quality of information learned.
Ultimately, 97% of the "Empower4DigiLinE" respondents believes that teachers need to enhance and improve their digital skills.

Do you think your approach to the adoption of digital tools in the classroom changed after the pandemic? (Val%)

	Austria	Finland	Greece	Italy	Spain
No	17	24	33	29	6
Yes	83	76	67	71	94

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Do you think that learners are more interested in learning languages with the help of digital tools? (val%)

Do you use digital tools more than before? (Val.%)

Focus on Artificial Intelligence

"Are you familiar with AI tools to support teaching and learning experiences?"

To this question, 60% of the sample responds positively. Respondents from Greece stand out for greater familiarity with AI (75%).

Are you familiar with AI tools to support teaching and learning experience? (val. %)

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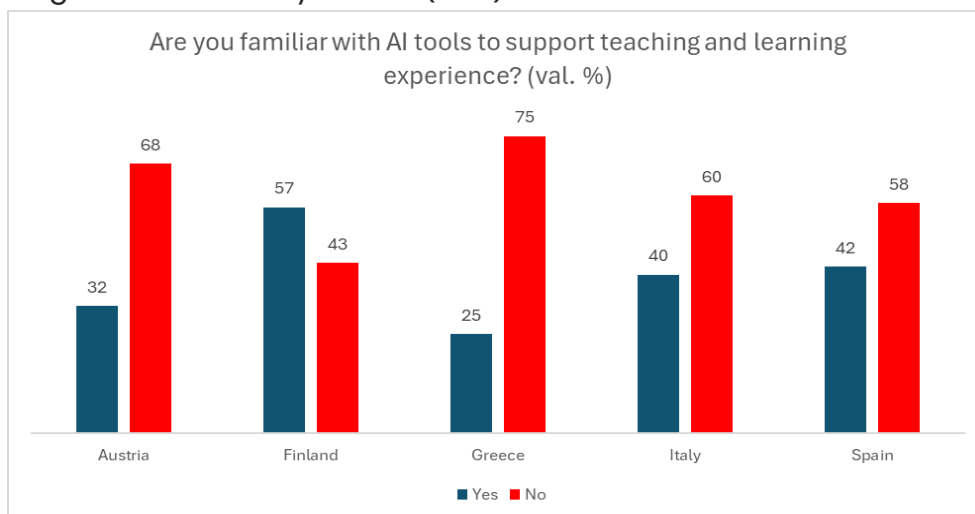
44.5% of educators believe that AI tools can enhance the teaching and learning experience, a significant proportion (51%) says "I don't know"; few are sceptical about the benefits of using AI (less than 5%).

(Do you think AI tools might enhance the teaching and learning experience? (val%)
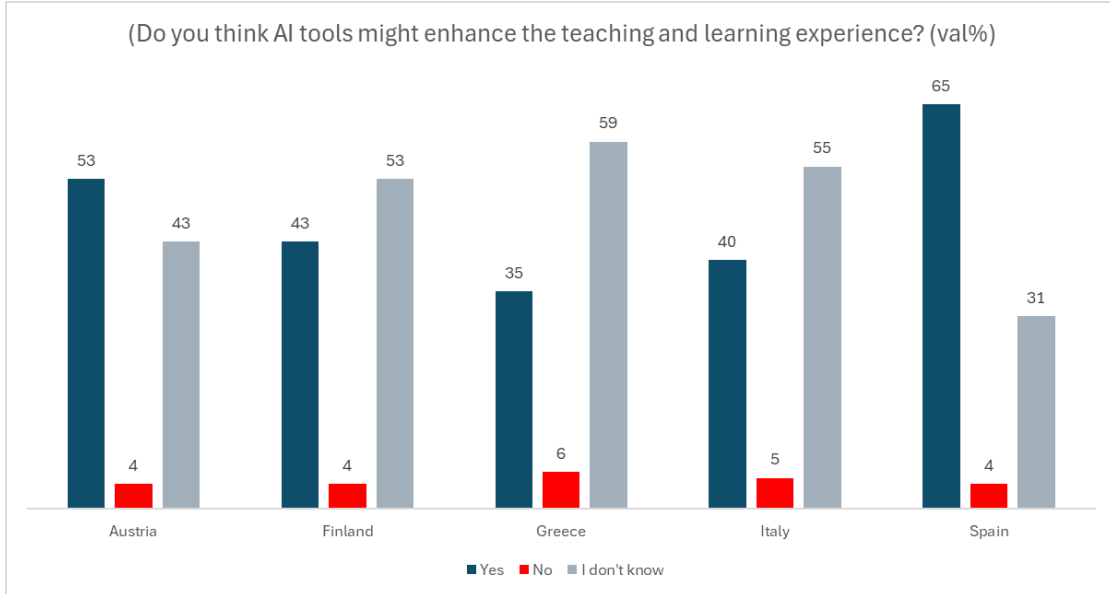
Regarding the actual use of AI tools (e.g., ChatGPT) to support the creation of learning and teaching activities, only 25% of respondents declare having used them. Comparing the five countries where the survey was conducted, Finland shows the highest percentage of AI users (47%).

Have you ever used AI tools (eg ChatGPT) to support the creation of learning and teaching activities? (val. %)
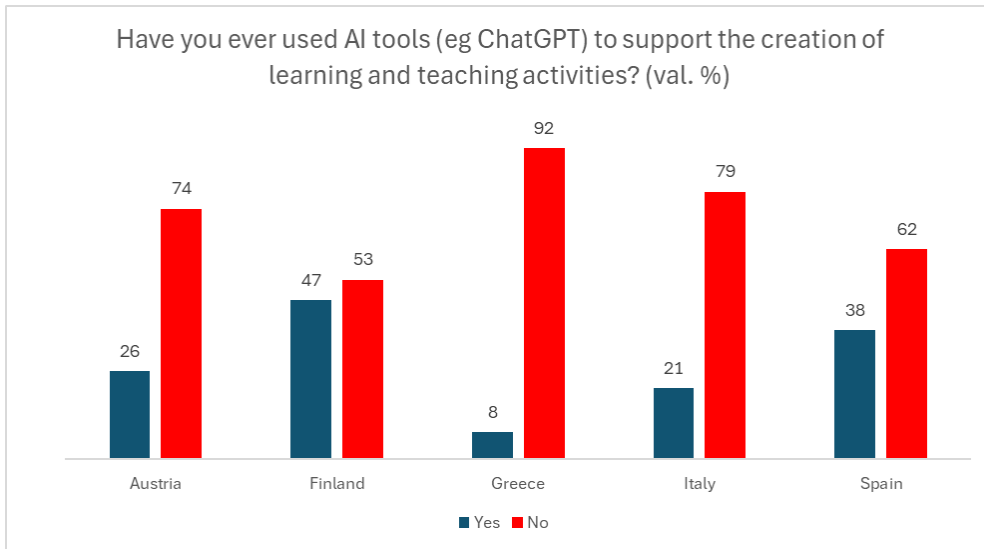
Below an interesting comment from one of the respondents:

In my teaching and learning efforts, I have seamlessly integrated artificial intelligence, particularly GPT-based models, to enhance the overall educational experience. I have used these tools for content creation, automating the generation of lesson plans and quizzes, saving valuable time that can be redirected towards more personalized

interactions with students. AI has served as a virtual assistant during Q&A sessions, providing additional explanations and fostering deeper understanding. Additionally, I have used AI algorithms for personalised learning, adapting teaching materials based on individual student needs, creating a more adaptive and effective learning environment. This integration has not only optimised my teaching approach but also allowed students to engage with educational content in a more dynamic and personalised way.

Summarising the information from the users, AI is primarily used for:

- Creating educational projects
- Developing exercises
- Writing reports
- School programming
- Written tests
- Support for special-needs students
- Correcting assignments
- Personalising learning

The most commonly used applications/platforms are listed in the image below. The size of the logos of the tools represented in the image is directly proportional to the size and frequency of use by the interviewed teachers. According to the responses received, ChatGPT prevails.

To the question "Do you think your students are using AI tools to support their learning?", 41% of respondents believe their students use AI for their learning paths (in the Spanish sample, this value rises to 77%). For this question, there is also a significant 40% of "I don't know."

Do you think your students are using AI tools to support their learning? (val%)

	Austria	Finland	Greece	Italy	Spain
Yes	53	35	39	34	77
No	19	16	6	25	6
I don't know	28	49	55	41	17

Are you concerned AI tools might help your students cheat? (val%)

	Austria	Finland	Greece	Italy	Spain
Yes	60	69	67	60	94
No	30	25	0	11	6
I don't know	10	6	33	29	0
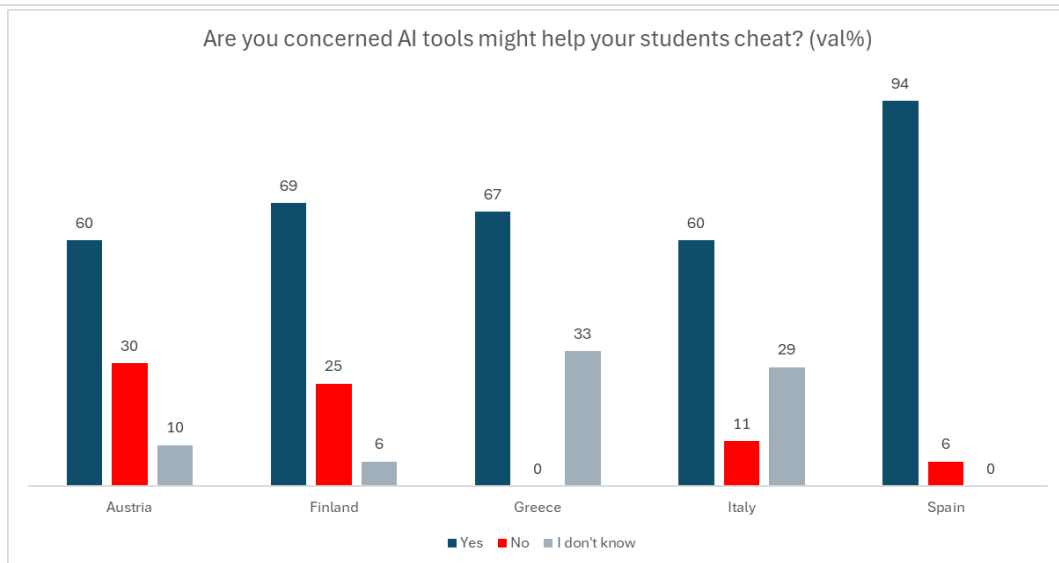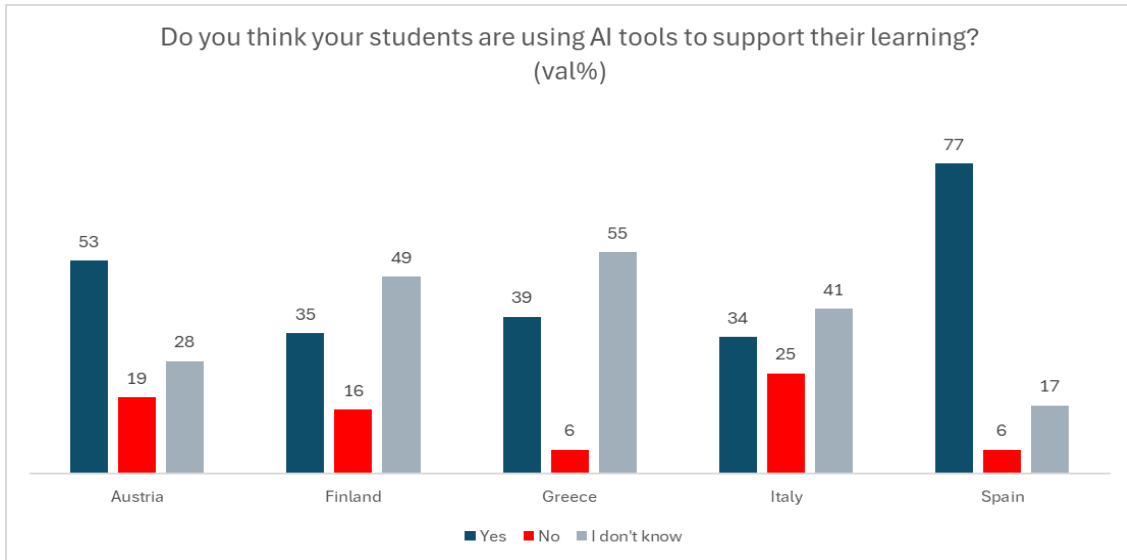
To the crucial question "Would you be interested in being offered training opportunities related to the integration of AI tools in language teaching?" 81% of respondents express interest in training offers related to AI (91% within the Austrian sample).
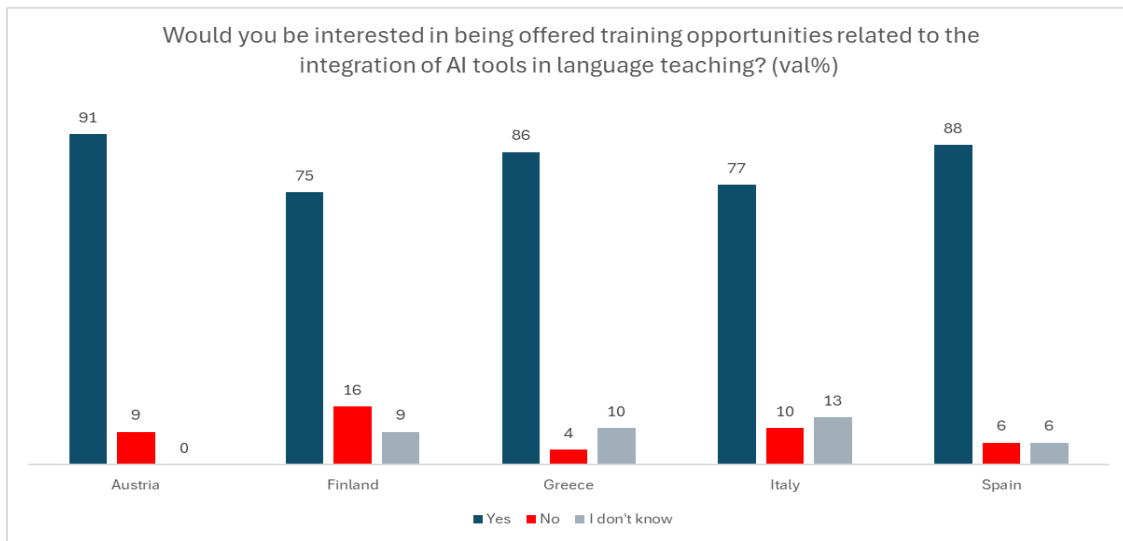
The "Empower4DigiLinE" questionnaire included a specific set of satisfaction-related questions on potential AI-focused training interventions. The expressed satisfaction with the proposed training was very high, as apparent from the graph below:
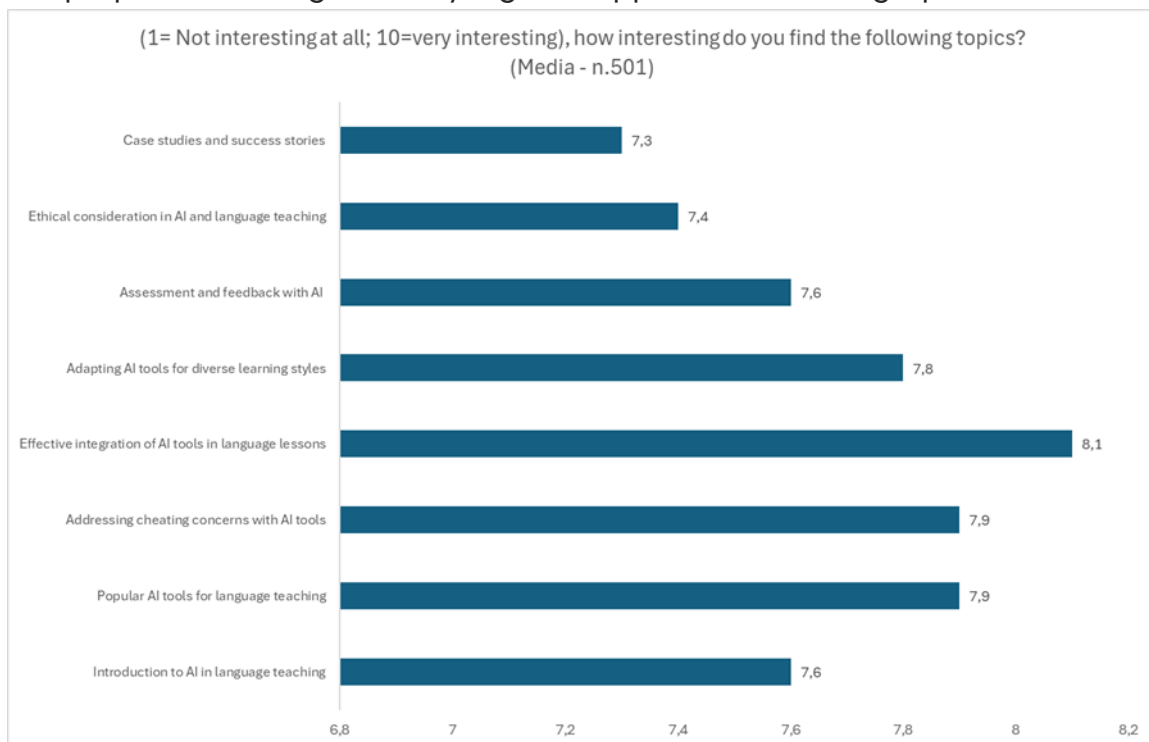
On a scale from 1 to 10 (1= Not interesting at all; 10=very interesting), how interesting do you find the following topics? - Media	Austria	Finland	Greece	Italy	Spain
Introduction to AI in language teaching	7,8	7,4	8,0	7,3	8,4
Popular AI tools for language teaching	8,2	8,2	8,4	7,6	8,8
Addressing cheating concerns with AI tools	7,9	7,3	8,9	7,7	8,2
Effective integration of AI tools in language lessons	8,0	8,3	8,2	8,0	8,8
Adapting AI tools for diverse learning styles	7,3	7,6	8,1	7,6	8,7
Assessment and feedback with AI	7,1	7,7	8,7	7,2	8,8
Ethical consideration in AI and language teaching	6,7	7,2	7,7	7,2	8,4
Case studies and success stories	7,4	7,9	8,5	6,8	8,7

Additional comments (Any other issues you would like to see covered?) also fall within the actions of possible training interventions foreseen by the Empower4DigiLine project:

•The teacher's role in relation to artificial intelligence, Maintaining students' interest and engagement, AI as a complement.

•Teaching students to use AI to improve their daily lives and studies

•Conceptual change in exam methods and evaluation criteria considering digital development.

•Using virtual and/or augmented reality in foreign language teaching.

•Game-based learning with digital resources

•Techniques and exercises for language teaching

•Challenges in working with artificial intelligence: understanding what can be done with it and learning the right and precise prompts to get what you need.

•Using AI with severe learning and physical disabilities

•Using iPads in language teaching

•Practical workshops on the actual use of application tools.

•Difficult cases: how to tackle disinterest through technology and artificial intelligence.

DigCompEdu
To the question "Are you familiar with DigCompEdu (European Framework for the Digital Competence of Educators)?" only 37% of respondents declares being familiar with DigCompEdu. This result suggests a need for reflection on how widely the framework has been communicated and understood.
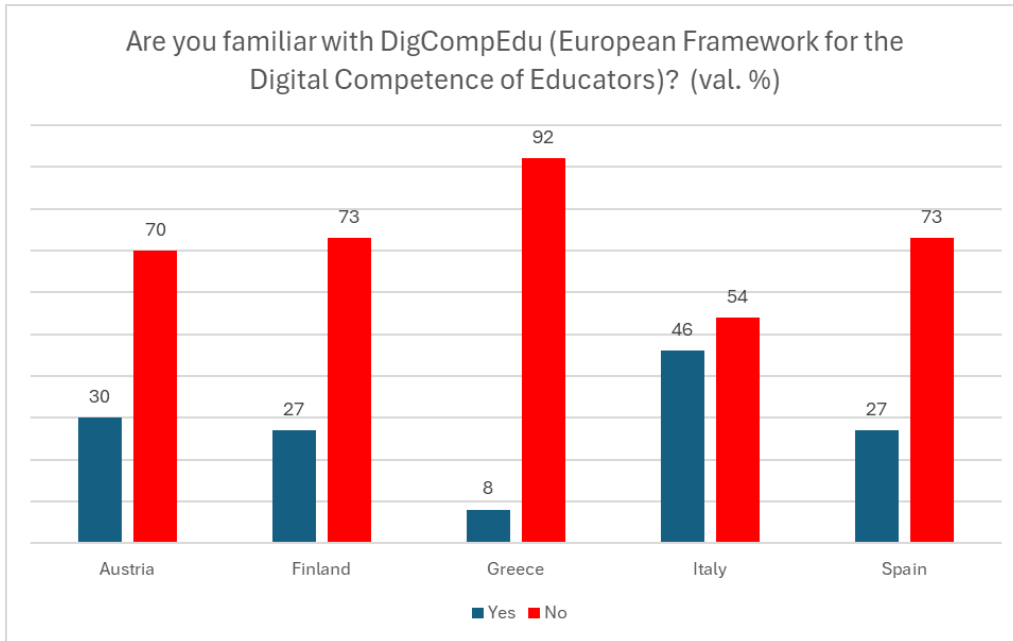
Regardless of familiarity with DigCompEdu, teachers were asked to self-assess based on the six levels (from A1 to C2) of digital competence defined in the DigCompEdu framework. 41% of responding teachers - based on the proposed self-assessment activity - see themselves as "Integrators (B1)", 25% as "Explorers (A2)" and 21% as "Experts (B2)". This self-perception is consistent with the comparative analysis among the countries analysed.

	Austria	Finland	Greece	Italy	Spain
Newcomers (A1): they have had very little contact with digital tools and need guidance to expand their repertoire	10,6	3,9%	13,73%	2,38%	3,85%
Explorers (A2): they have started using digital tools without, however, following a comprehensive or consistent approach. Explorers need insight and inspiration to expand their competences	23,4	25,5%	35,29%	23,81%	23,08%
Integrators (B1): they use and experiment with digital tools for a range of purposes, trying to understand which digital strategies work best in which contexts	31,9	41,18%	31,37%	40,82%	53,85%
Experts (B2): they use a range of digital tools confidently, creatively and critically to enhance their professional activities. They continuously expand their repertoire of practices	23,4	17,6%	15,69%	22,45%	17,31%
Leaders (C1): they rely on a broad repertoire of flexible, comprehensive and effective digital strategies. They are a source of inspiration for others	10,6	11,8%	1,96%	6,80%	1,92%
Pioneers (C2): they question the adequacy of contemporary digital and pedagogical practices, of which they themselves are experts. They lead innovation and are a role model for younger teachers	0,00%	0,00%	1,96%	3,74%	0,00%

Finally, concerning a question of extreme interest for the "Empower4DigiLinE" project: "Without considering your level of digital competence (newcomer, explorer, integrator, expert, leader, pioneer), how important do you think it is to use digital technologies and tools when teaching foreign languages?"

