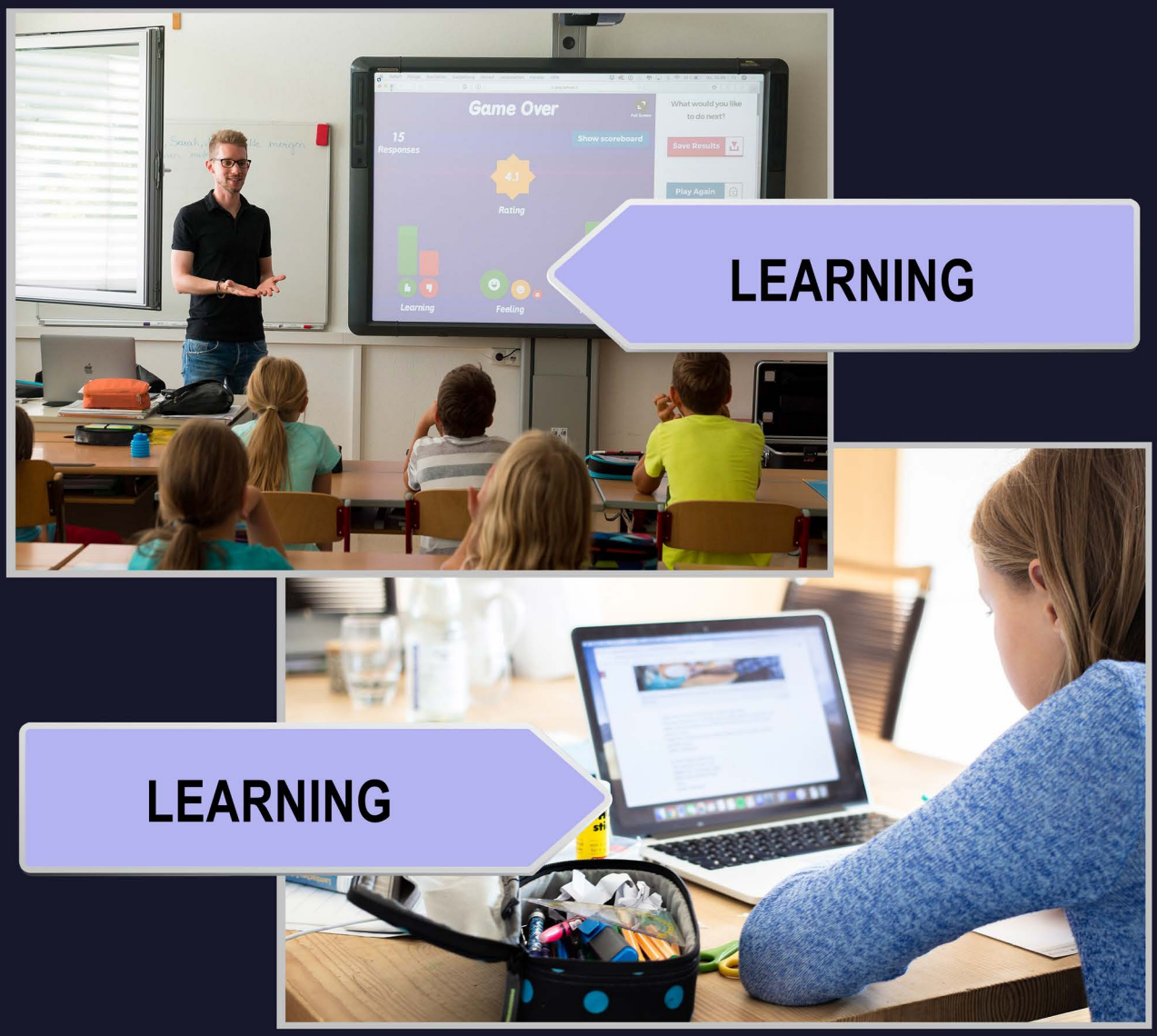
UNIVERSITY OF SS. CYRIL AND METHODIUS IN TRNAVA

Teaching foreign languages online
A methodical guide

Edited by J. Demčišák, S. Fraštíková, M. Hornáček Banášová



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This publication is part of the project Practical and methodical handbook for teaching German online 2020-1-SK01-KA226-SCH-094410, co-funded by the European Commission. The responsibility for this publication lies solely with the authors. The Commission and the National Agency SAAIC cannot be held responsible for any use that may be made of the information contained therein.

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1st edition
275 pages

ISBN 978-80-572-0301-8

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Foreword

This publication, produced as part of the Erasmus+ project "Practical and Methodological Handbook for Teaching German as a Foreign Language Online" (2020-1-SK01-KA226-SCH-094410), addresses the challenges of teaching foreign languages in the online environment. In doing so, it responds to two priorities of the European Commission in the field of education and aims to reflect and promote both innovative practices of the digital age and a complex approach to foreign language learning, using German as an example.

Learning in the online environment and open educational resources, in our opinion, enable fundamental changes in the world of education and expand its offer beyond traditional forms and boundaries. Teaching with open online educational resources should not only be an emergency alternative in the educational process, but a qualitative extension and supplement to existing forms and methods of teaching. On the way to new forms of learning, a significant role is played above all using digital media, cooperative and bottom-up practices or the creation of learning content by teachers or learners themselves. We also see in digital tools the potential for new learning opportunities that allow for greater personalisation and flexibility of learning and the introduction of new didactic methods. These tools can add variety to lessons, increase learners' motivation and facilitate access to learning materials in general. However, schools and participants in foreign language education need not only the tools and learning materials themselves, but also appropriate competences for their selection, effective use, maintenance or development. In this context, we therefore consider it necessary to equip teachers and learners with appropriate digital skills and a range of other competences to enable appropriate and effective use of open educational resources and digital tools.

In the above-mentioned project, three university institutions (Univerzita sv. Cyrila a Metoda v Trnave, Slovakia; Univerzita Jana Evangelisty Purkyně v Ústi nad Labem, Czech Republic; Vilniaus universitetas, Lithuania) and six grammar schools (Gymnázim Janka Matúšku v Galante, Slovakia; Gymnázium Jána Holého v Trnave, Slovakia; Gymnázium a střední odborná škola dr. V. Smejkala, Ústi nad Labem, Czech Republic; Gymnázium a střední odborná škola Mikulov, Czech Republic; Vilniaus Gabios Gymnazija, Lithuania; Vilniaus jėzuitų gymnazija, Lithuania) joined forces to explore the possibilities but also pitfalls of digital learning. On the one hand, materials were jointly created to support online learning, whereby these were prepared primarily by the grammar schoolteachers in their teaching practice and tested with learners. All exercises and work tasks created in the project are published in the freely accessible online exercise database **https://duo.germanistik-ucm.eu/uebungen/.** On the other hand, the process of creating and testing exercises, which quite naturally involves different problems, country-specific methodological differences, disputes or discrepancies between theoretical didactics and the real-life practical experience or habits of teachers, offered a kind of laboratory field for foreign language methodologists at the universities. Due to the cooperation between the school and university sectors and due to the surveys of teachers and

learners, valuable data for further scientific research in the field of methodology and didactics could be collected, which provided some important impulses for the preparation of this publication.

In the first part, the future-oriented competences are first outlined, including in particular the digital competences which are indispensable for the transformation of the education sector. Then, some specifics of teaching German as a foreign language in the context of online-based learning will be addressed and the main attention will be given to the development of foreign language competences and the aspects of reception, production, interaction and mediation in the online domain. In the second part, some selected online-based tools and applications will be briefly presented from the perspective of their use in foreign language teaching - often with relevant examples, advantages and disadvantages.

We hope that the interplay of theoretical thoughts, practical examples, a tool catalogue in connection with the created exercise database can help many teachers and motivate them to expand their field of competence and not to shy away from digital and online tools in their lessons, to try them out or to create them themselves.

Ján Demčišák

PART A

Digitalisation of foreign language teaching
Theoretical background

I.

Future competences

I. Future competences

1 Future competences (not only) at school

Virginija Masiulionytė, Diana Šileikaitė-Kaishauri (Vilniaus universitetas, Lithuania)

The changing world of work

Both at the national and international level, skilled labour monitoring and forecasts have become an instrument for adapting education programmes to the constantly changing needs of the labour market (cf. the QuBe project in Germany [URL 1], regular reports of the World Economic Forum (WEF) "Future of Jobs" or the skills database of the OECD [URL 2]). The forecasts repeatedly emphasise economic and occupational structural change, which will lead to significant changes in the future world of work. These changes are taking place against the backdrop of globalisation, digitalisation, demographic change and the transition to Economy 4.0, which according to the IAB research report "Digitalised world of work" 05/2019 will continue until 2030 (OECD 2019: 20; Zika et al. 2019: 12; see also Deloitte 2021: 3). Human activities are increasingly being displaced by technical innovations and automation processes (Zika et al. 2019: 18; WEF 2020: 5), cloud computing, big data and e-commerce are high priorities for companies and this trend will continue. There is also growing interest in data encryption, non-humanoid robots and artificial intelligence (WEF 2020: 27). The OECD expects about 14% of occupations to become fully automated, and about 34% of occupations to change significantly as a result of automation (OECD 2019: 21).

With the accelerating change in the world of work, one can also observe a move away from the linear career path within a specific occupational field. In today's labour market, workers switch between occupations with very different qualifications in mid-career, which involves significant retraining and re-skilling (WEF 2020: 45).

In the world of work 4.0, not only retraining but also continuing education will play an important role: According to the IAB Research Report 05/2019, in order to be able to successfully use new digitalised technologies, companies will have to have 80% of their employees participate in additional training by 2030 (Zika et al. 2019: 15-16). The WEF 2020 report assumes that 73 % of all workers will need to be retrained by 2025 (WEF 2020: 35). In a survey conducted by Deloitte in 2021 (Deloitte 2021: 4), 74% of employers surveyed indicated that retraining their workforce would be important for their continued successful operation over the next 12 to 18 months.

The trends outlined above, in turn, determine the competences needed to navigate the increasingly complex world, face uncertainty and adapt to rapid change, as formulated in the OECD's strategy (OECD 2019: 20). Indeed, the appropriate competences allow challenges to be turned into opportunities and to play an active role in shaping one's own future.

Future competences and successful education from the employers' perspective

As the Deloitte report (Deloitte 2021: 7) points out, "the modern workforce may not be entirely human". Algorithms and machines, according to the WEF forecast, will primarily perform such tasks

as information and data processing, information retrieval, administrative tasks, and traditional manual work. Tasks where human professionals are expected to retain their advantage include management, consultation, decision-making, reasoning, communication, and interaction. **Interpersonal interaction** will remain crucial in the new economy: in the *care economy*, in marketing, in sales and in content production. The ability to understand and work with different people from different backgrounds will be in demand (WEF 2020: 28-31).

According to employers, the following competences will become more important by 2025: **critical thinking, analytical skills** and **problem-solving skills,** which have been mentioned in employer surveys for a long time. Newly added are such competences as **self-management**, **active learning, resilience**, **stress tolerance** and **flexibility** (WEF 2020: 35f.; cf. also Deloitte 2021: 8).
Another report dedicated to Education 4.0 (WEF 2022) identifies the following competences that will be important in the future:

- **Global citizenship**: This is the ability to develop awareness of the world and awareness of sustainability and to take an active role in the global community.
- **Innovation and creativity**, including complex problem solving, analytical thinking and systems analysis.
- **Technological competences**, especially digital competences, including programming, digital-related responsibilities, and use of technologies.
- **Interpersonal skills**: this is the development of interpersonal emotional intelligence (i.e., empathy, collaboration, negotiation skills, leadership, and social awareness) (cf. WEF 2022: 6).

It is obvious that the competences listed above are to be developed by means of active learning. The WEF report on Education 4.0 also outlines other methodological principles of learning that contribute to successful education:

- **Personalised** and **self-directed** learning: It is proposed to replace the system of standardised learning with a system based on the different individual needs of each learner and flexible enough to allow each learner to progress at their own pace.
- **Accessible** and **inclusive** learning: Learning should not only be accessible to those who have access to school buildings; learning would have to be inclusive, i.e., everyone would have access to learning.
- **Problem-oriented** and **cooperative** learning: From a process-oriented to a project- and problem-oriented teaching of content, which requires cooperation with other learners and better reflects the future of the world of work (cf. WEF 2022: 6).

It follows from the above that the role of learning is crucial for the future. Learning should be organised in such a way that the competences mentioned above can be acquired systematically, step by step. The (working) world is constantly changing and one is always confronted with new challenges in everyday life and at work, therefore it will be increasingly necessary in the future to continuously improve existing skills and to acquire new skills based on individual needs. So, according to the WEF report, learning should be **lifelong** and **learner-oriented** (cf. WEF 2022: 6).

Learning Compass 2030 as the OECD's competence strategy: from key competences to transformative competences

The OECD's competence strategy also points out that in a constantly and rapidly changing world, the willingness to engage in active lifelong learning is of great importance: through this, an individual should acquire a broad toolkit of competences (knowledge, skills, attitudes, and values) and in this way secure a place in the labour market and in society (OECD 2019: 63).

The direction in which lifelong learning should lead is shown by the OECD Learning Compass 2030, which sets three basic **transformative competences** as priorities: creating new values, balancing tensions and taking responsibility (OECD 2020: 45ff.; cf. OECD 2020/2021: 9). The transformative competences are defined as enabling learners to help shape the world (OECD 2020/2021: 18). These competences build on the three generic categories of key competences once developed by the OECD in the DeSeCo project [URL 3], namely:

1) interactive use of media and resources (e.g. foreign (languages), IT tools),
2) interaction in heterogeneous groups (including teamwork, conflict resolution) and
3) autonomous agency (including purposeful implementation of plans).

The transformative competences are crucial for a successful life and a well-functioning society (OECD 2005: 6f; OECD 2020: 19; cf. Šileikaitė-Kaishauri/Masiulionytė 2020: 133).

The transformative competences of learners are to be understood as overarching categories that include other (meta)cognitive competences that the OECD believes will be relevant in the future, such as critical thinking and problem solving, *learning* competence (understood as the ability to learn to learn), and attitudes and values such as respect and trust. Anticipation, action and reflection should also be developed, as they can help to cope with uncertainty (OECD 2020/2021: 9). The interplay of these competences unfolds with the help of the OECD Learning Compass 2020. The Learning Compass includes the following elements that learners need "in order not to be passively exposed to changes in our environment and everyday life, but to actively contribute to shaping a desirable future", i.e., to be successful in life (OECD 2020: 20):

1. Learners' ***agency*** and ***co-agency are*** based on the assumption that learners should be able to have a positive impact on their lives and the world. This is understood as the ability to set goals, reflect and act responsibly to bring about change. This means that learners should take initiative and act actively rather than passively accept what is happening, shape their own future and make decisions responsibly rather than submitting to decisions made by others (OECD 2020/2021: 17). In addition to agency exercised in social contexts, *co-agency* is also important, developed "in interactive, mutually supportive and enriching relationships with peers, teachers, parents and communities in an organic way within a broader ecosystem of learning" (OECD 2020: 20).
2. The **transformative competences,** namely creating new values, balancing tensions, and taking responsibility, give a new, global scale to learners' capacity to act and shape, and enable learners to "contribute to shaping a world in which well-being and sustainability are achievable for themselves, for others and for the whole planet" (OECD 2020: 20; cf. OECD 2020/2021: 18).

3. ***Core foundations,*** understood as the fundamental knowledge, skills, attitudes and values that create the basic conditions for further learning. These learning or core foundations form an indispensable basis for the development of learners' agency and transformative competences that enable learners to fulfil their potential. These foundations include not only elementary literacy and numeracy, but also digital literacy and data literacy. However, social and emotional foundations as well as health foundations (physical and mental health) are also added to this (OECD 2020: 20; cf. OECD 2020/2021: 18).
4. Disciplinary, interdisciplinary, epistemic and procedural **knowledge** for 2030 includes theoretical concepts and ideas and practical knowledge based on concrete experiences (OECD 2020: 20; cf. OECD 2020/2021: 18).
5. **Skills** for the year 2030 are understood as the abilities to responsibly use existing knowledge to achieve a specific goal. Three types of these skills are distinguished: cognitive and metacognitive; social and emotional; and practical and physical skills (OECD 2020: 20). Specifically mentioned are critical thinking, problem solving, learning skills, collaboration, self-control, adaptability and resilience (OECD 2020/2021: 18).
6. **Attitudes** and **values** for 2030 include "principles and beliefs that influence the decisions, judgements, behaviours and actions of individuals towards their own well-being and that of society and the environment" (OECD 2020: 20). A community oriented towards peaceful coexistence is only possible if such values as fairness, inclusion and sustainability are shared (OECD 2020/2021: 18).
7. The **anticipation, action and reflection cycle** is a learning process in which "learners continuously improve their thinking and thus act purposefully and responsibly" (OECD 2020: 20). In the anticipation phase, learners are asked to consider what consequences their actions may have in the future. In the action phase, learners are willing and able to act in such a way that their actions contribute to the general well-being. In the reflection phase, learners improve their thinking, which leads to better action for the benefit of the individual, the community and the environment (OECD 2020: 20; cf. OECD 2020/2021: 18).

The WEF and OECD competence forecasts presented above can be summarised in Table 1. At first glance, the table shows the relevance of interdisciplinarity, the increasing role of digital and data literacy and metacognitive systematic competences. According to Sánchez & Ruiz, systematic competences build on instrumental and interpersonal competences (cf. Sánchez & Ruiz 2008: 60-61). This shift in favour of the systematic competences can be explained by the fact that the (surrounding) world and fellow human beings are very diverse and that one not only has to deal with them, but also act in such a way that one's actions are directed towards the general good and take responsibility for it. It is obvious that the moral compass and the sense of responsibility are of great importance in this.

<table>
<tr><th></th><th>OECD 2019</th><th>WEF 2020</th><th>WEF 2022</th><th colspan="3">OECD Learning Compass 2030 (OECD 2020)</th></tr>
<tr><th></th><th></th><th></th><th></th><th>Creating new values</th><th>Balancing tensions</th><th>Taking responsibility</th></tr>
<tr><td rowspan="3">Learning fundamentals (fundamental and technological competences)</td><td colspan="3">Literacy, numeracy</td><td colspan="3">Literacy, numeracy</td></tr>
<tr><td rowspan="2">Digital and data-related digitality</td><td rowspan="2">Use of technologies</td><td>digital skills (incl. programming)</td><td colspan="3" rowspan="2">digital and data literacy: understand, interpret and communicate about digital texts and sources from different online media, navigate competently through, interpret as well as communicate with datasets.</td></tr>
<tr><td>Acting responsibly in the digital world</td></tr>
<tr><td></td><td></td><td></td><td colspan="3">Health as a basis for learning</td></tr>
<tr><td>Professional skills</td><td>Transfer of expertise to new areas</td><td colspan="2">Interdisciplinary competence profiles, retraining and/or lateral entry</td><td colspan="3">From disciplinarity to interdisciplinarity Knowledge:
Networking and bringing together related topics from different subjects to form interdisciplinary subject areas.</td></tr>
<tr><td rowspan="8">(Meta)cognitive competences</td><td colspan="3">Lifelong active learning</td><td colspan="3">Metacognition and lifelong learning</td></tr>
<tr><td colspan="2">critical and analytical thinking</td><td>System analysis</td><td colspan="3">critical thinking</td></tr>
<tr><td colspan="2">Self-regulation</td><td></td><td rowspan="2"></td><td colspan="2" rowspan="2">Self-awareness, self-regulation and reflective thinking</td></tr>
<tr><td></td><td colspan="2">Resilience, stress tolerance</td></tr>
<tr><td>creative thinking</td><td></td><td rowspan="2">Innovation and creativity</td><td colspan="2">Creativity</td><td></td></tr>
<tr><td></td><td>Flexibility</td><td>Open attitude towards the new</td><td>Cognitive flexibility, change of perspective</td><td></td></tr>
<tr><td colspan="3">Problem-solving competence: Solving complex problems</td><td colspan="2">Problem solving in collaboration with others: new answers to intractable complex problems</td><td></td></tr>
<tr><td></td><td colspan="2"></td><td>Risk management, adaptability</td><td>Resilience, tolerance of complexity and ambiguity</td><td></td></tr>
<tr><td rowspan="5">Interpersonal (social and emotional) competences</td><td colspan="3">Cooperation (communication and interaction with others)</td><td colspan="2">Working with others to solve problems</td><td></td></tr>
<tr><td>Empathy</td><td></td><td>emotional intelligence (empathy)</td><td></td><td colspan="2">Compassion and respect for the views of others</td></tr>
<tr><td></td><td></td><td>Negotiating skills</td><td></td><td>Conflict resolution skills</td><td></td></tr>
<tr><td>Sense of duty</td><td></td><td>Social awareness, leadership</td><td></td><td rowspan="2">Sense of responsibility towards others</td><td>Building trust</td></tr>
<tr><td></td><td></td><td>Global citizenship: world citizenship, awareness of sustainability, active role in the global community</td><td></td><td></td></tr>
</table>

Tab 1: Comparison of OECD (2019, 2020) and WEF (2020, 2022) skills forecasts.

Pluralistic Approaches to Languages and Cultures: Multilingualism and Pluriculturality as a Goal of European Education Policy

One of the goals of European education policy continues to be the promotion of intercultural competence and multilingualism, which was already emphasised in the first version of the Common European Framework of Reference for Languages (hereafter - CEFR, Council of Europe 2001). Against the background of today's processes of globalisation, migration, etc., these goals are still relevant.

According to the CEFR, **multilingualism** (or **plurilingualism**) goes beyond the limits of multilingualism, i.e. the isolated knowledge of several languages or the coexistence of several languages in a society. By plurilingualism it is meant that several languages and cultures together form a communicative competence that encompasses the mutual interactive relationships of all language skills and language experiences of a multilingual person, so that the person can flexibly draw on certain partial competences as needed depending on the communication situation in order to communicate effectively (Council of Europe 2001: 17). In addition to socio-cultural knowledge of features such as traditions of daily life, living conditions, interpersonal relationships, values, beliefs and attitudes, social conventions, ritual behaviour in certain situations, which are characteristic of the society and culture of a language community, intercultural awareness and intercultural skills also play a role in this competence (Council of Europe 2001: 104ff). Intercultural awareness is the conscious understanding of the similarities and differences between two cultures and the understanding that there

are other cultures (Council of Europe 2001: 105). This awareness forms a basis for intercultural skills, i.e. the ability to relate one's own culture to the foreign culture, to develop sensitivity for other cultures, to act effectively as a cultural mediator between cultures, to cope with intercultural misunderstandings and conflict situations and to free oneself from stereotypes (Council of Europe 2001: 106). The latter skills are particularly relevant in relation to such competences as balancing tensions and taking responsibility and are indispensable in foreign language teaching. Furthermore, the CEFR talks about complex multilingual and pluricultural competence, which "encompasses the whole range of languages available to a person" (Council of Europe 2001: 163).

However, it must be admitted that the individual competences of language learners tend to be treated separately in the CEFR. In order to enable language teachers and language learners to include several languages and cultures in the classroom, to relate the individual competences and experiences of each language learner to each other and possibly to assign them to an overarching concept of competence, as well as to promote reflection on language learning, the European Centre for Foreign Languages of the Council of Europe developed a Framework of Reference for Pluralistic Approaches to Languages and Cultures (RePA) [URL 4, see also URL 5] in 2007, i.e. cross-linguistic teaching and learning procedures (Candelier et al. 2007: 5). The authors of the RePA distinguish four pluralistic approaches, namely 1) intercultural learning, 2) integrated didactic approaches to different foreign languages studied (learning across languages and subjects), 3) intercomprehension of related languages and 4) the "*l'éveil aux langues"* (language awareness or awareness of linguistic and cultural diversity) (Candelier et al. 2007: 5-6; cf. Fäcke 2021: 66). In the meantime, an updated version of the RePA has been published in English (Candelier et al. 2012).

The authors of the RePA speak of global competences and interculturally or pluriculturally oriented resources (on the one hand individual or internal resources such as knowledge, attitudes and behaviour as well as skills, and on the other hand external resources), which cover different dimensions of intercultural learning, in that the learners draw on corresponding internal and external resources in certain situations. Depending on the situation, different combinations of resources are activated and competences result from their interaction (Candelier et al. 2007: 15ff.; cf. Candelier et al. 2012: 13f; Goethe-Institut 2015).

Two basic intercultural competences are distinguished, namely competence to communicate linguistically and culturally in the context of alterity (C1) and competence to build and expand a multilingual and pluricultural repertoire (C2), each of which can be divided into several microcompetences. The former includes micro-competences such as competence to resolve conflicts, remove obstacles, clarify misunderstandings in the intercultural field (C1.1), negotiation competence (C1.2), competence of language mediation (C1.3) and adaptation competence (C1.4); the latter includes micro-competences such as competence to use one's own intercultural and plurilingual experiences (C2.1) and competence to initiate systematic and controlled learning processes in the intercultural context (C2.2). Furthermore, the authors of the RePA distinguish competence to change perspectives (C3), competence to make sense of the linguistically and/or culturally unfamiliar (C4), competence to distance oneself (K5), competence to critically analyse one's own communicative situation or a learning situation and the related activities (K6) and competence to recognise and acknowledge alterity in its differences and similarities (K7) (Candelier et al. 2012: 20). Comparing this list of

competences with the list of the OECD Learning Compass 2030 (see Table 1), we find that the two are in line with each other.

As for the resources through whose mobilisation competences are activated, the RePA presents three lists of descriptors for individual resources, including declarative knowledge or *knowledge/savoir* (K), personal knowledge or *attitudes/savoir-être* (A) and procedural knowledge or *skills/savoir-faire* (S). The competences activated and applied during the processes of reflection and action through mobilisation of resources thus comprise declarative, personality-related and procedural knowledge "that is valid for all languages and cultures and that concerns the relationships between languages and cultures" (Candelier et al. 2007: 34; cf. Candelier et al. 2012: 30).

In the classroom, these competences can be promoted using appropriate materials and tasks. Curriculum and programme authors and teachers can use the RePA descriptors and the teaching materials available in the RePA database [URL 6] as well as the accessible examples of RePA use [URL 7] to develop and update curricula, formulate teaching objectives, analyse existing tasks and design new ones by searching the database and adapting certain materials to their own context (Goethe-Institut 2015). Interesting is for example the presentation "The use of the FREPA for curricula: Three cases" (Candelier, n.d.) of three concrete cases of how the RePA was used for the development or implementation of curricula. One of them is *Path to global citizenship* from Oulu (Finland), which is a tool for implementing the new Finnish curriculum that came into force in 2016 and focuses, among other things, on linguistic and cultural awareness. In any case, RePA can help to achieve an integrative and reflexive approach to languages and cultures in which all learners' linguistic and cultural resources can be considered (Goethe-Institut 2015) and for "the development of (foreign language) teaching oriented towards competences in several languages and cultures" (Quetz/Vogt 2021: 11).

It should be noted here that a Companion volume to the CEFR has now been published (Council of Europe 2018-2020, cf. Council of Europe 2020). As an extension of the original CEFR, the Companion volume includes new scales and sample descriptors, including scales on plurilingualism and pluriculturalism at the levels from A1 to C2, which were omitted from the CEFR because the two areas of competence "are now becoming more important in view of globalisation and migration and the increasing number of multilingual and multicultural people and, above all, learners in foreign language teaching throughout Europe" (Quetz/Vogt 2021: 10). In total, there are 6 new scales on plurilingual and pluricultural competence, related to mediation ('Promoting pluricultural space', 'Acting as mediator in informal situations (among friends and colleagues)', 'Facilitating communication in sensitive situations and disagreements') (Council of Europe 2020: 135ff.) and directly to plurilingual and pluricultural competence ('Building on a pluricultural repertoire', 'Plurilingual understanding', 'Building on a plurilingual repertoire') (Council of Europe 2020: 146ff.). Thus, plurilingualism and pluriculturalism are given greater weight, which is positive because "[i]n linguistically and culturally heterogeneous societies, the relevance of plurilingualism and pluriculturalism results from societal conditions that cannot be ignored in terms of socio-political, educational and school (language) policy" (Fäcke 2021: 67).

Didactic and methodological postulates for school education in the 21st century

Against the background of the forecasts and trends explained above, certain didactic and methodological approaches for future learning can be identified, which are presented below.

The competences highlighted by the OECD in 2005 and 2019 have been updated and systematised with the help of the OECD Learning Compass 2030, bringing their usefulness to the fore. For example, such (meta)cognitive competences as problem-solving skills and interpersonal competences such as cooperation are related to each other and enriched by new aspects. Problems are to be solved in collaboration with others, and the purpose of collaboration is to solve complex problems rather than simple problems, while also finding new solutions to long-standing problems. "The metaphor of a compass for learning is intended to make clear that students today must learn to navigate independently through terrain that is unfamiliar to them and to find their own way in a meaningful and responsible way, rather than unthinkingly following the guidance or instructions of their teachers." (OECD 2020: 23).

If, following the OECD Learning Compass 2030 (OECD 2020), one traces the transformations that the school curriculum has undergone over the centuries, one can first note that the overarching didactic goal today is no longer the preparation for the labour market, i.e. training for occupation and gainful employment, postulated in the 19th century, and that the goal of training for independence and the assumption that education serves self-realisation, which were current for the 20th century, are also no longer relevant. Today, the curriculum must be put together in such a way that it enables learners to prepare themselves for the "interconnectedness" of the (surrounding) world and for civic engagement. Accordingly, it is important today not only to include academic subjects such as mathematics and foreign languages as well as other subjects in the subject canon, but to achieve a balanced "breadth and depth" of the curriculum through interdisciplinary content. Neither the curriculum nor the learning process must remain linear, i.e. static and standardised today, they must be **individualised**, **dynamic** and **flexible** (cf. OECD 2020: 15). For school education, it means not only giving lessons and assessing performance, but also letting learners participate in the design of the curriculum. Learners and teachers, but also parents and communities, should work together to help learners achieve the goals they have set together (OECD 2020/2021: 17).

Among other things, this creates favourable conditions for the promotion of **plurilingualism** and **pluriculturalism, which are** to be regarded as central to the teaching and learning of languages. Above all, this applies to the development of linguistic and cultural awareness, but not only to this. The fact that pluricultural competence is given greater consideration in the companion volume to the CEFR (Council of Europe 2020) in the context of globalisation, migration and digitalisation could, according to optimistic assessments, lead not only to an increased awareness of its relevance for the teaching and learning of languages, but also to a shift in the position of languages in schools in favour of (foreign) languages other than English, e.g. 2nd and 3rd languages or mother tongue, so that these are more strongly represented in the curriculum and in teaching practice (cf. Fäcke 2021: 68). In foreign language teaching, it is no longer valid to be oriented towards a *native speaker* model: "The move away from monolingual and monocultural oriented foreign language teaching goes hand in hand with an inclusive understanding of language and communication, which

puts multilingual and multicultural competences in the foreground instead of the orientation towards an ideal *native speaker*" (Fäcke 2021: 68). In terms of lesson design and the selection of content and topics in foreign language teaching, according to Fäcke, a great deal of freedom is thus to be expected, which allows **linguistic-cultural heterogeneity** to be addressed. As examples, she mentions, among other things, a more balanced treatment of francophone countries in French lessons or the diversity of *Englishes* (Fäcke 2021: 68). Camerer points out that "pluricultural competences should now be regarded as fixed learning goals of foreign language acquisition, not as supplements or additional modules, but as indispensable aspects of language as social action" (Camerer 2021: 86).

The OECD report on 21st Century Curriculum identifies the following relevant features:

1. **Digital** curriculum.
2. **Personalised** curriculum.
3. **Competency-based** curriculum encompassing **interdisciplinary** content.
4. **Flexible** curriculum (cf. OECD 2020/2021: 9).

In this context, it is advisable to point out the role of new technologies and digital tools in the compilation and implementation of the curriculum.

New technologies can transform education systems and improve learning outcomes. Used properly, technology-enabled models contribute to collaborative learning, strengthen learners' motivation and make formative assessment easier, while reducing the cost of access to education (OECD 2019: 52). Using new technologies, it is much easier for teachers to share experiences and materials, provide quick and targeted feedback to learners, and reach as many learners as possible in real time - including those who do not have the opportunity to participate in class face-to-face (OECD 2019: 67).

Another advantage offered by digital tools is that they enable personalised teaching: learners can progress at their own pace and teachers are able to spend more time with struggling learners (OECD 2019: 66). In addition, technologies are changing the content and sources of knowledge: Traditional books can be supplemented by educational software, online lessons or digital content. This enables young learners in particular to both find information and practice their digital skills (OECD 2019: 66). It is particularly important to develop the relevant competences as early as possible. Indeed, there is a clear correlation between the results of PISA surveys, which measure school performance, and the PIAAC[1] surveys, which measure basic competences of the world's adult population: Countries that perform well in PISA also perform well in PIAAC and vice versa (OECD 2019: 78).

Finally, however, it should be pointed out that the digitalisation of the curriculum and teaching practice should not be an end in itself but should serve the overarching goal of education to shape the world. Andreas Schleicher puts it very aptly in the foreword to the OECD Learning Compass 2030: "We live in a world in which the things that are easy to teach and test are also easy to digitise and automate. The world no longer rewards us solely for what we know - Google already knows everything - but for what we can do with what we know. The future will be about linking the artificial intelligence of computers with the cognitive, social and emotional skills and values of

1 Programme for the International Assessment of Adult Competences.

people. It will be our imagination, consciousness and sense of responsibility that will help us to use technology to shape the world for the better. [...] The bottom line is that if we want to stay ahead of technological development, we need to find and refine the qualities that are unique to us as human beings. This capacity must be developed so that our abilities and those of our computers can complement each other and not compete" (OECD 2020: 6f.).

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I. Future competences

2 Digital competences

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The path to digital competences

The relevant professional discussions about the use of media in the classroom originally belong to the field of media didactics or media pedagogy. The beginnings of a media didactic discussion date back to the beginning of the 20th century. After the emergence of film, the teachers of the time saw in the new mass medium above all a danger for young people and were basically two reactions. On the one hand, the so-called "media protection pedagogy", which resulted from the defence and rejection of the new medium, and on the other hand, the intention of educating the youth to watch "good" films. Here, the defensive attitude prevails; the seemingly positive approach in this period is also associated with National Socialist cultural policy in the context in which these debates originated, which points to the problem of a possible ideological bias in a normative approach to the media in other contexts and times as well. Erhard U. Heidt (1979: 119) states that the defensive position of media didactics in the post-war period did not change significantly until the 1970s. In addition, he states that media didactics of his time, as a "normative Handlungslehre" (normative theory of action), only considered the recipient perspective and that education for the active and independent productive use of media was largely absent. In addition to the critical component oriented towards the analysis and reflection of mass media, a more constructive component of media didactics began to develop in the 1970s, aiming at active and productive use of media. This approach thus combines critical and communication-oriented viewpoints that can still be found in today's perception of digital competences. In time, the action-oriented use of media in teaching practice should be based on didactic criteria and not on pragmatic factors such as availability, time or cost. Nevertheless, the use of media in the classroom in the 1980s still caused a stir and newspapers carried headlines such as "Revolution in the classroom. Computer becomes compulsory" (cf. Biermann 2020: 20). But even among the experts, the almost 100-year dispute sparked off between the sceptical "Luddites", who even accuse the present of digital dementia, and the enthusiasts, who, however, not infrequently relativise the role of the teacher in the classroom and sometimes almost consider it superfluous. Both extreme viewpoints can still be found in the 21st century (cf. Graf 2021: 22).

Although the present is referred to as the age of the digital revolution, it is a process rather than a state, so the present must be understood in terms of digital transformation. Even the European Union recognises the immense importance of this change and the realisation of the Digital Single Market (with a focus on the use of digital technology) is one of the political guidelines of the European Commission in 2014 and in the years 2019 - 2024, the acceleration of the digital transformation is one of the 6 priorities of the Commission. As a target for this transformation, the so-called Digital Compass was presented in 2021, which revolves around four key points: basic digital skills, secure

and sustainable infrastructure, digital transformation in business and digitalisation of public services [URL 1]. This declares the decade until 2030 as Europe's Digital Decade.

Even though the EU's Digital Compass points north towards competences and sets the goal of at least 80% of the population having basic digital skills by 2030, there can hardly be any talk of a revolution in the education sector so far, as Rolf Biermann, for example, claims. Instead, he describes the digitalisation of schools as a "creeping process" that is only accompanied by fragmentary sustainable efforts (Biermann 2020: 20). The ability to handle digital media competently is still not a matter of course and digital education is said to be only emerging. The slowness of the process is also reflected in the fact that the digital literacy framework model has been under development for more than 16 years. For the first time, digital literacy was defined in 2006 in the Council's recommendations on key competences for lifelong learning and updated again in 2018. In the meantime, the DigComp project was launched in 2010, hosted by the Joint Research Centre of the European Commission. As a result of this project, the first reference framework for digital competences was created in 2013, which was later called DigComp 1.0 (cf. Ferrari 2013). Later, versions 2.0 (2016), 2.1 (2017) followed until the most recent version 2.2, which was published in March 2022. In the following, we focus on the description of the basic aspects of digital competences based on the latest published reference framework (Vuorikari et al. 2022).

Digital competences according to DigComp 2.2

Although DigComp 2.2 is the latest revised version of the Digital Competences Framework, the definition of digital competence that underpins this framework is based on the 2018 Council Recommendation on Key Competences for Lifelong Learning. Digital competence is one of the 8 key competences and is defined as follows:

> Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking. [URL 2].

The aspect of media literacy was just added to the definition during the last revision. It is emphasised that the individual competences and their sub-competences are intertwined and mutually influence and complement each other. For example, literacy includes, among other things, "the ability to distinguish and use different types of sources, to search for, collect and process information" (ibid.), which is inconceivable without digital literacy in the context of sources available online. Similarly, this kind of interdependence applies to all other key competences, because nowadays they are also acquired with the help of digital technology. Digital competence itself subsumes five areas of competence; these include:

1. Information and data literacy
2. Communication and collaboration (with the help of digital technologies)
3. Digital content creation

4. Safety (responsible use of media)
5. Problem solving

The first three of these areas are related to specific activities and user groups, with safety and problem-solving awareness intervening in all other competence areas. The above-mentioned five competence areas represent the first dimension, which is expanded by a total of 21 competence descriptors and designations that are relevant for each area. The assignment of the individual competences to the superordinate competence areas looks as follows (cf. Vourikari et al. 2022: 9-50):

1. Information and data literacy

1.1 Browsing, searching and filtering data, information and digital content: Formulate information needs, search for, access and navigate between data, information and content in digital environments. Create and update personal search strategies.

1.2 Evaluating data, information and digital content: Analyse, compare and critically evaluate the credibility and reliability of data sources, information and digital content. Analyse, interpret and critically evaluate data, information and digital content.

1.3 Managing data, information and digital content: Organise, store and retrieve data, information and content in digital environments. Organise and process these in a structured environment.

2. Communication and collaboration (with the help of digital technologies)

2.1 Interacting through digital technologies: Interact using different digital technologies and understand appropriate digital communication tools for a given context.

2.2 Sharing information and content through digital technologies: Share data, information and digital content with others using appropriate digital technologies. Act as an intermediary and be aware of referencing and attribution practices.

2.3 Engaging in citizenship digital technologies: Participation in society using public and private digital services. Seek opportunities for empowerment and civic participation through appropriate digital technologies.

2.4 Collaborating through digital technologies: Use digital tools and technologies for collaborative processes and for co-construction and co-creation of resources and knowledge.

2.5 Netiquette: Be aware of the norms of behaviour and know-how when using digital technologies and interacting in digital environments. Adapt communication strategies to the audience and be aware of cultural and generational diversity in digital environments.

2.6 Managing digital identity: Be able to create and manage one or more digital identities, be able to protect one's reputation and manage the data one produces using different digital tools, environments and services.

3. Digital content creation

3.1 Developing digital content: Create and edit digital content in different formats, express oneself through digital means.

3.2 Integrating and re-elaborating digital content: Modify, refine, enhance and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.
3.3 Copyright and licences: Understand how copyright and licences apply to data, information and digital content.
3.4 Programming: Planning and developing a sequence of understandable instructions for a computer system to solve a specific problem or perform a specific task.

4. Safety (responsible use of media)
4.1 Protecting devices: Protecting devices and digital content and understanding of risks and threats in digital environments. Knowledge of security measures and consideration of reliability and data protection.
4.2 Protecting personal data and privacy: Protect personal information and privacy in digital environments. Understand how to use and share personally identifiable information, being able to protect oneself and others from harm. Understand that digital services use a 'privacy policy' to inform how personal information is used.
4.3 Protecting health and well-being: Be able to avoid health risks and threats to physical and mental well-being when using digital technologies. Be able to protect themselves and others from potential dangers in digital environments (e.g., cyber-bullying). To use digital technologies for social well-being and inclusion.
4.4 Protecting the environment: Be aware of the environmental impact of digital technologies and their use.

5. Problem solving
5.1 Solving technical problems: Identify and solve technical problems in operating equipment and using digital environments (from troubleshooting to solving more complex problems).
5.2 Identifying needs and technological responses: Assess needs and identify, evaluate, select and use digital tools and possible technological solutions for these needs. Adapt digital environments to personal needs (e.g., accessibility).
5.3 Creatively using digital technologies: Using digital tools and technologies to create knowledge and innovate processes and products. Individual and collective cognitive processing to understand and solve conceptual problems and problem situations in digital environments.
5.4 Identifying digital competence gaps: Understand where own digital literacy needs to be improved or updated. Be able to support others in developing their digital competence. Seek opportunities for self-development and keep up with digital development.

Within the third dimension of the reference framework, a total of 4 overall levels and 8 granular competence levels are described; these correspond to the European Qualifications Framework (EQF), to which several national qualifications frameworks have been adapted in the meantime. The progression is from the foundation level (levels 1 and 2) through the intermediate (levels 3 and 4) and advanced level (levels 5 and 6) to the highly specialised level (levels 7 and 8). The individual

levels differ primarily based on the complexity of the tasks performed, autonomy and cognitive performance. This table offers a simplified overview:

T.6 Main keywords that feature the proficiency levels

4 OVERALL LEVELS	Foundation		Intermediate		Advanced		Highly specialised	
8 GRANULAR LEVELS	1	2	3	4	5	6	7	8
COMPLEXITY OF TASKS	Simple task	Simple task	Well-defined and routine tasks, and straightforward problems	Tasks, and well-defined and non-routine problems	Different tasks and problems	Most appropriate tasks	Resolve complex problems with limited solutions	Resolve complex problems with many interacting factors
AUTONOMY	With guidance	Autonomy and with guidance when needed	On my own	Independent and according to my needs	Guiding others	Able to adapt to others in a complex context	Integrate to contribute to the professional practice and to guide others	Propose new ideas and processes to the field
COGNITIVE DOMAIN	Remembering	Remembering	Understanding	Understanding	Applying	Evaluating	Creating	Creating

Tab. 2 (Cf. DICOMP 2, page 71)

The reference framework is complemented by an additional 259 examples of knowledge, skills and attitudes that apply to individual competence and represent the fourth dimension. The fifth dimension consists of examples of the applicability of competences in different contexts - basically in employment and learning scenarios.

At the national level, there can sometimes be individual additions and modifications to the reference framework. "Digital competence model for Austria DigComp 2.2 AT"[2] , for example, extends the digital competences by level 0. Three new competences are assigned to this level, which is called "Basics and access" - namely "01. Understanding concepts of digitisation", "0.2 Operating digital devices" and "0.3 Knowing, using or providing inclusive forms of access to digital offerings". In addition, some competence descriptors are changed (e.g. programming (EU)/programming and automating processes (AT) or problem solving (EU)/problem solving and further learning (AT) etc.) or added - such as the new descriptor "Protecting oneself against fraud and abuse of consumer rights" in the competence area security [URL 3]. The additions increase the sum of digital competences in this model from 21 to 25. The Austrian model is a good example of the implementation and adaptation of the model to national conditions, strategies and priorities. However, to date, many EU countries lack a translation of the Framework into their national languages, which generally slows down the dissemination of DigComp. The development of digital competences is also hindered by many other factors, which Andrea Schaffar summarises in the following chart (cf. Schaffar 2013: 5):

2 Even though this model uses the acronym DigComp 2.2 AT, it is still based on the Reference framework 2.1.

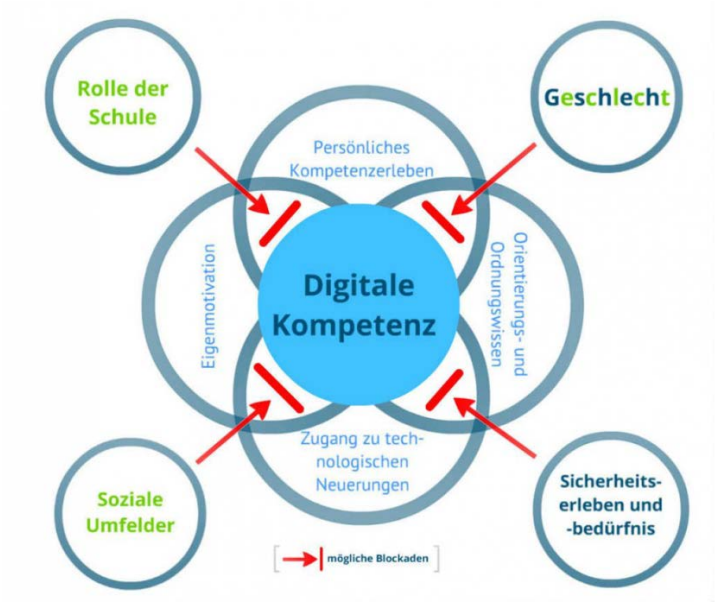

Fig. 1 Blockages to the development of digital literacy

On the other hand, the perception of the reference framework in practice is helped by several tools that serve to evaluate, monitor and certify digital competences. With the help of the following tools, which are available free of charge and online, all interested parties can determine their own competence level in the process of self-evaluation:

1) **Digital Skills & Jobs Platform**
   - In this test, which takes about 25 minutes, questions are asked about the different competences. In the self-evaluation, the options "I don't know how to do this/I can do it with help/I can do it on my own/I can do it with confidence and, if needed, I can support/guide others " are available. However, only levels 1 to 6 of the Digital Competence Framework are considered. The test is available in 29 languages.
     Link: https://digital-skills-jobs.europa.eu/digitalskills
2) **MyDigiSkills**
   - this test attempts to determine the level of competence with 82 questions targeting skills, knowledge or attitudes. Self-assessment is realised with similar questions as in Digital Skills & Jobs Platform. There are 11 languages available
     Link: https://mydigiskills.eu/
3) **The Digital Competence Wheel**
   - in The Digital Competence Wheel only 4 of the 5 competence areas are analysed, but the graphical evaluation provides an overview of the strength in each area (from 0 to 100%) and the development of 15 individual competences (from 0 to 100%).The evaluation is available in 10 languages.
   - Link: https://digital-competence.eu

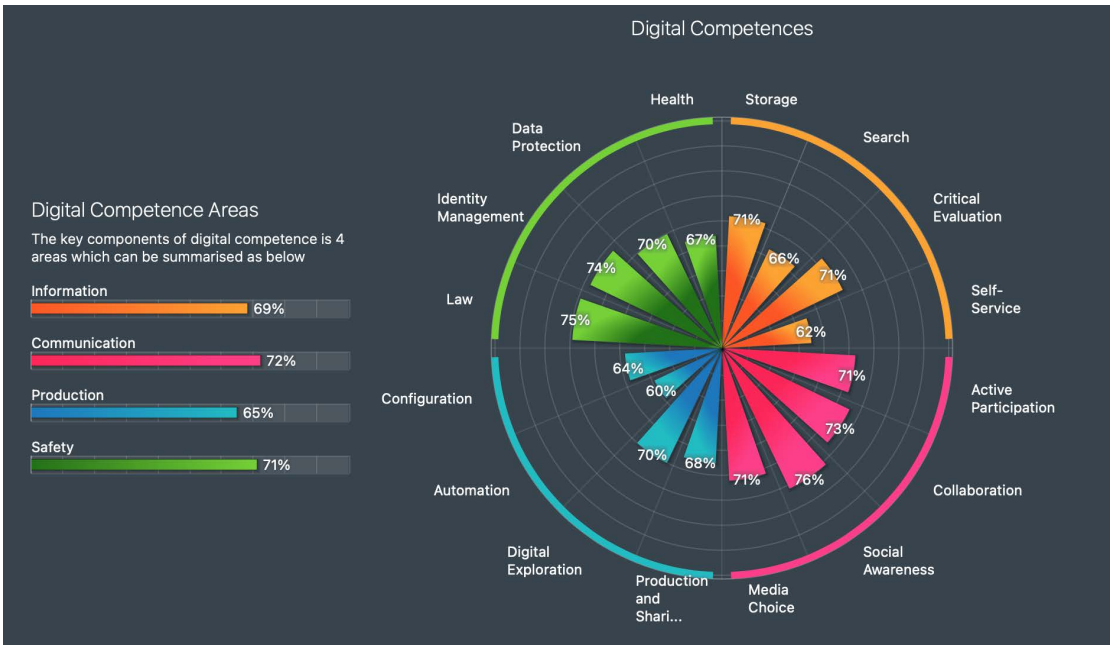

Fig. 2 Example of the result of the analysis with the help of The Digital Competence Wheel

Besides these, several other self-reflection tools also exist, often on a commercial basis.

While implementing the Reference Framework for Digital Competences, the DIGCOMP COMMUNITY OF PRACTICE (COP) platform was also created and is hosted on the pages of the All-Digital project [URL 4]. It is open to both individuals and organisations working on the development of digital competences and wishing to share their experiences. As of spring 2022, 575 members have registered with this platform The overview of the sectors from which the stakeholders come shows that the implementation of the digital literacy reference framework has so far been carried out predominantly (47.8%) in the education sector.

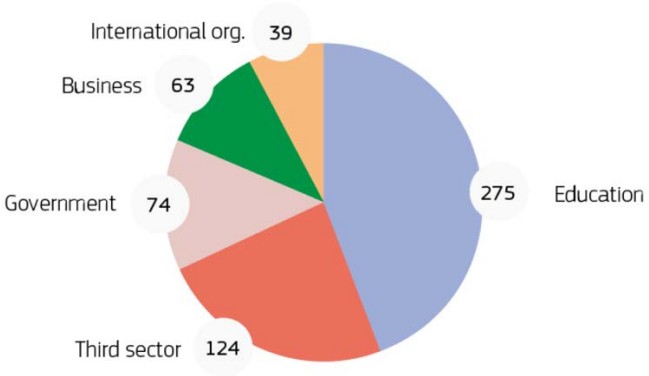

Fig 3: DigComp COP members by sector

In the field of education in particular, a sector-specific variant of the Framework was also developed in 2017: The European Framework for the Digital Competence of Educators (DigCompEdu), which

aims to support the development of education-specific digital competences. It addresses all levels of education, including general and vocational education, special needs education and non-formal learning contexts. Its main aspects will be presented in the next section.

The European Framework for the Digital Competence of Educators (DigCompEdu)

While the European Digital Competences Framework covers both teachers' and learners' competences in general, the one of DigCompEdu focuses on teachers' competences. Even though learners' competences are addressed in the sixth domain of the Framework, they only take up the competences already described in DigComp. The last current version of the DigCompEdu was published in 2017 (in principle there are no previous versions) and apart from the English version there are so far translations only into some of the European languages.[3] The integration of the reference framework into the existing professional practice of educators, into their training and further education is still largely missing.

The basic aspects of DigCompEdu are summarised in the following model: [4]

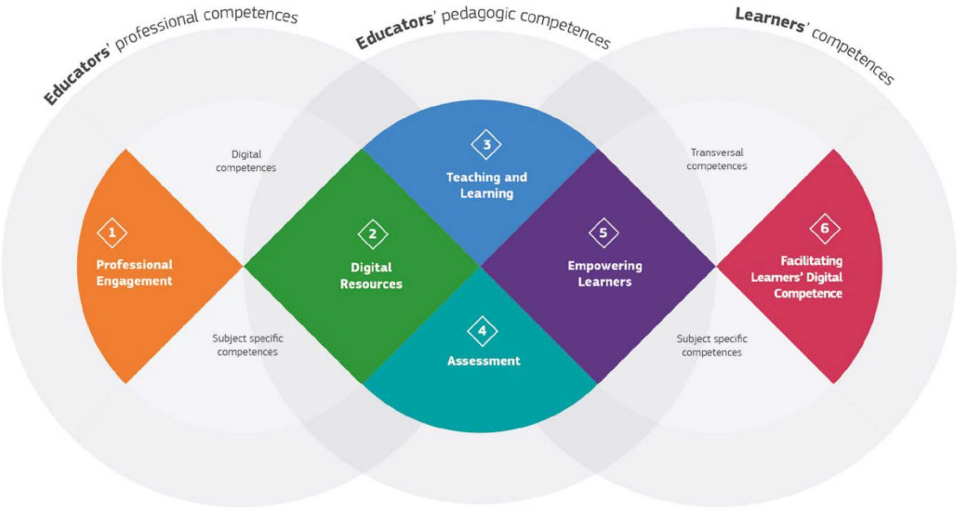

Fig. 4: Competence areas of DigCompEdu

Similar to DigComp, in this model the competences are divided into different areas. The difference, however, is that teachers' digital competence does not only include the use and reflection of digital technologies in the context of teaching and learning but goes beyond that. Indeed, teaching

3 So far, the EU Science Hub (JRC) list includes translations into Czech, Italian, Lithuanian, Portuguese, Slovenian, Basque, German, Croatian, Romanian and Spanish. These are translations that have been produced on the initiative of individual institutions in the education sector. Cf. https://joint-research-centre.ec.europa.eu/digcompedu/digcompedu-framework/digcompedu-translations_en.

4 In the following, we will refer to the original text of DigCompEdu (Redecker 2017).

activities take into account the broader professional environment in which these activities take place. This includes the use of digital media outside the classroom (in interaction with colleagues, parents or learners, in one's own professional development and in improving the organisation and development of pedagogical practice) on the one hand (competence area 1) and the promotion and development of learners' digital competence (competence area 6). However, the focus is on the pedagogical and didactical competences of teachers (competence areas 2 to 5) in connection with general digital competence. The six competence areas summarise a total of 22 sub-competences, to which the following descriptors are assigned:

1. Professional engagement

1.1 Organisational communication: Use digital technologies to improve organisational communication with learners, parents and third parties. Contribute to the development and improvement of organisational communication strategies.