54% consider it "Very important" to use digital technologies and tools when teaching foreign languages, with an additional 35% finding it "Quite important".

Without considering now your level of digital competence (newcomer, explorer, integrator, expert, leader, pioneer), how important do you think it is to use digital technologies and tools when teaching foreign languages? (val% - n.501)
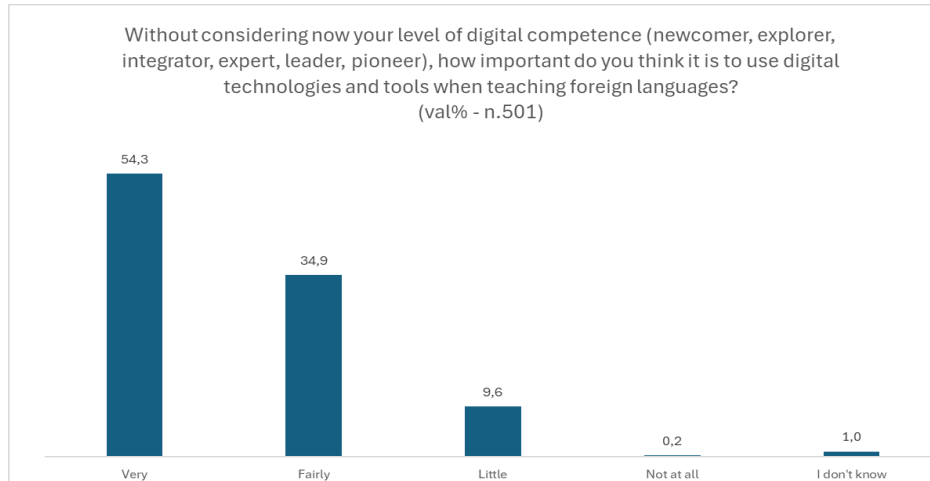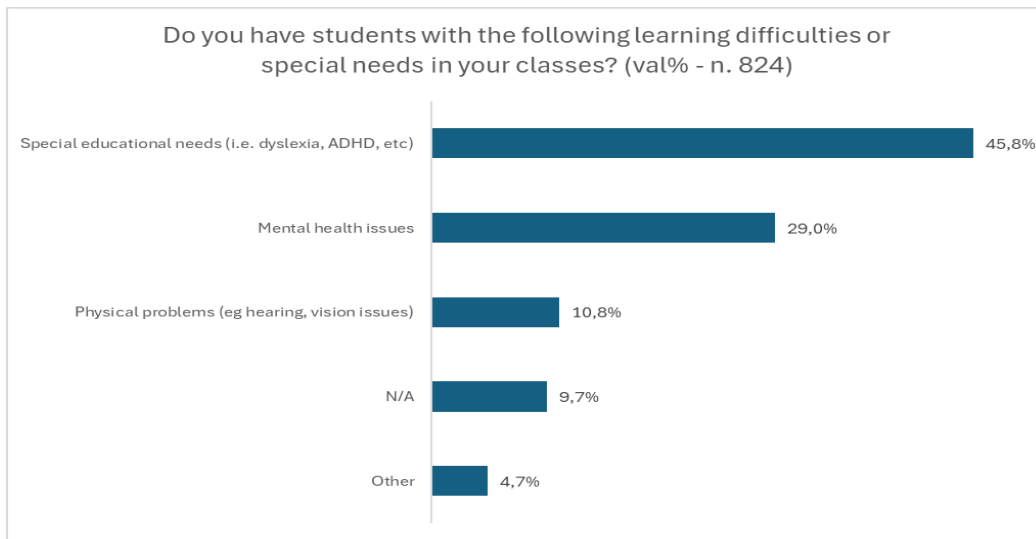
Students with Learning Difficulties – Special Needs

Let's start the analysis with another important testimony from respondents:

In my educational journey, I have found several digital tools to be fundamental in facilitating a more inclusive and supportive learning environment for students with special needs. Accessibility features integrated into platforms, such as screen readers, speech-to-text applications, and text-to-speech tools, have significantly aided individuals with visual or hearing impairments. Additionally, specialized software like graphic organizers, mind mapping tools, and digital note-taking apps have provided valuable support for students with cognitive difficulties. Collaboration platforms with real-time editing features allow for seamless group work, fostering an inclusive learning experience. The integration of these digital tools has not only met specific needs but also allowed me to engage more effectively in the teaching and learning process.

Among the respondents, many work with students who have "Physical problems (e.g., hearing, vision issues)", "Mental health issues", or "Special educational needs (i.e., dyslexia, ADHD, etc.)"
A significant 77% believe that digital tools can improve the learning experience for students with special needs, with "No" responses being almost non-existent.

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Do you have students with the following learning difficulties or special needs in your classes? (val% - n. 824)

To the question "Do you use digital tools to facilitate learners with special needs in your language classes?" 54% responded affirmatively, with a positive weighting from the Italian sample.

Do you think digital tools might enhance the learning experience of students with special needs?
(val% - n.501)
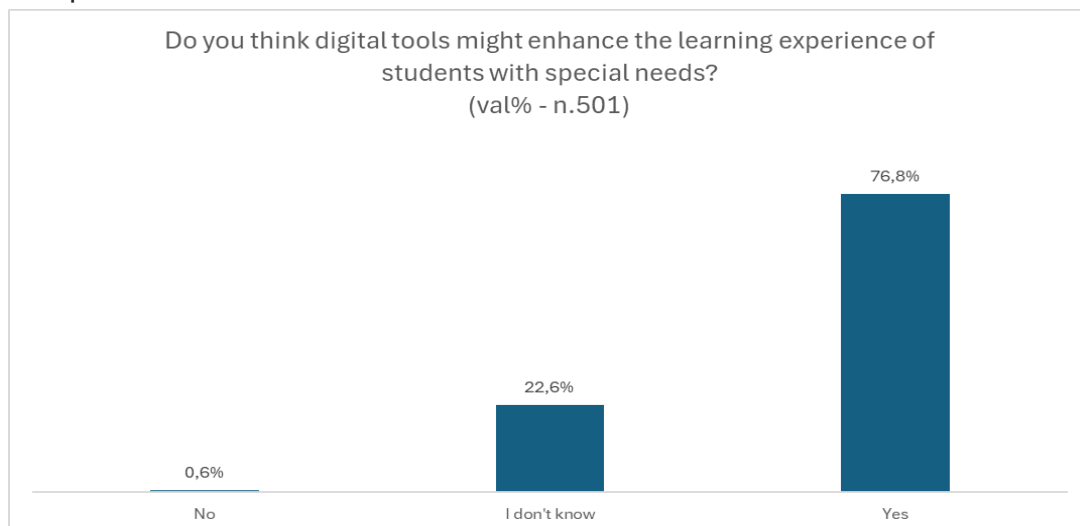
Below the most significant answers to the question:

"What tools do you use, and how do you use them?":

• Use of technological tools: Computers, tablets, cell phones, IWBs "Bluetooth to connect audio systems directly to the child's hearing aid"

• Mindmaps

• Digital books with facilitated reading and listening

• Films

• Images

• Games and quizzes

- Sites and apps dedicated to language teaching and specific material published on the web

Some cited tools:

- ARASAAC

- Twinkl

- Dyseggxia

- Midjourney

- ChatGPT

- Classroom, G Suite, Google Forms, etc.

- Kahoot!

- Wordwall

- Genially

- Canva

- Duolingo

- Quizlet

- LearningApps.org

- LiveWorksheets

- Baamboozle

- Mentimeter

Yet, do teachers feel confident in addressing the needs of students with special needs during language classes?

How confident do you feel in addressing the needs of students with special needs in your language classes? (Scale: 1 - Not Confident at All, 5 - Very Confident)	Media
Austria	3,1
Finland	1,8
Greece	2,0
Italy	3,2
Spain	2,8
Tot. Media	**2,9**

The results show a positive average, however it is clear that more work is needed to enhance the "sense of security," especially among respondents from Finland and

Greece. Even though 71% feel they have enough teaching materials to support students with special needs, 79% of our sample believe it is important to have specific training available in this area. Few have received professional training on the subject (29%), and perhaps because of this, many express extreme interest in the proposed training courses.

Have you received any professional training on how to address the needs of students with special needs in language classes? (val. %)

Country	Yes	No
Austria	9	91
Finland	14	86
Greece	12	88
Italy	38	62
Spain	35	65

Do you believe you have enough educational materials to support students with special needs in your language classes? (val.%)

Country	Yes	No
Austria	11	89
Finland	4	96
Greece	8	92
Italy	31	69
Spain	6	94

Do you feel you need specific training on how to address the needs of students with special needs?

Country	Yes	No
Austria	85	15
Finland	76	24
Greece	90	10
Italy	73	27
Spain	94	6

The "Empower4DigiLinE" questionnaire featured a dedicated set of questions regarding satisfaction with potential inclusion and accessibility training interventions. The responses indicated a very high level of satisfaction with the proposed training, as illustrated in the graph below:

On a scale from 1 to 10 (1= Not interesting at all; 10=very interesting), how interesting do you find the following topics?	Media
Understanding different types of special needs	**7,6**
Engaging with SEN - Inclusive classroom approachers: tools and strategies	**7,8**
Engaging with SEN - How to create materials and assessment methods	**7,8**
Engaging with SEN - Gifted and talented learners: challenging your learners	**7,9**
Engaging with SEN - Attention deficit hyperactivity disorder: learning focus skills	**8,0**
Engaging with SEN - Dyslexia friendly strategies	**7,9**
Engaging with SEN: social, emotional and behavioural difficulties	**8,0**
How to exploit Assistive Technologies (AT is oftern used to describe products or systems that support and assist	**7,8**

	Media				
On a scale from 1 to 10 (1= Not interesting at all; 10=very interesting), how interesting do you find the following topics?	**Austria**	**Filnand**	**Greece**	**Italy**	**Spain**
Understanding different types of special needs	8,0	8,5	8,2	7,0	8,9
Engaging with SEN - Inclusive classroom approachers: tools and strategies	8,3	8,3	8,3	7,4	8,9
Engaging with SEN - How to create materials and assessment methods	8,3	8,4	8,3	7,3	9,1
Engaging with SEN - Gifted and talented learners: challenging your learners Studenti dotati e di	8,0	7,8	7,6	7,8	8,9
Engaging with SEN - Attention deficit hyperactivity disorder: learning focus skills	8,2	8,0	8,6	7,7	9,2
Engaging with SEN - Dyslexia friendly strategies	8,0	8,6	8,6	7,4	9,3
Engaging with SEN: social, emotional and behavioural difficulties	8,1	8,0	8,9	7,6	9,1

Focus groups results

From the focus groups, it emerged how technology is a powerful ally in learning and teaching, opening new frontiers for students and teachers. All participants in the focus groups agree that the teaching of foreign languages is increasingly characterised by the use of digital tools and specific software. All the key witnesses interviewed by EMPOWER 4DIGILINE use new technologies to impart knowledge of foreign languages. Moreover, in all the countries involved (Italy, Austria, Spain, Greece, and Finland), foreign language teachers and educators—operating in both public and private education and training sectors—have highlighted the numerous and significant benefits derived from the use of technology for teaching. Using educational technologies in the classroom means being able to create simulations, research information, compare different sources, share work, collaboratively create texts, perform different but simultaneous tasks, participate in remote meetings to discuss various projects, create innovative teaching methods and structured lesson plans and actively engage students with different aptitudes and knowledge/skills. Technology in schools is not only useful for students but also for teachers. Lessons, assessments, and other administrative tasks can now be managed thanks to online educational platforms that offer numerous features tailored to the needs of each educational centre. These management and organisational software solutions allow teachers to have better and more effective control over what happens in the classroom, including sending communications and automatic notifications. With new digital tools, it is much easier to monitor students' progress and track their activities. It is easier to see if learning objectives have been met, suggesting activities or exercises for review.

Moving on to an important area of investigation concerning Artificial Intelligence, the strengths of its use are several. AI can help teachers manage activities and create innovative teaching materials, allowing them to devote more time to student relationships and personal growth. AI can thus be used to optimize time and resources, contributing to more efficient management of school activities. AI is emerging as a key tool in improving educational assessment systems, facilitating formative and continuous evaluation. Advanced tools provide constant feedback to teachers, allowing them to identify and fill students' learning gaps in real-time. Additionally, AI can assist students with studying and homework, personalizing learning according to their needs and learning styles. In the focus groups carried out in Spain, the following strengths of Artificial Intelligence were clearly identified:

•	Access to extensive resources: Digital tools allow access to a wide range of educational resources, such as videos, audio, images, interactive simulations, and more, which can enrich lessons and make them more engaging for students.

• Flexibility and customisation: These tools enable teachers to tailor content and activities based on students' individual needs and learning styles, making it easier to personalise the teaching process.

• Collaboration and communication: Digital platforms facilitate communication and collaboration between students and teachers, as well as among students themselves, through tools such as discussion forums, online chats, and collaborative work on shared documents.

• Immediate feedback: Digital tools provide immediate feedback to students, allowing them to correct mistakes and improve understanding more quickly and effectively.

• Motivation and engagement: The use of technology in the classroom increases students' motivation and engagement, especially those who are accustomed to interacting with digital devices in their daily lives.

Regarding the weaknesses indicated by respondents, the possible emergence of improper and/or passive usage behaviours was highlighted. AI must be used with care and preparation. AI should be a support and integration tool, not a substitute for necessary human evaluation actions. It is desirable for students to learn to "govern AI," always using and valuing their critical thinking. There is a danger that in some cases, responses may present inaccuracies. Additionally, there is the possibility of diminishing human interaction, the face-to-face relationship between teacher and student, a relationship that is very important from a social standpoint, but also for learning and enhancing foreign languages.

Specifically, in an attempt to provide a general reading of the information collected in the partner countries, the following potentially negative aspects that could arise from the improper use of AI and technology:

• Dependency on technology: Excessive use of AI technology can lead to an over-reliance on it, reducing students' ability to think critically and independently.

• Privacy and data security: AI-based learning platforms collect a large amount of data on students. This raises concerns about privacy and data security.

• Equity in access: Not all students have the same access to AI technology. This can create a digital divide, with some students having access to AI-enhanced learning resources while others do not.

• Substitution of the teacher: There is a risk that AI could be seen as a substitute for the teacher, rather than a tool to enhance teaching. Teachers play a crucial role in

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education, providing guidance, emotional support, and a human context that AI cannot replicate.

• Ethics of Artificial Intelligence: The use of AI in education also raises ethical issues.

• Quality of learning: There is a risk that AI could lead to superficial learning rather than deep understanding. This technology can be very effective in providing immediate and personalized feedback, but it may not be able to promote critical thinking and deep reflection.

• Increased distraction and inability to focus: Digital tools can be a source of distraction for some students. If not used appropriately, students can be distracted by applications unrelated to learning English, compromising their concentration and performance.

• Inaccuracy of responses: AI does not always provide a correct response, and it is necessary to know how to research and evaluate the information provided.

The interconnection between teaching, pedagogy, and artificial intelligence opens up multiple possibilities but also entails various risks and threats. If this is true, it is also true that respondents believe that with responsible data management and, above all, adequate training, potential threats can be overcome. In this case, the success ingredients are training for conscious and non-passive use of AI, and balancing the adoption of new technologies with maintaining an ethical and human educational environment.

Based on the testimonies collected, the benefits of using digital tools/software for teaching foreign languages to students with particular difficulties, such as SLD (Specific Learning Disabilities) and SEN (Special Educational Needs), are considered high. Teaching foreign languages to students with difficulties is a topic that is very dear to many teachers and educators who need 1) training and 2) useful materials specifically designed for these learners. Most interviewed teachers remarked the need for further implementation of such materials.

In conclusion of this brief transversal reading of the focus groups, the EMPOWER 4DIGILINE project has "taken the right path." A path that connects many European countries and finds its meaning in shared problems and needs of many mentors who are daily committed to imparting knowledge and competence in foreign languages. All interviewees expressed high appreciation for the proposed training modules, consolidating the results of the EMPOWER 4DIGILINE research conducted with the online questionnaire.

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Summary of results and comparison of findings

The following paragraph provides a detailed and comparative analysis of the answers collected by project partners during the focus groups. Table 1 provides a brief summary of results for each country, for the main topics addressed in the national discussions, namely:

- Use of digital tools and software to support teaching;
- Benefits of using digital tools and software for foreign language teaching;
- Use of digital tools and software to assess and/or monitor learners;
- Using digital media in an ethical and responsible manner;
- Use of AI tools to support teaching;
- Strengths related to AI use;
- Weaknesses related to the use of AI;
- Examples of AI application;
- AI training needs;
- Benefits of using digital tools and software for teaching foreign languages to learners with particular difficulties, especially with DSA (Specific Learning Disorders) and BES (Special Educational Needs);
- Need for training in teaching foreign languages to learners with special difficulties (DSA and BES….);
- Materials and tools for teaching foreign languages to learners with special difficulties (DSA and BES);
- General assessment of the modules offered by EMPOWER 4DIGILINE;
- Degree of interest in the modules offered by EMPOWER 4DIGILINE;
- Specific interest of EMPOWER 4DIGILINE modules.

Table 1: main findings	Italy	Greece	Spain	Austria	Finland
Use of digital tools/software to support teaching	YES	YES	YES	YES	YES
Benefits of using digital tools/software for foreign language teaching	High	High	High	High	High
Use of digital tools/software to assess and/or monitor learners	Mainly to monitor progress and calibrate the intervention. Training feedback.	Mainly to monitor progress and calibrate the intervention. Training feedback.	Mainly to monitor progress and calibrate the intervention. Training feedback.	Mainly to monitor progress and calibrate the intervention. Training feedback.	Mainly to monitor progress and calibrate the intervention. Training feedback.
Using digital media in an ethical and responsible manner	For learning, access to information on the net is an extremely useful resource in many respects for foreign language teaching. However, social media (Facebook, Instagram, TikTok	The older generation of educators finds it difficult to keep up with the digital use. University students (future educators) show an easier adaptation. There are very conflicting	Teachers use resilience and digital literacy to adapt to changes in teaching, overcome technological barriers, foster creativity and innovation, promote collaboration and	They promote learning success when used appropriately. Trainers advise their students to use digital tools responsibly for their educational success	Over-reliance on technology should be addressed by discussing the disadvantages and advantages with students at the beginning of the course and at frequent intervals during the course. Address the problem of

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and YouTube, to name the main ones) can become a double-edged sword for youngsters. On the one hand, in fact, the various social platforms have the merit of connecting people from all over the world in real time, promoting a global culture and giving free rein to individual creativity. On the other hand, however, the pitfalls that lurk among social profiles are many, starting with

opinions about educators' attitudes towards new technologies: on the one hand it is argued that English educators in Greece are increasingly following the latest developments in educational technology, incorporating digital tools into their lessons, on the other hand it is believed that educators are unwilling to innovate, slavishly following the book.

mutual support, and develop self-regulation skills and well-being in both themselves and their students. These approaches enable them to meet today's challenges and continue to provide quality education in digital environments. They promote responsible use of technology: responsible use of digital tools should be encouraged, teaching students the importance of respecting copyright,

technologydependency, distraction and difficulty in concentrating.

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	cyberbullying, addiction with the related physical problems that can push the youngest to perform inappropriate actions in order to gain virtual approval and consent		avoiding cyberbullying and maintaining ethical online behaviour.		
Use of AI tools to support teaching	YES	YES	YES	YES	YES
Strengths related to AI use	Besides improving the teaching experience, artificial intelligence has been recognized for its significant advantage in optimizing time and workload, such as in providing suggestions for	Overall, digital tools offer interesting teaching possibilities and can make learning more fun and engaging. They support educators and students while helping the user gain valuable	Access to extensive resources: Digital tools provide access to a wide range of educational resources, such as videos, audios, images, interactive simulations, and more, which can	Lots of new possibilities Being more productive in the preparation time Diverse benefits for teachers (e.g. support in the production of teaching materials) and students (e.g. training of pronunciation)	Easy and fast to use, good for producing targeted materials tailored to own requirements Many AI tools now available to support L2 learners in their own L1. For example, immersive reader can allow learners to check the meaning of words, hear a text read aloud; they

lesson planning, topics to cover, and activities to offer. The facilitating potential is strongly evident for both teachers and learners. Additionally, using some applications results in greater attention and interactivity from the student. AI can be a valuable ally in improving the level of personalized learning and providing a higher level of inclusivity, especially for students with special needs.

time. AI, for example, can provide the basis for further high-quality research.

enrich lessons and make them more engaging for students. Flexibility and customisation: These tools allow teachers to adapt content and activities according to students' individual needs and learning styles, making it easier to personalise the teaching process. Collaboration and communication: Digital platforms facilitate communication and collaboration between students and teachers, as

can also change spacing and font so as to help them focus better on the text (good for dyslexics and others) Automatic feedback on writing and coaching tools also valuable support for learners. Gli insegnanti usano l'IA per: brainstorming, suggerimenti su come affrontare un particolare argomento da insegnare, sviluppare materiale didattico, ad es: - semplificare i testi (ad esempio gli articoli di cronaca) in modo che siano a un livello linguistico adatto agli studenti di una determinata classe

Furthermore, personalised learning can help create experiences for students based on their preferences, abilities, goals, and progress, as well as providing real-time feedback. Technological dependency.

well as among students themselves, through tools such as discussion forums, online chats, and collaborative work on shared documents. Immediate feedback: Digital tools provide instant feedback to students, D:Dallowing them to correct mistakes and improve their understanding more quickly and effectively. Motivation and engagement: They use of technology in the

– creazione di serie di domande e domande di conversazione basate su un testo in ingresso o su un particolare argomento – produrre testi mirati a particolari argomenti / focalizzati su particolari set di vocaboli / grammar points.

			classroom to increase the motivation and engagement of students, especially those who are used to interacting with digital devices in their daily lives.		
Weaknesses related to the use of AI	Possible affirmation of incorrect and/or passive utilisation behaviour. Tool to support, complement and not replace necessary human evaluation actions. AI must be used with care and preparation. There is a danger of passive use of AI. It is desirable	A limitation of AI (which makes the educator irreplaceable) is the inability to understand human emotions, which is indispensable for a successful educational experience. AI often includes a very wide range of information in its search, which	Technology dependency: According to them if learners become too used to relying on digital tools, they may find it difficult to develop language skills without them. This could be problematic if, for some reason, digital tools are not available. Distractions:	Lack of time to deal with it Cheating of students (specifically in regard to written language learning) Everything has to be double-checked Often generates unnatural texts (no appropriate vocabulary and style) etc. – linguistically sometimes difficult (ChatGPT)	Older students (60+) struggle with AI Some weaknesses with Finnish language texts Sometimes it is difficult to get texts at the exact language level required ChatGPT needs a precise request to produce the required output; it can take a long time to learn how to generate exactly the right request. Sometimes several attempts/fine

that students learn how to 'govern AI', not by putting aside their critical thinking. Danger of inaccurate responses in some cases. Possibility of the loss of human interaction, of the first-person relationship between teacher and student, a relationship that is so important socially, but also for language learning and enhancement

results in a fuzzy response. Furthermore, AI does not always provide a correct answer, so the user has to check. Young language learners do not want to really dive deeper and learn how to efficiently use AI - they are looking for fast, easy solutions that will lighten their workload and help them cheat, instead of using these tools to enrich and support their learning experience. Digital Gap.