1.2 Professional collaboration: Using digital technologies to collaborate with other teachers to share and exchange knowledge and experiences and to renew pedagogical practices together.

1.3 Reflective practice: Individual and collective reflection, critical evaluation and active development of one's own digital pedagogical practice and that of one's educational community.

1.4 Digital continuous professional development: Use digital sources and tools for continuous professional development.

2. Digital resources

2.1 Selecting digital resources: Identify, evaluate and select digital resources for teaching and learning. Consider the specific learning objective, context, pedagogical approach and learning group when selecting digital resources and planning their use.

2.2 Creating and modifying digital resources: Adapt and develop existing freely licensed resources and other resources where permitted. Create or co-create new digital educational resources. Take into account the specific learning objectives, context, pedagogical approach and learning group when designing digital resources and planning their use.

2.3 Managing, protecting and sharing digital resources: Organise digital content and make it available to learners, parents and other teachers. Protect sensitive digital content effectively. Respecting and correctly applying data protection and copyright rules. Understand the use and creation of open licences and open educational resources, including their correct attribution.

3. Teaching and learning

3.1 Teaching: Planning and use of digital devices and resources in the teaching process to improve teaching effectiveness. Appropriate organisation and delivery of digital teaching. Experimenting with and developing new formats and pedagogical methods for teaching.

3.2 Guidance (learning support): Use digital technologies and services to enhance interaction with learners, individually and collectively, inside and outside the classroom. Use digital technologies to provide timely and targeted guidance and support. Test and develop new forms and formats for learning guidance and counselling.

3.3 Collaborative learning: Use digital technologies to promote and enhance learner collaboration. Enable learners to use digital technologies as part of collaborative tasks to improve communication, collaboration and shared knowledge building.
3.4 Self-regulated learning: using digital technologies to support self-regulated learning processes, i.e. enabling learners to plan, monitor and reflect on their own learning, demonstrate their progress, share insights and find creative solutions.

4. Assessment
4.1 Assessment strategies: Use digital technologies for formative and summative learning control and assessment. Improve the diversity and appropriateness of assessment formats and approaches.
4.2 Analysing evidence: Produce, select, critically analyse and interpret digital evidence of learners' activities, achievements and progress to support teaching and learning.
4.3 Feedback and planning: Use digital technologies to provide targeted and timely feedback to learners. Adapt instructional strategies and provide targeted support based on the insights gained using digital technologies. Enable learners and parents to understand and use insights gained through digital technologies for decision-making.

5. Empowering learners
5.1 Accessibility and inclusion (digital participation): Ensure accessibility to learning resources and activities for all learners, including those with special needs. Taking into account and responding to learners' (digital) expectations, abilities, uses and misconceptions, as well as contextual, physical or cognitive limitations when using digital technologies.
5.2 Differentiation and personalisation: using digital technologies to address learners' different learning needs by enabling them to progress at different levels and speeds and to follow individual learning paths and goals.
5.3 Actively engaging learners: Use digital technologies to promote learners' active and creative engagement with a topic. Using digital technologies within pedagogical strategies that promote learners' transferable skills, deep thinking and creative expression. Opening learning to new, real-world contexts that involve learners themselves in hands-on activities, scientific investigations or complex problem solving, or otherwise promote learners' active engagement with complex issues.

6. Facilitating learners' digital competence
6.1 Information and media literacy: Integrating learning activities, tasks and test items that require learners to articulate information needs, find information and resources in digital environments, organise, process, analyse and interpret information, and compare and critically evaluate the credibility and reliability of information and its sources.
6.2 Digital communication and collaboration: Include learning activities, tasks and assessments that require learners to use digital technologies effectively and responsibly for communication, collaboration and citizenship.

6.3 Digital content creation: Include learning activities, tasks and assessments that require learners to express themselves through digital means and to modify and create digital content in different formats. Learners should learn how copyright and licences apply to digital content, how to reference sources and indicate licences.

6.4 Responsible use: Take measures to ensure the physical, psychological and social well-being of learners when using digital technologies. Enable learners to manage risks and use digital technologies safely and responsibly.

6.5 Digital problem solving: Incorporating learning activities, tasks and assessments that require learners to identify and solve technical problems or creatively transfer technical knowledge to new situations.

Each of the mentioned competence areas and all listed competences can be progressively developed in eight levels. The progression model is based on the European Qualifications Framework and on the overall and granular levels defined in the Reference Framework for Digital Competences, unlike these, the highly specialised level (levels 7 and 8) is not applied and similarly to the self-evaluation scenarios teachers are not expected to reach the level of specialists in the field of digital technologies.[5] In addition, DigCompEdu aligns the level model with the Common European Framework of Reference for Languages, numbering the levels from A1 to C2 and giving each level its designation. The competence levels increase from newcomer (A1), to explorer (A2), integrator (B1), expert (B2), leader (C1) to pioneer (C2). A schematic overview shows the progression using selected key terms:

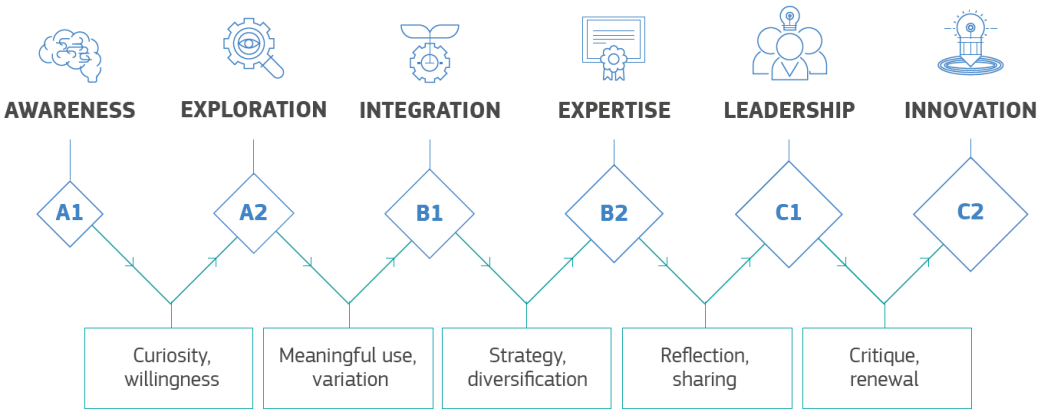

Fig. 5: DigCompEdu progression model

For all 22 competences, concrete activities are proposed and corresponding descriptors for progression and competence statements are assigned. The intention of the model and of the European Framework for Teachers' Digital Competences is explained in these words:

5 Theoretically, however, it must also be expected that at least the teachers in the tertiary sector who train future experts for IT industries should themselves reach the highest competence level of levels 7 and 8. The question also arises as to whether this also applies to the foreign language teachers who are supposed to teach the technical language at this level, or whether the level of competence of the teachers in the sixth competence area is not relevant in this specific case.

" It is not intended as a normative framework or as a tool for performance appraisal. On the contrary, the 22 competences are explained in six stages to inform educators about where they stand, what they already have achieved and what would be the next steps if they want to further develop this specific competence. The proficiency statements are designed to celebrate achievements and to encourage educators to develop their competences, by indicating small steps that will eventually, step by step, increase their confidence and competence." (Redecker 2017: 28)

Despite the ideal and motivating notion, the act of creating an institutionalised framework, classifying the competence levels and assigning the descriptions creates a normative instrument. This becomes even clearer because of the parallel with the CEFR for languages, in which standardised test procedures and certified measurements for the assessment of linguistic competence have been developed. In the future, a similar development cannot be ruled out for the assessment of digital competences. Currently, for example, teachers can use the following online self-evaluation tools to determine their own level of competence:

1. **SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational Technologies)**
   - An evaluation tool for learners, teachers and school leaders to help incorporate digital technologies into teaching, learning and assessment. To use this tool, the school must first be registered for this tool. The use and registration of this tool is free of charge. The online tool is available in all official languages of the EU.
     Link: https://education.ec.europa.eu/selfie

2. **DigcompEDU (Powered by MapUs)**
   - The tool is developed by the same platform as the Digital Competence Wheel (see above). The assessment includes all 6 competence areas and covers all 22 competences. At the moment, the evaluation is available in English.
     Link: https://digital-competence.eu/digcompedu/en/

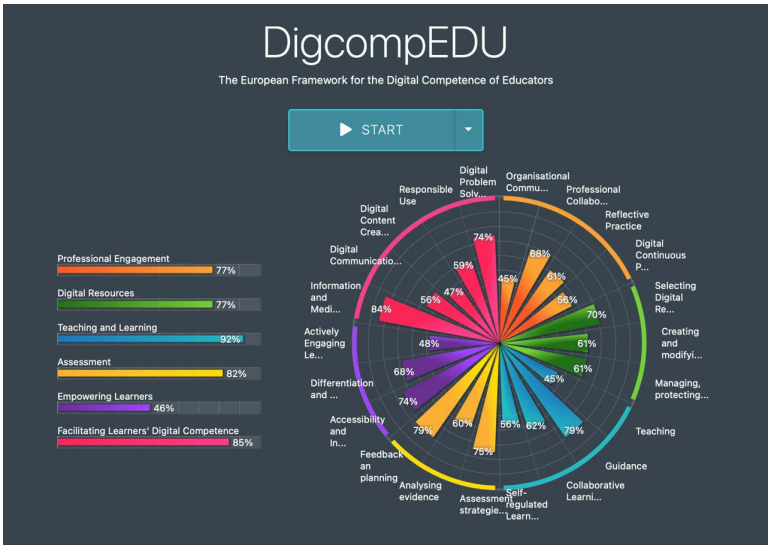

Fig. 6: Example of the result of the analysis using DigcomEDU

3. Self-assessment tool for DigCompEdu Bavaria

- The online questionnaire of the Academy for Teacher Training and Personnel Management in Bavaria is available in German. In the test, all 22 competences are asked, and the descriptors of the DigCompEdu for competences and activities are adopted.
  Link: https://digcompedu.alp.dillingen.de/selbsteinschaetzung/index.php

The self-assessment also forms the basis for various research projects and statistical surveys on the level of digital competences of teachers. In this context, information is often requested on the frequency of media use or the areas of application. Using the example of Germany the authors of the ICILS study[6], for example, found that teachers now assess their teaching-related IT skills better and are more confident in many areas (Drossel et al. 2019: 235). In a European comparison, 97.8% of teachers can find useful teaching materials on the internet, 81.5% can prepare lessons that involve the use of digital media by learners, and 70.2% can check the learning status of learners with the help of digital technologies, whereas only 46.2% can use a learning management system (ibid.: 227). However, these self-assessments contrast to some extent with the frequency with which teachers use digital media in the classroom. When presenting information in frontal teaching, it is 56.8%, when supporting student-led class discussions it is 29%, when supporting individual learners or small groups of learners it is 27.2%, when providing feedback on learners' work it is 18.2% and when supporting learner collaboration it is only 16.65% (ibid.: 220). From other studies that examine the use of digital media in the classroom in more detail, the fact emerges that media use is dominated by internet research, instructional videos and presentation tools (including e.g. PowerPoint), PDF documents or classic software such as Word, Excel, etc. Little or hardly any learning apps or social media are used, and students are also not guided to use digital media in the context of preparation and follow-up. Furthermore, most of the tools are used only occasionally and not frequently in class (cf. Fig. 7)[7] .

Fig. 7 Use of digital media in the classroom

6 ICILS stands for International Computer and Information Literacy Study 2018.

7 For the figure, see Schmid et. al 2017: 28.

Based on these data, it can be judged that learners' digital literacy is predominantly promoted in the area of information and media literacy, while the other areas such as digital communication and collaboration, digital content creation or digital problem solving are rather less considered.

One disadvantage of the studies mentioned is the fact that the digital competence of teachers is not considered in the context of other competences, as is the case in the DigCompEdu reference framework. In this context, however, the result of the empirical study by Gerhard Brandhofer (2017), in which the interplay of content-related, technical and pedagogical knowledge and competences was examined on the basis of the TPCK model[8] , is most interesting. The teachers with different lengths of teaching experience show relatively similar and only slightly differing self-assessments in the three areas mentioned, but it is surprising that they generally rate their technical competence higher than their pedagogical competence (cf. Fig. 8).

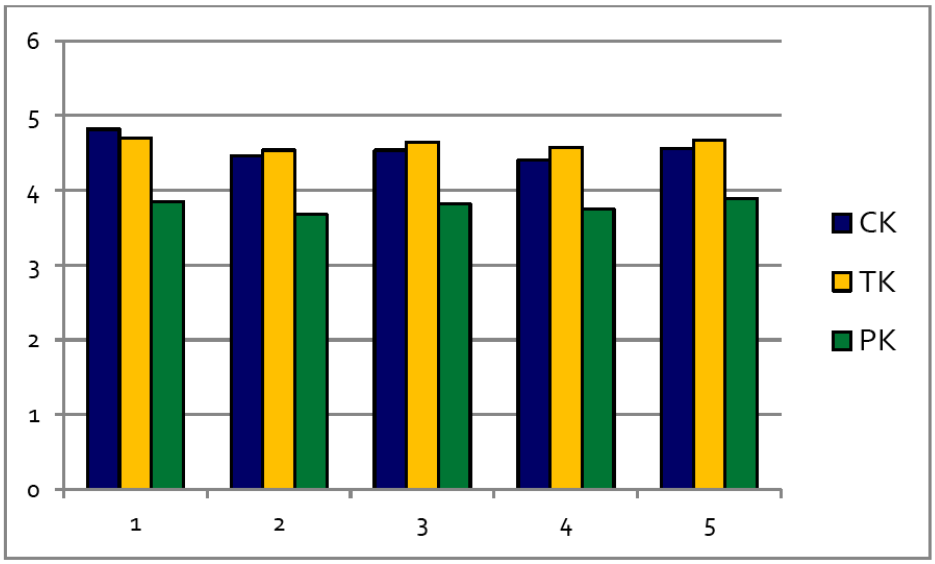

Fig. 8 Self-assessment on CK, TK and PK in relation to teaching experience.
(1 = 0-10 years; 2 = 11-20 years; 3 = 21-30 years; 4 = 31-40 years; 5 = 41 years and over)[9]

It is obvious that self-assessment can often go hand in hand with over- or underestimation of one's own abilities. Another discrepancy can also be seen in the comparison of self-assessment and external assessment of teachers' digital competences. In a survey from 2020, in which the competence

8 According to this model, the use of technologies in teaching requires knowledge from different areas. The basis is formed by content knowledge (CK), technological knowledge (TK) and pedagogical knowledge (PK). whereby based on the overlapping of these areas, further specific areas of knowledge emerge that are of importance for the teacher's activity. These include pedagogical content knowledge, technology-specific content knowledge, technological-pedagogical knowledge and technological-pedagogical content knowledge (cf. Mishra/Koehler 2006: 1025).

9 Cf. Brandhofer 2017: 198.

of teachers to conduct distance learning via PC or tablet was to be assessed, the teachers were assessed negatively and rather negatively by 60% of the respondents.[10]

The problem in these cases, however, is partly that both the public and the teachers themselves often have a very vague understanding of digital literacy. In this respect, the previously described reference frameworks can be helpful, but this presupposes that the prospective teachers and the active teachers are familiarised with the reference frameworks and overarching competence concepts in the context of their initial and in-service training, but also that they can further develop their digital competences. In particular, the competence area of promoting learners' digital competence requires that the competence level of the teachers in the area of digital competences is higher than that of the learners. In practice, however, at the moment it can often be just the other way round, the learners themselves are better able to deal with the new technologies and social media in particular. In this sense, the term "digital natives" by Marc Prensky (2001) is sometimes used, indicating that the younger generations are basically at home in the world of digital media. Even if this thesis is declared a myth by some theorists (cf. e.g. Funk 2019: 73 or Schaffar 2013), such situations can also be expected in the classroom where the individual digital sub-competences of the learners are more developed than those of the teachers. The digital competence of teachers - as it can be seen from the perspective of the TPCK model or the DigCompEdu reference framework - goes beyond purely technical media competence. From this point of view, such a situation in the classroom can create a learning and teaching environment in which learners and teachers become real partners who can learn from each other and develop their competences in a cooperative process. This can also be a concrete step in the digital transformation of teaching and learning. What other aspects might be relevant in building the digital competence of teachers and learners will be outlined in the concluding part of this chapter.

Challenges in building the digital literacy of teachers and learners

When dealing with digital literacy, R. Biermann suggests using the concept of the media habitus, which several theorists have already elaborated following Pierre Bourdieu. By media habitus, the authors understand: "a system of enduring media-related dispositions that serve as a basis for the production and ordering of media practices and ideas and attributions related to media and media use, and which are acquired in the course of ontogenesis shaped by the location in social space and the structural coupling to the media and social environment". (Kommer and Biermann, cited in Biermann 2020: 23). The habitus from the sociological point of view is characterised, among other things, by stable patterns of socialisation, which, however, can also be associated with fear and protection against change. With regard to teacher training, Biermann describes four important socialisation-relevant sections that should be taken into account in the course of digitalisation and the approach to digital education. Firstly, it is about the (media) biographical perspective of the person

10 The survey was conducted by Statista. The respondents answered the question "Do you think that teachers in Germany have sufficient digital skills to conduct distance learning via PC or tablet?" as follows: 9% yes, 25% rather yes, 44% rather no, 16% no and 6% I don't know [URL 5].

who is to be trained. Secondly, the future teachers must be situated in an environment where appropriate technical and personnel equipment is available and where media pedagogical and media didactic competence is imparted. Thirdly, the media-pedagogical and media-didactic contents should be integrated into the examination standards and fourthly, conditions for a learning culture in schools must be created through capital equipment, digital infrastructure and legal frameworks (cf. ibid.: 30-31). Following on from Biermann's ideas, it is also necessary for current teaching practice that teachers take an interest in the media biography of the learners - i.e. that they gain an overview of the habits and media use of the learners and possibly also learn something new from them themselves. Subsequently, the new digital tools can be integrated into the lessons. Before this step is taken, however, the development of teachers' digital competence in the sense of DigCompEdu offers the opportunity to reflect on the use of perhaps previously untested digital tools in cooperation with other colleagues. In view of the potential lack of technical equipment, the BYOD concept (bring your own device) could also be instrumentalised in some situations by allowing learners to work in class with their own devices such as tablet or smartphone.

One of the challenges of the digital world is also the abundance and overabundance of information. Learners should therefore not only be able to find the information, to reflect critically on it, to distinguish between facts and alternative truths, to process the information further, to indicate the sources correctly, etc., and above all to reduce the amount of information to the essentials. Hartmann and Hundertpfund (2020), for example, understand the reduction of complex facts as one of the central tasks of schools; they believe that mastering reduction strategies is not only part of the teachers' craft, but that learners will also be exposed to quantities of information later in their careers, which is why they have to learn how to deal with it (Hartmann/Hundertpfund 2020: 22).

However, teaching must also respond to other changing factors in the environment that are reflected in our habitus. Among these is the change in forms of communication. It is not only primarily a matter of the classical letter being replaced by electronic correspondence, but also of the fact that e-mails now are often addressed to several people instead of one person. Moreover, communication is not limited to text and images, voice and video messages are exchanged etc. (cf. Hartmann/Hundertpfund 2020: 32). This creates completely new pragmatic situations for action, which must be considered in foreign language teaching, among other things. Learners should learn which linguistic means are appropriate in which situations. A conference call at an online meeting is introduced, conducted and concluded differently from a telephone conversation, which is still one of the standard situations in textbooks. However, what one must take into account in a voice message or video message is not usually addressed. In this context, Hermann Funk speaks of the fact that media use scenarios are becoming increasingly heterogeneous, and that private media use does not correspond with professional media competence and use (Funk 2020: 72). In the context of teaching German as a foreign language, he also sees further challenges in relation to digitalisation. These include, for example:

- Decoupling the development of digital teaching and learning materials from didactic-methodological development and the results of language acquisition research.
- Learners' habits change less quickly than expected (contrary to the thesis of digital natives).

- Foreign language didactics has no model for integrating digital tools into teaching, which leads to the development of teaching materials leading to traditional learning arrangements (only in modern media design).
- Discrepancy between the diversity, openness and differentiation of exercise and task forms in the didactic discussion and the predominantly standardised closed digital exercise formats(cf. Funk 2020: 72-73).

The last two theses also confirm experiences from the Erasmus project "Deutsch-Unterricht Online". Based on their own previous teaching experience, the authors of the online exercises have mainly used traditional forms of exercises, especially in the area of receptive and productive skills. They also do not specifically address the possibilities of combining the development of language skills with the development of digital skills (especially in the area of digital content creation). However, Funk shows that the use of the digital media is staged in terms of competence development and can develop the learner from consumer to producer. In this sense, there are five levels of interactivity: consumptive - reactive - reproductive/reconstructive - reproductive-productive (learner- and programme-driven) - collaborative. These levels of interactivity progressively lead to a decrease in programme control and an increase in productive elements, social interaction, collaborative processes, group communication, social cognition, up to the sharing and publishing of learning products (Funk 2020: 76).

The fact is that both foreign language didactics and the teachers themselves lack tangible tools that would support them in developing their own digital competence as well as the digital competence of their learners. Furthermore, on the learners' side, the primary concern should be the development of foreign language competence. Attempts to develop specific reference frameworks for the competences of foreign language teachers, among others, respond to these subject-specific needs. One such example is the Digital Competence Assessment Framework & Tool for Language Teachers (DC4LT), published in 2021. Similar to the DigCompEdu, the competences of foreign language teachers are divided into 3 levels:

- Novice (A1-A2): Language teachers at this level are competent replicators. They can assimilate new information and develop basic digital practices;
- Proficient (B1-B2): Language teachers at this level are aware practitioners. They can apply, further develop and reflect on their digital practices;
- Expert (C1-C2): Language teachers at this level are experienced facilitators. They pass on their knowledge, critique existing practices and develop new practices (cf. Perifanou 2021: 14).

In addition, six task and topic areas are defined for the development of teachers' competences in the field of foreign languages (cf. Tab. 3). These are partly aspects that are also defined in the DigCompEdu. However, in contrast to DC4LT, DigCompEdu tries to contextualise the individual areas and at the same time present a meaningful progression and mutual interweaving of these competence areas.

TECHNOLOGY	EDUCATION	EVALUATION	CONTENTS	PROFESSIONAL DEVELOPMENT	SUPPORT FOR LEARNERS
Digital tools and devices	Pedagogical approaches/methods for technology enhanced learning	Digital assessment of language learning skills	Search, evaluate and find digital language content	Organisation and communication	Facilitate learners to develop ICT for practicing language skills
Digital tools in Language Education	Pedagogical approaches/methods in digital language learning and teaching	Digital assessment strategies to monitor/assess language learners' progress	Use and store digital language content	Professional collaboration	Guide learners to develop and manage their digital identity
Social media & classroom collaboration platforms	Interactive language learning supported by technology	Digital assessment strategies to assess language learners' achievements	Modify and create digital language content	Self-assessments and reflective pracitce	Guide learners to find, use, create and share language digital material, respecting legal rules
Netiquette/Ethics	Collaborative language learning supported by technology	Learning analytics strategies for supporting language learning	Manage and share digital language content	Continuous professional development	Facilitate learners to foster communication and interaction skills
Security	Autonomous language learning supported by technology	Modes of digital feedback	Copyrights	Collaboratein in projects with native speakers	Facilitate learners to foster collaboration skills

Tab. 3: Topics of the competence areas of the DC4LT (cf. Perifanou 2021: 16)

It is different in the Irish draft with the abbreviation HELECs (Higher Education Language Educator Competences), which directs a reference framework for teaching assistants, university tutors, university teachers, lecturers, language teachers, language teaching assistants in the field of foreign languages [URL 7]. This framework also divides teachers into 3 levels of competence (practitioners, experts and leaders) and defines seven areas of competence. The linking of the areas is shown in a circular model (cf. Fig. 9).

The model emphasises that there is no hierarchy between the individual competence areas. The individual areas can be summarised as follows:

- At the centre of the model is the I (the self), which indicates that language teaching and learning have an affective and personal dimension that can be expressed in terms of passion, enthusiasm, encouragement but also fear or demotivation. Identity is at the same time understood as a complex and multilingual identity. The self and its competence to become aware of personal characteristics and attitudes can influence the effectiveness of language teaching.
- The relevant expertise is related to language pedagogical practice and includes both the planning, design and implementation of creative and innovative language teaching interventions and own professional development.

- The next aspect is professional communication and cooperation, which is about the language teacher's competence to network with other language teachers and exchange ideas and best practices within the discipline.
- Teachers should be able to understand the language and culture at a meta-level and communicate this knowledge to learners. This is not only about mastering the target language and experience with the culture of the target language, but also about a differentiated knowledge of linguistic and cultural phenomena and the ability to compare and communicate cultural conceptualisations between the home and target language cultures.
- The linguistic and communicative competences are based on the CEFR. In the case of language teachers - both native and non-native speakers - the communicative competences require specific skills to support learners' communication and language acquisition.
- The competence area of professional identity and values enables teachers to reflect on their professional identity and to develop their own identity within the institutional context and within their own discipline. As representatives of this identity towards learners and society in general, they reflect, promote and represent social values.
- In the context of digital capacity, teachers can identify the possibilities of technology, digital tools, social media, etc. to support and enhance language learners and use them for language learning, teaching and evaluation (cf. [URL 6])

Fig. 9. HELECs model [URL 6].

In contrast to the DigCompEdu, the HELECs model does not consider digital competence as an overarching competence, it only represents one area of competence among the competences of the foreign language teacher, in addition, it can be said that this model also has no intention to include all possible competences, it focuses instead only on those that are specific to language education.

Nevertheless, it cannot be denied that digital competence is also interrelated to the other competences - professional and content knowledge are in its immediate environment - similar to the TPCK model mentioned above. In contrast to the TPCK model, digital/technical competence in HELEC's model is directly related to the ethical perspective.

Just as the areas of teachers' competence are intertwined, the areas of competence to be developed among learners are also interconnected, which must be considered in the promotion and development of competences. Kerstin Mayrberger holds a similar opinion, emphasising a dual positioning of media didactics, characterised by interdisciplinarity and transdisciplinarity, and speaking of participation, co-determination and self-determination (Mayrberger 2020: 70-71).

Recently, several publications have also emerged that aim to serve as an orientation aid in the world of digital competences and as a practical aid in various life and professional scenarios (including in the field of education). Many of them reflect the diversity and almost confusion of the digital world because the authors try to cover as many areas as possible, which is practically impossible. The structuring of the books breaks up into many smaller chapters that can only offer a sketch in the respective problem (e.g. Carsten Lexa: Fit für die digitale Zukunft, 2021) or it corresponds to a modular system (e.g. Tim Kantereit (ed.): Hybridunterricht 101, 2020) in which the user cannot orientate himself so easily and has to surf through the book more like through the internet. Moreover, the classic print form of publication proves to be an obstacle in the second case, because the many references to links do not allow for intertextual connections and jumps as we are used to on the internet. The old media thus prove to be obsolete in some cases when it comes to digital literacy and online teaching.

Werner Hartmann and Alois Hundertpfund also try to approach the complexity of the problem in their work *Digitale Kompetenz* (Hartmann/Hundertpfund 2020). Their reflections and some practical examples start - like several of the models and reference frameworks described before - from the fact that digital competence is necessarily coupled with other competences and must be coupled. Specifically, they address, among other things, the connections with social intelligence, critical thinking and cultural and social heterogeneity (ibid.: 29-68). For foreign language teaching, the consequence could be that learners should, for example, be sensitised to the correct use of language in certain situations and contexts (e.g. considerate language, linguistic taboos, gendering).

Hartmann and Hundertpfund also emphasise on the one hand the need for complexity reduction with regard to the digital world (to which many of the other publications do not contribute) and on the other hand they make it clear that learners should also develop the ability to abstract and build models on the basis of the data sets and in the context of the complexity of the different issues. Concept mapping is a good example of this (cf. ibid.: 76-82). In foreign language teaching, the associative method of brainstorming and mind mapping has been predominantly used in various exercises, whereas the concept mapping model, which involves the graphic systematisation and description of processes and contexts of a complex issue, is used less or hardly at all. The following exercise could be an example of this (cf. Fig. 10). Although in this case it is a receptive aspect in relation to concept mapping, this exercise could be a preparation for the subsequent own conceptualisation and graphical representation of other systems and contexts. The digital tools in this case can be for researching and searching for information as well as for creating the concept maps (e.g.

Miro, Stormboard, Collaboard, Microsoft Whiteboard, Ziteboard and many more). In addition, the presentation and visualisation of the concepts can be expanded with (self-created) audiovisual material. To describe and present a concept map, in the case of foreign language teaching, learners may need help in the form of linguistic tools or instructions on how to transform nouns into verbs, etc. (cf. Fig. 11). (cf. Fig. 11).

Suche die Bedeutung der unbekannten Begriffe auf und trage möglichst alle Begriffe in das Schema des Wasserkreislaufs ein.

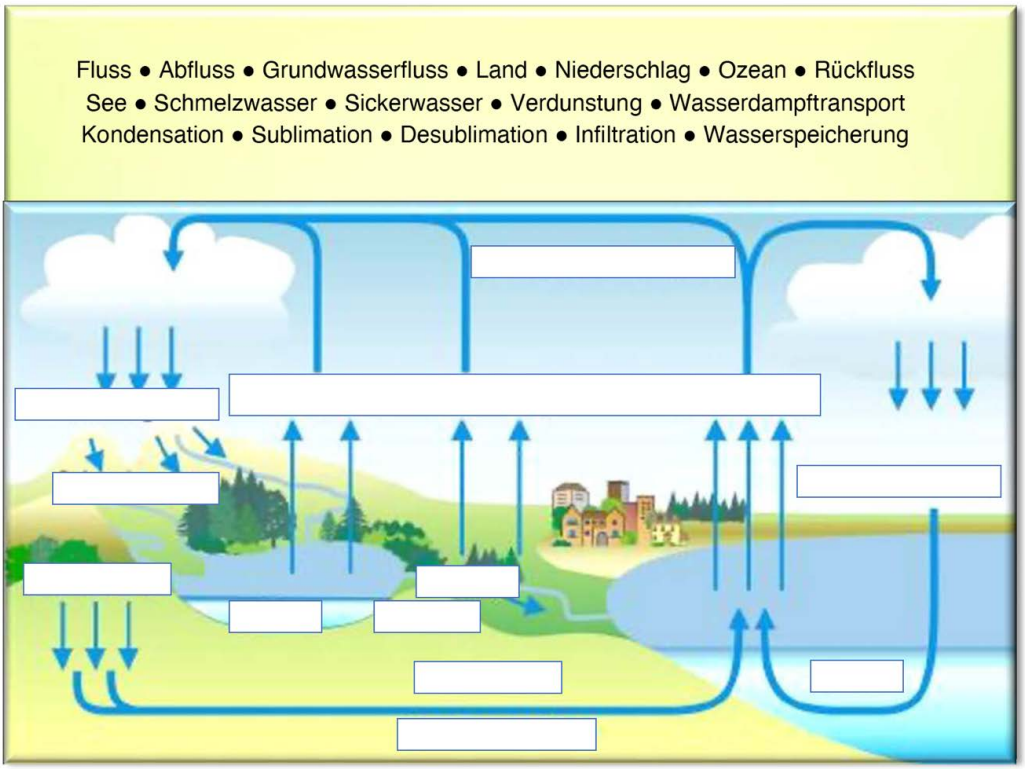

Fig. 10: Example of the exercise for concept mapping (cf. Demčišák et al. 2021: 72)

Beschreibe den Wasserkreislauf mit Hilfe der Begriffe aus der Übung 3. Welche Rolle spielen in diesem Kreislauf die Sonne, der Boden und die Atmosphäre?

Tipp: Transformation → transformieren

Bei der Beschreibung musst du in der Regel die Substantive in Verben transformieren. Zum Beispiel:

Grundwasserfluss → das Grundwasser fliest
Sickerwasser → das Wasser sickert in …
Wasserspeicherung → das Wasser wird in … gespeichert

Fig. 11: Example of the exercise on speaking and presenting concept maps (cf. ibid.)

It is precisely the development of linguistic competences in relation to the digital environment that should be one of the priorities of foreign language teaching; learners should be able to name and talk about the most diverse phenomena of the digital world. In addition, language resources should be provided and practised in foreign language lessons with which, for example, a website or social media presence can be analysed, evaluated and appropriately criticised. A critical and reflective approach to the media also means that learners can articulate themselves in this context and argue accordingly.

In many respects, the potentials of digital tools for teaching have still not been discovered. Of course, these tools can be used, among other things, for classification, imparting knowledge, teaching competences or pointing out the opportunities and risks of digitisation, but tools should also be integrated that have so far been viewed by schools with rather scepticism - such as grammar-checking and translation programmes (cf. Hartmann/Hundertpfund 2020: 92-100). It is precisely language-based applications that lend themselves to use in foreign language teaching. With the help of computer-assisted grammar and spelling correction, learners could learn orthography and grammar, but also develop the competence to check the automatic corrections for correctness and evaluate them. Similarly, with smartphones and speech recognition, they could convert spoken words into texts and then correct them according to their linguistic intention, because these applications are still relatively flawed. The same applies to translation programmes, which are still in the process of development and can therefore often be faulty. The competence to evaluate, correct or improve a translation appropriately is related to the development of a linguistic sensitivity. Also, many of the previous competences that are important for an experienced language user - e.g. a translator or interpreter - will most likely shift and develop in a different direction in the future. Learners of the digital era should be prepared for this reality.

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II.

Foreign language teaching in the online area

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1 Foreign language lessons and their design

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Foreign language teaching is constantly evolving. Diachronically, various methodological concepts for institutionally organised teaching have been created since the 19th century, always pursuing the same goal, namely, to enable learners to learn languages as successfully as possible with the help of current findings from psychology of learning, linguistics and other reference disciplines. A significant influence on foreign language teaching was also exerted by various social, political and economic changes that determined the language policies of individual countries, which Butzkamm (2004: 152) also confirms by emphasising "that an obviously existing basic social consensus on the importance of foreign language education as a constitutive element of a general education justified the focus of foreign language didactics(s) on the elaboration of ever more elaborate teaching techniques". With the various methodological approaches to foreign language teaching, the understanding of what the actual goal of language teaching and learning should be, be it language knowledge, language proficiency or a combination of both, also changed.

Today's approach to foreign language teaching is referred to by the terms intercultural approach or mixed methods. Even within the framework of this approach, various influences become visible over time, which further develop or enrich it. One of the most important sources of this development is the general technological progress. As a result, digital media, for example, have been increasingly incorporated into foreign language teaching in recent decades and various e-learning scenarios have been developed. Since 2020, in the wake of the Covid 19 pandemic, online teaching has been forced to take a firm position in foreign language teaching and thus also in German lessons, which we address here as an example.

This chapter first discusses the usual face-to-face teaching, its aims and principles. Parallels are drawn with the specifics of the online based lessons addressed in this book. Then potential problems of the teaching process and its participants, i.e. the learners and the teachers, are focused on.

Goals of today's foreign language teaching

Nowadays we live in an open, globalised world. People travel professionally and/or privately, communicate via various communication channels around the globe. The ability of people to communicate is therefore crucial in every respect. This is the overarching goal of today's foreign language teaching, namely to enable the learner to act linguistically appropriately, i.e. to be able to react linguistically adequately in authentic intercultural situations (Doyé 1995: 162).

Doyé (1995: 161-164) distinguishes three dimensions of teaching goals, namely the pragmatic, the cognitive and the emotional dimension. On the pragmatic dimension, we are talking about the communicative competences, or skills (speaking, writing, listening comprehension, reading comprehension), where nowadays all four are seen as equally important, and the sub-competences

(pronunciation, spelling, grammar, vocabulary), which can also be seen as a prerequisite of the communicative competences. Thanks to the cognitive dimension of the teaching objectives, learners are provided with knowledge of the country, i.e. information about the target country, its inhabitants and culture. The emotional dimension of the teaching objectives represents learners' attitudes and behaviour. Emphasis is placed on openness, tolerance and willingness to communicate.

To achieve these learning goals, teachers use various materials. Even before 2020, digital and electronic media were becoming more and more a part of foreign language teaching, yet it was often enough mentioned that the integration of e-learning progressed only too slowly (Arnold et al. 2018: 13). The degree of their inclusion varied depending on the teacher and their attitude towards it, as well as, for example, the equipment of the respective school. In most cases, they were seen as complementary elements that brought variety into the lessons and/or self-learning phases, had a motivating effect and supported the activity and autonomy of the learners. However, if the entire foreign language classroom suddenly has to be converted to the online form, as happened in 2020, difficulties may arise at different levels in the context of the teaching objectives, which may be caused, for example, by general excessive demands, technical deficiencies on the part of the teacher and/or on the part of the learners, be it their technical competences and/or their technical equipment. Therefore, it is advisable to ask oneself when planning online lessons:

1. Are all sub-competences and skills addressed, taught and practised in a balanced way?
None of the four sub-competences should be neglected or even omitted. Moreover, it is not enough to learn only partial competences alone, they must be integrated into the communicative competences (Doyé 1995: 162), whereby all four communicative competences should also have an equal position in online teaching. It should be borne in mind here that the balance of all sub-competences and skills can already be threatened by the fact that in online form it is more difficult to teach the learners one than the other. It is much easier to prepare a grammatical exercise using an online instrument than, for example, to practise pronunciation, listening or speaking with learners in an online class. This could lead to a predominantly grammar-based lesson, which should not be a problem in the short term, but in the long term would have a significant impact on the learners' ability to act linguistically.

2. How do I teach the content of regional studies?
Nowadays, regional studies are no longer just factual information about German-speaking countries. Since the end of the 1970s, it has included communicative regional studies and since the end of the 1980s, intercultural regional studies (Schweiger 2021: 360-362). Communicative regional studies involves learners acting in situations that are as authentic as possible, such as finding a train connection, buying tickets, booking a hotel room, planning a trip or ordering something in a restaurant. Authentic materials such as timetables, websites, travel agency catalogues, menus, which are often accessible online, are suitable for this. At this point, online teaching can be described as advantageous, because the learners can search for such materials on the internet themselves and work with them. However, since a foreign language is being taught, this would always have to be linked to active communication among the learners. In this context, online teaching can seem

challenging, forcing the teacher to look for new ways, different from face-to-face teaching, and to organise scenarios to encourage this face-to-face communication. Last but not least, intercultural studies should not be forgotten, which is closely related to the affective dimension of the teaching objectives. Here, the learners' attitudes and attitudes are addressed, they are encouraged to deal with the foreign culture, but also with their own culture, and to compare these and rethink their original opinions if necessary.

Apart from these goals of foreign language teaching discussed above, Doyé (1995: 164-165) adds that there are also general goals of the school, such as education for independence and a sense of responsibility, for critical faculties, for social behaviour and solidarity, for emancipation, which should also be pursued within the framework of foreign language teaching.

In summary, it can be said that online foreign language lessons should pursue the same goals as face-to-face lessons in order to be considered equivalent. The central position is occupied by the achievement of the communicative competence of the learners, i.e. the ability of the learners to act linguistically. The fact that this is not always easy results from the different conditions under which face-to-face and online teaching take place. Teachers who are used to face-to-face teaching are forced to rethink much of what they already use automatically in online teaching, to adapt it to the new conditions and possibly to look for new ways. The methodological approaches that need to be taken into account are discussed in more detail below.

Principles of contemporary foreign language teaching

Empirical studies have shown that language learning is very diverse and therefore cannot be practically captured by a methodological concept. Thus, today's foreign language teaching tends to follow principles (rather than a clear method), thanks to which the quality of teaching and thus successful foreign language learning are promoted. These principles have a high degree of generality and are therefore easier to apply in specific teaching conditions than a closed methodological concept (Janíková 2012: 111). Different authors do not agree on the categorisation of the principles. Butzkamm (2005: 45) names a total of ten principles: the principle of orality, communication, functional foreign language, action orientation, systematic practice, mother tongue pre-performance, individualisation or learner orientation, independent learning, development of the whole pupil personality and emotional security. Funk (2010: 942-943), on the other hand, mentions twelve principles: Action orientation, content orientation, task orientation, individualisation and personalisation, autonomy promotion, interaction orientation, reflection promotion, automation, transparency and participation, evaluation culture, multilingualism and teaching/learning culture sensitisation. Königs (2010: 326-328) talks about six principles under the influence of psycholinguistic and learning psychology findings: Principle of strategy formation, autonomy, individualisation, awareness and consciousness, pattern formation, linking to what is known and the positive side of transfer. Fritz and Faistauer (2008) divide the principles into three groups, namely a) didactic principles, which are formulated in general terms and include learner orientation, cooperation, multilingualism, authenticity and autonomy, b) methodological principles, which are related to the design of lessons, such as repetition, balance of skills, variety of text types, transparency, variety of social forms, and c)

language acquisition principles related to learners' acquisition processes, such as balance of tacit and explicit knowledge, interaction, intensive input or consideration of individual differences between learners.

All these categorisations mentioned differ at first glance, but on closer examination they have much in common. In the following, selected principles will be addressed individually, with a focus on those that, in our opinion, need special attention in the context of online teaching.

a) Learner-orientation

Language learning is an individual process, because each individual has specific abilities, experiences, knowledge. Therefore, learner-orientation is nowadays to be understood as the learning-theoretical basis for all teaching and learning processes (Janíková 2012: 114). Thus, the individuality of each learner is at the centre of today's teaching. Their needs and interests should influence the selection of topics and materials; their learning specifics, such as their learning experience, prerequisites and habits, their learning type or learning speed should also be taken into account. In online teaching, other specifics of the learners become more important, such as their technical competences or ability to concentrate at the computer (usually sitting for a long time). In principle, all this places high demands on the teacher, because a prerequisite for realising learner-oriented teaching is, on the one hand, their good knowledge of the individual learners, but on the other hand also their flexibility in order to be able to adapt their teaching to the individual learners. In this context of learner-orientation, it must be added that in very specific cases the objectives as a whole can be dispensed with, for example, when teaching pupils with deficient prerequisites and as a result all four competences would not be attained or would be extremely difficult to attain (Doyé 1995: 162-163). In such a case, a concentration on the "more important" competences for these pupils is justifiable.

Koeppel (2016: 63-65) goes even further in defining the term learner-orientation and understands it as the changed role behaviour in foreign language teaching. According to this, learners should be given more room to actively participate in the lesson, its organisation and its course. Many activities that used to be the teacher's responsibility can now be taken over by the learners, including bringing materials to class themselves or at least helping to select them, leading a discussion instead of the teacher, correcting each other or evaluating their work. This leads to greater learner activation, which is both motivating and provides more opportunity for active language use.

For organisational matters, in which learners should also participate, various survey tools (AnswerGarden, Bittefeedback, Mentimeter, PollEverywhere, Polllab, etc.) and whiteboards (Bitpaper, Jamboard, Scrumblr, etc.) are suitable in online teaching. With the help of these, learners' opinions and suggestions can be collected quickly and then discussed. The learners feel that their opinions are more considered through this involvement in the organisation of the lessons and, as a result, feel that the lessons are more positive.

b) Cooperation and interaction

Language is a means of communication, so language learning is closely linked to communication and cooperation, which enable the learning process to be an active process. As Frinz and Faistauer

(2008: 125) point out, cooperative teaching is more than just group teaching. In group and pair work, learners solve common problems and tasks, take responsibility and support each other. Teachers are seen as facilitators and helpers. This is also closely related to the principle of interaction for the development of communicative competence in the language to be learned (Fritz/Faistauer 2008: 131). Learners should have as much opportunity as possible to communicate with each other in class, or to act with the language, to speak and write freely. Faßler (cited in Rösler 2010: 15-16) distinguishes two terms in this context. He restricts interaction to the situation of direct exchange between visibly and temporally uniformly present people. He contrasts this with the term interactivity, which "presupposes standards of switching, storage, processing and human action dimensions as a simultaneous condition for understanding".

To fulfil the demand for cooperation and interaction in online lessons, a lot of organisational and methodological skill is needed from the teacher, especially in the context of oral communication, because in contrast to face-to-face teaching, the organisation of mere group work is already much more difficult. The division into groups can take a lot of time depending on the platform used for online teaching, the teacher can then only follow the work of one of the groups at a time and loses the overall view of the activity of all groups, their possible intermediate questions or difficulties with which he/she should be helpful. This implies higher demands on the learners themselves, their cooperative skills and independence, and at the same time also on the precise tasks and good organisation on the part of the teacher.

In contrast, online tools such as chats or forums enable a natural exchange among learners regarding written communication, which at the same time promotes the authenticity of teaching mentioned below. Rösler (2010: 50-63) divides these into synchronous cooperative forms of work, such as chats, and asynchronous cooperative forms of work, for example emails. Each of these forms of work has its advantages but also its dangers. In chat you must react quickly, so it is practically a typed oral communication. However, learners can also become overwhelmed and make many mistakes. There is also the danger of content banality and the creation of a misconception about writing as a skill. With e-mail writing, on the other hand, the learner has much more time to think about the right wording and he can also correct and improve what he has written afterwards. It must be added, however, that today's learners hardly ever write e-mails and therefore this kind of communication is far removed from their everyday life and does not have the characteristic of authenticity.

c) Multilingualism

The European Commission's call for multilingualism among European citizens is not new, but still relevant. Besides the benefits that multilingualism is supposed to bring to the European community in general, it also has positive effects on everyone.

Neuner (2003: 14-25) distinguishes between inner and outer multilingualism, emphasising that multilingualism is fundamentally inherent to us, because every person possesses inner multilingualism, i.e. different variants of his or her mother tongue (e.g. high-level language, dialect, sociolect, technical language). External multilingualism, on the other hand, means that a person has mastered

at least two foreign languages in addition to his or her mother tongue (L1[11]). When learning these foreign languages, one does not have to aim for the mother tongue level but should have these languages at one's disposal for specific communicative purposes within one or more domains (Vollmer 2004: 238). In this way, different levels of competence and language profiles can be achieved in the languages learned. In this sense, multilingual citizens in Europe, according to the intention of the European Commission, mean greater competitiveness for Europe, but also better understanding between individual countries, especially neighbouring countries.

In most non-German speaking countries in Europe, German is usually taught as L3 after English. Since English and German belong to the same language family, the learners' previous knowledge of English can be used, especially in beginner German lessons. The learners are no longer blank slates at the beginning of L3 lessons (Hufeisen 2003: 9). They already have some experience with foreign language learning, can use their declarative and procedural knowledge of languages and language learning, and thus they do not have to start from scratch and can learn the L3 much more quickly and easily, at least in the beginning lessons. Neurodidactic studies (Grein 2013: 43-44) have proven that the individual languages are not stored separately in the brain, but that they are interconnected. In foreign language lessons, in order to support more effective learning, integrated multilingualism should therefore be promoted (Hallet & Königs, cited in Janíková 2012: 117), i.e. one should not learn the languages learned separately from each other, but look for commonalities between the languages that facilitate the learning of the L3 and at the same time make the differences clear in order to avoid negative transfer. Learning strategies developed in L2 lessons can be used and further developed in L3 lessons.

Although it is generally feared that the order German after English is not the most ideal, especially for reasons of dwindling motivation to learn German after English as a lingua franca may seem to be sufficient for communication purposes (Hufeisen 2003: 9), prior knowledge of English in online German classes is still advantageous for learners for one more reason. They can use it, for example, when researching on the Internet or for mediation purposes.

d) Authenticity

For a long time, the authenticity of teaching has been strived for. This means not only using authentic materials in class, i.e. for example texts written by native speakers for native speakers, but above all designing lessons so that learners can act as themselves in authentic, or realistic, situations (Fritz/Faistauer, 2008: 126).

As far as the materials used in class are concerned, online teaching can be seen as beneficial in this sense, because learners, already sitting at their PCs, can find and work with many such on the internet, be it menus, maps, timetables, websites, advertisements, etc. However, the realisation of a realistic situation in online lessons can be much more demanding. While in face-to-face lessons, for example, a scene in a restaurant can be acted out by learners taking on the roles of waiter and guest, in online lessons this would come across as very artificial and would therefore have to be replaced by an alternative, such as ordering dishes by phone from a delivery service. So again,

11 In the text, languages are designated according to usage as follows: L1=mother tongue, L2=first foreign language, L3=second foreign language.

flexibility and creativity are required from the teacher to consider some familiar scenarios in the lesson and possibly create new ones.

e) Autonomy

Autonomous learning is a general pedagogical goal that should be focused on in all teaching. Learners should gradually take responsibility for their own learning, whether it is goal setting, planning, implementing or evaluating their own learning process, so that they are eventually equipped for lifelong learning. The development of autonomy is a lengthy process that should be supported and actively encouraged by the teacher. Thus, learners can also participate in defining the goals, content and methods of the lesson, they can cooperate independently with other learners and evaluate the course of the lesson, its results and their own learning (Fritz/Faistauer, 2008: 127).

In the context of e-learning, Rösler (2010: 10-11) argues that while e-learning primarily supports learner autonomy well, it must be kept in mind that the freedoms and options are best handled by engaged learners who are effective and sustainable learners, so-called learning professionals. In contrast, for weak learners with underdeveloped learning management, this can be more of a threatening scenario. This finding could also be applied to online teaching. Because of this finding, the teacher must again have both a good knowledge of the individual learners and provide the weaker ones with sufficient assistance to manage the learning process. In line with this, Arnold et al. (2018: 296) recommend giving learners an initial rough idea at the beginning of what they should learn, why and with what aim, so that they can then actively begin their own learning process. An important part of teaching in this context is to discuss and try out different learning strategies to enable learners to find the ones that suit them and to include them in their repertoire.

Furthermore, Rösler (2010: 39) notes that despite the teacher's responsibility for well-structured teaching in terms of content and language, motivational self-determination by learners, for example regarding content, should be easier thanks to digital access to information and newly created communication channels.

f) Variety

Monotony kills motivation. In the classroom, it is therefore desirable that different social forms, media and materials, activities, tasks and communication channels are constantly alternated during the lesson to activate the learners, capture their concentration and interest and motivate them. In addition, every learner with his or her preferences and learning habits will thus get his or her money's worth.

In the meantime, there are many online tools with the help of which various online exercises can be created. According to Boeckmann (2008: 51), the advantage of many online tools can be seen in their interactivity. In contrast to traditional worksheets and exercises, they allow immediate feedback on the solution and the possibility of a second attempt, which supports learning autonomy, but also the feeling of learning success and thus learning motivation. In this context, however, it must be emphasised that at the same time the overall structure of the individual lessons must be considered so that the online lessons are also methodologically logically structured and do not become a mere sequence of individual, albeit interesting, exercises that enable interactive drilling but

do not promote communicative competence. These individual exercises must be useful building blocks that are inserted into the mosaic of different activities that support communication.

All these principles of today's teaching are, as shown, generally valid and must therefore be adhered to in every form of teaching in order not to jeopardise the quality of the teaching and thus support successful learning. The fact that today's teaching does not follow a fixed methodological concept, but principles, can also be seen as advantageous in such cases as the change from face-to-face to online teaching, because the teachers have more space available for this change. Nevertheless, this is associated with great demands on both learners and teachers, which are addressed below.

Challenges for those involved in online teaching and learning

As indicated above, in 2020 the change from face-to-face to online teaching happened suddenly, without warning. From one day to the next, both teachers and learners had to react and adapt to the new conditions. Familiar approaches to teaching had to be replaced by new ones. New digital methods had to be developed and used in order to be able to continue teaching the learners and thus to pursue and fulfil the educational goals even in these changed conditions. That this was associated with some difficulties certainly does not need to be emphasised. Some key areas that can be described as challenging in this context are listed below.

1) Technology

The first thing to mention is the accessibility of the learners, which can be seen as a fundamental starting point for lessons organised online. This requires sufficient technical equipment for learners and teachers. At the beginning of the lockdown, not every family had a computer available for every child; for many, the problem was a missing or not sufficiently strong or stable Internet access. Similar problems also plagued the teachers. In addition, those involved must learn how to deal with the concrete learning platforms and also with individual tools.

2) Social contact

In general, it follows from various studies that students suffered from a lack of social contact in the long run during online lessons (cf. e.g. Rokos/Vančura 2020 or Smetáčková 2021). Apart from this, contact with the teacher and classmates is also more difficult during online lessons. For example, in face-to-face classes, if you suddenly don't know what you are working on, you can check with your neighbour or you can ask them quietly. During individual work (but also group work), you can ask the teacher for an explanation or a little help without disturbing the rest of the class, because the teacher can come to the individual (or the group) and only help him (them). In online classes you do not have this possibility. You have to ask the teacher in plenary and this interrupts or disturbs the flow of the online class much more often. In order to minimise this somewhat, it requires even more precise tasks from the teacher.

3) Movement

According to empirical neurodidactic studies, movement supports learning because it promotes the ability to perceive, concentration span and general performance (Grein 2013: 70). In addition, it supports positive emotions associated with teaching, which have a motivating effect (Marečková 2011: 79-80). Whereas in face-to-face teaching, learners can always be made to move, be it just walking to the blackboard or various activities associated with movement, in online teaching they are constantly sitting at their computers, often for several hours at a time, which could have a negative effect on their attention, among other things. Therefore, this should also be considered in online classes and learners should be offered an opportunity to move.

4) Structure and content of the lesson

Regarding the structure and content of the individual lessons in the online form, some potential difficulties arise from the above. Here, in order not to repeat ourselves, we only enumerate them. They are mainly the following:

3. Practise all skills and sub-skills in a balanced way.
4. Give enough space for language use.
5. Build up individual lessons in a varied and logical way.
6. Consider and cognitively activate all learners.
7. Do not lose track of individual learners, but also individual groups.
8. Formulate sufficiently clear instructions and rules.

Finally, it should be added that the potential difficulties mentioned here should not be understood as a complete list of all possible ones, but rather as typical examples, because depending on specific learner groups and/or individual learners, other difficulties specific to them could possibly arise.