Consesus was reached in the sense that Digital tools can be a source of distraction for some learners. If not used appropriately, learners may be distracted by applications unrelated to English language learning, affecting their concentration and academic performance. Digital Gap: Another aspect mentioned is the fact that not all students have equal access to technology or

adjustments may be needed to produce the desired result Results may be inaccurate (incorrect grammar, nonsensical vocabulary) Always check carefully and be prepared to modify. Tendency of younger learners to rely too much on technology Decreases motivation to learn vocabulary and grammar Limited ability to concentrate.

			high-speed internet at home. This can create a digital divide between those who have access to digital tools and those who do not, which could exacerbate inequalities in learning.		
Examples of AI application	Pixton, Duolingo, ChatGPT, Google Classroom, DeepL, Canva, Kahoot!	Microsoft Copilot, ChatGPT, Learn.ai, Click up Ai, Quillbot, Canva, E-Class platforms, Mindmeister, Zoom	Moodle or Classroom and sometimes use Chat GPT to elaborate or correct essays according to the level of the students; Quizlet,Kahoot, Grammarly e Turnitin	Kahoot, Chat GPT, Quizzlet	Chat GPT, Immersive reader for Word on Teams/Microsoft Office 365 /Chrome
AI training needs	YES	YES	YES	YES	YES
Benefits of using	High	High	High	High	High

digital tools/software for teaching foreign languages to learners with particular difficulties, especially with DSA (Specific Learning Disorders) and BES (Special Educational Needs)					
Need for training in teaching foreign languages to learners with special difficulties (DSA and BES....)	YES	YES	YES	YES	YES
Materials and tools for teaching foreign languages to learners with	Need for implementation and/or awareness raising	Need for implementation and/or awareness raising	Need for implementation and/or awareness raising	Need for implementation and/or awareness raising	Need for implementation and/or awareness raising

special difficulties (DSA and BES00)					
General assessment of the modules offered by EMPOWER 4DIGILINE	Very positive	Very positive	Very positive	Very positive	Very positive
Degree of interest in the modules offered by EMPOWER 4DIGILINE	High	High	High	High	High
Specifications of interest of EMPOWER 4DIGILINE modules (if reported)	Training for teaching foreign languages to learners with special difficulties	Legal issues and the exact ways in which a simple educator (without special needs training) could intervene.	Special interest in modules on teaching for people with special needs	Effective usage of AI for own language lecture in general Effectively designing teaching material by using AI Evaluating/assessing homeworks with AI Creation of graphics, PP and so on with AI Basic preparation for learning, background	Specific requests for the training course: - how to identify truly useful applications from amongst the masses on offer - practical tips for how to use a few really suitable ones for language teaching - how to use AI to create tests from text - using AI to support SEN learners

				knowledge of how to deal with psychological problems in classroom.	- AI as coach, working alongside teachers (so the AI does the basic marking /feedback and then gives summary to the teacher, who can see which learners need in-person support etc)Specific issues of interest: - identifying SENs - how to support learners - how to cope with no resources: - easy ways to adapt tasks and differentiate. - helping learners to help themselves: - strategies for learning - strategies for coping with their own particular SEN - easily accessible tools which learners can use to help themselves

Detailed results from focus groups

Project partners summarised participant answers and reported on interview findings using the headings below. A detailed summary and analysis of their observations follows.

Use of AI tools to support language teaching and training
Please mention which AI resources, digital tools and/or technologies are in use to support and foster language teaching and learning
FINLAND
Tools used: - All teachers have used Chat GPT; two use it regularly, the others only occasionally. - New tool mentioned at a teacher get-together before the focus group: Immersive reader for Word on Teams/Microsoft Office 365 /Chrome which looks good, but none of the teachers present had used it themselves. All commented that they would like to have the time to explore in more detail the possibilities offered by both Chat GPT and other AI tools, but feel overwhelmed by the sheer range of tools on offer. Several are members of Facebook groups focused on teaching /teaching languages with AI tools, but the amount of input is hard to keep up with. Teachers use AI for: - brainstorming - suggestions about how to approach a particular topic / grammatical point to be taught Developing teaching material eg: - simplifying texts (eg news articles) so that they are at a language level suitable for learners in a particular class - creating question sets and conversation questions - based on an input text or on a particular topic - producing texts targeted on particular topics / focused on particular vocabulary sets / grammar points
SPAIN
Most of the teachers in the focus group use digital tools to promote more fun and enjoyable language use. These tools are Kahoot for quizzes and Canvas for presentations. They dump all their material on platforms such as Moodle or Classroom and sometimes use Chat GPT to elaborate or correct essays according to the level of the students.
GREECE
One participant uses AI tools (Microsoft Copilot, Chat GPT 4) mainly as a source of extra support and inspiration for learners, especially when they need to come up with an elaborate writing topic. Another participant uses AI tools (Learn.ai, Click up Ai, Quillbot) to create exercises and learning materials, for example in grammar.

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Digital tools: all participants use tools such as Canva (collaborative learning – example: a group of students is responsible for the text and another for the graphics), E-Class platforms (home assignments, personalised feedback), Mindmeister (after a mind-mapping, the students brainstorm and then compose a text all together), and Zoom (activities in breakout rooms).

AUSTRIA

One participant uses AI tools (Microsoft Copilot, Chat GPT 4) mainly as a source of extra support and inspiration for learners, especially when they need to come up with an elaborate writing topic.

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ITALY

All of the focus group participants use artificial intelligence in foreign language teaching to varying degrees. At the risk of repeating ourselves, we anticipate in this opening their shared thought: "Artificial intelligence, in fact, is a huge help in all subjects, especially in language teaching, precisely because it allows for adaptability and diversification of method."

The reader, in the following sections, will be able to delve into the potentially positive and negative aspects regarding AI highlighted by our respondents.

Many tools/applications have been mentioned, including: Pixton, Duolingo, ChatGPT, Google Classroom, DeepL, Canva, Kahoot!

Even students now make extensive use AI to do research, complete homework, and answer tests. Without any exaggeration we could say that -for them- "artificial intelligence is now a habitual companion of knowledge." However, this does not translate into a necessary evaluation of the quality of content offered by AI. This, too, will be discussed in later sections.

What are the main strengths—either from teachers' and learners' perspective— highlighted by the participants?

Include here any reference to good practices implemented by the participants, positive messages about AI tools and facts related to digital technologies in language teaching

FINLAND

Teachers:

- Easy and fast to use, good for producing targeted materials tailored to own requirements

- Many AI tools now available to support L2 learners in their own L1. For example,

immersive reader can allow learners to check the meaning of words, hear a text read aloud; they can also change spacing and font so as to help them focus better on the text (good for dyslexics and others)

- Automatic feedback on writing and coaching tools also valuable support for learners

SPAIN

Some of the advantages mentioned where:

- ✓ Access to extensive resources: Digital tools provide access to a wide range of educational resources, such as videos, audios, images, interactive simulations, and more, which can enrich lessons and make them more engaging for students.
- ✓ Flexibility and customisation: These tools allow teachers to adapt content and activities according to students' individual needs and learning styles, making it easier to personalise the teaching process.
- ✓ Collaboration and communication: Digital platforms facilitate communication and collaboration between students and teachers, as well as among students themselves, through tools such as discussion forums, online chats, and collaborative work on shared documents.
- ✓ Immediate feedback: Digital tools provide instant feedback to students, allowing them to correct mistakes and improve their understanding more quickly and effectively.
- ✓ Motivation and engagement: They use of technology in the classroom to increase the motivation and engagement of students, especially those who are used to interacting with digital devices in their daily lives.

GREECE

The main strength is providing **supplementary support** for both educators and students, while also helping the user gain valuable **time**. AI, for example, can provide the basis for further high-quality research.

It was highlighted that AI functions based on human input, so it is not going to replace the role of the educator. Moreover, even if AI technology evolved so much that would be able to rely on its own previous input, humans would have also evolved accordingly.

Overall, digital tools offer exciting possibilities and can make learning more fun and engaging, provided they are used in the correct way.

AUSTRIA

Strengths mentioned were the following:

- Lots of new possibilities
- Being more productive in the preparation time
- Diverse benefits for teachers (e.g. support in the production of teaching materials) and students (e.g. training of pronunciation)

ITALY

All participants in the focus group believe that artificial intelligence can improve the teaching and learning experience.

"[We] have been using artificial intelligence for a long time, and sometimes we have been using it without realizing it. The means now are more advanced ... from the beginning it has been widely used because it has very good potential. Artificial intelligence, in fact, is a huge help in all subjects, especially in language teaching, precisely because it allows for adaptability and diversification of the methods even in classes that are defined as multi-class, that is, different in age , background and ability."

In addition to improving "the teaching experience," during our discussion, artificial intelligence was recognized as having another important merit: the optimization of time and workload in terms of, for example, suggestions for "lesson setup," "topics to be covered," and "activities to be offered."

"Facilitating potentials," both on the side of those who teach and those who have to learn, emerge strongly. In addition, with the use of some applications there is "increased attention and interactivity on the part of the learner."

Some pointed out another important aspect: "AI can be a valuable ally in improving the level of personalization of learning and providing a greater level of inclusiveness, especially for students with special needs."

In addition, "personalized learning can help create experiences for students based on their preferences, abilities, goals and progress, as well as provide real-time feedback."

What are the main weaknesses—either from teachers' and learners' perspective— highlighted by the participants?

Include here any reference to difficulties and barriers encountered by the participants, including negative experiences and the lack of resources or knowledge when it comes to the use of AI tools

FINLAND

Some of the problems mentioned included:

- older learners (60+) struggle to use it

- some weaknesses with Finnish language texts, probably due to limited input material.

- sometimes hard to get texts at the exact language level needed

- ChatGPT needs precisely the correct request if it is to produce the output required; it can take a long time to learn how to give exactly the right prompt. Sometimes it can take several attempts / fine tunings in order to produce the desired result

- for higher level classes, the results can be inaccurate (wrong grammar, nonsense vocabulary)

- often inaccuracies in other exercises too; always have to check carefully and be ready to amend

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Effect on learners:

- Tendency for younger learners in particular to rely too much on technology: even older ones may use Google Translate to produce texts for class, or eg. the script for a short video speech. (Input in L1, output in target L2, so no need to engage with the target language)
- Motivation to learn vocab and grammar decreasing (especially amongst younger learners) as it is so easy to rely on technology instead: many younger learners do not complete exercises or homework outside of class
- Concentration skills lacking – many learners now unable / unwilling to read a text

SPAIN

Some of the inconveniences highlighted were:

- ✓ Technology dependency: According to them if learners become too used to relying on digital tools, they may find it difficult to develop language skills without them. This could be problematic if, for some reason, digital tools are not available.
- ✓ Distractions: Consesus was reached in the sense that Digital tools can be a source of distraction for some learners. If not used appropriately, learners may be distracted by applications unrelated to English language learning, affecting their concentration and academic performance.
- ✓ Digital Gap: Another aspect mentioned is the fact that not all students have equal access to technology or high-speed internet at home. This can create a digital divide between those who have access to digital tools and those who do not, which could exacerbate inequalities in learning.

GREECE

Young language learners do not want to really dive deeper and learn how to efficiently use AI – they are looking for fast, easy solutions that will lighten their workload and help them cheat, instead of using these tools to enrich and support their learning experience.

The educator must be the one dictating how the learner can be helped by using digital tools. For the learner to understand the possibilities offered by digital tools, the educator must explain what the goal and the process is.

One participant commented that they fear that as humans we will eventually lose the ability to write by hand, and that will also lead to a more limited creativity.

An AI limitation (which also makes the educator irreplaceable) is the inability to understand human emotions, which is imperative for a successful teaching experience.

AI often includes in its search a very broad range of information, which results in an out-of-focus answer.

Moreover, AI does not always give a good answer, so the user must check.

AUSTRIA
Weaknesses mentioned were the following: •   Lack of time to deal with it •   Cheating of students (specifically in regard to written language learning) •   Everything has to be double-checked •   Often generates unnatural texts (no appropriate vocabulary and style) etc. – linguistically sometimes difficult (ChatGPT)
ITALY
What do you think are the positive and negative aspects of integrating such tools in the classroom or in general? All participants in the focus group believe that artificial intelligence can improve the teaching and learning experience. "[We] have been using artificial intelligence for a long time, and sometimes we have been using it without realizing it. The means now are more advanced … from the beginning it has been widely used because it has very good potential. Artificial intelligence, in fact, is a huge help in all subjects, especially in language teaching, precisely because it allows for adaptability and diversification of the methods even in classes that are defined as multi-class, that is, different in age , background and ability." In addition to improving "the teaching experience," during our discussion, artificial intelligence was recognized as having another important merit: the optimization of time and workload in terms of, for example, suggestions for "lesson setup," "topics to be covered," and "activities to be offered." "Facilitating potentials," both on the side of those who teach and those who have to learn, emerge strongly. In addition, with the use of some applications there is "increased attention and interactivity on the part of the learner." Some pointed out another important aspect: "AI can be a valuable ally in improving the level of personalization of learning and providing a greater level of inclusiveness, especially for students with special needs." In addition, "personalized learning can help create experiences for students based on their preferences, abilities, goals and progress, as well as provide real-time feedback." The increasing use of AI also carries risks. Some have pointed out the aspect of the possible establishment of incorrect and/or passive usage behaviors. While acknowledging the "appeal of AI," our respondents emphasize its proper and fundamental role as a "support tool," supplementing and not replacing necessary human assessment actions. "One has to use AI with a grain of salt, like any tool. When AI was not there, lessons were less engaging. (...) It is necessary to use AI with care and preparation, to carry

out interactive exercises, to calibrate interventions and to vary exercises in real time." And again (using the words of our privileged witnesses), "to this day, we often make passive use of AI. In the sense that we ask chatgpt to translate a passage, we ask them to form a text (e.g., we say to the AI: A1 level with the presence of a verbal tense inside, with two people having a dialogue with ten lines..). Just make a request....incredible speed of work, time saving. However, importantly, a teacher has the tools to control what AI offers, a child or youth is perhaps less prepared: take, copy and paste!" It is therefore desirable for students to learn how to "govern AI," not by putting aside their critical thinking. Thus, on one hand, students will increasingly need to acquire skills on how Artificial Intelligence works, to be able to use it to their advantage, but also to know how to distinguish possible misuse. On the other hand, AI could open up new scenarios for innovative teaching practices, provided it is designated as an "integrative resource."

Familiarizing ourselves with artificial intelligence and its basic principles, from the earliest years of schooling, is now essential: "[I]t is on this that we should act: to employ and exploit AI, also because it is impossible to bypass it, in a conscious way," encouraging the updating of students' and faculty's digital skills."

While the ability of AI to provide up-to-date and accessible educational resources is not questioned, some respondents pointed out the danger of inaccurate responses in some cases. In this regard, for example, this is what one Russian language teacher told us: "for translations and exercises for teaching I sometimes use AI as an imput to set it up, but then my intervention is always necessary because I often find errors. And so, the risk in education, as in any other field, is to provide false content." It is important to use AI, always evaluating the information, while respecting privacy and also copyright. This is all part of "the responsible use of the digital."

Another problem to be avoided, is the dangerous loss of human interaction, of the first-person relationship between teacher and student, a relationship that is so important socially, but also for foreign language learning and enhancement. In addition, the teacher provides emotional support, motivation and human interaction, which AI certainly cannot replicate in its entirety.

AI needs to be used without it fueling social isolation and creating even more of young people's dependence on technology (in this regard, all respondents talk about cell phone addiction: "*They don't get off their phones and in doing so they don't hide...it's a part of them*.")

Assessment and feedback with a focus on the use of digital tools for this activity
Please specify what the requirements of your school/institutions are when it comes to feedback and assessment.Are these mandatory? Do you have to provide formal assessment, etc?

FINLAND

All teachers in the focus group provide regular formative feedback to their learners as a matter of course. Feedback tends to focus on speaking skills (including

pronunciation) and on written work and grammar.

Formative feedback on speech and pronunciation usually happens in class, in the moment, and in person.

Feedback on short texts s also usually given in class, directly to the learners. Sometimes teachers may also collect common issues and give feedback on these to the group as a whole.

With older learners in particular, feedback has to be selective and diplomatic; most are learning for pleasure and many are sensitive to criticism.

Formal feedback and assessment is given to those on compulsory courses, and to those studying on courses which lead to formal qualifications or credits awarded on the national Opintorekisteri system.

The number of courses requiring formal feedback varies from institute to institute. Most courses in the city-run adult education institutions are traditionally voluntary/interest-based, and do not involve formal assessment. An increasing number of these courses do now lead to formal study credits however and some formal assessment is required.

Other adult education courses follow a national curriculum or lead to Open University qualifications and do require a good deal of formal assessment.

In this case, feedback is often given in writing; other teachers prefer to use videos or recordings for more personalised feedback.

SPAIN
In general, all teachers have to report to the school management through measurable and objective evidence, such as exercises, examinations, written and oral tests. Apart from these tests, an individual record is kept for each pupil with other non-academic aspects such as behaviour in class, attitude and absences.

GREECE
Schools: there are mandatory evaluation tests, with the most important ones being the final tests each year. Important tests happen with pen and paper. Language schools: they are having tests to monitor the progress, compare it, and identify weaknesses. Private lessons: same as above

AUSTRIA
Assessment mostly happens in analogue form with pen and paper. For homework etc. sometimes online learning platforms (Moodle or similar) are used with online quizzes included.

ITALY

The evaluative aspect is always there in both private and public settings. In the public sphere there is formal assessment, provided for by specific ministerial regulations. Beyond intermediate and final report cards, nonformal feedback is always of paramount importance. And this is also true for extracurricular courses in which a qualification and/or certificate of attendance is provided.

Respondents agree that the use of tools and applications to carry out ongoing monitoring is of extreme interest in order to better calibrate action and to achieve objectives.

In the case of learners with psychophysical difficulties, "when there is a support teacher, the evaluation is done together with the team. You start from the IEP, the goals that you want to achieve, you have minimum goals....."; "If they are BES.....the assessment is done by the teacher with the team and where there is a person who follows him at home....he is involved for information.

On the foreign language teaching side at the private level, differentiated assessment is done, taking into account the student's difficulties. Official certifications, however, are a problem because the presence of real difficulties is not taken into account.

One focus participant told us about a specially created assessment mode: "There was a boy who had great difficulty presenting his work in public, before his classmates. He suffered from Selective Mutism. Yet he was studying, committed, but his expository block, brought about by anxiety, did not allow the teachers to make an assessment. Consideration was given to having videos recorded at home of the activities performed. The boy agreed. A few times, upon his consent, the videos were presented to the whole class. Thus we achieved the goal. We tried to help him."

To complement this section we also mention another application proposed by a focus participant: Kahoot, a platform that is game-based and can be used to engage students in active learning through multiple-choice quizzes.

Please mention here how teachers are currently incorporating digital tools for assessment and feedback.
Specify concrete resources or tools mentioned by the teachers.

FINLAND

For online courses and many class-based courses too, assignment submission is online in eg Drive, Moodle, Google Classroom or other LMS and feedback is given in the same place.

Asking learners to submit work on these works well, especially for online classes, or where the groups are very large. It gives teachers time to respond and can also allow for peer feedback.

Digital tools used for feedback/assessment:
- Feedback phrasebank. Several teachers have developed a bank of standard feedback phrases (in eg Word, Excel) which can easily be copy-pasted and

combined for giving the bulk of written feedback on assignments.

- LMS for peer feedback . Learners respond to a prompt and then give feedback on submissions by other learners. Teachers commented that peer feedback is however often of poor quality, and that teacher feedback is almost always crucial in establishing correct standards.

- Feedback language. teachers like to give feedback in learner's L1 if possible, especially at lower levels,as this helps to ensure that it can be properly understood They and/or learners are also encouraged to make use of translation tools (with the caveat that there may be some inaccuracies)

- gamification of testing through tools such as Kahoot, Wordwall, Duolingo exercises etc. One teacher of older learners commented that this was better done as homework, since some older learners prefer to use a computer sooner than a mobile phone .They may have vision problems, find it hard to log on to apps on their phone and/or do not have the speed reflexes to do well on eg Kahoot competitions in class. All of this can lead to frustration and demotivation.

- Video or recording feedback. Allows for a more personal touch and for demonstrating correct pronunciation etc

- online rubrics (in eg Google Classroom) for visual, numerical feedback on assignments . This also helps set out expectations and targets from the start of the exercise

- Teams:/Sanko online for automatic check and feedback on pronunciation

SPAIN

Tools such as Quizlet and Kahoot allow teachers to create interactive activities, such as games, quizzes and flashcards, which can be used to assess students' language knowledge and skills in a fun and engaging way.

Regarding Writing analysis software: tools such as Grammarly and Turnitin are used to assess students' writing for grammatical, spelling and stylistic errors by 2 of the teachers in the focus group.

GREECE

In the school where one participant teaches (Public Model School) some of the less important tests have recently started happening online (on a e-class platform created by the Ministry of Education and Webex). However, there are limitations (bandwidth, appropriate classrooms & equipment). There are also legal issues regarding the validity of online test results.

The participants use the features provided by the various e-class tools.

AUSTRIA

Teachers use digital tools to gather feedback for their sessions (online questionnaire for feedback). Additionally, as mentioned above online learning platforms are used as a form of digital assessment of their students (e.g. Moodle or similar, Kahoot, Quizzlet,...).

ITALY

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Digital tools for assessment are useful, but again they must be considered aids to optimize interventions. Digital must be in support of assessment. Assessing a learning process requires expertise and experience, and one cannot rely only on what is prepared by a few apps.

There are many apps available, even for free, that allow testing and assessment of pupils. Here we have tools that perform well in that they allow instant correction and assign customizable feedback to pupils. For example, the widespread use of Google Classroom, linked to the health emergency, has introduced teachers to Google Forms, an application that turns surveys into quizzes and assigns a grade expressed as a percentage. The program makes it possible to add, in addition to the answer key in order to verify the correctness of the entry, remarks that reward the student or direct him, in the case of an incorrect answer, to a possible deeper understanding.

Again according to our respondents, the use of these tools requires training and integration with other evaluative methods, based on parameters, including-for example: motivation, involvement and commitment.

Inclusion and accessibility

Please specify what situation teachers are facing in the class: do they have students with specific difficulties or special needs? What specific needs? How do they identify them?

FINLAND

All teachers agreed that they have learners who seem to have SENs in their classes, but the problem is getting a firm diagnosis:

Older learners are either not aware of their potential SEN issues or do not wish to acknowledge them as these might be seen as weakness. ("I'm just not a language person".)

Younger people are more open about their diagnoses, or may be self-diagnosed; but many seem to use the diagnosis as a reason not to make any effort to learn. ("I've got X, so I can't do this.")

All teachers commented that there are problems identifying learners with SENS as there are no tests available for non-Finnish speakers. Even Finnish Swedes struggle to get a diagnosis in Finland, and the authorities are often unwilling to recognize the results of tests carried out abroad / in languages other than Finnish.

There are no Special Education teachers in adult education, so teachers have to cope as best they can on their own. Those who work in the VET sector may have special education colleagues, but there is no access to support for learners who do not have official documentation of their needs (see above for diagnostic problems.)

Also: How to detect dyslexia when using solely foreign language? (i.e. does the learner have a learning difficulty or problems with eg the Finnish language) Mixing up/switching letters when reading aloud / writing might be relevant, but might also be L1 interference.

Types of SENs that teachers suspect they are dealing with include:

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- dyslexia
- ADHD and similar
- concentration problems (most feel the result of overdependence on smartphones etc)
- hearing and vision problems, especially amongst older learners

SPAIN

Most of them do not have students with special needs, although one of them mentions that he has a person with dyslexia to whom he makes a curricular adaptation of the contents.

GREECE

Only 1 participant has special needs students, specifically with social and behavioural issues. They identified them by observing them in class, and by the guardians informing the school.

One participant shared that special needs students attend special needs schools. If they attend a general school, there is the possibility for a special needs' education teacher ("parallel support") to be assigned to the student.

AUSTRIA

Special physical needs like hearing or visual impairment tend to play a rather subordinate role. Psychological problems and learning difficulties play a more crucial role in class. Those special needs for which the trainers do not feel sufficiently prepared are identified by the student's behaviour in class and have a major influence on the learning/teaching situation.

ITALY

All respondents had during their teaching experience learners with special difficulties, especially with DSA (Specific Learning Disorders) and BES (Special Educational Needs).

Inclusion has become an indispensable aspect of teaching, at any level, and "today, more than ever, thanks to Artificial Intelligence, technologies for inclusive teaching can provide people with disabilities with interesting and new learning opportunities. Making sure that all pupils have the same opportunities means ensuring that everyone is able to follow school lessons to the fullest and participate in them actively."

We quote an interesting testimony in full: "In my class of 19 pupils, a third-grade class, as many as 9 of them have difficulties of various kinds. The English application that impresses them the most is Duolingo, a playful application with various levels of difficulty, appealing graphics, and relaxed and calibrated timing. Students competein the various levels where they have arrived. And even children with difficulties are stimulated; they are especially engrossed in doing the proposed language activities. With this application you learn while having fun and, at the same time, you involve all students: everyone plays and learns the foreign language!"

As for "recognition of educational need" in most cases, and especially for the

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youngest in terms of registry," this is done through certifications from the health system or private professionals. The school, upon receiving the certification, draws up an individualized educational plan, in which an interdisciplinary working group comes into play. In Italy, the Individualized Educational Plan (PEI) promotes the inclusion of students with disabilities and aims to offer each person everything necessary to participate fully in school life and realize his or her potential.

Again according to the lived experiences of the participants in our focus, things get more complicated as learners get older. It happens that the teaching of foreign languages, and not only, is undermined both by the poor preparation (need for training!) of those who foster linguistic knowledge on how to optimize learning in situations of physical and/or socio-psychological difficulties, and because at the level of higher education attention to those in difficult situations wanes, also because many times the teacher is not even put in a position to know what the learner's difficulties are. Thus it happens that a teacher (language and non-language) mistakes behaviors of some learners as attitudes of disinterest and/or rudeness. In this regard, one teacher told us that she could not understand why a boy always kept large headphones around his neck in class. Simple, if one had any way of knowing: the boy suffered from misophonia.

In the case of unpreparedness of how to deal with foreign language teaching issues with pupils who present various kinds of difficulties, external specialists who have more training to deal with the situation are used. All this indicates that training on how to recognize and what to do in certain situations should be encouraged.

Inclusion and accessibility
Please specify whether teachers are already using or if they know any specific digital tool to facilitate learners with special needs

FINLAND

- word, immersive reader etc to adapt texts to make them easier to access: text size / fonts / backgrounds / layout / colour coding etc
- possibility to make oral submissions instead of written (recording tools)
- extra time in class to complete assignments
- focus on content sooner than spellings (or permit spellcheck function on written submissions)
- game tests as homework, sooner than in class (see issues with older learners at feedback/ assessment above)

SPAIN

Learning support tools:

Digital translators and dictionaries: applications such as Google Translate and WordReference can help learners better understand content in other languages.

Interactive learning tools: platforms such as Khan Academy and Quizlet offer interactive educational resources that can be adapted to different learning styles and paces.

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GREECE

They do not.

One participant commented that if there were special needs students in the school, the educator would have to follow a standard procedure and guidelines by the Ministry of Education, which does not include any digital tools.

AUSTRIA

In regard to the identified difficulties, they are not using any digital tools to facilitate those learners. They are lacking the knowledge and competences to support ther learners.

ITALY

Do you use any digital tools to support the learning of students with difficulties? How do you adapt your materials for these students?

In many cases, teachers have to deal with pupils who, for example – for various reasons, cannot maintain a constant level of concentration and have to guide them in learning foreign languages. It is important (an example given to us) to "work with diagrams and concept maps that promote learning and comprehension."

And again, "Keep teaching activities that allow working on different levels, with the use of aids, diagrams and concept maps." However, "In every activity and explanation there should be multimedia support to make it more pleasant and clear even for pupils who have some difficulties, and perhaps cannot fully follow the classical lectures.

In this doing, dispensational technology tools, multisensory technologies, and AI can play an extremely important role. In this regard, one teacher mentioned Pixton, an application that makes it easy to make comic strips to share on major social networks.

Technology permeates the lives especially of younger people, and it can happen that "I helped a BES girl and she introduced me to some applications, together we managed to find a balance. In this case, the formative keyword is *knowing and learning together*."

Depending on the children's difficulties, teaching activities can be diversified, and AI can also be very helpful at home when the child is not supported by the support teacher. What is really needed is to enhance the connection (in terms of activities and achievements) between the applications used at home and the school teacher.

Are there sufficient educational materials and training available to teachers to support students with special needs in your country?

FINLAND

All teachers commented that they do not feel that their teacher training gave them a good grounding in dealing with learners with SENs. There are no resources available, and with today's explosive rise in learners with issues, they would really welcome a course which could help.

SPAIN

Teachers think that although there are tools to support pupils with special needs, the main obstacle is the lack of time and the high number of pupils per class.

GREECE

All participants agreed that there are not enough materials or support.

Special education can be studied separately and is not part of the general University curriculum for future educators in the different fields.

The extra special needs educators ("parallel support") that are assigned to students attending general schools is very good as an idea but is not implemented correctly (the Ministry does not assign educators to all special needs students).

AUSTRIA

In regard to the special needs mentioned, all participants agreed that they are lacking the competences and educational resources.

ITALY

On this front, we found a general mea culpa from the teachers and experts interviewed.

We report some thoughts: "Experience helps...but it's hard!"; "Sometimes we feel lost about what to do"; "the more the kids grow, the more the difficulties for kids with difficulties increase."

It is for these reasons that education becomes "a common denominator" of paramount importance. In the education paths for future foreign language teachers, there is a complaint about the lack of specific and more in-depth studies on what to do in the case of pupils with psycho-physical difficulties.

Digital resilience and media literacy
How are teachers promoting digital resilience and media literacy?
What strategies are in place to ensure ethical and responsible use of digital materials among their students?

FINLAND

All teachers are increasingly concerned about the impact of smartphones and social media on education. This is an issue which seems to be increasing in prominence, especially amongst the cohort who spent a good deal of time learning online during the covid pandemic. Learners will be looking at their phones or computers during lesson time instead of paying attention to teaching or participating fully in learning exercises. They are easily distracted and often sidetracked when working online, so completion of tasks can take a long time, or not be achieved at all / to a very low standard.

Younger learners are themselves concerned about the amount of time they spend online, especially on social media, and the time that this takes away from formal learning. They have commented that they feel that they have much shorter attention spans and find it difficult to concentrate for more than a short period of time.

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Teachers are increasingly moving towards removing technology from the classroom altogether, with paper-based exercises and real books instead of online materials and e-books. It seems to be the only way to ensure that learners engage with the material instead of surfing the net or multitasking online.

Setting out expectations at the start of the academic year / course may help to avoid issues. Teachers are also now tackling the issue of over-reliance on technology head-on, and discussing the drawbacks and advantages with students at the start of the course and at frequent intervals during it.

Older learners on the other hand may be unwilling to use technology at all, and do not consider that it is real learning; they prefer face to face learning and more formal, paper-based exercises. They may need persuading that playing an online learning game is a serious form of practice and can also lead to useful results.

As noted above, learners of all ages now have a tendency to rely on Google translate and other translation tools to produce texts in the target language. Adults do not want to feel that their language level limits the way in which they can express themselves. Reliance on automatic translation means that they do not have to engage with the language and so do not really learn it. Again, teachers are finding that they need to have discussions in class in order to encourage learners to create their own texts (however basic) and so to learn the language for themselves.

SPAIN

The teachers are using resilience and digital literacy to adapt to changes in teaching, overcome technological barriers, foster creativity and innovation, promote collaboration and mutual support, and develop self-regulation and well-being skills in both themselves and their students. These approaches enable them to meet today's challenges and continue to provide quality education in digital environments. They do promote responsible use of technology: Responsible use of digital tools should be encouraged, teaching students about the importance of respecting copyright, avoiding cyberbullying, and maintaining ethical behaviours online.

GREECE

Most participants agreed that AI and overall modern technology come over to Greece fast, but the older generation of educators find it difficult to keep up. University students (future educators) showcase an easier adaptation.

There were 2 very conflicting views regarding the educators' attitude regarding new technologies: one claiming that English educators in Greece are always following the latest developments in educational technology, incorporating digital tools into their classes (the participant supporting this view the most is working in a Public Model School), with the other (1 educator that was working in private language schools and

was also doing private lessons, and who is now teaching pre-sessional courses in the University of Southampton) claiming that 90% of the educators have no will to learn anything new and are always following the book blindly.

AUSTRIA

All participants agreed that the inclusion of digital technology in language teaching is benefiting learning success if used appropriately. The trainers are advising their students to responsibly use digital tools for their learning success in their trainings.

ITALY

Social media are now part of our daily lives. For learning, access to information on the web is an extremly useful resource in many ways for foreign language teaching. However, social media (Facebook, Instagram, TikTok, and YouTube, to name the main ones) can become a double-edged sword for younger learners. Indeed, on one hand, the various social platforms have the merit of connecting people from all over the world in real time, promoting a global culture and giving free rein to individual creativity. On the other hand, however, the pitfalls that lurk among social profiles are many, starting with cyberbullying, addiction with related physical problems that can push younger people to perform inappropriate actions in order to gain virtual approval and consent.

This again requires preparation on the part of teachers. Using social media at school can be a stimulus in creating educational multimedia content, sharing with classmates and families.

Social media speak the language of children, and knowing how to use them educationally means communicating better with them and making lessons more effective. Again, they must be understood as a means to an end: they should not be substitutes, but integrative in proposing teaching. Multimedia, creativity and expertise: these are the key words of the future of teaching. The challenge for teachers is to navigate, search and filter data, information and digital content, evaluate and manage them.

To do this, teachers must be prepared and alas, know as much or more than kids!

One of our privileged witnesses told us about an interesting activity done in English: structuring fashion blogging with group work. A simple activity, close to their interests, that stimulated creativity and speaking the language.

Training needs
Please specify whether participants feel the need to join a training course focused on AI in language teaching, based on the modules listed in the online survey

FINLAND

Participants feel overwhelmed by the amount of Ai technology out there. They would love support and guidance through a training course. Specific requests for the training course:

- how to identify truly useful applications from amongst the masses on offer
- practical tips for how to use a few really suitable ones for language teaching

- how to use AI to create tests from text
- using AI to support SEN learners
-   AI as coach, working alongside teachers (so the AI does the basic marking /feedback and then gives summary to the teacher, who can see which learners need in-person support etc)

SPAIN

They showed enthusiasm about this, mentioning that were interested in all modules.

GREECE

All participants are interested in a course like that.

AUSTRIA

All participants were very interested in further training opportunities in regard to AI, specifically they mentioned the following:

- Effective usage of AI for own language lecture in general
- Effectively designing teaching material by using AI
- Evaluating/assessing homeworks with AI
- Creation of graphics, PP and so on with AI

ITALY

All participants showed a strong interest in possible training courses aimed at enhancing foreign language teaching.

On the other hand, as repeatedly stated, all Teaching is characterized by the need to become familiar with available resources, to make lessons more engaging and effective, to communicate with students, and to solicit student feedback.

The implementation of artificial intelligence in the classroom requires proper planning and teacher training.

Teachers must be prepared to use artificial intelligence tools effectively and integrate them into their teaching practice. It is also important to involve students in the implementation process, providing them with an "informed understanding" of how AI works and its benefits.

Training needs

Please specify whether participants feel the need to join a training course focused on Accessibility and inclusion in language teaching, based on the modules listed in the online survey

FINLAND

Specific issues of interest:

- identifying SENs
- how to support learners
- how to cope with no resources:
- easy ways to adapt tasks and differentiate.
- helping learners to help themselves:
- strategies for learning
- strategies for coping with their own particular SEN

- easily accessible tools which learners can use to help themselves

SPAIN

They are highly motivated and eager to have more resources on the modules listed in the area of special needs education.

GREECE

All participants are interested in a course like that.

One participant commented that we should be cautious regarding the legal issues and in exactly which ways a simple educator (with no special needs background) could intervene when dealing with a special needs student.

AUSTRIA

As mentioned above, the main difficulties reported by the participants are psychological and learning problems. In this regard they would be interested in a training course (e.g. basic preparation for learning, background knowledge of how to deal with psychological problems in classroom).

ITALY

Participants have expressed a clear and strong interest in joining a training course focused on accessibility and inclusion in language teaching. Throughout the discussion, it was evident that while teachers recognise the potential of digital tools and artificial intelligence to enhance inclusivity and support students with special educational needs (BES) or learning difficulties, they also acknowledged their own gaps in knowledge and confidence in these areas.

The participants frequently mentioned the challenges they face when dealing with students who have specific difficulties, such as DSA (Specific Learning Disorders), and the need for more specialised training to effectively support these learners. They expressed feelings of being "lost" or "unprepared" at times, especially as students grow older and their difficulties become more complex.

Moreover, the participants acknowledged the importance of understanding and implementing digital tools responsibly, not only to enhance learning but also to ensure that these tools are used ethically and inclusively. They recognized that while experience helps, formal training would better equip them to handle the diverse needs of their students, particularly in creating individualized educational plans and adapting materials.

Reference, bibliography, sitography or additional source used, if any

FINLAND

Annex B sets out some more ideas about working with learners with dyslexia – the summary of a workshop and group discussions held with 25 language teachers on 12 April 2024

SPAIN

/

GREECE

AUSTRIA
/
ITALY
/

Conclusions and upcoming steps

The 'Empower4DigiLinE' starting research highlighted how the Covid-19 pandemic has accelerated the adoption of digital tools in foreign language teaching in the partner countries (Austria, Italy, Finland, Greece and Spain), prompting teachers to improve their digital skills. Although the sample is not statistically representative, the data collected indicate a significant diffusion of the use of digital technologies, although infrastructural barriers that limit the effectiveness of such tools persist.

Artificial intelligence emerges as a potentially revolutionary resource for improving teaching and personalising learning, however many teachers still feel uncertain about its use and require specific training. Although only a minority currently use AI tools, there is a strong interest in the integration of these technologies, accompanied by an awareness of the risks involved, such as technological dependence and the need for critical and conscious use.

Finally, the research emphasises the need to strengthen teacher training, both to improve the use of digital technologies and to support students with special educational needs. The results confirm that the Empower4DigiLinE project has taken the right direction, responding to common needs among European educators.

A careful analysis of the findings of the project's research made it possible to identify the topics, skills and needs to be addressed in the online train-the-trainer course to be developed in the next phase of the project and in the video-based MOOC that will give practical examples of how digital tools can be used to help empower learners and to promote inclusion of minority groups.

Research results will also be fundamental for the development of an online game to help language learners and teachers build digital resilience and develop their own digital competences.

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Annex: Survey results

Do you use digital tools to support learning and teaching activities?

501 Responses

Often
45%

227

Never
1%

3

Rarely
5%

27

Sometimes
17%

84

Always
32%

160
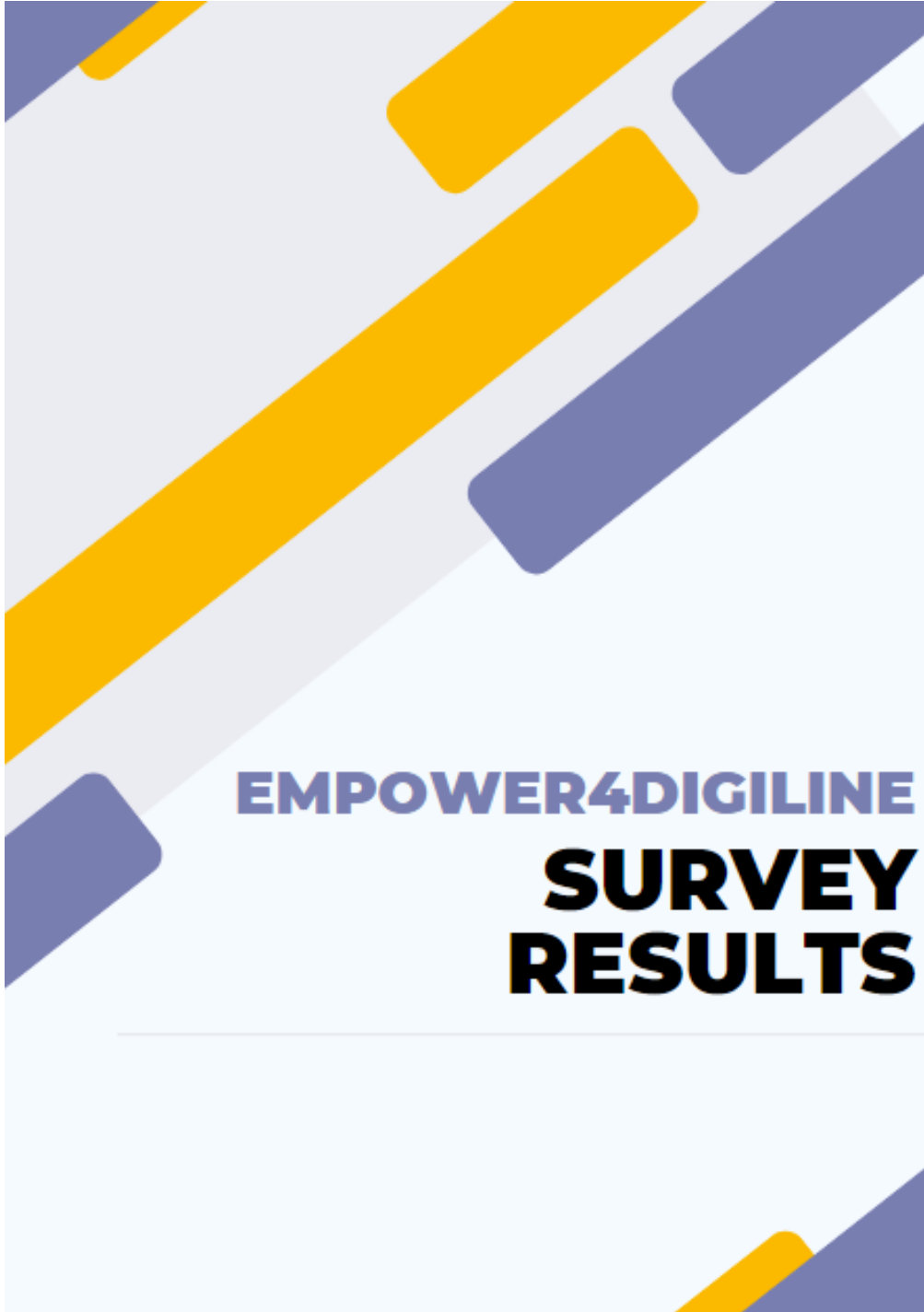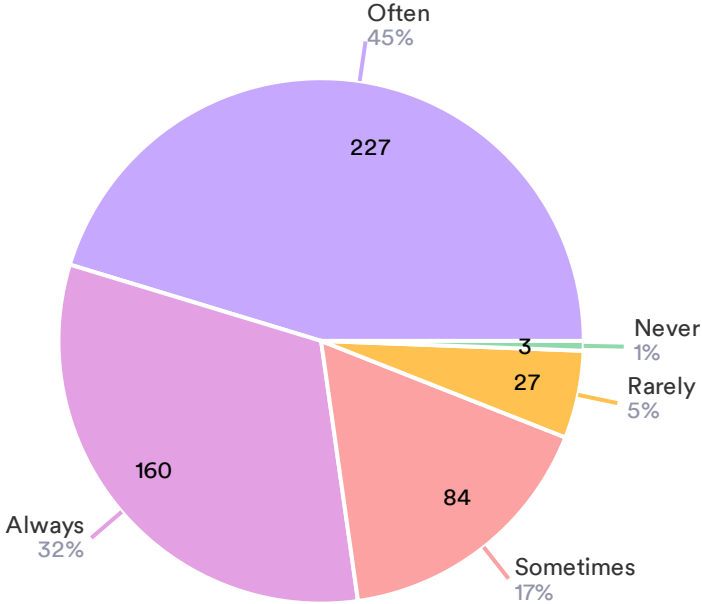
● Often ● Always ● Sometimes ● Rarely ● Never