Conclusion

In this chapter, the aims and principles of online foreign language teaching have been addressed, showing both advantages and potential difficulties of this form. Basically, it should be emphasised that online teaching should not differ from face-to-face teaching in either aspect. The aim should be to enable learners to act adequately in authentic situations. Methodologically, lessons should be learner-oriented and authentic, support cooperation, interaction and autonomy, and make use of students' multilingualism. Each lesson, in order to support learners' learning, should be well structured, logically constructed and varied in terms of activities, social forms and media.

In conclusion, it should be emphasised that although the switch to online teaching in 2020 was not voluntary due to the lockdown forced by the Corona pandemic, everyone involved has learned new things as a result. What can be seen as positive is the fact that this has not been lost with the return to face-to-face teaching. Many things can still be used, for example, various tools can also be used in face-to-face teaching and enrich it. In addition, we are now able to organise classes in hybrid form in emergencies, for example, and thus make attendance possible even for those who would otherwise have to miss it, for example, due to a long illness.

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II Foreign language teaching in the online area

2 Online foreign language teaching and learning and its forms

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Introduction

Like other disciplines, language didactics is subject to constant development. The goal of methodologist is to develop teaching methods that are not only effective, but also arouse students' interest in a foreign language, enrich the traditional concept of language teaching and motivate students to work independently and to take a more responsible approach to learning. The new teaching technologies or media play a major role in this. At this point, it is first necessary to clarify what is meant by the term "medium". The Langenscheidt-Großwörterbuch, for example, understands a medium as "a means by which information can be passed on" (Götz 2003: 654). In the DUDEN dictionary, on the other hand, we find the following definition for the term: "Institution, organisational and technical apparatus for the communication of opinions, information, cultural goods; one of the mass media film, radio, television, press" (Duden 2006). In addition to the classical concept of media, there is also the term "new media" today. This is the "totality of modern [interconnectable] technologies in the field of consumer electronics, data processing and telecommunications" (ibid.).

So, when we talk about media, we have to talk about the development of digital technologies. The term digital technologies can be understood as a synonym for other terms such as information and communication technologies. Elementary digital technologies, which are not only used in foreign language teaching, include data projectors, desktop computers, interactive whiteboards, tablets, smartphones, laptops, televisions that function as interactive touch screens, but can also be used as interactive touch panels, visualisers etc. In addition to the hardware listed, there is also software, in this case various programmes and applications.

Digital technologies and their development are undoubtedly considered one of the main agents of social change. They provide the basic infrastructure for the creation, processing and transmission of information and are used in all areas of current life, such as politics, economics, culture, social sciences and education. Their use is considerable, but the effectiveness of the use of digital technologies depends to a large extent on the ability to work effectively with them. Closely related to this is the topic of information literacy, which refers to the ability to use digital technologies effectively, i.e. not only to a purely technical degree. One's own handling of research, data output, in relation to one's own learning goals also plays a major role here.

The category of digital technologies as didactic aids also includes electronic textbooks, electronic dictionaries with the possibility of searching and playing back the pronunciation of a certain expression, online editors with grammar and spelling correction. The range of digital technologies available today is very broad. For a teacher to use digital technologies in the classroom, he or she must be sufficiently familiar with the range of tools and their specific uses. Digital technologies enable teachers to manage the activities of pupils and students in the classroom, to continuously monitor their learning progress, but also to receive feedback from them. In the classroom, intensive interaction

between teachers and students is essential. The undeniable advantage of using digital technologies by pupils and students is that they can work at their own pace. Digital technologies in the foreign language classroom can be used at all levels of language, linguistic resources and language competence (listening, reading, written and oral skills). In the light of the Covid 19 experience, which almost the whole world has been confronted with, e-learning has gained in importance and can continue to be used as a form of distance learning.

However, before we go into the possibilities of online teaching in more detail, we would like to distinguish between two types of teaching, face-to-face teaching and distance teaching.

Face-to-face versus distance learning

By the term face-to-face learning we mean a form of learning in which both the learners and the teacher are physically present. Distance learning means, in very simplified terms, face-to-face teaching at a distance. There are two types of distance learning. Synchronous and asynchronous distance learning.

Synchronous distance learning takes place virtually "live", in other words it is an interactive two-way online lesson in which teachers teach in real time and at the same time students take part in the lesson via video or audio conference. They have the opportunity to ask questions and exchange ideas with the teacher. This keeps the lessons interactive.

Asynchronous distance learning is about pupils and students learning for themselves. Teachers prepare materials for them, such as work/assignment sheets, learning videos or audio files on specific learning platforms, students work on them in a predefined period of time and then submit the solutions to the teacher. Communication between teachers and learners and the exchange of assignments takes place via email or external services such as WhatsApp, Moodle, etc. One of the types of distance learning is e-learning, to which we will devote our attention in the next chapter.

Types of distance learning

1) The e-learning

The term e-learning, as it is clear, is composed of two parts: The prefix "e" can be translated as "electronic", i.e. it refers to the resources and tools of digital technologies, the following "learning" carries the original meaning of the word learning: the hyphen between "e" and "learning" can thus actually symbolise the "fusion" or convergence of the capabilities of online technologies and learning principles, but also the (individual) needs of all participants in the education. The definition of e-learning is not entirely uniform, and experts' views on the subject differ on some points.

E-learning, also called computer-based learning in general, is a special form of educational activity in which teachers and students interact with each other with the help of a computer. Here, too, the same learning objective is pursued as in traditional face-to-face learning, but the necessary tool in e-learning is the computer. It is important that human intervention is not neglected. It is still the teachers who prepare the lessons, present them to their students, manage the individual e-courses and modify the e-learning environment according to the requirements.

E-learning is therefore, in very simplified terms, a teaching method in which information and communication technologies are used to design courses, disseminate learning content, communicate with all participants and manage teaching or study. For our purposes, e-learning could be summarised as a form of teaching that uses electronic (digital) media and networks to present and distribute learning materials to achieve learning objectives.

E-learning usually involves a number of sub-activities integrated into a coherent system. In principle, it can be, for example, the creation of extensive distance learning courses or sophisticated collaborative learning tools, or simply a supplement to face-to-face learning.

After the initial enthusiasm for the introduction of e-learning as an ideal teaching method for foreign language learning in the 1990s, disillusionment gradually set in. The reason for this was probably the way it was used. It became apparent that e-learning, as an asynchronous teaching method, was not and could not become an optimal solution for effective foreign language acquisition if it did not consider some important aspects of traditional teaching. These included, for example, the impossibility of feedback from the teacher or the lack of interpersonal contact between teachers and students, which is particularly important in foreign language learning. For this reason, the concept of blended learning increasingly came to the fore at the end of the 1990s.

2) The blended learning

Blended learning (also referred to as b-learning) is aptly defined *succinctly by* Sauter and Bender in their publication *Blended Learning. Efficient integration of e-learning and classroom training*: "Blended learning is an integrated learning concept that makes optimal use of the possibilities available today for networking via the internet or intranet in combination with 'classic' learning methods and media in a meaningful learning arrangement. It enables learning, communication, information and knowledge management, detached from place and time, in combination with exchange of experience, role play and personal encounters in classical classroom training" (Sauter/Bender 2004: 68).

Blended learning is a form of electronically supported learning based on e-learning, because it uses the proven advantages of e-learning but complements them with the strengths of traditional learning. It is therefore a combination of components of face-to-face learning, online learning (e-learning) and often distance learning. These three components of blended learning form a combination and enable a more flexible concept of individual learning. B-learning is thus an active support of learning. In the school environment, the term "blended learning" was mostly used in connection with tutorials or home preparation, where offline e-learning tools, usually multimedia CD-ROMs, were used. The strengths of b-learning are the optimal design of the preparation phase and the follow-up phase of learning processes.

The concept of blended learning systematically combines the efficiency and flexibility of electronic forms of learning with the social aspects of collaborative learning. Handke and Schäfer (2012: 41) conclude after various studies "that b-learning is more effective and enjoyable for learners than either face-to-face or online teaching alone."

As stated above, blended learning is talking about a kind of "mixture" of selected components of current (distance) learning and online learning, which are then "blended" into an even more complex

form. High-quality blended learning programmes should therefore, on the one hand, use the main advantages of both the e-learning and face-to-face teaching components and, on the other hand, compensate for their disadvantages or try to eliminate them altogether. The important point here is that one component cannot work effectively without the inclusion of the other, i.e. the elements of face-to-face learning alone will not be sufficiently effective unless they are linked to the elements of online learning and vice versa.

In blended learning, the role of the teacher also changes to some extent. The teacher continues to lead and guide the lessons, but gradually leaves his or her traditional position of authority and becomes more of a mentor or advisor. At the same time, he or she gives the students enough space to make their own decisions. Students choose exercises, tests, articles, etc. either on the basis of the teacher's instructions or according to their own needs and interests. This opens up the possibility for the higher-performing pupils to work with more complex and demanding tasks or, conversely, for the lower-performing pupils to return again and again to those phenomena that are not yet fully automated. The teacher is always informed about the learning status of the group, follows the preparation of the students and has an immediate control and feedback during the tests that check the acquired knowledge. If a student needs help, the teacher knows about it and offers it.

In addition to the above-mentioned forms of teaching such as face-to-face teaching, online learning, e-learning or blended learning, we also encounter the term "m-learning" these days.

3) The M-Learning

M-learning can be deciphered quite simply as mobile learning. It is a modern variant of distance learning in which we use mobile devices. By mobile devices, we mainly mean mobile phones (cell phones) or various tablets, but also laptops, or MP3 or MP4 players, with which we can participate in lessons via the Internet. [URL 1] Although m-learning is a form of online education, its use and benefits differ from traditional e-learning.

In all the above-mentioned forms of learning, there are of course positives as well as negatives. In the next chapter, we therefore turn our attention to the advantages and disadvantages of the individual forms of teaching.

Comparison of the advantages and disadvantages of the individual components

As already mentioned, all the forms of teaching already discussed have their advantages as well as disadvantages. The aim of this chapter is to list them.

1) Face-to-face learning

Benefits of face-to-face learning include the following:

- Pupils are in close social contact with each other, form a social group in which social events play a central role.
- Teachers and learners get to know each other.
- Pupils learn to develop preferences in learning.

- During the lesson, teachers can give instructions in response to any misunderstandings or difficulties in understanding the material being taught, or to respond directly to students' suggestions.
- Pupils can help each other in the lesson.
- Communication is holistic.

On the other hand, these points can be seen as disadvantages:

- Everyone involved in the lesson must be in the same place (school, class) at the same moment.
- All pupils should have the same relevant world and subject knowledge to ensure learning progress.
- Learners cannot set their own learning pace, which can cause stress and demotivation.

2) E-learning

With e-learning, too, you can pretty much list advantages and disadvantages. The following points can be described as positive aspects of e-learning:

- The students can learn when and where it suits them, they are not bound to time and place.
- Learners can choose which problem they want to work on at the moment.
- In contrast to face-to-face teaching, students determine their own learning pace.
- In the best case, students work with well-prepared and didactically well thought-out materials.
- The use of pictures, audio, text, games, etc. appeals to different types of learners.
- The technical aspect of processing e-learning materials and interactivity is a motivating factor for the students (visualisation and the auditory side of the teaching materials, games, music, film or video work, etc.).

However, among the negative sides:

- There is a lack of direct social contact with fellow pupils.
- Students have no direct social contact with the teacher.
- The role of the teacher as facilitator is missing.
- The control to be carried out by the teacher and his/her help may be deficient or insufficient.
- Pupils must have a very high level of self-discipline.
- There is a risk that unmotivated pupils will not participate in the work (they will "hide" behind the PC).

3) B-learning

We can observe the same with blended learning. Positive sides of b-learning include:

- The teacher can usually intervene as a mediator.
- The teacher can respond to the students' questions.
- The pupils are in social contact with each other, they can work together. Social events are in the foreground.
- Teachers and pupils are also in social contact.

- The teacher has a moderating function in that he/she can respond directly to the students' questions.
- Communication is complex.
- The pupils can complement each other, support each other in communication and learning and motivate each other.

On the other hand, blended learning also brings negatives. These include, for example:

- The learning pace does not have to be adapted to the individual needs of the pupil.
- The teacher and all students must be on a suitable mobile device at the same time.
- To ensure optimal learning progress, all pupils should be at the same learning level as far as possible.

4) M-Learning

One of the biggest advantages of using a mobile device for learning is its flexibility, i.e. learning can take place anywhere and anytime, be it at home or e.g. on the way to or from school, training or on the way back, etc., as learners nowadays always have their mobile phone, sometimes even a tablet, with them. With their mobile device, learners can participate in class virtually anywhere, as long as they have an internet connection via their own data or available Wi-Fi or have previously downloaded the learning material to their smartphone or tablet for offline reading. In addition, they can also determine the level of difficulty of individual exercises, tasks and other activities. This is accompanied by the pace, which the students in turn choose according to their own abilities.

Another advantage of m-learning is its attractiveness for students. Smartphones are now used by 80% of the world's population [see URL 2]. Among millennials, who now make up more than half of the global workforce, mobile phone use is 97%. But Millennials don't just use their mobile phones, they are attached to them. In 90% of cases, they always have their smartphone with them. Therefore, it is only logical that the modern learner is most easily reached via the device he/she uses - and relies on - the most. Students learning on their own mobile phones are already used to the way the device works, so using it to learn is likely to be less daunting than learning a completely new piece of software. The touchscreen of mobile devices also ensures that m-learning is more interactive, as it encourages learners to physically engage with the content. Learners who are able to use their own devices for learning are likely to experience a more personalised learning journey, where they have some control over the amount of learning they do and can stick to their own timelines. All of this can contribute to higher learner motivation.

Mobile learning can be used to facilitate collaboration between classmates by allowing students to discuss in forums and get support from their peers when needed. Mobile learning also encourages students to use the device to deepen their knowledge or search for learning materials, as they are only a short click away from searching the internet.

A clear advantage of m-learning is the partial anonymity of learners in many online applications. The other students and often also the teachers cannot see the results of the individual students directly and cannot react to them, which does not burden the students unnecessarily.

In addition to the advantages, there are of course also "evil traps" that can lead to distraction of the pupils.

They can become a major distraction for students. They are more used to playing games or watching films on their mobile phones or tablets, which is certainly more fun than learning on them. Unfortunately, as teachers, we don't always can monitor what our students are doing on their mobile phones or tablets.

The next danger is that students in m-learning can be distracted by constant text messages or notifications. M-learning requires them to have their own self-discipline and concentration. Therefore, our task is to minimise these possible distractions for students.
It can also be problematic if students cannot easily access electricity or the internet.

Nevertheless, data from GSMA Inteligence [URL 3] shows that there are already more mobile devices than people in the world. Considering how rapidly the use of mobile devices is spreading, lack of internet connection, poor internet connection and lack of access to electricity should soon be a thing of the past.

Here we offer some tools that are suitable for all the forms of teaching discussed above.

Tools name	**Purpose/Objective**	**Internet address**
AnswerGarden	Feedback in the classroom	https://answergarden.ch/
BittPaper	Lesson organisation	https://bitpaper.io/
PleaseFeedback	Feedback in the classroom	https://bittefeedback.de/
Classclick	Create lessons	https://classkick.com/
Classroomscreen	Lesson organisation	https://classroomscreen.com/
German-to-go	Audio texts	https://deutsch-to-go.de
Edupad	Group work	https://edupad.ch/
Flippity	Interactive exercises, partner work, vocabulary work	https://flippity.net/
Half a Crossword	Performance review	https://github.com/monolithpl/half-a-crossword
Jambord	Lesson organisation	https://edu.google.com/products/jamboard/
Kahoot	Interactive exercises	https://create.kahoot.it/auth/login
Learning apps	Exercises interactive	https://learningapps.org/
Learning Snacks	Exercises interactive	https://www.learningsnacks.de
Liveworksheets	Exercises interactive	https://www.liveworksheets.com/
Paint the code	Create QR code	https://mal-den-code.ch/
Mentimeter	Feedback, presenting, writing, self-learning	https://www.mentimeter.com
MiMind	Group work	https://mimind.cryptobees.com/
MindMeister	Group work	https://www.mindmeister.com/de
Miro	Group work	https://miro.com/

Noodle	Appointments, grammar exercises	https://nuudel.digitalcourage.de/
Padlet	Organise materials	https://padlet.com/
pearltrees	Organise materials	https://www.pearltrees.com/
Pickerwheel	Group work	https://www.polleverywhere.com/
PollEverywhere	Feedback	https://poll.lab.io
QRcodemonkey	Create QR code	https://www.qrcode-monkey.com/
Scrumblr	Lesson organisation, competition among learners	http://www.scrumblr.ca/
Socrative	Create lessons	https://www.socrative.com/
Symbaloo	Organise materials	https://www.symbaloo.com/
Tricider	Vote	https://www.tricider.com/
Tweedback	Feedback	https://tweedback.de/
Vocabtoday	Exercises vocabulary	https://vocab.today/worksheets/half-a-crossword/
Wizer	Exercises interactive	https://wizer.me/
Wordwall	Exercises interactive	https://wordwall.net/

Tab. 4 List of tools

As stated above, this is only a listing, not a total overview. There are several other tools that are suitable for foreign language teaching.

Conclusion

Digital technologies are both a teaching tool for teachers and an important contribution to student learning. However, the speed at which these technologies are developing can be seen as problematic, as it is so fast that in most cases the practising teacher does not even have the time to familiarise him/herself with the new technologies, thus depriving him/her of other teaching tools that he/she could use in the online environment for his/her teaching. In our opinion, this is not due to teachers' disinterest or perhaps convenience, but rather due to lack of time to familiarise themselves with new online applications. The reason for teachers' lack of preparation time is due to variables such as the high number of lessons, the work of the class teacher, the ever-increasing administrative work in the education system, the time needed to prepare and correct student work.

The good news is that it is precisely because of their foreign language skills that the latest teaching innovations spread the fastest among language teachers, probably the fastest of all educational sectors. This is precisely because language teachers can draw inspiration from the internet abroad.

The advantage of today's online learning and teaching and all its activities is that it promotes the students' language skills in a complex way, i.e. not only the receptive skills (listening and reading comprehension) or only the productive ones (speaking and writing), but all at the same time. Modern digital didactic tools for online learning are no longer, as in their beginnings, geared to the

mechanical practice of the learning material, pure repetition or testing. All forms of modern online teaching are mostly entertaining, students enjoy working with them, and they also play a strongly motivating role for our students. It is therefore worthwhile to include them in foreign language lessons. But be careful! Too much of anything can be bad. The use of online learning should be justified in normal times (not during pandemics), otherwise it will lead to its devaluation and online learning will lose its attractiveness.

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III.

Foreign language competences in the context of digitalisation

III Foreign language competences in the context of digitalisation

1 Common European Framework of Reference for languages and digitalisation of foreign language teaching

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In 2020, the Companion volume to the Common European Framework of Reference for Languages was published in German (Council of Europe 2020). It first existed as a draft version in 2016, then as a full publication in English (Council of Europe 2018-2020). A brief and transparent overview of what is new in the Companion volume (2020) compared to the original CEFR (2001) is given by Hermann Funk (Funk 2020) and an in-depth analysis of the whole Companion volume can be found in the publication "Der neue Begleitband zum Gemeinsamen europäischen Referenzrahmen für Sprachen" (Vogt/Quetz 2021a). This chapter is to be understood as an introduction to the other chapters of Section III of this publication, so only some aspects that are particularly relevant to this handbook are mentioned here.

In addition to plurilingualism and pluriculturalism, which were discussed to some extent in the chapter I.1, mediation or language mediation appears in the Companion volume as a central concept, which is provided with new, hitherto non-existent scales and descriptors and, according to Quetz/Vogt, goes beyond the limits of language mediation in the traditional sense (interpreting, translating, paraphrasing, etc.), in which language mediators try to convey someone's words to recipients on the cognitive level, and reaches a relational level as mediation in the broader sense, i.e. also as social interaction. The relational dimension of language mediation is reflected in the scales 'facilitating interaction and cooperation in a group' as well as 'promoting pluricultural space' and 'facilitating communication in delicate situations and in the case of disagreements' (Quetz/Vogt 2021b: 12). Depending on the use of language (creative and interpersonal, transactional or evaluative, aiming at problem solving), the Companion volume distinguishes between mediation of communication, mediation of texts and mediation of concepts (Council of Europe 2020: 90). Krombach offers suggestions for the implementation of mediation in foreign language teaching in his contribution "Wegweisende Expansion oder unscharfes Konstrukt? On the conception and implementation possibilities of mediation in the companion volume to the Common European Framework of Reference for Languages" (Krombach 2021).

In the competence area of interaction, three new scales have been added compared to the CEFR (Council of Europe 2001), one scale in the area of oral interaction ("Using telecommunications") and two scales for online interaction ("Online conversation and discussion" and "Goal-oriented online transactions and collaboration"). The latter are criticised in the relevant literature because "descriptors in this area can quickly become obsolete", on the other hand, their relevance is acknowledged: "Nevertheless, the two scales for online interaction are an important addition to the scales for direct communication" (Quetz/Vogt 2021b: 26). More will be said about this further on in the discussion of interaction. All in all, according to Funk (Funk 2020), the Companion volume now includes 80 scales with descriptors instead of the 50 scales.

In the following chapters, the development of the competences originally defined in the CEFR in the areas of language production and reception (Chapters III.2 and III.3) as well as the more recent ones in the areas of interaction and mediation (Chapters III.4, III.5 and III.6) will be considered, especially with regard to the impact of digitalisation on the development of the corresponding competences and skills.

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III Foreign language competences in the context of digitalisation

2 Developing receptive competences online

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Reading and *listening comprehension* are often considered passive activities because of their receptive nature. Finally, the words 'active' and 'productive' are cited as opposites to 'receptive', further supporting this view [URL 1]. However, this view contradicts the more detailed descriptions of receptive competences in foreign language didactics, which assume that these competences, which at first sight appear passive, conceal complex active mental processes (cf. e.g. Decke-Cornill, Küster 2010: 181; Faistauer 2010: 961-966; Kilper-Welz, 2003; Dalhaus 1994; Ehlers 1992 and others). And this concerns both the mother tongue and the foreign language.

Listening comprehension is therefore not a one-way street representing a transfer of information from the text to the listener. It is a very complex process that takes place as a coordination of bottom-up and top-down processes (cf. Solmecke 2010: 970; Decke-Cornill, Küster 2010: 182; Oxford 1993: 206). Its complexity can be estimated by the sub-competences it encompasses. According to Schumann (2009: 189; quoted from Decke-Cornill, Küster 2010: 181f.), these are linguistic, sociolinguistic, pragmatic and strategic competence. Accordingly, in dealing with a particular listening text, the listener uses his or her ability for phonetic discrimination, grammatical and lexical segmentation, appropriate perception of the social listening constellation, including speaker roles, inferring missing knowledge of linguistic structures and discourses, appropriate reaction to what is heard, etc. (cf. ibid.). The more dominant use of one of these competences may vary according to the level of the listener.

The same applies to reading (reading comprehension). This basic competence is not an aimless mechanical reading of letters. By breaking down the complex reading skills, one arrives at their subcomponents, such as: Matching phonemes to graphemes, identifying words, establishing referential relations, dissecting sentences syntactically, grasping propositional meanings, decoding text structures, drawing inferences and hypotheses, i.e. forming higher-level units (cf. Henseler-Surkamp 2010: 88; Ehlers 1998: 78). In a similar way, therefore, the bottom-up and top-down processes are coordinated here simultaneously.

Whereas in the mother tongue the complexity addressed is gradually reduced and the individual steps are automated, in a foreign language, a more or less unconscious parallel progression is only achieved after a long period of targeted training. In the school environment, it takes place under the guidance of a teacher who knows how to adapt the sequence of lessons and the selection of additional teaching materials in such a way that learners not only can make progress in developing their competences, but also want to. The traditional face-to-face form of teaching with textbooks may be limited in this respect, but the digital equipment in classrooms makes it possible to use more modern tools here as well. This will allow teachers to look for further challenges in delivering lessons and to find ways to use digital tools not only in online lessons. This will be discussed below in the context of receptive competences, raising the question of whether the online sphere is a fully

adequate source of both authentic material and variable ways of adapting it from the point of view of implementation in the learning process.

Digital tools for developing and practising receptive competences

In order to practise listening or reading comprehension, one needs a starting point, i.e. the text to be worked on (listening/reading text). Therefore, it makes sense to first deal with the texts (listening/reading texts) that are/could be used in foreign language teaching. The basic prerequisite is the authenticity of these texts. This is linked to other characteristics, such as reality-related thematic as well as structural diversity, natural speaking rate and presence of elements of spontaneously spoken language in listening texts, natural complexity of language structures, presence of extra-linguistic factors, etc.

In class, work is usually done with the texts contained in the textbooks. Teachers do have the option of supplementing or even replacing the text to be worked on with another text, but this presupposes its didactic preparation for the purposes of the corresponding lesson, which is why this approach often fails (on the recommendations, see e.g. Henseler-Surkamp 2010: 91; Westhoff 1997: 7; Krumm 1991: 98 ⟨Reading texts⟩; Solmecke 2001: 898f.; Lüger 1993: 113 ⟨Audio texts⟩). Nowadays, however, there are digital portals that relieve teachers of many of these steps, so that traditional lessons can also be enriched with new, interesting and thematically appealing texts. In connection with listening comprehension, for example, the educational project ***Deutsch-to-go*** [URL 2] should be mentioned (for a description of the tools, see Part B "Selected tools and apps for foreign language teaching"). ***Deutsch-to-go*** is a collection of everyday, interesting and internationally popular audio texts, arranged according to difficulty level and topic. The audio texts are accompanied by a pdf file and exercises with solutions, which can help prepare for lessons or serve as a stimulus. Other similar tools for training listening comprehension are:

- ***Hörtexte Deutsch*** - listening texts with additional tasks [URL 3]
- ***Audio-Lingua*** - listening texts without additional tasks [URL 4]
- ***Österreich digital*** - audio texts with additional tasks [URL 5]
- ***DW – Langsam gesprochene Nachrichten*** - listening texts with additional tasks [URL 6].
- ***Top-Thema mit Vokabeln*** - listening texts with additional tasks
- ***Video-Thema*** - videos with additional tasks
- ***SchulArena.com*** -lListening texts with additional tasks [URL 7]
- ***Deutsch perfekt*** - listening texts with additional tasks [URL 8]
- ***DeutschMusikBlock*** - songs as audio texts with additional tasks [URL 9]
- ***Lingua.com*** - listening texts with additional tasks [URL 10].
- ***YouTube*** - listening texts without additional tasks [URL 11]

Compared to audio recordings of textbooks, working with freely available online audio texts is in some respects comparable, but in some respects also easier or more practical. The use of online listening materials makes it possible - and this is one of their main advantages - to work with them not only synchronously in class, but also asynchronously at home. Since learners have the opportunity to return to the listening text again and again, they can also be given homework on the text

they have heard. In this way, the responsibility for progress in this competences is partly transferred to them, i.e. autonomous learning is promoted, but on the other hand, self-control in completing the tasks is also strengthened. However, online listening texts can also be used in the classroom in other ways. With appropriate technical equipment in the classrooms or if mobile phones are allowed in the classroom, the teacher can divide the learners into groups according to their level and within these groups ask the learners to play the corresponding audio text independently and to solve other tasks related to the text. He/she can discuss only the problematic parts within the different groups.

The selection of a suitable reading text also plays an important role. Developing and practising reading comprehension requires enjoyment and motivation to read, which are also built up by interesting and appealing texts. The own selection of texts to be read offers the possibility to adjust the thematic focus to the students and their interests and thus to strengthen their curiosity and motivation to actively participate in practising reading comprehension. To find suitable authentic texts to read, several of the portals mentioned above can again be used. On the one hand, they offer transcripts of the recordings that can be used in class, on the other hand, some of them provide texts for practising reading comprehension separately (***Lingua.com, SchulArena.com, Deutsch perfekt***). In addition, digital newspapers, magazines, journals, language corpora, literary works, travel portals, online versions of restaurant menus, etc. can also be used, but must be adapted to the level of the learners.

The development and training of receptive competences themselves are based on their complexity as a process. On this basis, three basic phases in the comprehension process can be observed (both reading and listening comprehension): the phase before, during and after listening/reading. In foreign language teaching, learners are taught to use certain strategies in these phases to facilitate comprehension of the text in question. Through specific tasks, they gradually learn to use these strategies automatically. As there is more room for creative activities in the online environment, automation can be pushed further. The following is a discussion of the digital tools that can be used to create activities and tasks in the above stages. This is not a definitive list of possible apps and tools, but rather a suggestion that can be expanded and/or modified.

1. The phase before reading/listening

When dealing with a foreign language (listening/reading) text, the learners' prior knowledge plays an important role, as it is on this basis that their initial expectations are formulated. This knowledge can be activated in various ways. One of the most well-known activities suitable for practising all competences is mind mapping. It is a collaborative method that gives learners the opportunity to connect their existing knowledge and experience with new content. Because the mind map can be enriched with colours, pictures, graphics, etc. that make it more interesting, beautiful and individual, it can stimulate creativity and information processing in different age groups and at different language levels (cf. Buzan-Buzan 1994: 63). In the past, mind maps or associograms were created on a sheet of paper; today, in traditional face-to-face teaching, whiteboards are used on which learners or groups of learners draw their thoughts on a central concept, word association or even heading with different coloured pens, usually one at a time. Online whiteboards used for digital mind mapping allow for the parallel capture of ideas so that learners can immediately see which ideas are

already included and which are not. This promotes the activation of an increasingly broad range of awareness and experience, as well as the spirit of competition among them. Another advantage is that they can be used in both synchronous and asynchronous learning. Therefore, it is possible to start this preparation phase already at home and then continue in the classroom with finished mind maps. The teacher gets an overview of the learners' prior knowledge and can thus introduce further useful ideas into the lesson. There are now many digital tools available to create mind maps. However, they can differ from each other in the options offered. Among those that are also user-friendly are the following (for a description of the selected tools, see Part B "Selected tools and apps for foreign language teaching"):

- ***Miro*** [URL 12]
- ***Bitpaper*** [URL 13]
- ***Jambord*** [URL 14]
- ***Scrumblr*** [URL 15]
- ***Padlet*** [URL 16]
- ***Lucidspark*** [URL 17]
- ***Tutorialspoint*** [URL 18]
- ***Mindomo*** [URL 19]

Depending on the age, previous knowledge, foreign language level of the learners and the form of teaching, the mind maps created can vary in complexity, from simple one-dimensional mind maps to multi-dimensional concept maps. These differ from mind maps in that the relationships between the specified terms must also be specified.

For example, if the class is to work with the listening text *How Corona changed shopping*, level B1 [URL 20], the learners can be given the task of creating a mind map/concept map for the term "Corona/Corona pandemic" in advance. Since the maps can also contain photos, graphics, emoticons, etc., it is possible to record the most varied associations with the central term in the mind/concept map and thus also clarify the unknown together. Within the group, the tasks can then be divided in such a way that one person looks for statistical data, another for relevant photos, yet another for something else, and so on. The distribution of competences can be determined by the teacher as well as by the group itself. In the latter case, the autonomy of the group would be promoted and the responsibility for completing the whole task would be transferred to the learners themselves.

What comes to mind when you hear the word "Corona pandemic"?

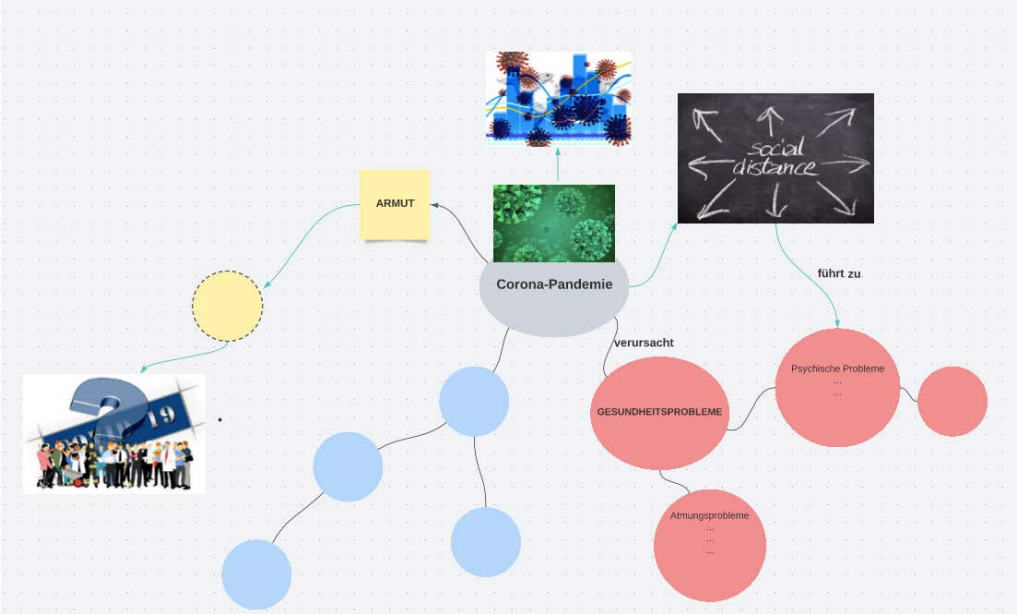


Fig. 12: Illustration of selected options for creating a mind/concept map with the digital tool ***Lucidspark*** [URL 21].

The online whiteboard can also be used if, for example, the structural features of a reading text to be worked on are to be discussed in advance (see Fig. 13). If the teacher intends to deal with the biography of a well-known person in class, he/she can first check the learners' prior knowledge about the structural features of a biography and thus activate their expectations. The activity can be done in different ways in the lesson itself. Again, learners can work in groups and list the appropriate components themselves, or the teacher can prepare a list of different components in advance, which learners divide into suitable and unsuitable components and then justify their solution. The same applies to texts that have a standardised form (the possibility to clarify text type features, structural features - text-relevant syntactic structures, typical vocabulary, etc.).

What information should the biography contain?

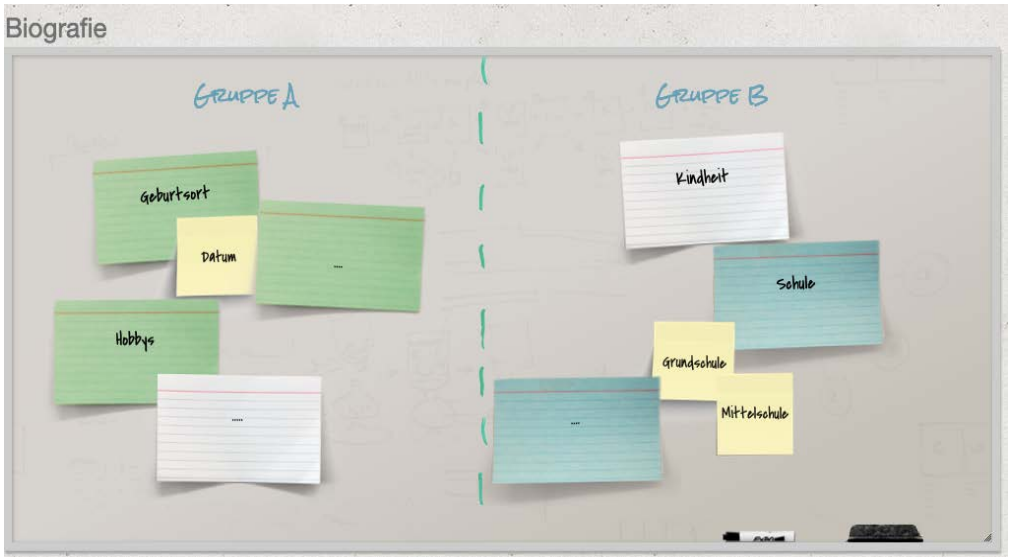


Fig. 13: Editing structural elements with the ***Scrumblr*** digital whiteboard [URL 22].

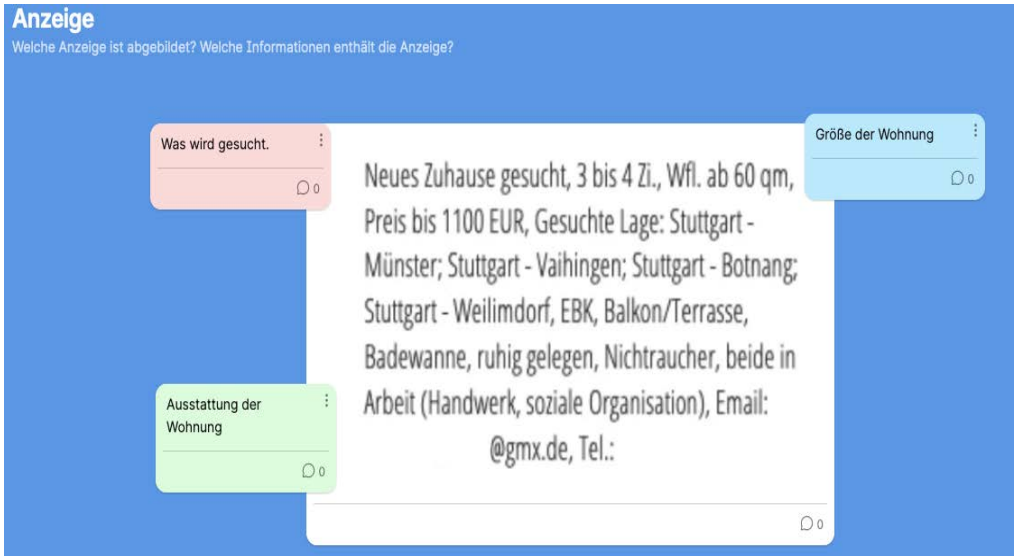


Fig. 14: Editing structural elements with the digital whiteboard ***Padlet*** [URL 23].

Another preparation activity is the use of pictures, picture stories or short videos. Thanks to the online world, the teacher has all kinds of up-to-date photos, pictures and videos available for free download. Visual stimuli are perceived first, so they can be crucial in gaining learners' attention and getting them to participate actively. If, for example, a listening text *Man and his favourite smells,* level A2 [URL 24] is to be dealt with in class, the teacher can first show the learners one or more photos and ask them for their associations with these photos (see Fig. 15).

What comes to mind when you look at the following pictures?
What are they related to?

Fig. 15: Selected photos (from **Pixabay**) activate prior knowledge before listening to the text *Man and his favourite smells* [URL 25].

More creativity is associated with a picture story composed of several photos/pictures or with another variation, the so-called picture/text salad. Depending on the needs, the learners can be confronted with different questions about the respective pictures, or they are given the task of putting the individual pictures/texts in the right order.

In the context of images/photos/videos, it is now an undeniable fact that sharing photos and videos is one of the most popular activities among young people. This can be taken up to involve learners even more in the activation process. They themselves can be invited to submit their own photos on a particular topic. This gives the teacher an authentic visual and the learner a familiar element to draw on in activating their prior knowledge. To speed up the sending of photos, digital tools such as ***WhatsApp***, ***Slack***, ***Edmodo*** or others can be used.

2. The phase during reading/listening

The use of appropriate tasks during listening and reading depends on the respective listening/reading style, which in turn is linked to the goal of reading/listening. According to Lutjeharms (2001: 906f.), for example, *searching reading* is practised with reading tasks in which the learner concentrates on searching for a sign (word, name, place, number...), while *total reading* is practised with reading tasks in which detailed information about the text is asked for, as this is also important for comprehension. Other reading styles are *global (cursory) reading*, in which attention is focused on the text structure in order to gain an insight into the content, and *sorting (orienting) reading*, which concentrates on the thematic focus of the text (cf. also Westhoff 1997: 101f.). A parallel is found in listening, where a distinction is made between *intensive (total)* and *extensive listening*, which in turn is divided into *global* and *selective* (cf. Dahlhaus 1994: 52). According to the author, tasks for practising intensive listening include, for example, number bingo, number-word and number lotto,

visual dictation, orientation on a city map, work with word lists, cloze text (read along and close), question task, grid tasks; extensive listening is practised, for example, with multiple-choice, true/false tasks, yes/no tasks, matching tasks (cf. ibid. 52-125). In foreign language didactics there are further task typologies, which are usually not divided into phases before, during and after listening, but follow the criterion of complexity, for example (tasks on text units; from smaller to larger units) or take into account the individual components of the respective competences process (tasks on listening discrimination, semantisation, text structuring, intention determination, etc.) (for an overview, see Solmecke 2010: 899f.).

The tasks mentioned above have been known for a long time and many of them are included in textbooks and are therefore used in foreign language teaching. But can they also be created online? In the following, some of them are illustrated with concrete examples.

The basic format for computer work that can be encountered in everyday life in formal and informal documents of various kinds is the Word file. Teachers and learners alike are familiar with it, which makes **the shared document** one of the most user-friendly digital tools. Both parties are usually familiar with the main functions, so it is not a problem for learners to participate in solving the task. Almost all types of tasks can be created in a shared document, as text, table, picture, photo, diagram can be inserted into a Word file. However, as the tasks can be done simultaneously with other digital tools, only some examples are given below:

Tool: **YOUTUBE, Google Docs**
Competence: **Listening/hearing/seeing comprehension**
Task: **Questions about the text**

Schauen Sie sich das Video an und beantworten Sie die Fragen!

https://www.youtube.com/watch?v=Y-vF_zrwRUs

1. Wie nennt man die ehemalige Übergangsgrenze zwischen BRD und DDR?
2. Wie nennen die Deutschen das Gebäude des Bundeskanzleramts?
3. Wie heißt das bekannteste Bauwerk und das Wahrzeichen von Berlin?
4. Aus wie vielen Betonblöcken besteht das Holocaust Denkmal?
5. Wann wurde der Berliner Hauptbahnhof renoviert?
6. Wie heißt die Kirche, die ganz im zweiten Weltkrieg zerstört wurde und heutzutage als Mahnmal dient?
7. An welchem Platz befinden sich viele neue und moderne Gebäude?
8. Wo steht der Berliner Fernsehturm und wie hoch ist er?
9. Wie heißt das bekannte Kaufhaus in Berlin?
10. In welchem Gebäude sitzt das deutsche Parlament?
11. Aus welcher Epoche stammt das Schloss Charlottenburg?
12. Wie heißt der Fluss, der mitten durch Berlin fließt?
13. Wie heißt die Galerie unter dem freien Himmel, die aus den Resten der Berliner Mauer gebildet wird?

Fig. 16: Creating a "Questions about the text" task in a ***shared document*** [URL 26].

Tool: **Google Docs**
Competence: **Reading comprehension** (text about the geographical location of Germany)
Task: **Puzzle, create your own map**

Fig. 17a: Creating a puzzle task in a ***shared document*** [URL 27].

Fig. 17b: Illustration of student work

The puzzle tasks can also be created with a digital tool specially designed for this purpose. Such tools are also user-friendly and can be connected to other tools. Examples are **Puzzel.org**, **I'm a puzzle**, **Interacty.me**.

Tool: **YOUTUBE, Puzzel.**org/ **I'm a puzzle**
Competence: **Reading comprehension** (text about the geographical location of Germany)
Task: **Puzzle** (+completion of the map)

Solve the puzzle!

Fig. 18: Creating a puzzle task with the Puzzle Tool
(a) ***Puzzel.org*** [URL28]; b) ***I'm a puzzle*** [URL29])

The work can continue with ready-made maps on which the learners mark the geographical objects described in the text read (national borders, big cities, mountains, etc.). This can again take place in a shared document.

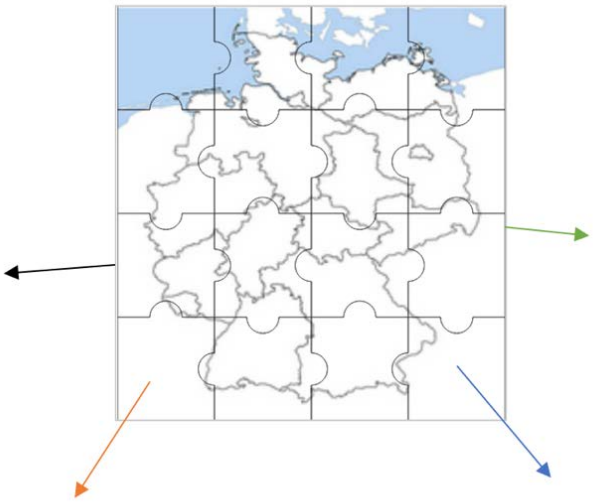


Fig. 19: Working with finished maps in a shared document

Multiple-choice or multiple-selection tasks are among learners' favourites. Compared to the classic doc/pdf file format of this task and its use in face-to-face teaching, their digital versions offer more automatic features, such as displaying the correct/wrong answer immediately after the answer is selected, setting a time frame for solving the task and starting it automatically, statistical evaluation of the solutions. Sound and visual effects are also more attractive, as the following examples show:

Tool: **YOUTUBE, Wordwall/ Quizizz**
Competence: **Listening comprehension/ listening-viewing comprehension** (text on the epochs of German literature)
Task: **Multiple-choice**

Watch the video: https://www.youtube.com/watch?v=zqrA5SdyjcE
Choose the right answer!

a) 

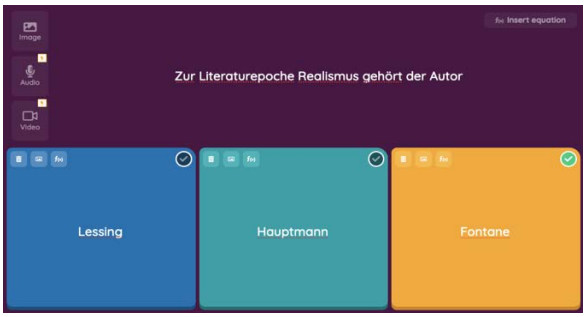
b) 

Fig. 20: Creating a multiple choice task in a) ***Wordwall*** [URL30] and b) ***Quizizz*** [URL31].

Other digital tools for creating multiple choice tasks include **Kahoot** (see [URL32]), **Liveworksheets** (see [URL33]), **Wizer.me** (see [URL34]), **LearningApps.org (see** [URL35]). Most of these tools also offer other task variations, such as sorting answers according to criteria, true/false task, yes/no task, filling in grids, text-related questions, matching tasks, etc. A particular advantage is often the possibility of integrating both reading texts and audio recordings and videos directly into the respective task and perceiving them parallel to the respective questions. The audio text can even be divided into certain sequences for which there are certain questions or matching tasks that are answered as soon as the sequence is played, as shown in examples:

a)

b)

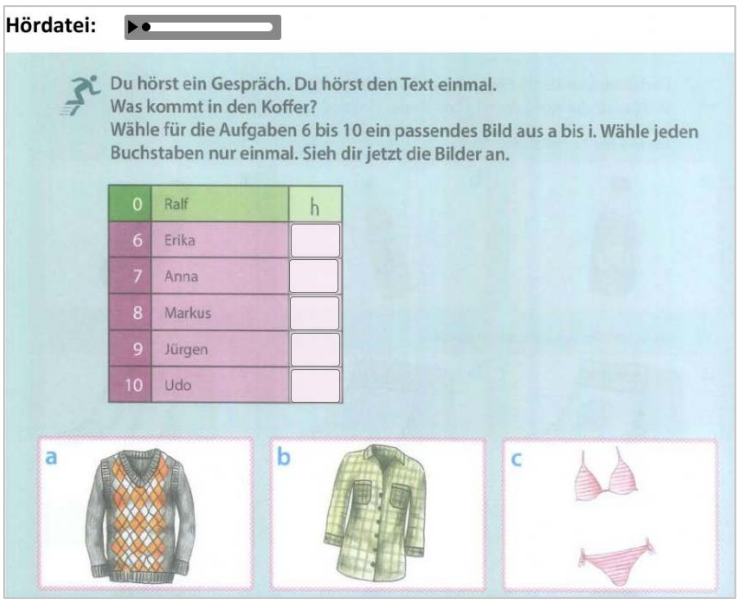


Figure 21: Creating a task with questions about the text
a) ***LearningApps.org*** [URL35] and an assignment task in b) ***Liveworksheets*** [URL36].

It is just as much fun for the learners when they work on something unfinished or still unsecured (cf. Häussermann, Piepho 1996: 313). A common component of foreign language teaching is therefore cloze text. In online lessons, this can either be linked as a **shared document** or the teacher can design it visually in a more creative way, for example in **LearningApps** (see Fig.22).

Tool: **LearningApps**
Competence: **Reading comprehension**
Task: **Cloze**

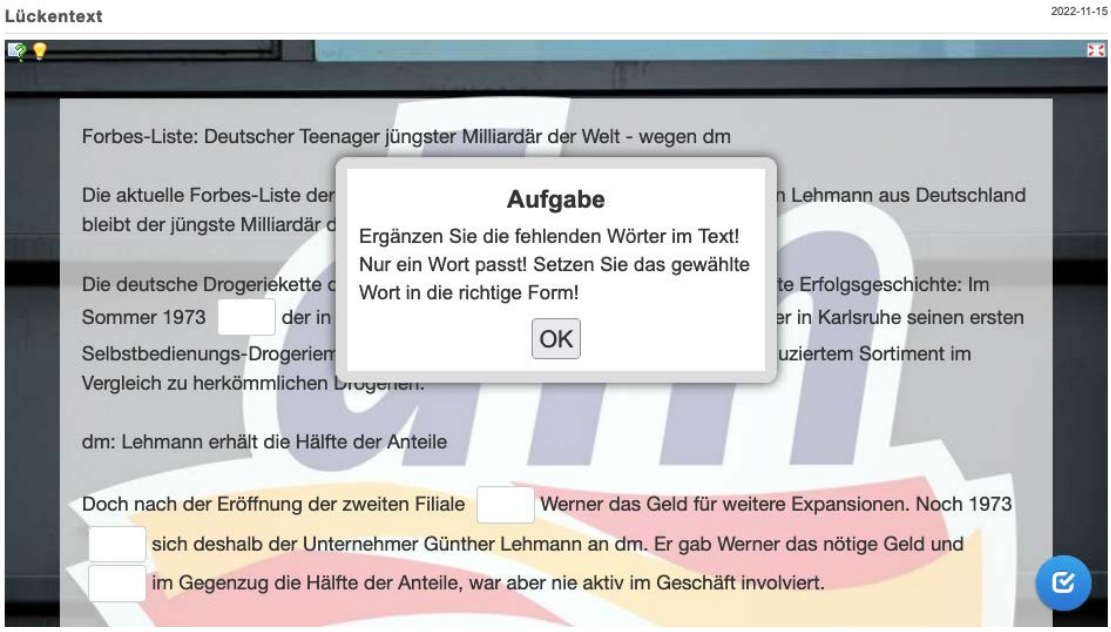


Fig. 22: Creating a cloze task with ***LearningApps.org*** [URL37].

Another possible use of cloze texts is as dictation. The principle is basically the same; learners concentrate intensively on what they hear in order to fill in the gaps. The focus is therefore on identifying the expression side (sound side). Blanks can be empty, filled with a similar word or the wrong word.

There is hardly any type of reading and listening comprehension task that cannot be created with the available digital tools. Further suggestions can be found in the exercise database created as part of the project Deutsch-Unterricht online [URL38].

3. The phase after reading/listening

The phase after reading/listening is mainly connected with checking reading/listening comprehension. For this purpose, there are again matching tasks, true/false tasks, yes/no tasks, determining the correct order, choosing the correct statements, working with vocabulary (finding synonyms or similar) (cf. Dahlhaus 1994: 126). Furthermore, this phase is often combined with activities that integrate other communicative competences at the same time and thus support their practice. The aim is to react to the corresponding text, whereby the reaction can be either written (review, letter, offer, etc.) or oral (discussion, conversation, criticism, statement and justification, interpretation, etc.) (cf. Häussermann, Piepho 1996: 319). Popular activities are the continuation of the story, the summary of what has been read/heard or the presentation of a person/character from the read/heard text of one's own choice, etc. When working on the following audiovisual text, the

linking of several tools can be observed, the last phase being precisely linked to the discussion of the advantages and disadvantages of mass media.

Tool: **Youtube, Padlet, Wizer.me, shared document**
Competence: **Listening comprehension** (audio-visual text: History of mass media in Germany)
Task: **mind map to activate prior knowledge, cloze text before listening to the text, discussion after listening to the text.**

a)

Fig. 23: Creating a mind map with ***Padlet*** [URL39].

b)

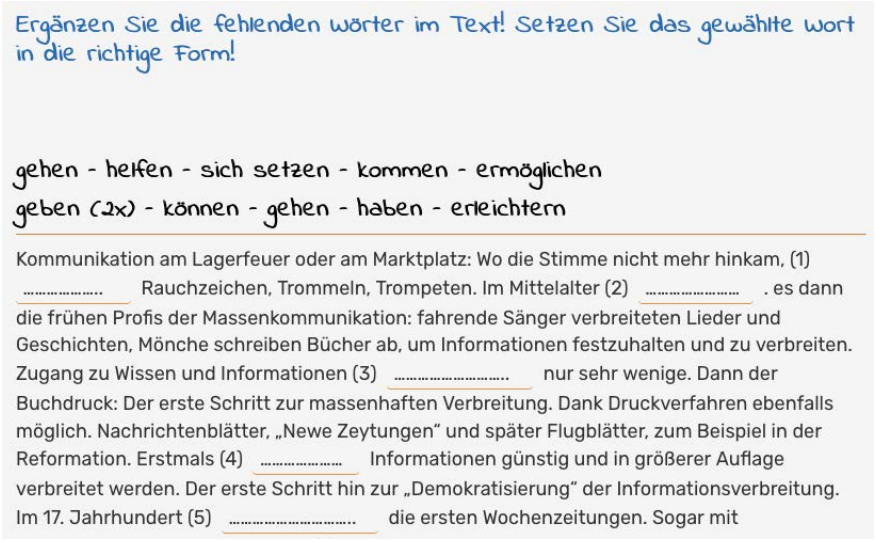


Fig. 24: Creating a cloze with ***Wizzer.me*** [URL40]

c) Watch the *video and compare your solution!*
https://www.youtube.com/watch?v=LDHXsWrV3fQ

d) *Discuss with others which mass medium plays the most important role today? And what are the advantages and disadvantages associated with it?*

Using these activities online also requires preparation. Learners may produce a text, letter or written summary as homework, but the conversation, discussion, presentation of something from the text read/listened to must take place directly in the online classroom, i.e. be interactive. This raises further questions, especially whether the interaction in the online classroom is comparable to that in the traditional face-to-face classroom.