Empower4DigiLinE survey

Which digital tools do you use (or help your learners to use) to support learning and teaching activities? (More than one answer can be selected)

1868 Responses

- Online learning environments (i.e. Moodle, Google Classroom) 19% — 346
- Watching video/listening to audios 25% — 463
- Other entries 13% — 243
- Infographics, mind maps, planning tools 9% — 171
- Apps or games 16% — 308
- Presentations (i.e. PPT) 18% — 337
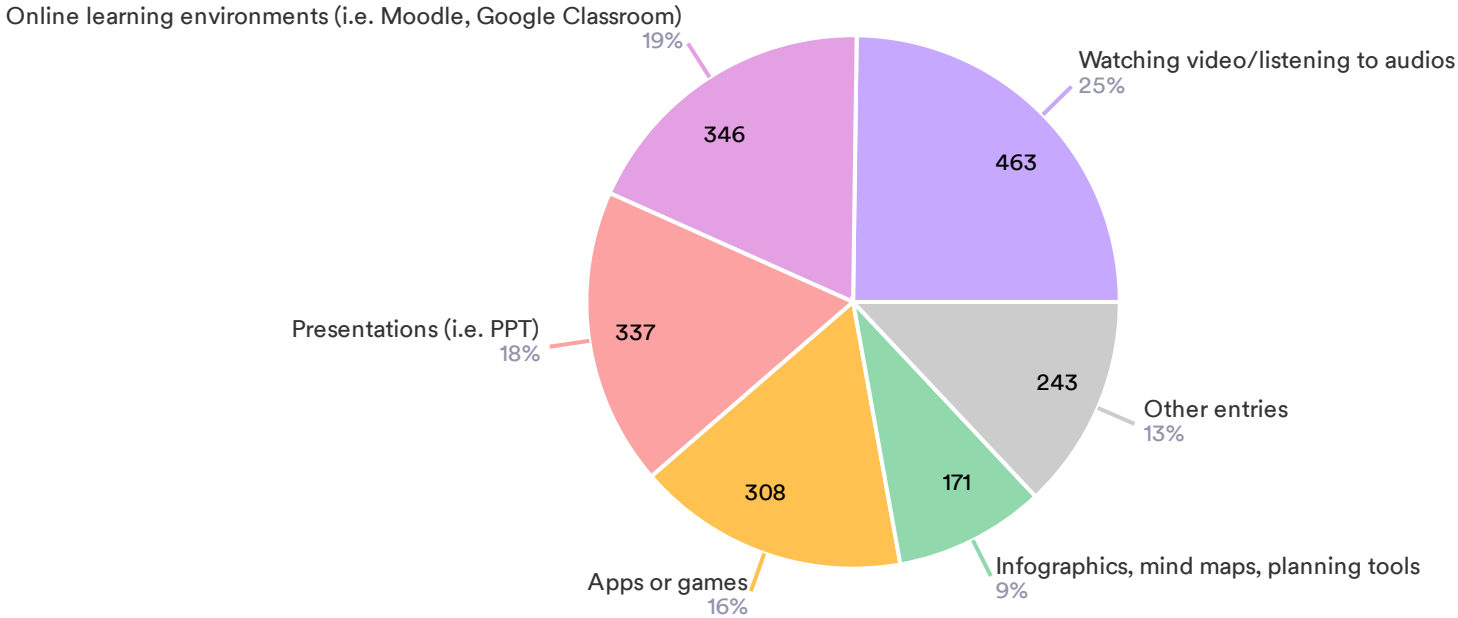
If "Other" was selected, please specify

42 Responses

Data	Responses
Canva	3
Kahoot	2
breakout rooms	1
Bildmaterial zur Veranschaulichung	1
KI	1
Podcasts	1
ChatGPT	1
Genialy, G drive, Kahoot y Canva	1
Other entries	31

Empower4DigiLinE survey

In the facility/school where you work, have you ever encountered difficulties/barriers in using digital tools and resources during your lessons?

501 Responses

No
51%

256

245

Yes
49%

● No ● Yes

Empower4DigiLinE survey
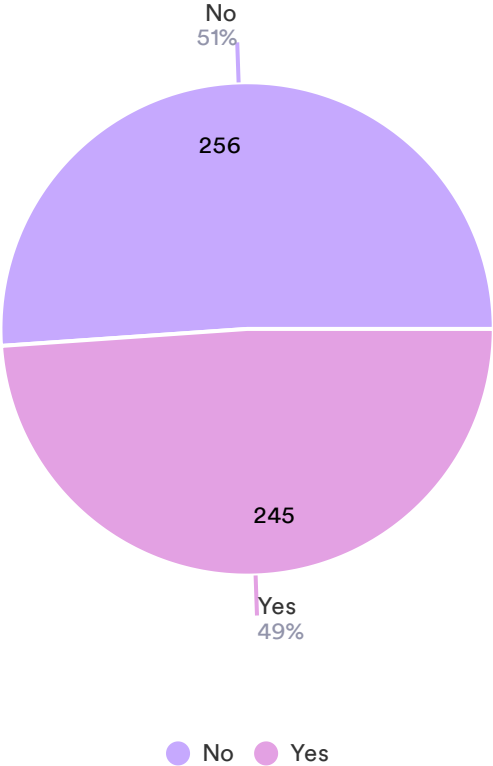
If so, please specify:

629 Responses

- Tools do not work properly — 23% — 147
- Problems accessing the internet — 24% — 150
- Other entries — 11% — 69
- Problems logging in to local computers — 11% — 68
- Lack of IT support — 12% — 74
- Availability of suitable tools (computers, projectors, etc) — 19% — 121

Empower4DigiLinE survey
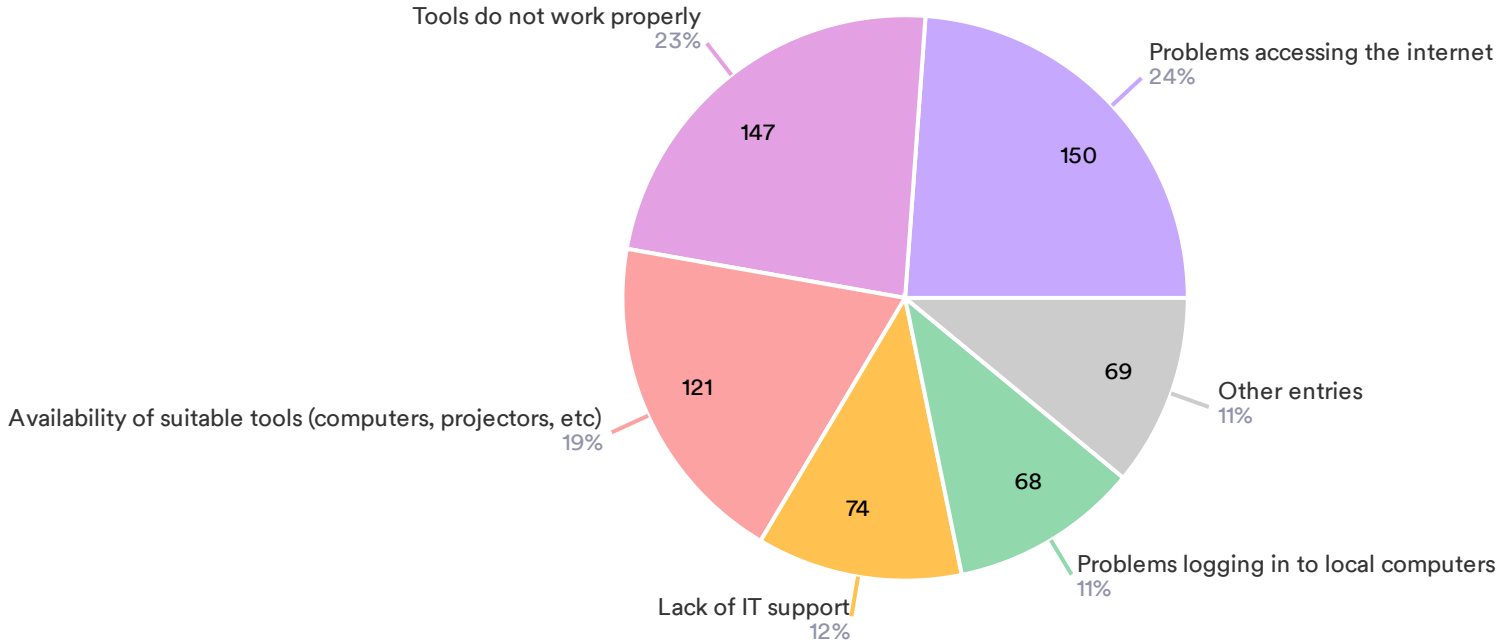
If "Other" was selected, please specify

8 Responses

Data	Responses
opettamani kielen kirjoitustuen puuttuminen työpaikan koneella	1
opiskelijoiden työkalut / taidot puuttuvat	1
It-tuki suosii tiettyjä ratkaisuja ja esim. padlet ei ole käytettävissämme tai siis opisto ei tue sitä (kuten ei mitään sähköisiä alusta, joissa voisi kk maksulla luoda enemmän juttuja kuten wordwall tai quizlet)	1
Nella nostra sede associata non abbiamo aule a disponibilità esclusiva, quindi risulta complicato far accedere gli studenti a un laboratorio informatico.	1
Reticencia por parte de la dirección del centro	1
Pocos equipos informáticos	1
mancanza di un laboratorio informatico e/o tablet e portatili per gli studenti	1
fehlende digitale Kompetenzen der TeilnehmerInnen	1

Empower4DigiLinE survey

Do you think that the health emergency (COVID-19) has contributed to boost the use of digital resources in language teaching?

501 Responses

Yes
93%

466

No
7%

35

● Yes ● No

Empower4DigiLinE survey
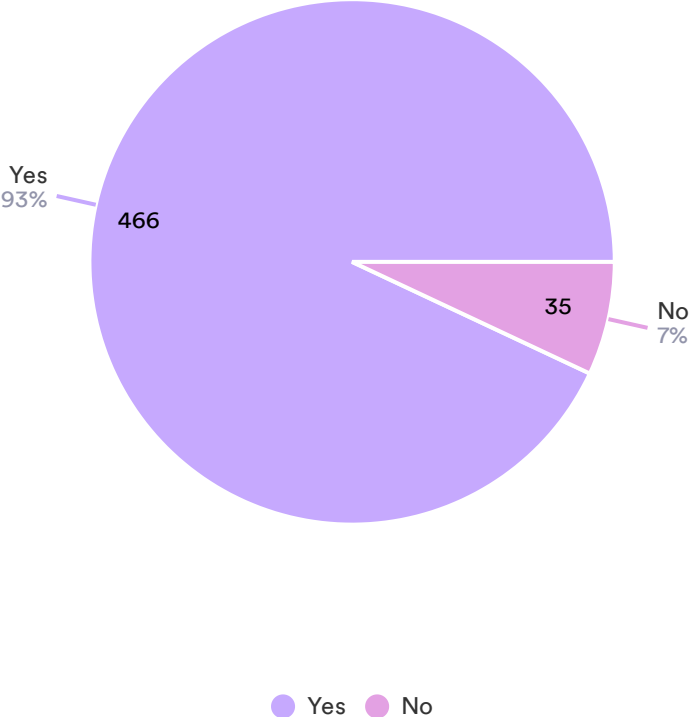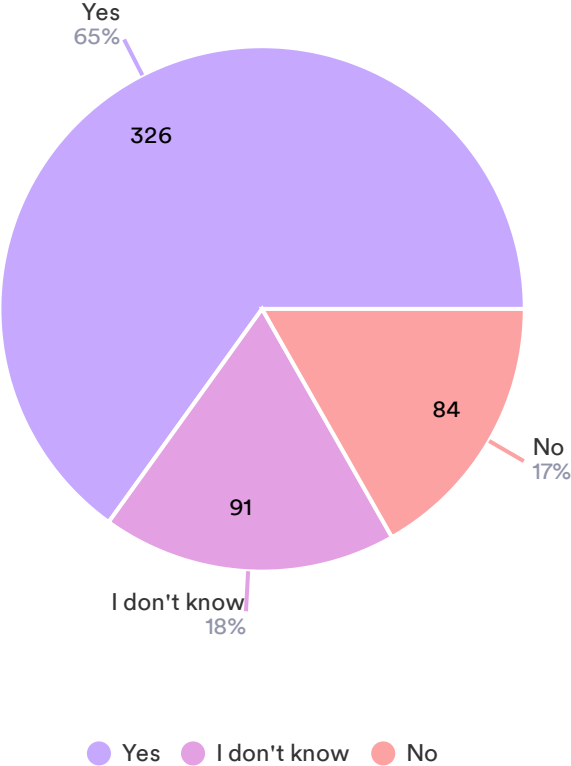
If so, how?

268 Responses

Data	Responses
He mejorado mis competencias porque he aprendido nuevas herramientas digitales que antes desconocía	1
Me ha obligado a usarlas de forma más continuada y a tener que reciclarme en este sentido.	1
The need to continue teaching compelled me to look for solutions	1
video calls	1
μεγαλύτερη άνεση στη χρήση βιντεοκλήσεων	1
Uusia ohjelmia opetellut	1
I had no option but to use tools	1
Viele Weiterbildungen diesbezüglich, die ich gebraucht habe und sonst nicht gemach hätte	1
Other entries	260

Empower4DigiLinE survey

Do you think your approach to the adoption of digital tools in the classroom changed after the pandemic?

501 Responses

Yes
71%

358

143

No
29%

- Yes
- No

Empower4DigiLinE survey
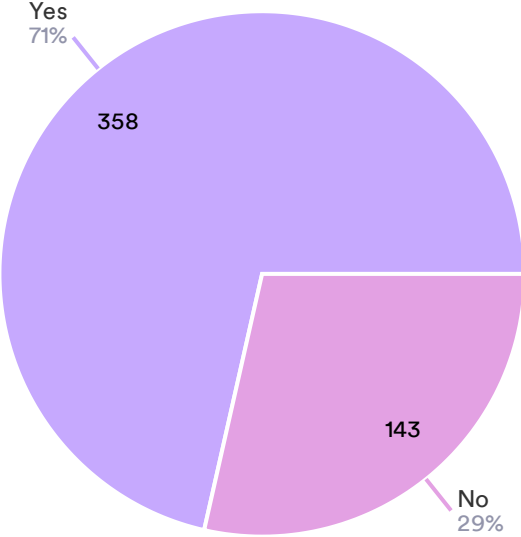
Do you use digital tools more than before?

501 Responses

Yes
71%

354

147

No
29%
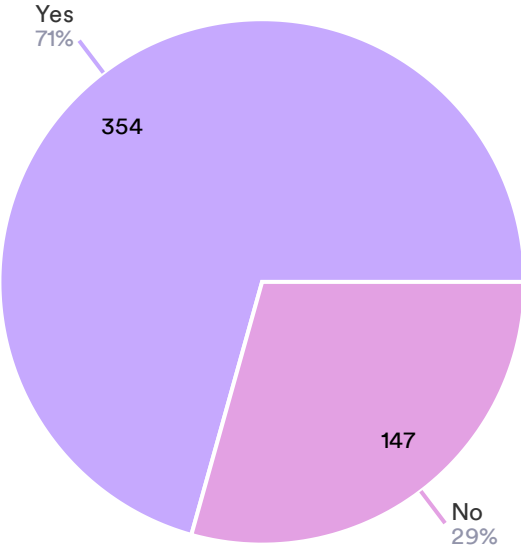
● Yes ● No

Please, comment/explain your answers

278 Responses

Data	Responses
	2
Utilizzo di app conosciute e sperimentate durante la pandemia	2
People are already spending too much time online. Language classes give them the chance to be present in the moment, interacting with real people. I try therefore to avoid too much digital content in class, although I might set the odd online exercise for homework.	1
Utilizo algunas herramientas que antes no utilizaba como Pickchart, Canva, kahoot o Moodle	1
Como hemos comentado en el taller tras la pandemia los alumnos requieren y usan más herramientas digitales en su proceso de aprendizaje.	1
Como he dicho antes los alumnos requieren ahora un uso más continuado de las herramientas digitales en las clases, bien para subir contenidos y revisarlos en Moodle o Classroom u otros para dinamizar las clases a través de herramientas como Kahoot.	1
I feel more confident in using technology now.	1
Both teacher and students are more familiar with digital tools so we use them more	1
Other entries	268

Empower4DigiLinE survey

Do you believe teachers should enhance and improve their digital skills?

501 Responses

Yes
97%

484

17

No
3%

● Yes ● No
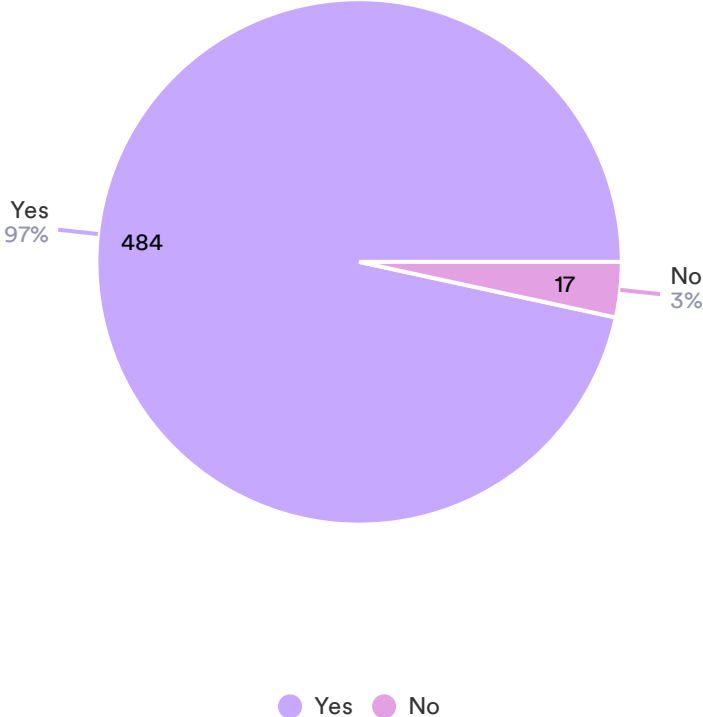
If not, please explain

9 Responses

Data	Responses
οι ψηφιακές δεξιότητες είναι ενισχυτικές για την διδασκαλία κάθε είδους αλλά όχι απαραίτητες	1
Ainakin minun ikäiset eivät tarvitse, voi olla, että nuorelle on jotain hyötyä	1
Some may need it but others don't	1
Minulla on jo riittävästi osaamista	1
Vanhukset eivät osa käyttää digilaitteet.	1
Olen liian vanha, kohta pääsen eläkkeelle	1
Vedi sopra	1
Penso che sia una scelta personale.	1
Other entries	1

Do you think that learners are more interested in learning languages with the help of digital tools?

501 Responses
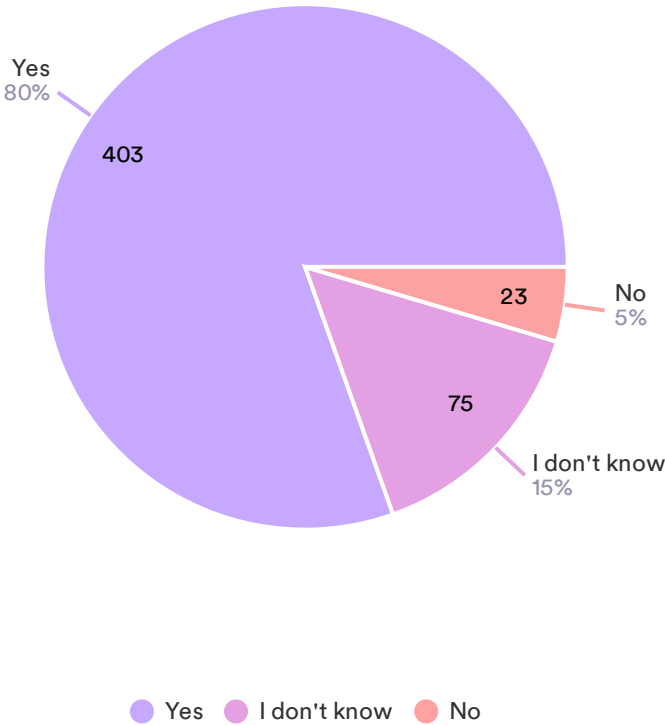
Yes
80%

403

No
5%

23

75

I don't know
15%

● Yes   ● I don't know   ● No

Are you familiar with AI tools to support teaching and learning experience?

501 Responses

No
60%

299

202

Yes
40%

● No   ● Yes

Do you think AI tools might enhance the teaching and learning experience?