Conclusion

In our chapter, the focus was on the receptive competences in the online domain. The basic question of whether they can be practised online can be answered with an unequivocal "YES". This is, of course, due to the nature of these competences and especially to the fact that they are practised with ready-made (heard/read) texts. The online world offers a wide range of available authentic materials that can be dealt with repeatedly not only "in the classroom" but also "at home". This promotes autonomous learning in particular.

Another positive answer is also provided by another question concerning the practice of receptive competences itself, which is directly related to the digitalisation of tasks and exercises. Today, there are several digital tools for creating variable tasks that fulfil their function and also look visually appealing. The advantage is that most of them also offer a free version. Some of them have been illustrated with concrete examples. From the point of view of teaching materials, their availability and the possibility of creating them in the online space, it seems possible to completely replace classical face-to-face teaching. It can be stated that it offers more variability and more creative approaches, which can increase students' motivation (more interesting, fun, etc. tasks).

On the other hand, this is not the only aspect of teaching. Digitalisation of teaching materials requires appropriate technical equipment, in this case a computer and internet access. In addition, the teacher needs to be familiar with designing lessons in an online environment, both in terms of delivering lessons on a specific platform and creating lesson materials in variable digital tools. On the other side of the communicative teaching process are the learners, for whom essentially the same applies, because only then can they actively participate in the lesson. However, no one can predict that online teaching will be without complications. This is reminiscent of the experience with online learning introduced during the pandemic. Students did participate in class, but the cameras were turned off and many of the features on their computers were often reportedly unavailable. This poses a greater risk of students collaborating in the online environment in a negative sense. The fact that students cannot be observed directly opens up more space for the possibility of solving tasks or copying solutions with classmates rather than alone. Although face-to-face contact plays a key role in speaking, it is also important for receptive competences, although here it has more of a control function. And this can only be guaranteed one hundred percent in traditional face-to-face teaching.

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III Foreign language competences in the context of digitalisation

3 Developing productive competences online

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Within the framework of productive language competences, learners should be able to express themselves independently and coherently orally or in writing. Speaking and writing belong to the active productive language competences, which are contrasted with listening and reading as passive receptive competences. However, this division turns out to be unclear, because all these competences are interrelated: Speaking in response to an interlocutor requires listening. An activity such as reading aloud involves both reading and speaking. The teaching of the competences is therefore often conceived integratively (cf. Krumm et al. 2010: 983).

In this context, the term "**speaking skills**" is used, which as a didactic construct refers to complex contexts in a simplifying way (cf. ibid.). The approach of communicative didactics already leads learners to independent, situation-related speaking within the framework of oral communication, which is considered a generic term in this context. Speaking skills in foreign language didactics are linked to communicative competence and understood as the ability to react appropriately in different communicative situations as speaker or listener.

Speaking skills

Two types of communication situations can be differentiated for oral communication (cf. Ehlich 2007; Graefen and Liedke 2008 in Krumm et al. 2010: 984):

- Situations in which speaking forms the verbalisation of a written text, or a text fixed within the framework of oral traditions (reading aloud, recitation): This is about linguistic realisation of a written text, where speech planning in different oral discourses is not necessary, but the role of the listener comes to the fore. The whole structure (taking the written text into account) and form (clarity, loudness of speech) are oriented towards the listener, towards his/her understanding.
- Situations in which speaking is largely spontaneous (oral discourse): Oral discourses reflect real everyday situations in communication the most by including verbal (acoustic) and non-verbal (visual) moments. Communication via different media (telephone conversation, conversation via video conference, online lesson, etc.) can be problematic. In this media-mediated communication, either the visual part is omitted (in the case of telephone conversations) or **the non-verbal part** of the communication takes a back seat (conversation via video conference, online lesson). The latter problem affects online teaching the most and poses new challenges in the context of modern didactics.

Brand/Lehmann/ Röwert/Tanejew (2021: 58) focus on digital teaching and are of the opinion that monological forms of speaking (speaking in front of others / to others) can be stored well digitally and realised at a distance, as long as possible reactions are not to be taken into account. For

dialogical forms, at least a live situation is required in principle, in which the learners can relate to each other.

In addition to this problem of **insufficient interaction** between the interlocutors in the online area, the fact that the learners often have a **fear of speaking** must also be considered. On the one hand, this is caused by the fact that the learners are not familiar with these action patterns in their first language. On the other hand, there are typical problems associated with foreign language acquisition - inadequate lexicon and limited grammatical knowledge in concrete communicative situations. Added to this is the fear of potential mistakes.

All these problems need to be prevented even more in online lessons and their solutions need to be specifically promoted. Before we deal with the concrete didactic proposals in detail, we would like to emphasise the importance of "pre-relieving" the action situation of speech planning processes. Krumm and others (Krumm et al. 2010: 989) distinguish between the following types of pre-relief:

- auditory pre-relieved exercises (imitation exercises): The learner's speech is repeated, with or without written support, with or without understanding of the meaning,
- pre-relieved exercises in writing: The utterance to be realised by the learners is given as a written template. Corresponding methods are e.g. reading a text aloud and theatre play,
- partially pre-relieved exercises in writing: The statement to be realised by the learners is given in key words, e.g. in role play or argumentation based on role cards,
- speaking exercises without planned pre-relieving: Learners need to plan their utterances in the situation independently, e.g. in free or guided class discussion and in free role play.

All these factors need to be considered even more in online teaching. The missing interaction between the interlocutors, which is natural for communication, must be supplemented in special ways, which will be sought in the next sections by presenting concrete proposals in the digital domain.

Writing skills

Writing skill as one of the productive language competences is understood as a partial competence of linguistic action. According to Krumm, H.-J. et all. (2010: 992), writing in everyday life as well as in the classroom usually includes listening, reading and speaking activities and thus also promotes the development of the other skills; there are many language productive activities, such as reading a message, to which we respond by writing, which suggest an integrated using of the different skills.

In foreign language lessons, writing is learned and practised parallel to speaking, so that one cannot clearly separate these two skills. According to Krumm et al. (ibid.), in addition to the function of writing as a medium of language learning, functional-communicative writing is still of particular importance. Learners learn in class how written language (in texts) is composed and how they can act in written language in concrete communicative contexts. Text types in foreign language learning are notes, messages, letters as mixed types of free and strongly conventionalised text types, furthermore reports, narratives, summaries, comments and argumentative texts. Narrative-fictional

texts are also found as products of creative writing processes. In this way, writing is practised in contexts, taking into account the criteria of communicative needs.

In class, learners acquire how to compose written language in texts and how to act in written language in concrete communicative contexts. The following text types are suitable for this purpose: Notes, messages, letters in official and unofficial communication, reports, narratives, summaries, comments. Thus, on the one hand, writing is bound to conventional text types, but on the other hand, creative writing is also developed, with the help of which narrative writing processes are practised.

The writing skill is least affected by the transition to the online teaching in the methodological sense. One can even assume that writing skills serve as an aid to communicative speaking skills. When communicating online, monologically or dialogically, written notes, comments or summaries often serve as a basis for speaking. Thus, writing is not practised separately, as a separate learning task, but hand in hand with speaking skills, so that both competences are linked to authentic communicative tasks.

Within the framework of methodological approaches, a distinction is made between product-oriented and process-oriented writing exercises (cf. Krumm et al. 2010: 995). In product-oriented writing instruction, the focus is on the text as the result of the writing process and its form. Reproductive-productive and productive writing exercises or tasks support learners in extracting content-related, text-structure-related and linguistic information from texts and in using this information when writing their own texts. Reproductive-productive writing exercises are completion exercises (fill in missing words, sentences, paragraphs in texts), transformation exercises (rewrite a text into another text type), summarisation exercises (write a summary) or tasks for criterion-guided text revision. Productive types of tasks focus on real communicative-pragmatic writing situations and corresponding text types, but also allow for free writing (reproducing perceptions, narrating, etc.).

Process-oriented tasks are oriented towards the writing process or procedure and encourage learners to evaluate it and try out alternative writing strategies. In this way, it can become clear that writing is a complex problem-solving process, but one for which help is available (e.g. *mind mapping* for gathering ideas relevant to the topic, checklists of text criteria for the revision process).

In the current classroom situation, there is no longer a distinction between product-oriented and process-oriented approaches in promoting writing competence, but both approaches are used when working on the text. In this way, learners' fear of longer texts is abolished and their creativity is encouraged. For example, cooperative writing, where learners write a text together, leads to activating their shared knowledge and supports teamwork. Of course, the knowledge of the structure of the text, text types, etc. must be taught correctly.

As a big advantage in the current situation is the fact that learners are used to writing, especially in digital environments through communication media such as chat, email, social networks. They are no strangers to writing, mainly shorter texts. In this kind of communication, they see the possibilities to get in touch with other people, to interact. These everyday experiences with the written text are strong arguments for the use of writing skills in online lessons and for the close connection with speaking skills, because here young people see the possibilities to communicate, often they even prefer the written form to direct (oral) interaction.

The use of digital media is therefore a good and appropriate way to teach learners subject- and language-related content. Of course, learners must be taught the correct orthography and text form, but, as Krumm et al. (2010: 997) point out, writing and speaking tasks in these contexts, in addition to expanding language- and text-related knowledge, also aim at the receptive and productive development of factual knowledge; the latter intensifies the writing processes and thereby increases the text quality.

Effectively linking speaking and writing skills in online learning

The previous remarks clearly point to the fact that one cannot clearly delineate speaking and writing skills in the classroom. Especially in current times, when learners are considered "digital natives" (cf. Prensky 2001), people who have grown up in the digital world, this conception gains importance.

However, it is important to consider that learners behave in the digital realm as they do in their everyday lives. Learners use simple sentence structures and less complex vocabulary. Their language therefore has characteristics of oral communication. In school, in online lessons, they should therefore get the subject knowledge, the subject content, crucial for their success in school.

In this context, Gibbons (2006) proposes a form of classroom interaction that she calls scaffolding. Scaffolding means that learners' language is systematically developed and built up in the classroom. Gibbons believes that although spoken and written language have clearly distinguishable characteristics, there is no absolute separation between them. Modern technologies reinforce this softening of the distinction (cf. Gibbons 2006, 272). According to Gibbons (cf. also Kniffka/Siebert-Ott: 111), teaching can be designed in such a way that learners first approach the subject matter via the variant of the language they are familiar with - the conceptually oral one. This can take place in various forms:

- small group work,
- mind mapping or associogram in the whole class,
- picture story in smaller groups,
- collect pros and cons.

It is natural for learners to communicate with each other in everyday language in these situations. The next step is to introduce new language, technical language terms and phrases, which are then used in the oral presentation of the results in the classroom. Here it is important to give the learners enough time to process the new linguistic material and to plan their linguistic production. The teacher supports the learners linguistically and gives them the opportunity to repeat if a production is not immediately successful. The next step is to produce the first written statements, for example in the form of a learning diary. Here again, more conceptual-written language elements are required. In this context, it is important to note that the new linguistic material introduced by the teacher is always connected to a context of use, that lexical and grammatical means are not learned in isolation. The acquisition of conceptual-written language skills also includes the knowledge of which variant is appropriate in which context.

The scaffolding approach means that the pupils used their current language resources at the beginning of the lesson, while focusing on new language resources in the later stages. This

sequence enabled the students to build on their existing understanding and language and to link earlier learning with current learning; with the effect that they successfully approached the targeted texts rather than starting with them (cf. Gibbons 2006: 289).

Methodological suggestions

In the following, some suggestions are presented that make very effective use of the combination of speaking and writing skills and come from the experience at the project targets. As indicated earlier, productive language skills are mainly used in online lessons when pre-relieving exercises, introduction to the topic or consolidation of the learning material, new vocabulary, is required. If speaking and writing skills are planned as the main topic in online lessons, the teaching must be planned very carefully because, for example, free speaking in an online group is almost impossible. The following chapters therefore offer some ways to effectively teach speaking and writing skills in online classes.

1. Pre-relieving/consolidation: speaking

As an appropriate and creative way of introduction to the topic, picture-led exercises can be used. It does not necessarily have to be a picture description, because the control of the individual free statements would be difficult to manage in online lessons. A good way that has a clear structure is the app WORDWALL. In this app, the familiar and the new vocabulary can be practised and acquired in a very interesting and creative way. For example, if we work on the topic "CV", the known vocabulary can be activated in the following way:

Task: *Pick a card, formulate a sentence with the word:*

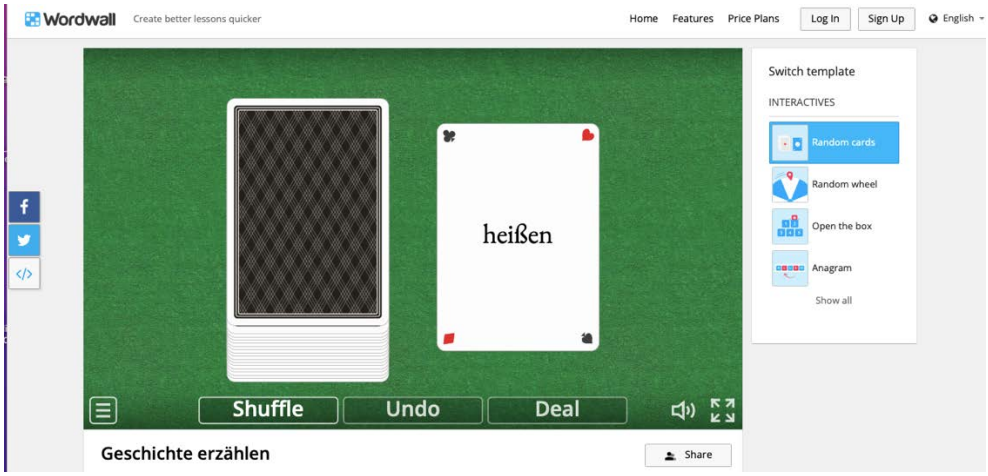

Fig. 25: https://wordwall.net/resource/30248136

For some topics, the further task may be: *Tell a story. Draw a card, formulate a sentence with the word and say who will continue the story.*

In this way, listening comprehension is additionally activated, because the individual learners form a story that should have a continuation, i.e. a meaningful story. When speaking, the learners must react promptly, the vocabulary and the speaking activity are activated to the full extent.

The app LEARNINGAPPS can be used to activate (but also to consolidate) the vocabulary by creatively practising (or consolidating), for example, the vocabulary for describing people.

Task: *Sort the adjectives:*

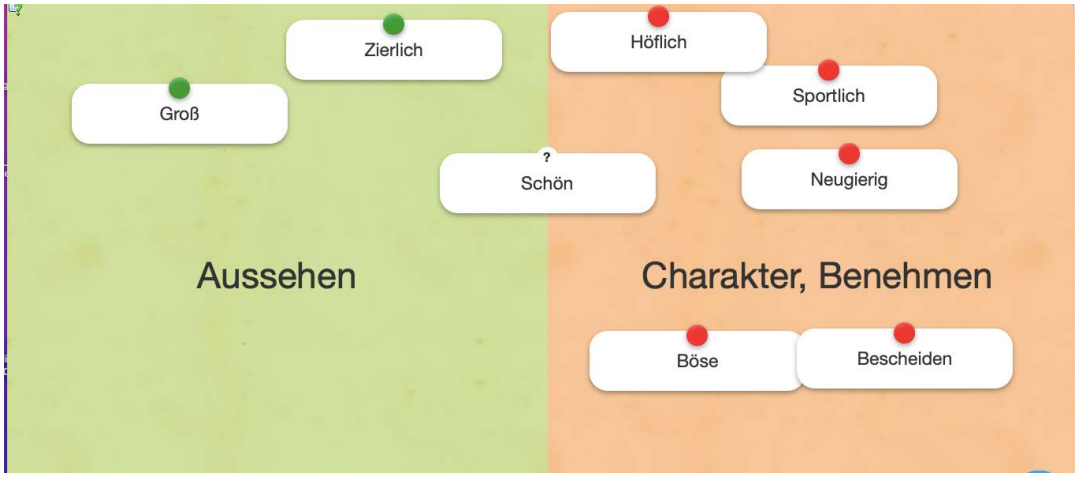

Fig. 26: https://learningapps.org/view22832934

This solved task can then serve as a support to the actual person description by sharing it on the screen. As a possible continuation of the task, the description of the person can be based on photos or pictures of different persons. Learners (also in smaller groups) can describe the appearance of the person and guess some character traits based on the appearance. This will stimulate the learners' creativity and their natural curiosity when presenting the results.

Generally, the so-called *mind maps* are used to introduce the topic. To fit into the digital realm, this type of exercise can be used in online lessons through different apps. Their preparation is relatively simple. An effective type of this task is when the learners themselves can enter the individual ideas / words into the mind map. In this way, speaking skills are again linked to writing skills. The following apps serve this purpose:

Answergarden: https://answergarden.ch
The tool is used to collect feedback/answers/terms on a question or topic. AnswerGarden is created in 2 steps only: The topic or question is entered and published through link, QR code, social media. Then the collection of answers can begin.

Task: *Collect words on the theme - Hiking in the mountains - what can you do, see, experience?*

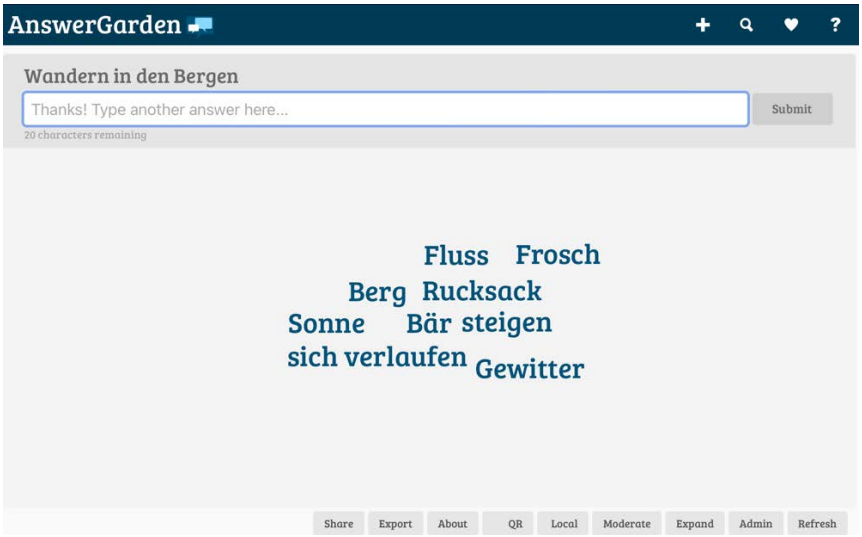

Fig. 27: Example AnswerGarden task

Another task to develop writing skills can be: *Write a short text, using at least 5 of the collected words.*

The tool **MIRO** (www.miro.com) can be used as an interactive whiteboard by integrating words and pictures. The app offers several ways in which speaking and writing skills can be combined. The template mind map can guide or document the discussion on a topic or a problem. The teacher can already specify some points of the mind map, these should serve as initial thinking impulses for the students' own work.

Task: *What all belongs to a healthy lifestyle? Create a mind map together and discuss the points that come to your mind on this topic.*

Fig. 28: Example task MIRO

The tool **Brainwriting** can be used for more complex issues. The different coloured slips of paper each develop an idea - each participant in the group task writes his/her idea on the first slip of paper of his/her colour - the others elaborate on this idea bit by bit. In this form, the template can be used for creative writing, for example:

Task: *Write short mini-stories. At the beginning, everyone writes one or two sentences on the first slip of paper of their colour. The others continue the story. Everyone writes only in their column. There is a different colour for each story. Which of the stories will be the best?*

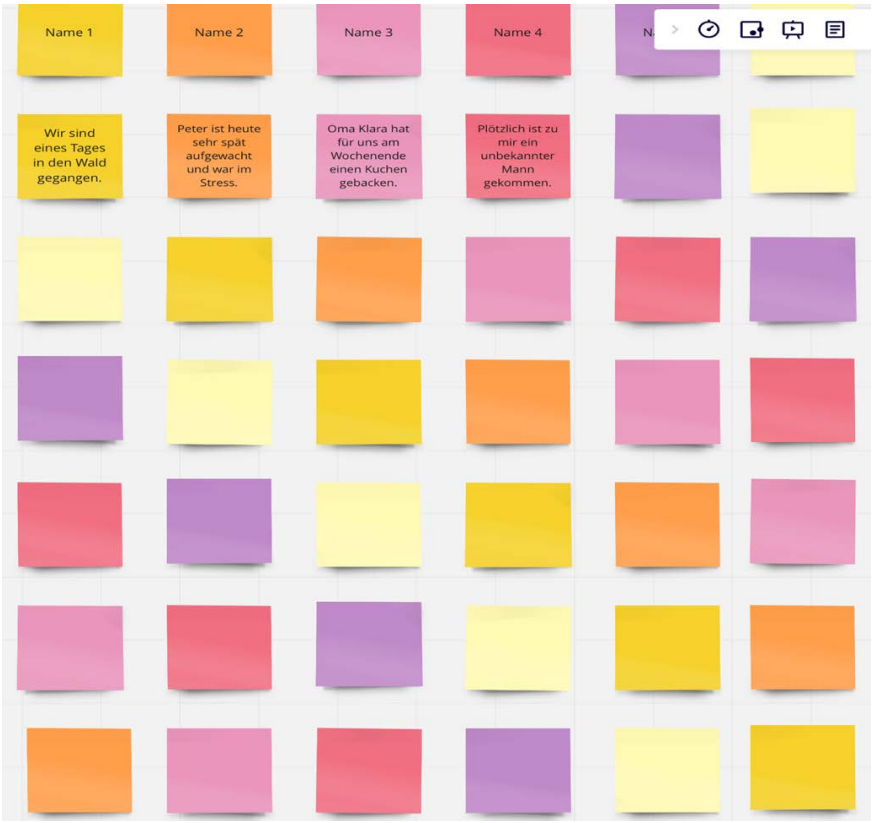

Fig. 29: Example task Brainwriting

Creativity can also be supported by the following task:

Crazy sentences
First write a sentence for each column. Then read the sentences diagonally - each colour is a different sentence. Some of the diagonal sentences you have to correct grammatically. Which sentence was the craziest?

Fig. 30: Example task “Crazy sentences”

The summary of the teaching material and its consolidation can be realised by app **BAAMBOOZLE** (baamboozle.com). For example, the teacher can ask questions and in this way evaluate the learning outcomes by having the learners respond to the individual questions. The questions are visualised very clearly and help the learners as a way of supporting interaction in online teaching. The individual questions can also be distributed to smaller groups.

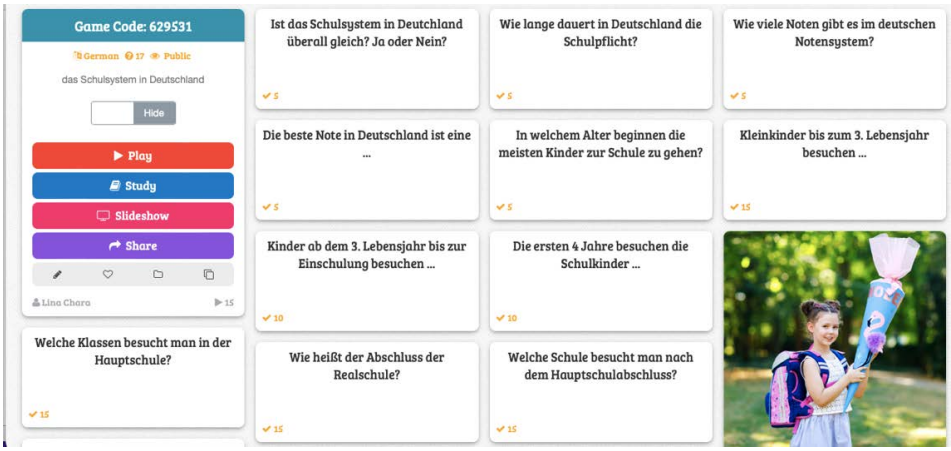

Fig. 31: Example task Bamboozle https://www.baamboozle.com/game/629531

2. Verbalisation of a process

Compared to the exercises type "Speaking to pictures", in which one expresses oneself freely and presents one's assumptions in a typical class, in online teaching this task is more about a structured process, because free, spontaneous expressions of the learners are very difficult to control in the online area and chaos would result. It is recommended that after explaining and distributing the tasks, a larger group is divided into several smaller ones and opened into so-called breakout rooms. Work is more effective in the smaller groups, but the teacher always has the possibility to visit and control the individual rooms.

Nevertheless, there is always a need for written support in free speaking, in that learners can speak according to a certain structure, according to individual points prepared in advance. A good example of this would be the topic “My life” or “CV”. The preparation in the online class can be research on the internet, where the learners find and write down some important information for the CV (name, place of birth, address, education, etc.) of an unknown person. Then, for example, the app **Padlet can be** used:

The task: Assign *a category to each statement. Put the categories of the tabular CV in the right order*.

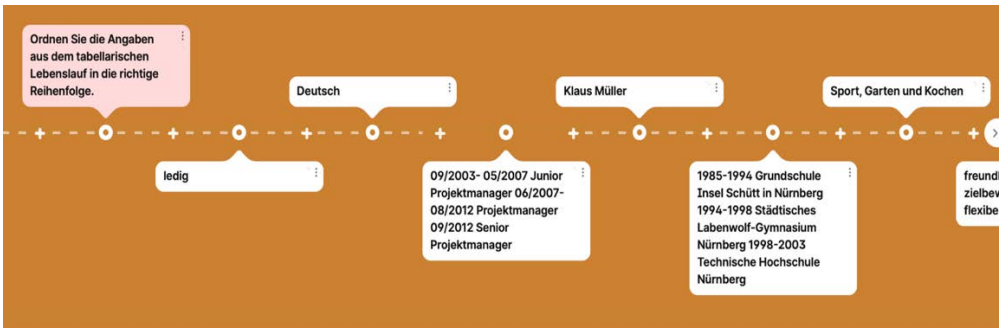

Fig. 32: Sample for Padlet task (https://sk.padlet.com/nikoletaolexova/o4bjg8fazsrbpxjt)

An additional task can be given to confirm the solution: *Compare your proposal with a sample CV on the internet.*

After all the information has been correctly entered and assigned, the individual tasks can be verbalised. Based on the individual tasks, the learners gradually describe the whole life of a person in the example. For the information *Name - Klaus Müller,* they verbalise the information - *His name is Klaus Müller*. The individual pieces of information can be distributed to the learners one by one. In this way, they can repeat information they already know (name, age, address) and learn new information (education, experience, skills). Of course, the grammatical moment – simple past or perfect past - is also used.

As a continuation or as homework, the learners get a written task: *Write your own tabular CV according to the sample*. In this way, they apply the information already discussed in the written text by following a clear structure.

In general, the PADLET app is very good for practising speaking skills according to a clearly structured concept. The learners are more confident than when speaking freely, which can be seen as a support for speaking skills in the absence of interaction in online lessons. The same applies to written text production.