501 Responses

I don't know
51%

255

No
5%

23

223

Yes
45%

● I don't know ● Yes ● No

Empower4DigiLinE survey
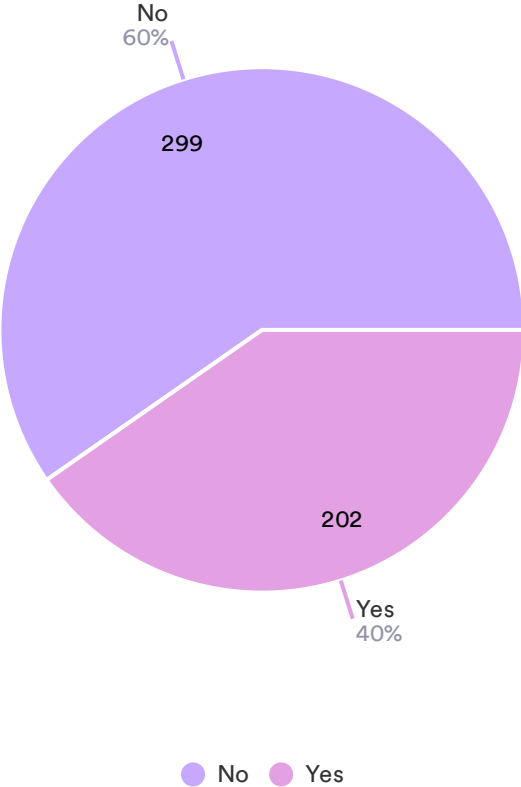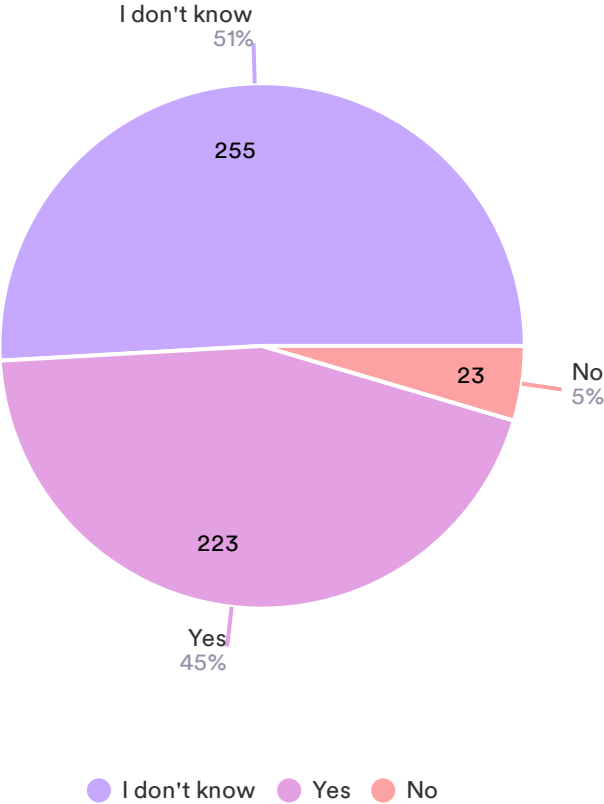
Have you ever used AI tools (eg ChatGPT) to support the creation of learning and teaching activities?

501 Responses

No
75%

375

126

Yes
25%
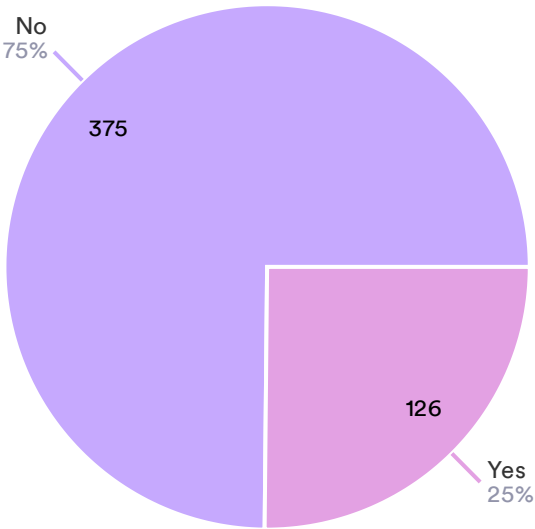
● No ● Yes

If so, how?

108 Responses

Data	Responses
chat gpt	1
A hora de hora de corregir ejercicios de writing	1
Creando contenidos	1
Some exercises	1
Bilder kreiert; Fachtext in unterschiedlichen Registern erstellen lassen (in Leichte Sprache; in akademischer SPrache, in Alltagssprache	1
Übersetzen	1
Visuals, worksheets	1
um Text generieren zu lassen, paraphrasieren zu lassen usw.	1
Other entries	100

Empower4DigiLinE survey

Please list the AI tools you are currently using

106 Responses

Data	Responses
ChatGPT	13
Chat GPT	9
Chat gpt	2
chatGPT	2
chat gpt	2
Twee	2
Nessuno	2
Chatgpt	2
Other entries	72

Do you think your students are using AI tools to support their learning?

501 Responses

Yes
41%

205

199

97

I don't know
40%

No
19%
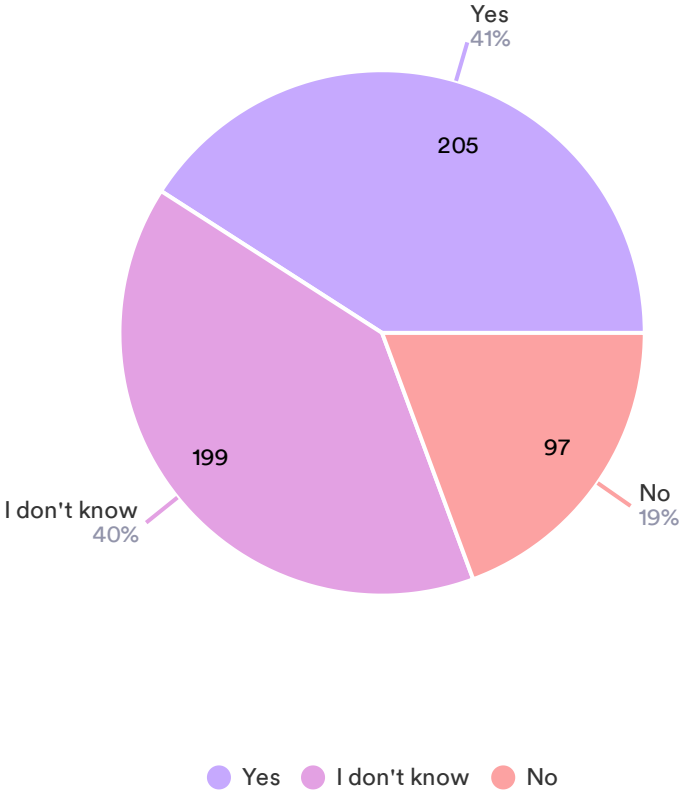
● Yes ● I don't know ● No

Are you concerned AI tools might help your students cheat?

501 Responses
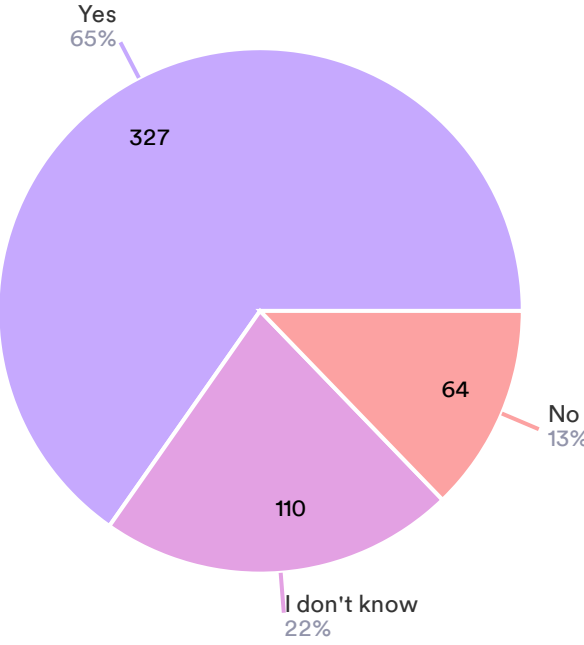
Yes
65%

327

No
13%

64

110

I don't know
22%

● Yes   ● I don't know   ● No

Empower4DigiLinE survey

Would you be interested in being offered training opportunities related to the integration of AI tools in language teaching?

501 Responses

Yes
81%

404

No
9%

46

51

I don't know
10%

● Yes   ● I don't know   ● No

Empower4DigiLinE survey

On a scale from 1 to 10, how interesting do you find the following topics?

501 Responses

Legend: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
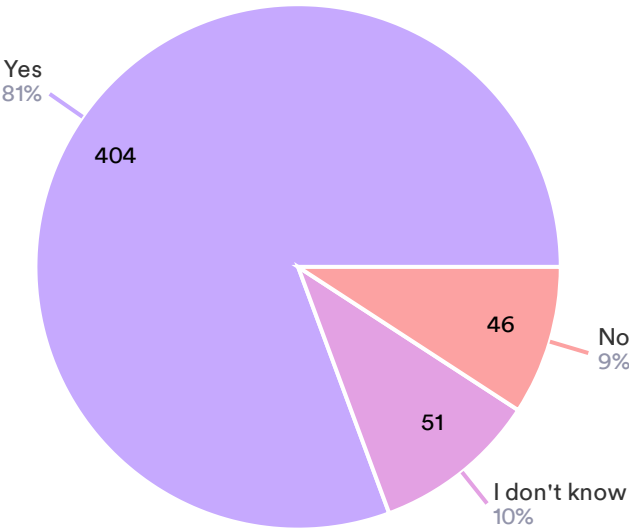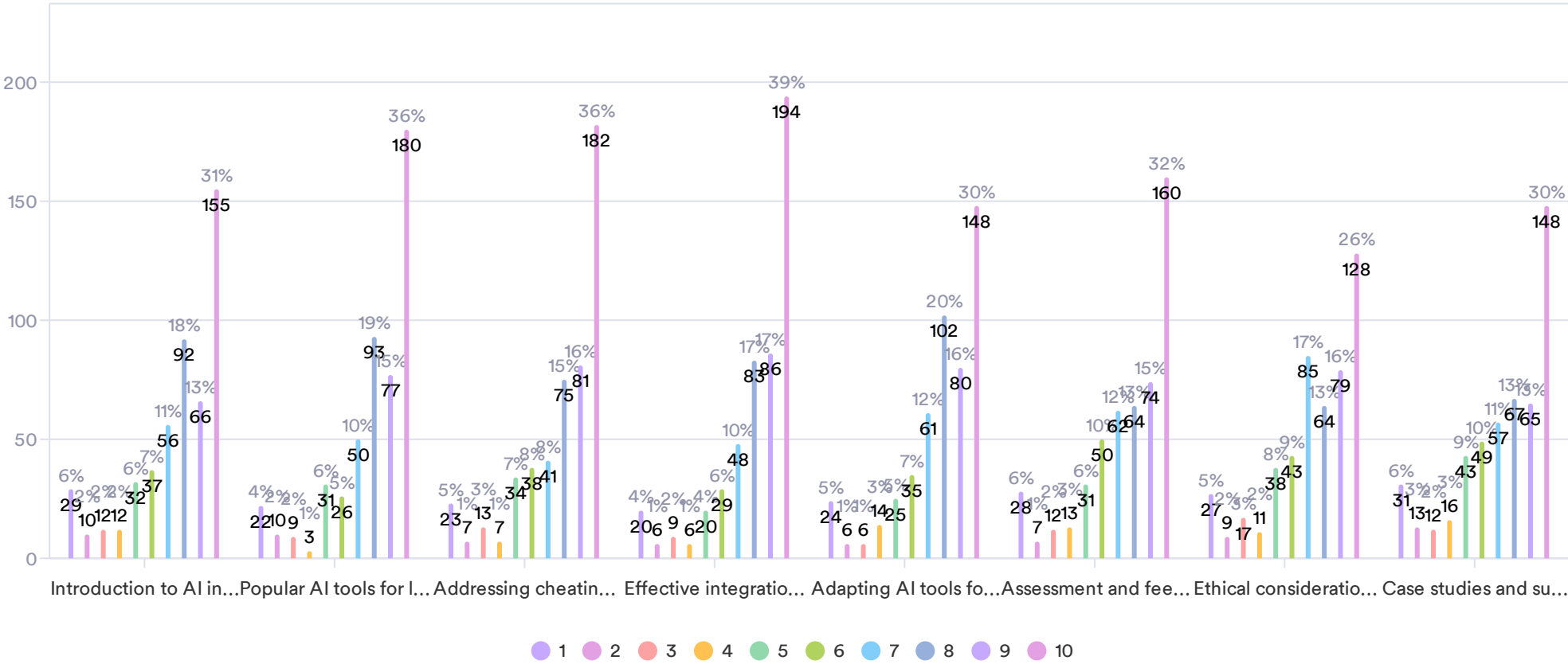
Any other issues you would like to see covered?

69 Responses

Data	Responses
No	19
no	9
	2
non saprei	2
no sé ahora	1
Konzeptuelle Änderung von Prüfungsmodi und Berwertungskriterien unter der Berücksichtigung digitaler Entwicklung	1
Fortbildungen zum Thema Mehrsprachigkeit finde ich immer wichtig	1
Uso AI con studenti DSA gravi e disabili	1
Other entries	33

Are you familiar with DigCompEdu (European Framework for the Digital Competence of Educators)?

501 Responses

No
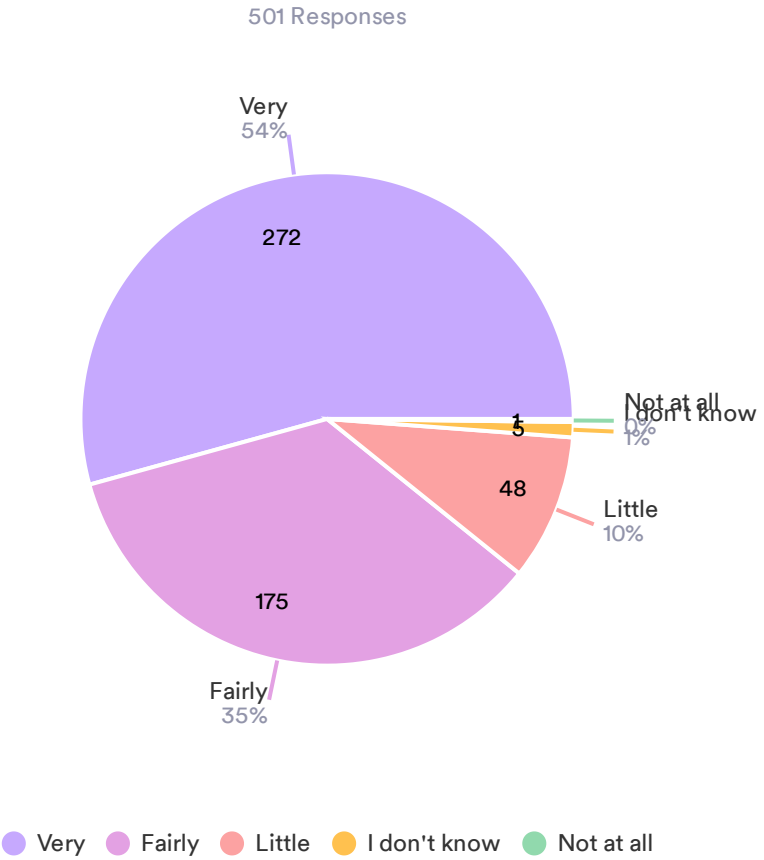63%

316

185

Yes
37%

● No   ● Yes
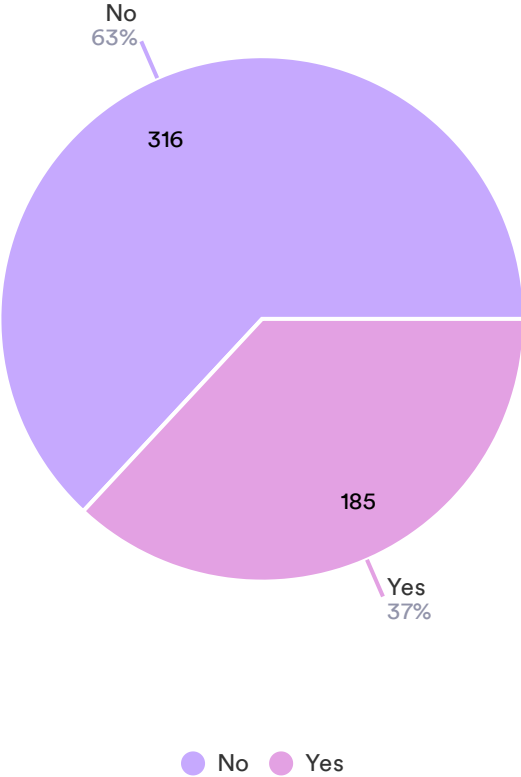
The DigCompeEdu framework defines 6 proficiency levels related to the digital competencies. They are mapped on the very same levels used by the CEFR, ranging from A1 to C2. How would you consider yourself?
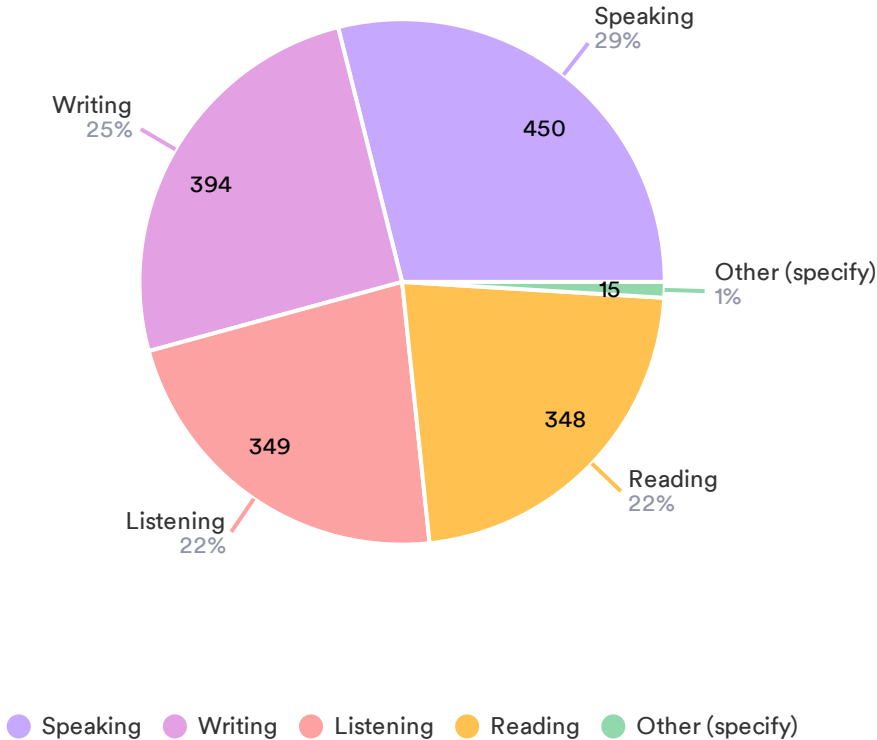
501 Responses

Integrators (B1): they use and experiment with digital tools for a range of purposes, trying
41%

204

Pioneers (C2): they question the adequacy of contemporary digital and pe
12
2%

oach. Explorers need insight and inspiration to expand their competences
25%

124

23

Newcomers (A1): they have had very little contact with digital tools and ne
5%

33

Leaders (C1): they rely on a broad repertoire of flexible, comprehensive and e
7%

105

Experts (B2): they use a range of digital tools confidently, creatively and critically to enhance th
21%

- ● Integrators (B1): they use and experiment with digital tools for a range of purposes, trying to understand which digital strategies work best in which contexts
- ● Explorers (A2): they have started using digital tools without, however, following a comprehensive or consistent approach. Explorers need insight and inspiration to expand their compete...
- ● Experts (B2): they use a range of digital tools confidently, creatively and critically to enhance their professional activities. They continuously expand their repertoire of practices
- ● Leaders (C1): they rely on a broad repertoire of flexible, comprehensive and effective digital strategies. They are a source of inspiration for others
- ● Newcomers (A1): they have had very little contact with digital tools and need guidance to expand their repertoire
- ● Pioneers (C2): they question the adequacy of contemporary digital and pedagogical practices, of which they themselves are experts. They lead innovation and are a role model for young...

Without considering now your level of digital competence (newcomer, explorer, integrator, expert, leader, pioneer), how important do you think it is to use digital technologies and tools when teaching foreign languages?

501 Responses

Very
54%

272

Not at all
0%

I don't know
1%

1

5

48

Little
10%

175

Fairly
35%

● Very ● Fairly ● Little ● I don't know ● Not at all

Do you give feedback to help your learners improve their performance in the following areas?

1556 Responses

Speaking
29%

450

Writing
25%

394

Other (specify)
1%

15

Reading
22%

348

Listening
22%

349

● Speaking ● Writing ● Listening ● Reading ● Other (specify)

If "Oher" was selected, please specify

13 Responses

Data	Responses
pronunciation, vocabulary range	1
Pronunciation	1
Sanaston oppiminen, vinkkejä sanaston oppimiseen annan koko luokalle	1
grammatica	1
Tareas de mediación intercultural	1
Technical jargon	1
Presentation skills, managing communication anxiety, critical thinking	1
conoscenze strutture e funzioni	1
Other entries	5

Question for this chart was deleted
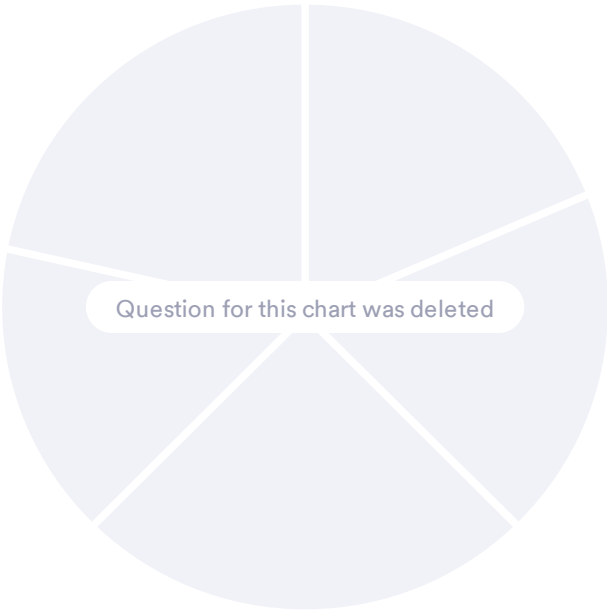
Please give examples of how you use digital tools to give personal feedback to learners

1 Response

Data	Responses
Fare Video	1

Do you use digital tools to give automated feedback to learners?

501 Responses

No
43%

214

Not yet, but I would like to
37%

187

Yes
20%

100

● No   ● Not yet, but I would like to   ● Yes
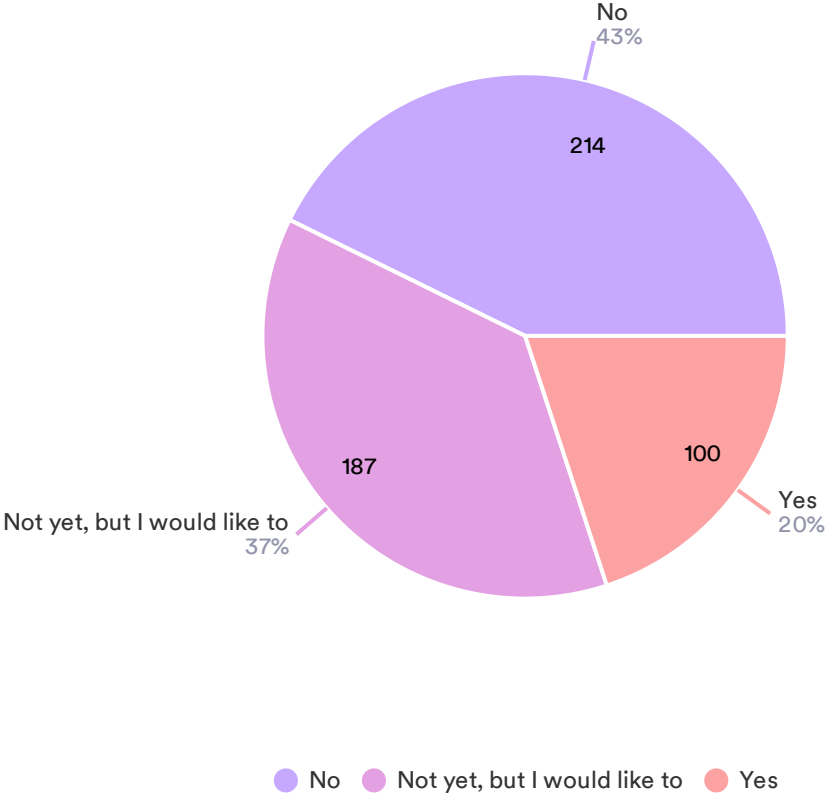
What tools have you used, and for what purpose?

83 Responses

Data	Responses
Classroom	5
Google classroom	2
Google moduli	2
Moodle y Classroom	1
La generación de resultados en Kahoot	1
Forms, auto Pronunciation feedback	1
Automatic grading	1
Prerecorded , classified answers	1
Other entries	69

Do you need to provide formal assessments of your learners?

501 Responses

Yes
81%

408

93

No
19%
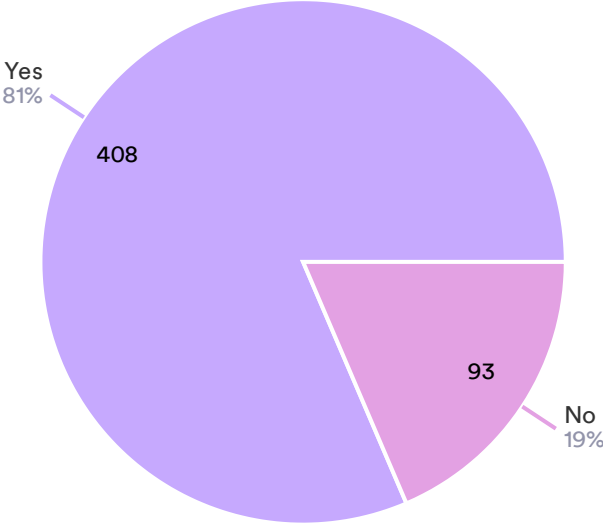
● Yes ● No

If so, what criteria do you use to form your assessment?

1734 Responses
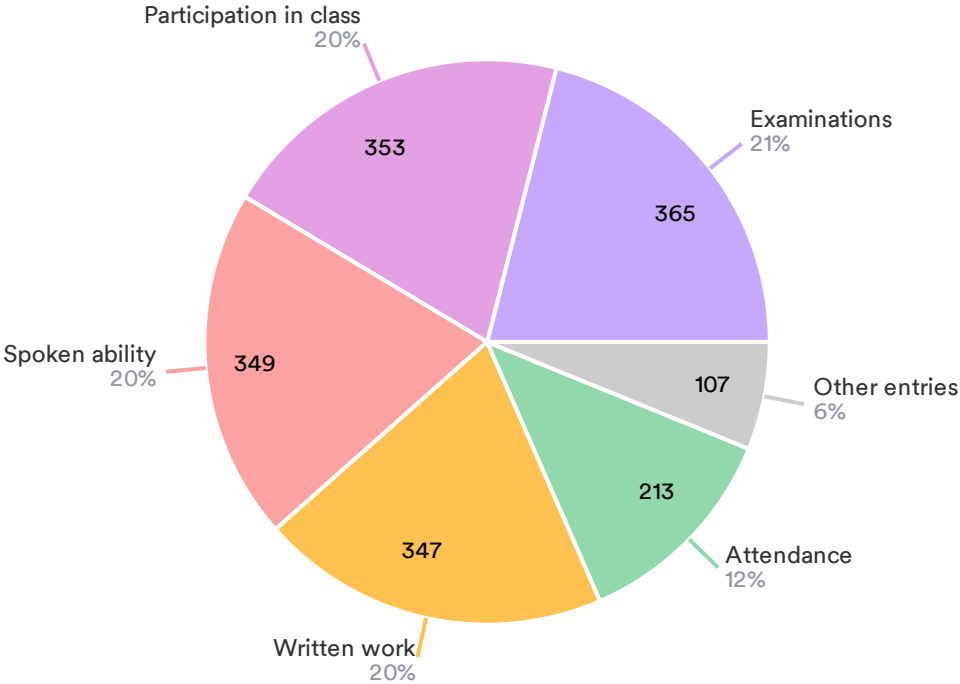
If "Other" was selected, please specify

21 Responses

Data	Responses
Portfolio	1
Audios od. Videos einreichen	1
Presentaciones	1
Communication skills eg making presentations, producing videos etc	1
osservazione	1
Kansalaisopiston osaamispisteitä varten osaamisen arviointi.	1
Written and oral tests.	1
Ascolto/Listening comprehension	1
Other entries	13

Do you use digital tools for any of the assessment activities mentioned above?

501 Responses

No
64%

319

182

Yes
36%

● No ● Yes

Empower4DigiLinE survey
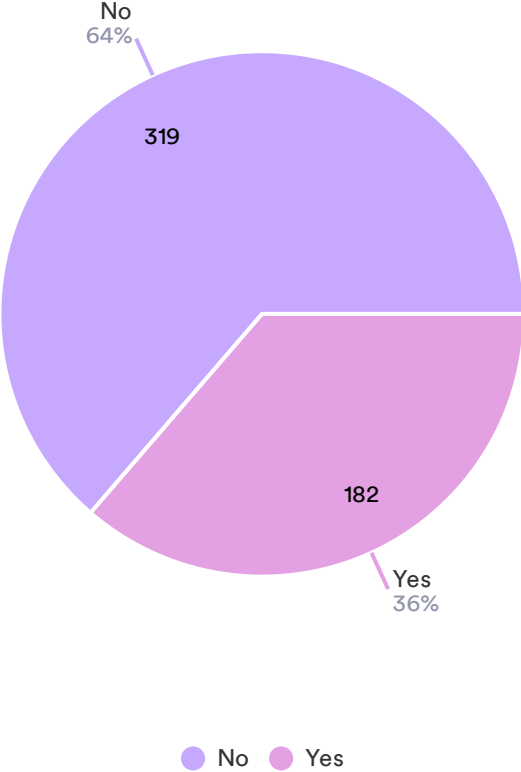
If so, please give more details

108 Responses

Data	Responses
Quiz	2
Google Moduli	2
Chat GPT	1
Classroom	1
Spot tests	1
βίντεο για γραπτή ανάπτυξη και ακουστικά	1
Prüfungen werden manchmal digital abgehalten	1
Duolingo assignment s, tests in forms	1
Other entries	98

Empower4DigiLinE survey

Do you have students with the following learning difficulties or special needs in your classes?

824 Responses

Special educational needs (i.e. dyslexia, ADHD, etc)
46%

377

Other
39
5%

N/A
80
10%

89

Physical problems (eg hearing, vision issues)
11%

Mental health issues
239
29%
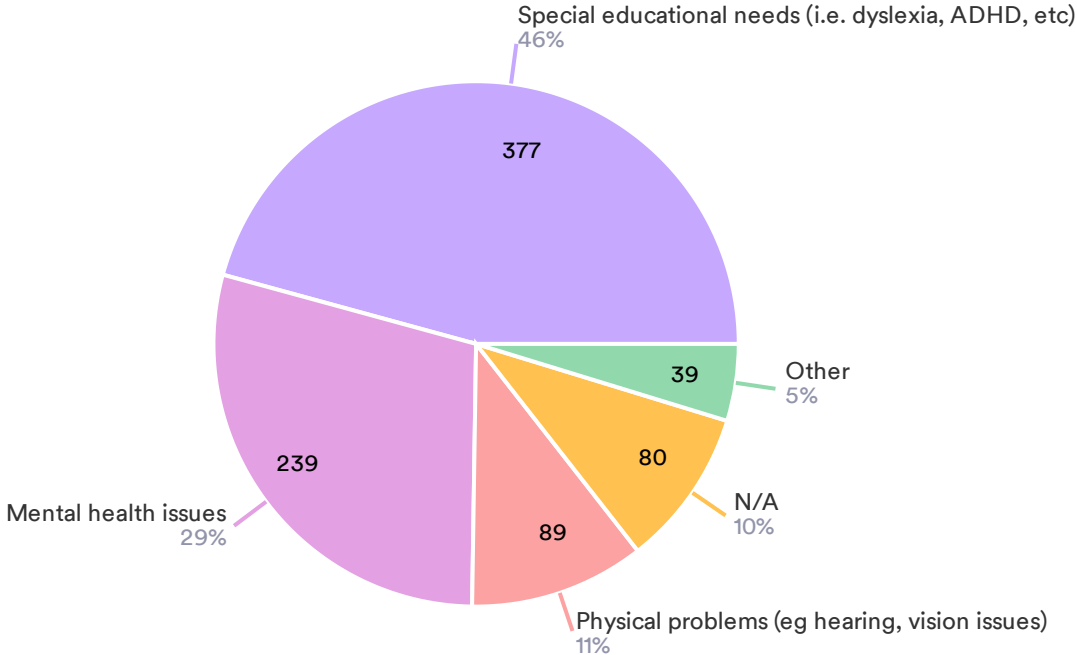
- Special educational needs (i.e. dyslexia, ADHD, etc)
- Mental health issues
- Physical problems (eg hearing, vision issues)
- N/A
- Other

If "Other" was selected, please specify

37 Responses

Data	Responses
NAI	2
studenti stranieri	2
Autismo	2
Altas capacidades	1
Working parents, can't always make it to school	1
Studenti da poco alfabetizzati	1
problemi dovuti alla scarsa frequenza	1
Studenti migranti analfabeti anche nella loro lingua madre e non scolarizzati	1
Other entries	26

Empower4DigiLinE survey

Do you think digital tools might enhance the learning experience of students with special needs?

501 Responses

Yes
77%

385

No
1%

3

113
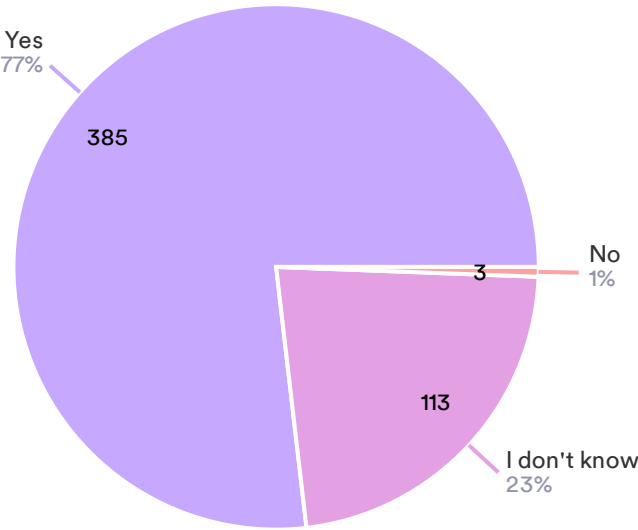
I don't know
23%

● Yes ● I don't know ● No

Do you use digital tools to facilitate learners with special needs in your language classes?

501 Responses

No
54%

270

231

Yes
46%

● No ● Yes

Empower4DigiLinE survey
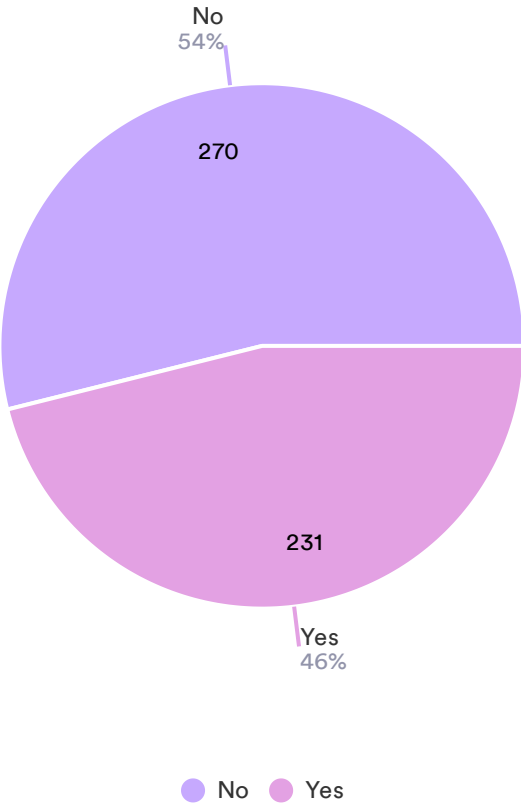
What tools do you use, and how do you use them?

158 Responses

Data	Responses
Mappe, video	2
Libro digitale	2
Mappe	2
audio e video	2
Kahoot	2
Apps	2
PC	2
Computer	2
Other entries	142

Empower4DigiLinE survey

How confident do you feel in addressing the needs of students with special needs in your language classes? (Scale: 1 - Not Confident at All, 5 - Very Confident)

501 Responses

Best Response

3

46%
Percentage

501
Responses

Data	Response	%
3	231	46%
4	107	21%
2	77	15%
1	64	13%
5	22	4%

Empower4DigiLinE survey

Have you received any professional training on how to address the needs of students with special needs in language classes?

501 Responses

No
71%

354

147

Yes
29%

● No ● Yes
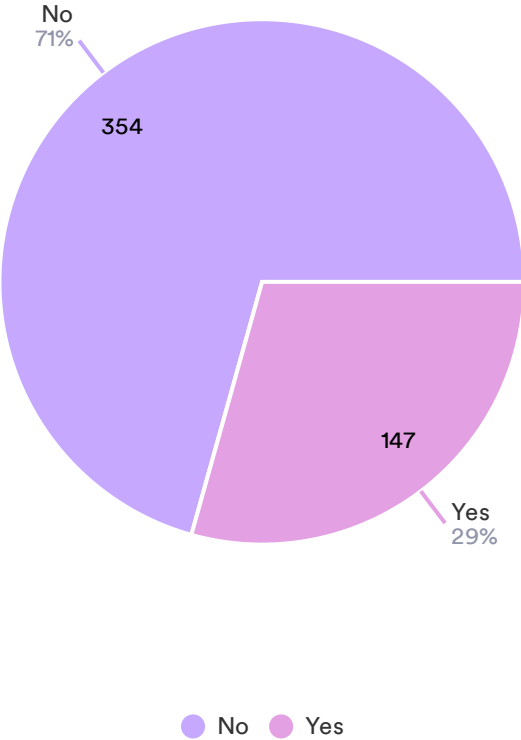
If so, could you please specify?

97 Responses

Data	Responses
Master	2
Cursos del Ministerio de Educación	1
dyslexia/autism seminars	1
Wifi-Ausbildung (Empowermentcoach)	1
Cursos de la Junta de Andalucia	1
iltapäivän mittainen nepsy-koulutus	1
opiskelijoiden lukihäiriöön	1
vari corsi di aggiornamento	1
Other entries	88

Do you believe you have enough educational materials to support students with special needs in your language classes?

501 Responses

No
79%

394

107

Yes
21%
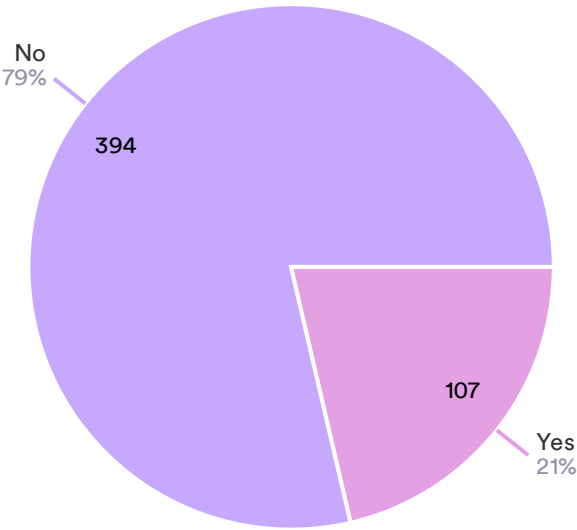
● No ● Yes

If so, could you please provide some examples?

60 Responses

Data	Responses
mi affido alle indicazioni riportate nelle sezioni BES dei testi in adozione	1
Ohjeita tuntien ärsykkeiden vähentämiseen ja rakenteen selkeyttämiseen	1
libri di testo e materiale adattato	1
libri specifici per il loro problema, mappe concettuale	1
Materiale creato ad hoc, testi ad hoc	1
Mind maps, worksheets facilitati, giochi	1
materiali selezionati nel corso del tempo	1
Schede con attività semplificate	1
Other entries	52

What specific challenges do you encounter in addressing the needs of students with special needs in your language classes?

235 Responses

Data	Responses
	2
No tengo alumnos con necesidades especiales	2
Nessuna	2
Realizzare attività differenziate contemporaneamente	2
Too many young people are now self-diagnosed with a variety of mental health issues. They have no resilience and will just give on assignments if they find them difficult.	1
A veces encuentro que no tengo recursos suficientes para tratar al alumnado con altas capacidades y a aquellos que tienen defícit de atención.	1
Creo que no es tanto una cuestión de usar nuevas herramientas sino de adaptaciones curriculares, y en ese sentido lo que se requiere son mayores recursos humanos y más tiempo de preparación.	1
El uso de algunos programas digitales en el tratamiento de la dislexia.	1
Other entries	223

Empower4DigiLinE survey

Do you feel you need specific training on how to address the needs of students with special needs?

501 Responses

Yes
79%

395

106

No
21%

● Yes ● No

Empower4DigiLinE survey

On a scale from 1 to 10, how interesting do you find the following topics?

501 Responses

Legend: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

X-axis categories: Understanding diffe…, Engaging with SEN …, Engaging with SEN …, Engaging with SEN …, Engaging with SEN …, Engaging with SEN …, Engaging with SEN:…, How to exploit Assi…
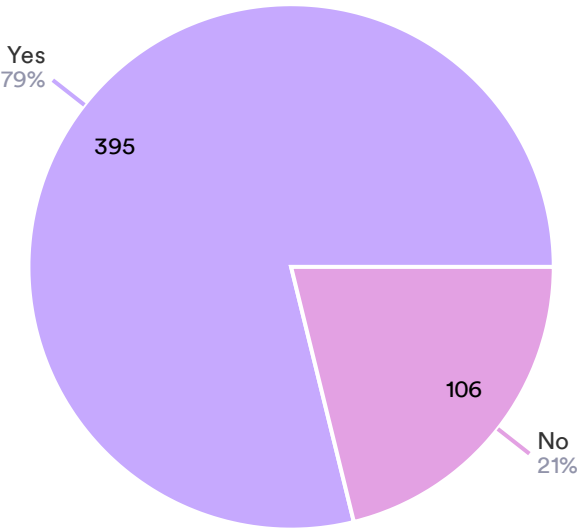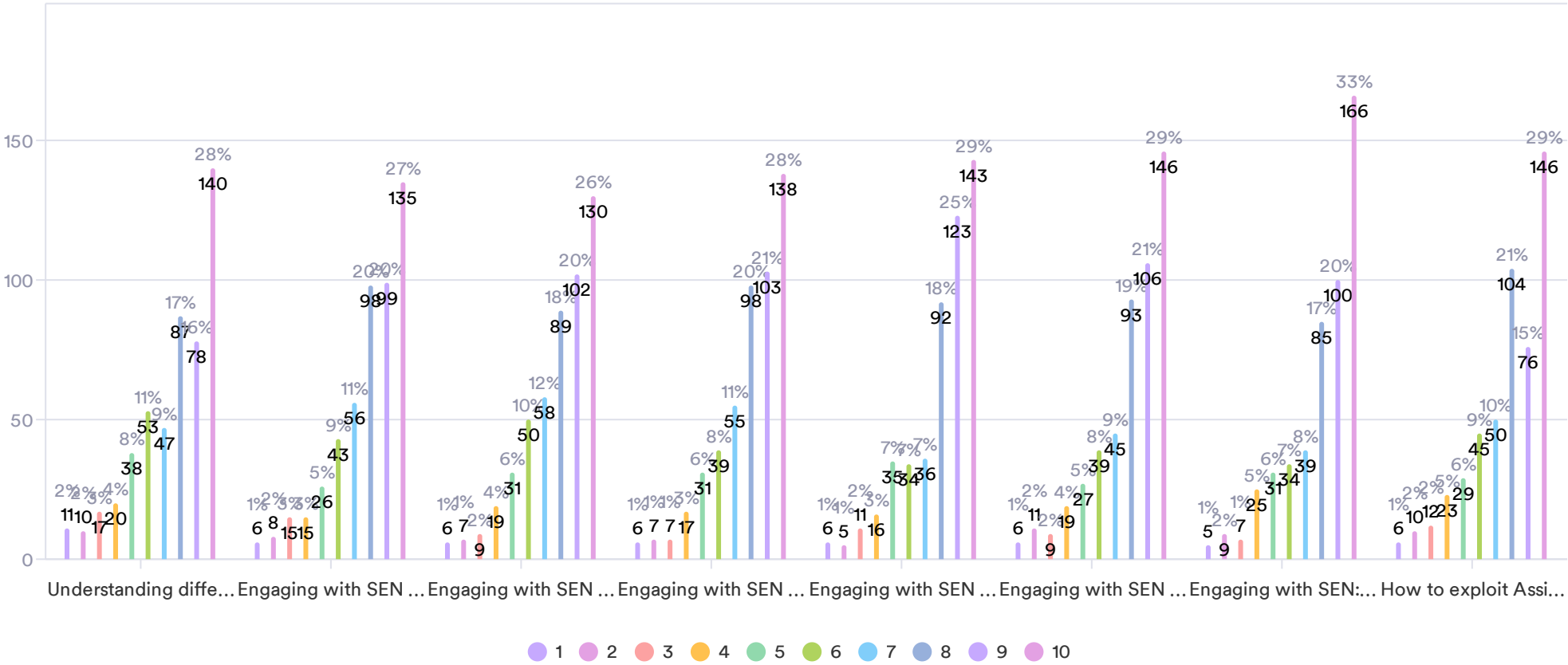
Any other issues you would like to see covered?

50 Responses

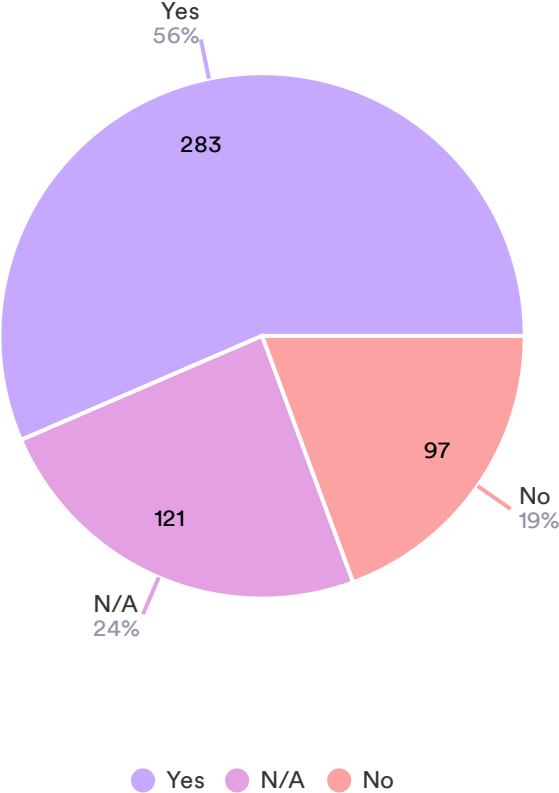| Data	Responses
No	20
no	6
	2
Nein	2
no sé ahora	1
(Nämä ovat hyvin summittaisia, sillä en oikeastaan tiedä, mitä erityistarpeita kursseilleni osallistuvilla on. En tiennyt sitäkään, että lahjakkaat oppijat lasketaan erityistarpeisiin.)	1
Οχι	1
Refuerzo del grupo en clases con alumnado NNEE	1
Other entries	16

Are you concerned about the possible risks to you / your learners when using digital tools?
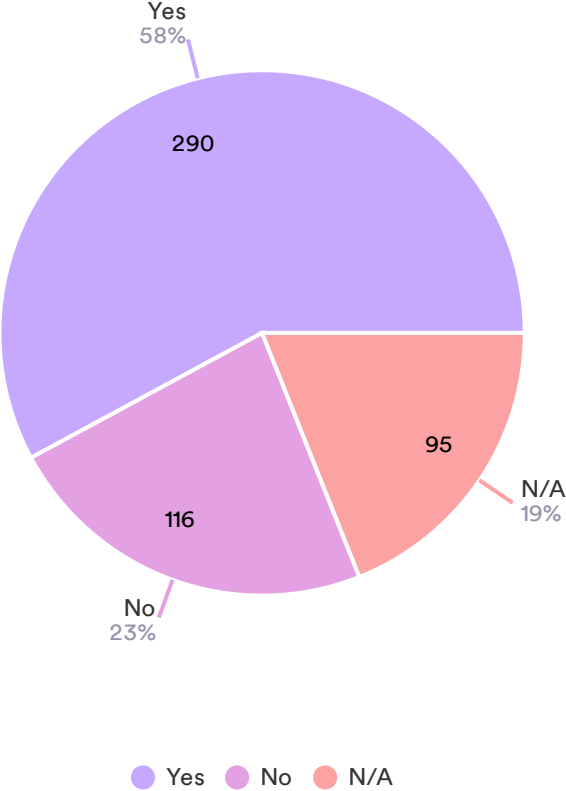
501 Responses

Empower4DigiLinE survey
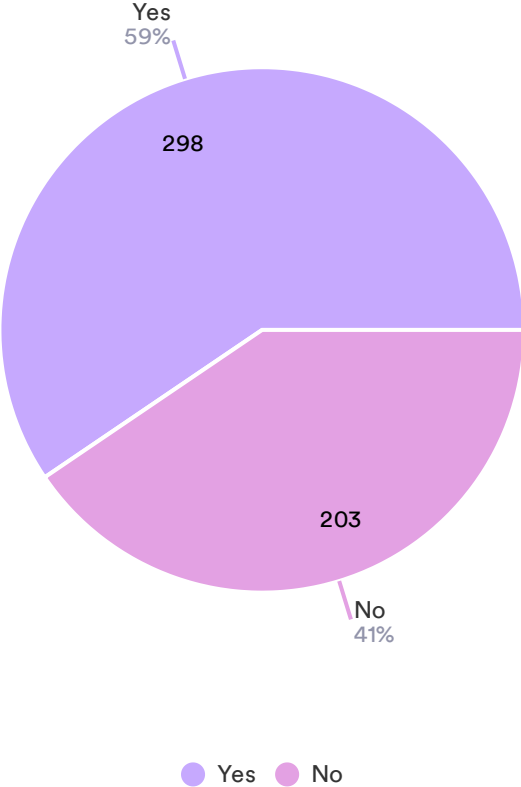
Do you teach your learners how to use digital technologies safely and responsibly?

501 Responses

Yes
56%

283

97

No
19%

121

N/A
24%

● Yes ● N/A ● No

Do you encourage your learners to use digital tools creatively to solve real problems?

501 Responses

Yes
58%

290

95

N/A
19%

116

No
23%

● Yes ● No ● N/A

Do you teach your learners how to assess the reliability of the information they find and how to identify invented, misleading or distorted information?
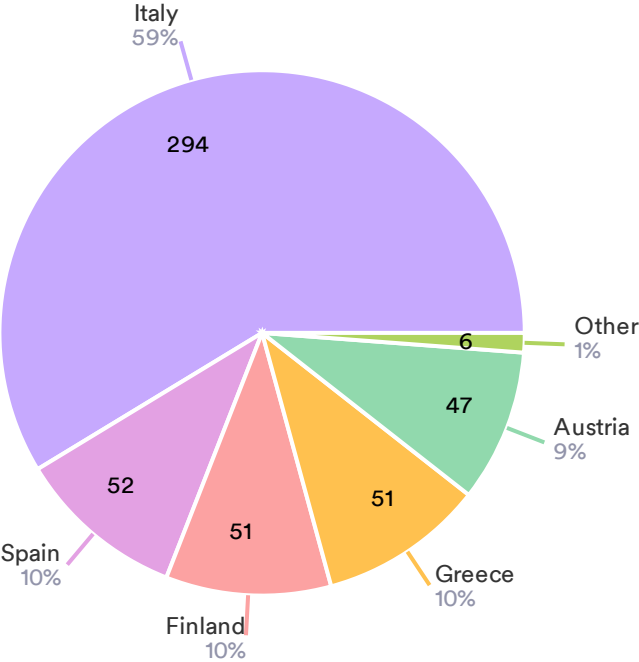
501 Responses

Yes
70%

353

148

No
30%

● Yes ● No

Empower4DigiLinE survey
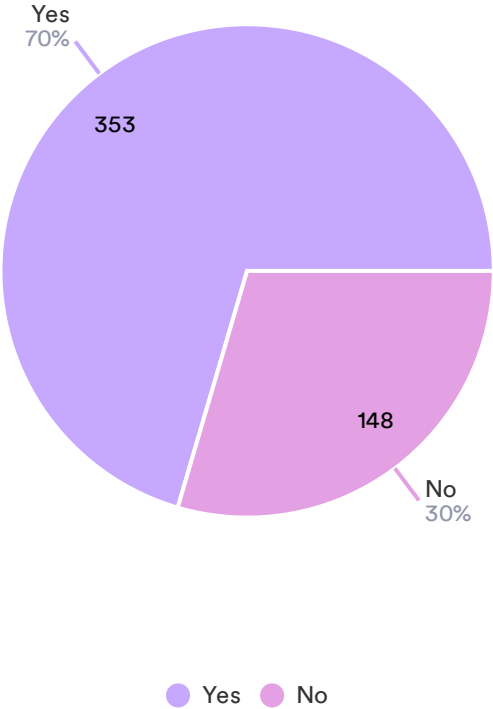
Do you help your learners create digital contents (e.g., videos, audio recordings, photos, digital presentations, blogs, wiki)?

501 Responses

Yes
57%

285

216

No
43%

Yes   No
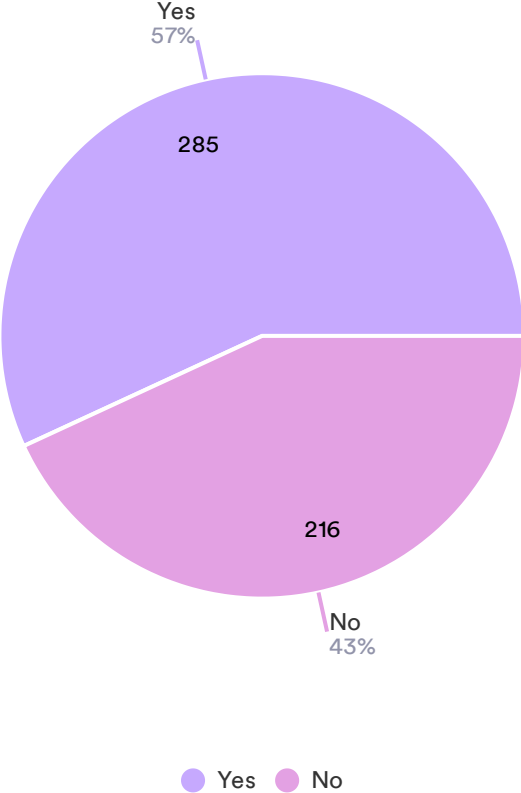
Where are you working?

501 Responses

Italy
59%

294

Other
6
1%

Austria
47
9%

Greece
51
10%

Finland
51
10%

Spain
52
10%

Italy Spain Finland Greece Austria Other

Please specify

8 Responses

Data	Responses
INDIA	2
Romania	2
Czech Republic	1
Umbria Spoleto	1
Scuola Secondaria Primo Grado Montefalco Umbria	1
Hungary	1

How old are you?

501 Responses

31-45
33%

163

46-54
30%

152

18-30
9%

43

>55
29%

143

● 31-45 ● 46-54 ● >55 ● 18-30
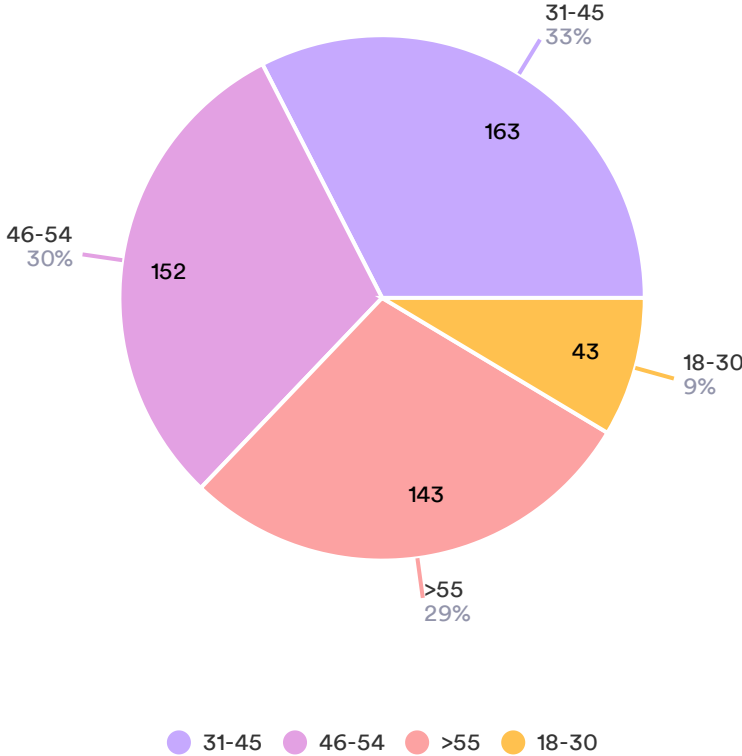
Where do you teach? (More than one answer can be selected)

627 Responses

- High school — 34% — 213
- Middle school — 20% — 126
- Adult education provider — 15% — 97
- Language school — 11% — 68
- Primary school — 7% — 47
- Other entries — 12% — 76
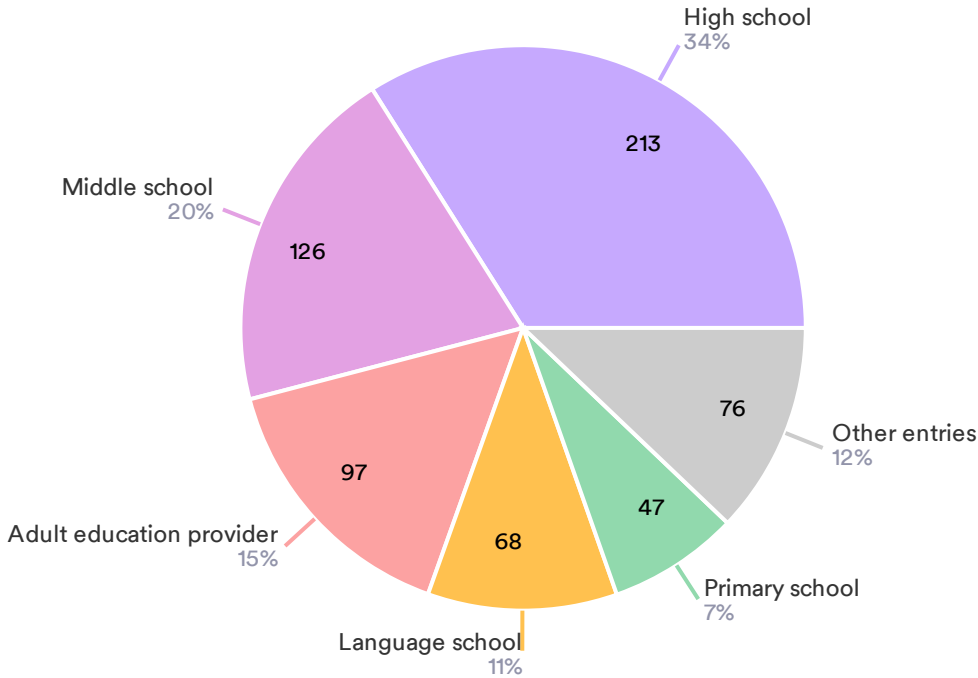
If "Other" was selected, please specify

28 Responses

Data	Responses
CPIA	5
ιδιαίτερα	3
Private lessons	2
ιδιαίτερα μαθήματα	2
Ιδιαίτερα	2
Ιδιαίτερα μαθήματα	1
Ιδιαίτερα μαθήματα γλώσσας σε ενήλικες εθελοντικά	1
kansalaisopisto	1
Other entries	11

Please specify the average age of your learners

501 Responses

Data	Responses
16	60
15	38
14-19	25
17	23
14-18	18
12	18
25	16
20	16
Other entries	287

Do you work for a public and/or private institution?

501 Responses

Public
74%

372

Both
8%

42

87

Private
17%

● Public　● Private　● Both
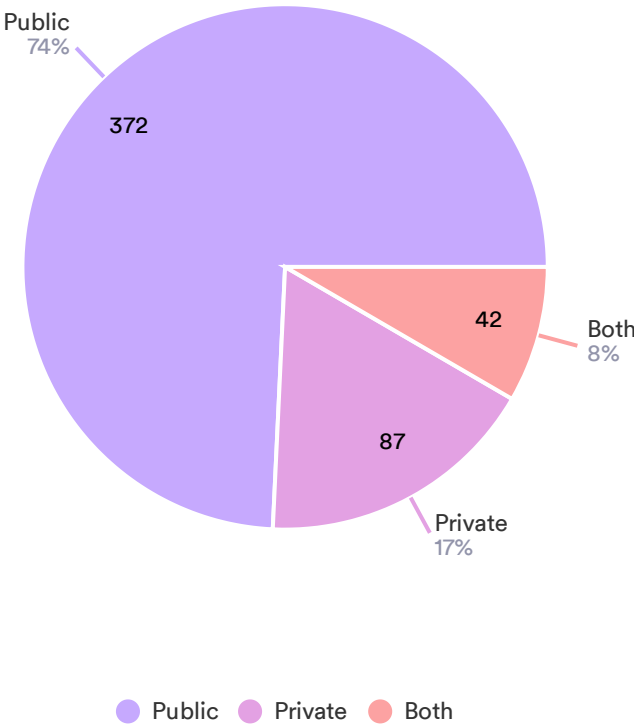
Please specify your role within your organisation (More than one answer can be selected)

558 Responses

- Teacher 88% — 490
- School principal 1% — 5
- Researcher 3% — 16
- Other (specify) 3% — 17
- Language manager 5% — 30
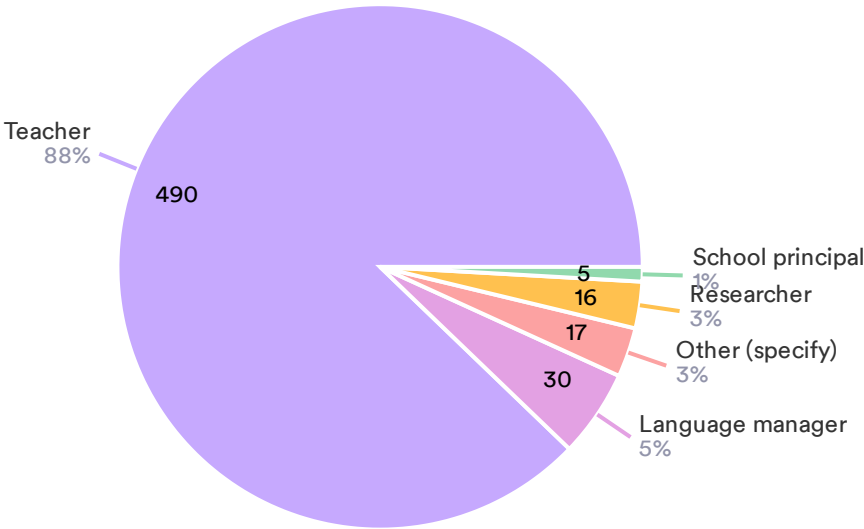
Legend: Teacher • Language manager • Other (specify) • Researcher • School principal

If "Other" was selected, please specify

17 Responses

Data	Responses
course designer	1
Referentin in der Lehrer*innen-Fortbildung	1
Projektityöntekijä	1
Digivastaava	1
referente erasmus	1
Responsabile di plesso	1
Animatore Digitale; collaboratore del DS	1
primo collaboratore	1
Other entries	9

How long have you been teaching?

501 Responses

Empower4DigiLinE survey
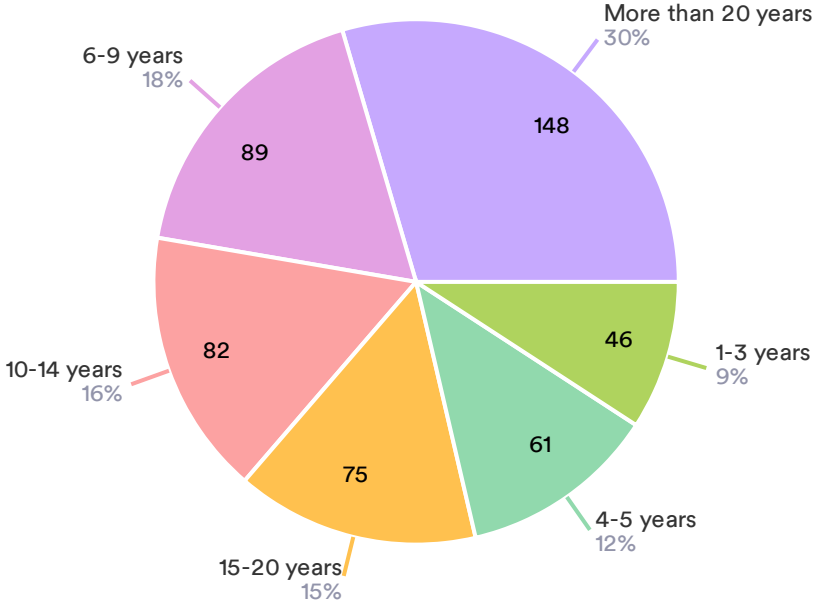
Name

324 Responses

Data	Responses
Alexandra Kotsikori	2
ABHISHEK PANDEY	2
Juan Luis Gámez Paredes	1
Francisca Verdú Gil	1
Francisca Gonzalez Rivera	1
Mania Zacharatou	1
Mari Ervast	1
Juha Koikkalainen	1
Other entries	314

Empower4DigiLinE survey

Do you find the Erasmus project Empower4DigiLinE interesting?

501 Responses

Yes
93%

468

33

No
7%

● Yes ● No

Empower4DigiLinE survey
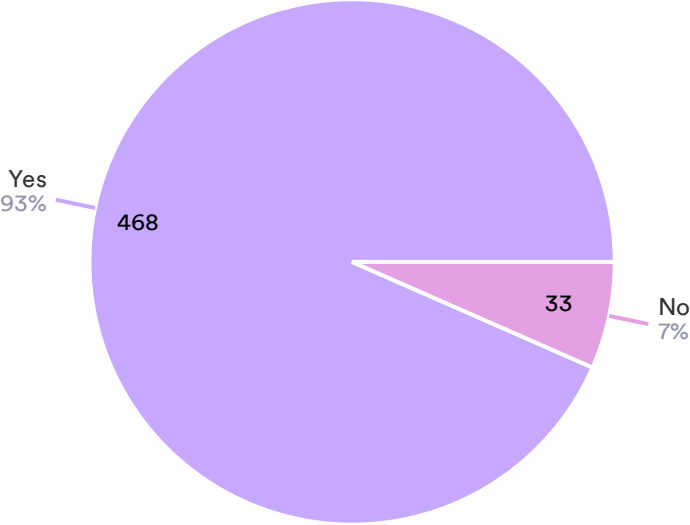
If you want to be updated about next research activities, leave your email in the box below!

223 Responses

Data	Responses
apandey.net@gmail.com	2
verdugil82@gmail.com	1
gruporibera@gmail.com	1
mania_school@yahoo.gr	1
alexandra.scharr@bitschulungscenter.at	1
snezana.djukovic-jevtic@bitschulungscenter.at	1
carnevale@oesz.at	1
vaghi.maria@isversari.edu.it	1
Other entries	214

Thank You!

Empower4DigiLinE survey