The app MIRO (miro.com) enables a visualisation of work steps and work progress with the help of notes in the tool **Kanban.** One collects necessary ideas and vocabulary on the given topic:

Task: *Find examples of activities in the following situations. Complete the columns.*

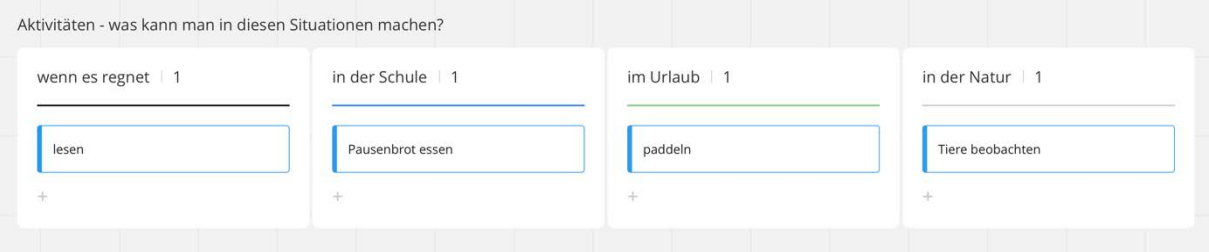

Fig. 33: Kanban

After solving this task, the finished exercise can serve as a basis for verbalising individual activities, processes.

Diagramming serves to verbalise certain processes. For example, a reading text, audio text or video can be diagrammed, graphically represented and verbalised as a summary. Different processes can be represented as diagrams (cooking recipe, creation of something, instructions, etc.). The diagrams then serve as points of support for speaking about the topic. Again, it is a matter of linking writing and speaking skills as a result of receptive language competences.

Task: *Watch the YouTube video about the water cycle. Create a diagram of the water cycle. Present the diagram to the class.*

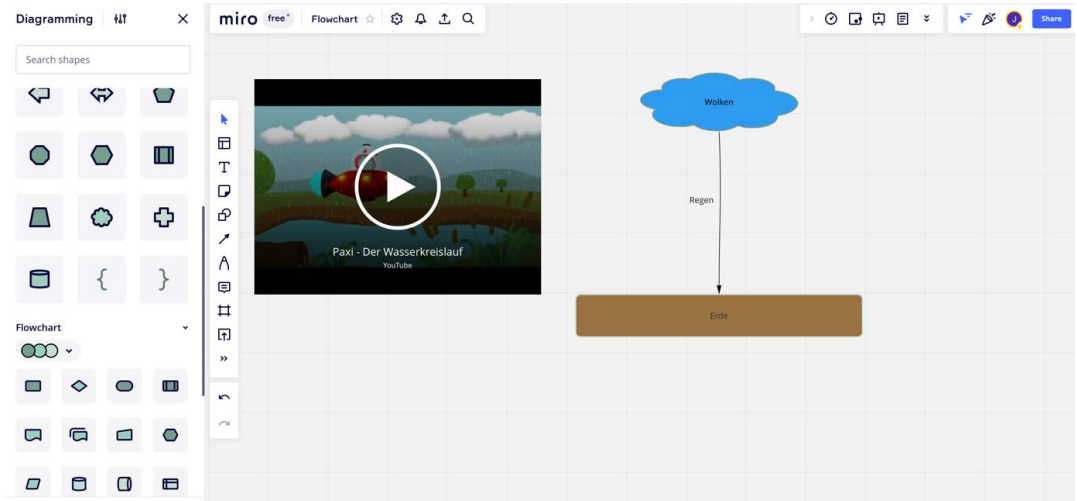

Fig. 34: Diagramming

3. Notes

It has been pointed out several times that speaking skills are best developed in online classes through written support. This is due to the digital environment where face-to-face interaction is lacking. Notes serve as one type of written support for speaking. In the online environment, there is already a wide range of tools that serve as virtual pinboard.

The **JAMBOARD** tool (tool from Google, https://edu.google.com/intl/ALL_de/products/jamboard/) replaces the classic blackboard. You can insert and move pictures, add notes, download items directly from the internet or drag content from Google Docs, spreadsheets or presentations onto the display. The tool also supports student collaboration in problem solving. The tool supports working in smaller groups, by "Duplicating Jam" you make several copies of Jam, e.g. you mark it with note (yellow, red, blue group) and share Jam only with the students in the respective group. This way you avoid too many attacks at once and you work more effectively in smaller groups, which can then compare and discuss their results. The tool is suitable mainly for the following activities: Sharing ideas during brainstorming - as an interactive mind map, each student can stick a note/ picture etc., or discussion - collecting, visualising and verbalising ideas, arguments.

Scrumblr (http://www.scrumblr.ca) allows the teacher to adapt the structure of the pinboard according to the needs. Learners can "write" their ideas on the pinboard:

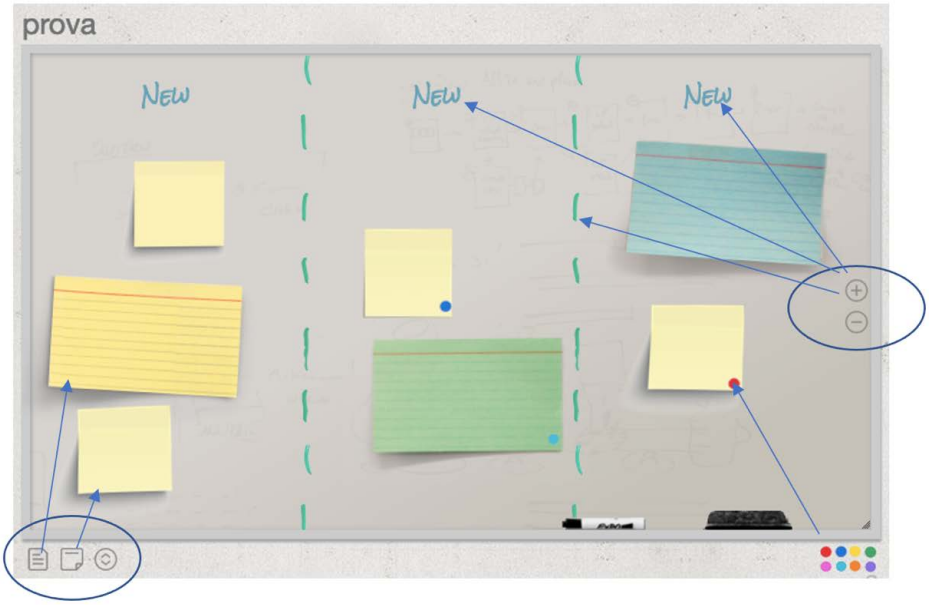

Fig. 35: Scrumblr

This tool can be used in a variety of ways in class, but it is particularly dominated by collecting, processing and comparing content of different kinds (mind mapping, brainstorming, collecting prior knowledge, research results and solutions, etc.). This app can be used to collect learners' views and serve as a way of taking notes during subsequent discussion.

Simpler forms for collecting notes, information or suggestions are the **EDUPAD** tools and the **SHARED DOCUMENT** function on Google.

EduPad (https://edupad.ch/#start) primarily serves to promote writing skills, but other skills can also be practised. The tool is used to create the notes, because several people can write their views at once:

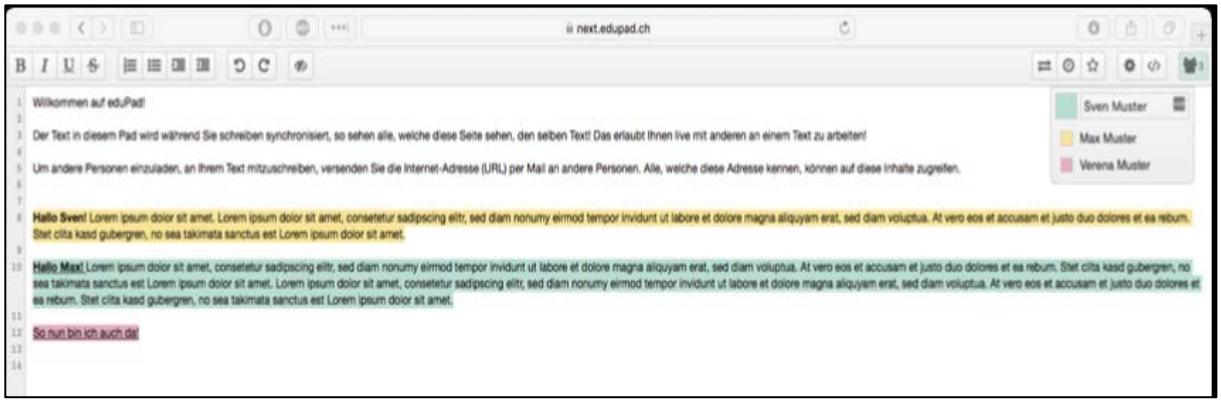

Fig. 36: Edupad

Google's shared document also has similar functions, in which several people with access can write or edit a document together.

The information collected can then be used as a basis for speaking activities or for writing a text. The final version of the edited text can be saved and exported in different formats, the editing progress can also be viewed and the corrected, inadequate, improved version can be exported. This function can be used very well when the different versions of the text/part of the text or the editing suggestions of different pupils are to be compared.

These apps, which allow to collect notes on the specific topic or activity, can be used in class both independently of other learning materials (e.g. to create a mind-map on a specific topic to be discussed as a speaking skill activity), as well as following other learning materials (summarising what has been heard, the video, etc.).

4. Presentations

Speaking activities in the context of papers or presentations are again a typical example of the change from written to oral. The learners prepare a presentation in the form of several slides, pages in which no complete texts are prepared, but the information is only written in key words. The learners are thus based on written texts, but the speaker is expected to detach himself from the written template and speak relatively freely.

According to Baurmann/Berkemeier (2004), presenting comprises the following comprehensive sub-skills:

	Practice + Perform	Visualise	Create speech templates	Excerpt	Find suitable primary texts
Present a graphic discussed in class in their own words.	■				
Present a topic discussed in class	■	■			
Present a familiar fact (examples: one's own hobby, activities in a club, etc.).	■	■	■		
Presentation of a topic based on text specifications (examples: Book presentation, presentation of selected Places of interest before a school trip)	■	■	■	■	
independent presentation on a given topic	■	■	■	■	■

Tab. 5: Types of presentation according to Baurmann/Berkemeier 2004

There is a wide range of presentation formats such as Power Point presentations (also with video embedding), multimedia presentations, video (learning video, tutorials, recipe videos). According to Brand et al. (2021: 66), digital presentations are highly relevant to everyday life and enable greater dissemination than speaking in front of an audience. At the same time, however, they also pose other/new requirements, the mastery of which must be specifically trained. Along with special technical skills for use, other skills in the online sphere also play a special role. The authors (ibid.) compare the presentation in front of an audience with that in the online realm and state: While in the presentation in front of an audience both the spatial conditions and the direct relationship to the audience are of great importance, they are now initially virtual quantities. The space is only relevant on an abstract level, while the audience must be anticipated. These are new challenges not only from a didactic point of view - for the teachers, but also for the learners who have to adapt to the described conditions when presenting.

5. Project-oriented approach

Project opportunities are very popular with learners, stimulate their creativity and allow learners to present their findings in interesting ways, including online. Project-based approach promotes speaking skills by, among other things, encouraging learners to produce oral texts of different types and helping to support collaborative and coordinated group work. A simple example of joint project work is offered by the MIRO tool, which is particularly suitable for project tasks. Learners can also work on a common task at different times. The tool not only supports project work but can also be used for presenting the work. Depending on the task, speaking and writing skills are practised, among other things. However, many extra-linguistic skills are also developed.

Task: *Project: Shopping centre*
In small groups, plan a shopping centre. On one floor, put together different shops and draw the plan of the shopping centre in Miro. Don't forget different facilities or attractions for the visitors. Present your shopping centre to the class.

In addition, more complex tasks can be assigned to the learners. Within the project-based approach, several forms of presentation can be defined: Theatre play (a complex interaction of writing and speaking skills together with aesthetic presentation), radio broadcast (focus on speaking skills), commercial or a video with spoken commentary.

We want to devote more attention to the last possibility, because we are starting from the project experiences. As a task within the project, a video competition was announced in all partner schools. The theme was: "This is us". The students had to present their school, their team. Very interesting videos were produced, which can be viewed at the following link: https://duo.germanistik-ucm.eu/videowettbewerb-das-sind-wir/. According to teacher and learner reports, it was a great experience because even the learners had to combine their technical skills with speaking skills by focusing on appropriate presentation. Speaking skills were strongly supported, learners saw in the video how it is important to pronounce correctly and be well understood.

Conclusion

This chapter is dedicated to productive language skills. It was found that due to the lack of interaction in the online environment, it is often difficult to motivate learners properly and to achieve positive didactic results. For this reason, the individual chapters first focused on the skills of speaking and writing, noting that in the online domain these two language skills necessarily interact closely and mainly support each other in online teaching. For this reason, several didactic approaches were then presented that specifically promote the connection of speaking and writing skills. The examples are taken from the tool descriptions in Part B of this publication as well as from further experiences in the implementation of our Erasmus project.

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III Foreign language competences in the context of digitalisation

4 Developing interactive competences online

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Interaction and interactivity in foreign language teaching: Which benefits do digital media and online communication offer?

The rapid development of information and communication technology and especially the medium of the internet in the last decades of the 20th century triggered an equally tumultuous development of internet communication, with the latter gaining a foothold in many areas of life very quickly and successfully. The traditional distinction between *synchronous* (real-time) and *asynchronous* (time-delayed) communication and between *medial and conceptual literacy* in contrast to *medial and conceptual orality,* which can be found e.g. in Koch/Osterreicher (1985; 1994), has been supplemented in linguistics against this background by new elements, e.g. *quasi-synchronous communication*. Dürscheid, for example, speaks of 1) medial oral and synchronous, 2) medial oral and asynchronous, 3) medial written and quasi-synchronous and 4) medial written and asynchronous communication (Dürscheid 2003: 12). Furthermore, a communication area fluctuating on the border between orality and literacy, i.e. a *conceptually oral* but *medially written* communication, which had been made possible by new technologies and forms of communication, was distinguished and immediately enjoyed great popularity among language researchers as an object of research (for more on this, see e.g. Storrer 2001a, Storrer 2001b, Dürscheid 2011). Numerous research papers have been devoted to chat language or "typed conversations", to use Storrer's term (2001a), and corpora on computer-mediated communication have been created and researched (for more on this, see Beißwenger 2007). In the relevant research, chat communication has been regarded as "an extreme form of interaction-oriented writing" (Beißwenger/Storrer 2012: 94), in which interactive reading games come about, the participants in the conversation create a fictitious communication space and flesh it out playfully (Beißwenger/Storrer 2012: 104-105).

In addition to chat communication, which, as it took place 20 years ago, is now as good as history, other forms of internet-based communication developed that attracted the attention of language researchers. A systematic overview of the research results of the network "Empirical Research into Internet-Based Communication", for example, is provided by the anthology on internet-based communication edited by Michael Beißwenger (2017). Forms of internet-based communication are subsumed in the anthology as "those forms of language use that are organised dialogically and interactionally and for whose realisation computer networks represent the infrastructural prerequisite. Prominent forms of internet-based communication forms are chats, newsgroups and online forums, weblog comments, tweets, Wikipedia discussions, SMS, WhatsApp and instant messaging interactions, Skype as well as corresponding communication functions in social networks, online computer games and 'virtual worlds'. Forms of internet-based communication form an important component of many social media applications and, especially in recent years, are increasingly used on mobile devices" (Beißwenger 2017: 1).

While chats or chat rooms, as they were at the beginning of the 21st century, are no longer so popular today, various social networks and messenger apps are very popular. According to the *Digital 2022: Global Overview Report*, 62.5% of the world's population used the internet, up 4% year-on-year, while active users of social media accounted for 58.4% and more than half of the world's population, up 10.1% year-on-year (Kemp 2022, 9-10). In January 2022, the number of *social media users was* over 4 600 million worldwide, which means it had tripled over the last 10 years (cf. 1 482 million in 2012) (Kemp 2022, 88). Among the most popular social platforms, Facebook (2 910 million users), YouTube (2562 million), Whatsapp (2000 million), Instagram (1478 million) and Wechat (1263 million) ranked highest in 2022; further, the most popular included (in descending order) TikTok, FB Messenger, Douyin, QQ, Sina Weibo, Kuaishou, Snapchat, Telegram, Pinterest, Twitter, Reddit and Quora (Kemp 2022, 99). Some of these platforms, such as Reddit or Quora, are more suitable for asynchronous communication, others also for synchronous or for both asynchronous and synchronous, but all of them, as noted above, are characterised by dialogicity and interactivity.

The use of digital media for teaching and learning foreign languages and for promoting interactivity in the classroom has always been the focus of attention for linguists and foreign language methodologists. For example, several publications have been published in the series "Gießener Beiträge zur Fremdsprachendidaktik" (Giessen Contributions to Foreign Language Didactics), e.g. "Fremdsprachenlernen mit digitalen Medien" (Legutke/Rösler 2003), "Kooperation und Steuerung - Kooperatives Lernen im Fremdsprachenunterricht" (Schneider/Würffel 2007), "Aufgaben 2.0 - Konzepte, Materialien und Methoden für das Fremdsprachenlehren und -lernen mit digitalen Medien" (Biebighäuser et al. 2012), "Interaktiv beim Fremdsprachenlehren und -lernen mit digitalen Medien" (Zeyer et al. 2016) and "Das Lehren und Lernen von Fremd- und Zweitsprachen im digitalen Wandel" (Burwitz-Melzer et al. 2019).

Several attempts to research the use of digital media in foreign language lessons from a methodological point of view date back to the time before the pandemic. In this context, it would be worth mentioning, for example, the article “Videokonferenzen im DaF-Bereich? Überlegungen zu Möglichkeiten und Grenzen am Beispiel »Skype in the classroom«“ (Bahlo et al. 2014). The topic of promoting interactional competence via videoconferencing was also explored later, for example in a contribution by Hoshii/Schumacher (2020). These attempts aim to explore the promotion of synchronous spoken interaction using digital tools in the foreign language classroom. In doing so, the benefits and limitations of such promotion are illuminated.

In the contribution by Markus Bär "Fremdsprachenlehren und -lernen in Zeiten des digitalen Wandels. Chancen und Herausforderungen aus fremddidaktischer Sicht" published in the above-mentioned publication "Das Lehren und Lernen von Fremd- und Zweitsprachen im digitalen Wandel" (Burwitz-Melzer/Riemer/Schmelter 2019), it is pointed out, among other things, that digital media themselves do not automatically make teaching better or motivate learners (Bär 2019, 13), and that it is important to "develop process- and result-oriented digital learning environments or *tasks that* allow individual learning with digital media and promote a critical approach" (Bär 2019: 21). Only in this way can it be possible to achieve such goals of foreign language teaching as enabling learners "to develop communicative competence in the target language or with the target culture(s)", to which direct contact with representatives of other languages and cultures, various communicative

and cooperative elements, joint solving of tasks or problems contribute significantly (Bär 2019: 14-15).

Of course, interactivity plays a major role here, because the digital media that young people actively use in the modern highly networked world around leisure activities and communication can basically be described as interactive media (Jones/Stuhlmann/Zeyer 2016: 12-13). The interactivity of digital media and informal learning through the use of digital media outside of school, in leisure time, means that learners are used to being able to influence (virtual) reality, to be able to model it and themselves or their self-image, i.e. they want to be able not only to consume certain knowledge, but also to produce it (Jones et al. 2016: 12-13).

Besides the interactivity of digital media, another aspect of online communication is important for the formulation of tasks for foreign language learning. Rösler in fact points to the change in concepts of publicity and privacy and the tendency of the young generation to "self-paparazzisation": "Children and young people are used to having their private communication with "friends", whatever exactly is to be understood by this, take place in public via MySpace, Facebook etc.". The general development towards making the private more and more public can be described, according to Burt (2010: 22), as self-paparazzification or, in a variation of Warhol's phrase "famous for 15 minutes", as "famous for 15 friends"." (Rösler 2012: 104). This trend can be exploited in foreign language teaching and learning by setting learners such tasks in which they record videos about their hobbies or everyday activities such as cooking, shopping, etc. and act as actors in these videos themselves.

Even before the pandemic, but especially in the Corona period, the demand for digital media in (foreign) language teaching increased enormously and accordingly numerous further training courses, webinars etc. were offered for teachers. In this context, the digital offer of the Goethe-Institut "Online Seminars for German as a Foreign and Second Language", including recordings of the online seminars, should be mentioned, which is accessible free of charge (Goethe-Institut 2019-2022). In the online training on the EDDU project (Goethe-Institut Thailand 2017) "Successfully teaching German digitally", which presents teaching ideas on the use of digital tools, Häring emphasises that "teaching (...) in many contexts [is] only action- and learner-oriented if it integrates digital media", because digitalisation creates new linguistic actions (e.g. an oral WhatsApp message), e.g. listening to a verbal WhatsApp message and responding to it in writing, calling customer service to clarify a problem with online booking/payment, evaluating the quality of online messages, arranging to do an activity together at the weekend via chat. Among other things, it is important that the students produce something themselves (*user-generated content*), which can be used later for further work. Häring also talks about the criteria that digital learning activities have to meet in order to be feasible and meaningful. One of these criteria is that learners should carry out digital activities in class that they also do in everyday life, so that they can train their (foreign) language skills in the digital world (Häring 2019). In another online seminar, the difference between exercises and tasks is emphasised: while exercises serve to train vocabulary, pronunciation, grammar or individual skills in a context that should lead to speech acts, tasks focus on all those linguistic activities that one performs in life, i.e. everything that one does or can do with language in everyday life

(Siakagianni 2020). Teachers should always keep this in mind when planning and implementing foreign language lessons.

The distinction between exercises and tasks as well as the relevance of interaction and interactivity in foreign language lessons is the focus of Unit 4 "Tasks, Exercises, Interaction" of the Goethe-Institut's advanced training series "DLL - Deutsch Lehren Lernen" (Funk et al. 2014; Goethe-Institut 2012-2014). In this webinar, Hermann Funk points out the main principles of this unit, such as learner orientation and individualisation, action orientation, communication orientation, multilingualism and learning economy, topic and content orientation as well as task orientation, and emphasises, among other things, that in foreign language lessons the "language structures and texts [follow] function and topic, not the other way around" and that the scope and type of exercises depend on the task.

Funk also emphasises the importance of personalised training, i.e. that learners talk about themselves (e.g. with the help of *scaffolding*) and do not automatically repeat sentences from the textbook. As examples of tasks, Funk mentions, among other things, interactive "gap exercises" in which the students are supposed to talk about themselves and find out, for example, which things the other person "has never done but would like to do" (Funk 2020).

This applies to foreign language lessons both *offline* and *online*: In both cases, teaching should be interactive, both in terms of the interactional authenticity or interactivity of tasks (Council of Europe 2012: 14; cf. Bachman/Palmer 1996: 25) and in terms of the interactivity of the tools used in foreign language lessons. Funk distinguishes between several levels of interactivity of apps from the user's perspective and gives examples of corresponding apps or materials: At the lowest (1st) level of this learning progression, the learner is merely a consumer; at the highest (5th) level, he/she already acts as a producer. According to the degree of interactivity, apps and/or learning materials can therefore be classified according to Funk:

1. consumptive (Youtube),
2. reactive (true/false, matching exercises),
3. reproductive/reconstructive (cloze texts),
4. reproductive-productive (learner- and programme-driven) (ThingLink) and
5. collaborative (as a tool for use in text creation at the word level, e.g. Mentimeter, or at the text level, e.g. Padlet) (Funk 2016: 76).

While the term interactivity in the relevant literature often refers to human-machine communication, i.e. the *interactivity* of apps, materials and tasks, *interaction* is predominantly about human-human communication, even if such a separation of the two terms is not flawless (for more on this, see Jones/Stuhlmann/Zeyer 2016: 17-18). Accordingly, the term *interaction* is understood here as *linguistic interaction* and used synonymously with *linguistic action* (cf. Auer 2013: 1).

Linguistic interaction can take place both *offline* and *online,* be spoken and written, involve conversations "in informal as well as formal, private as well as institutionalised, direct and indirect (media) contexts" (Auer 2013: 5-6). The CEFR makes the following statement in this regard: "High importance is generally attributed to interaction in language use and learning in view of its central role in communication." (Council of Europe 2001: 14). It is thus self-evident that (linguistic) interaction is a popular research topic among methodologists and linguists, which has gained additional

importance with the digital transformation, so that, for example, conferences on interaction in German as a Foreign Language have been held annually since 2020 [URL 1], at which "interactional competence" is discussed as an important goal of German as a Foreign Language teaching (Hoshii/Schumacher 2021: 13). A journal is even being published on this topic under the title "Zeitschrift für Interaktionsforschung in DaFZ" (ZIAF 2021).

Interaction in the CEFR (2001) and the Companion volume to the CEFR (2020): Examples and suggestions for online lessons

The originally published Common European Framework of Reference for Languages (CEFR) was already characterised by an action-, communication- and interaction-oriented approach to language learning and teaching: the focus of attention was on "[c]ommunicative language competences", which "empower a person to act using specifically linguistic means". (Council of Europe 2001: 9). Communicative language competence(s) are applied by learners by performing such communicative language activities as reception, production, interaction and language mediation orally and/or in writing in the respective language (Council of Europe 2001: 14).

As emphasised above, interaction plays a particularly important role in communication, which is why it should also be of great importance in language learning: "In interaction at least two individuals participate in an spoken and/or written exchange in which production and reception alternate and may in fact overlap in spoken communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances." (Council of Europe 2001: 14). Funk speaks of interaction as a universal concept, "success factor of L2 acquisition", "engine of attentional control and language processing" and points to the role of collaborative dialogue as a source of language learning (Funk 2020) as well as referring to Swain and Watanabe, who define collaborative dialogue as a dialogue in which the interlocutors work together internally for the purpose of problem solving and cognition, i.e. use language as a cognition tool to exchange and mediate their thoughts, construct meaning(s) through collaboration; the topic of such a conversation can be any (Swain/Watanabe 2013: 1). Cognition in such a dialogue is thus, to speak with Funk, the result of collaboration and communication (Funk 2020). Basically, then, interaction always includes reception and production and, in addition, the application of certain interaction strategies.

Spoken interaction usually takes place based on cooperation, the interlocutors constructing the common discourse by negotiating meanings together and also using such interactional strategies as changing speakers, cooperating, asking for clarification when carrying out such activities as transactions, informal or formal discussions, debates, interviews, etc. (Council of Europe 2001: 73). According to the original CEFR, written interaction includes such linguistic activities as exchanging notes, correspondence (letters, e-mails), collaborative writing (composing different texts, exchanging drafts, proofreading versions, etc.), participating in computer conferences, etc. (Council of Europe 2001: 82).

As indicated above, the Companion volume to the Common European Framework of Languages (Council of Europe 2020) contains some additions in the competence area of interaction, in terms of the breakdown of the competence area and the individual descriptors to the respective reference levels, as well as their wording.

For the first time, the interaction is no longer divided into two, but three parts: Alongside spoken interaction and written interaction, online interaction appears as a third element (see Fig. 37). This is an attempt to keep up with the rapidly advancing digitalisation of all areas of life, including school and university teaching in general and foreign language teaching in particular, although such a logic is rather contestable, as will be shown below.

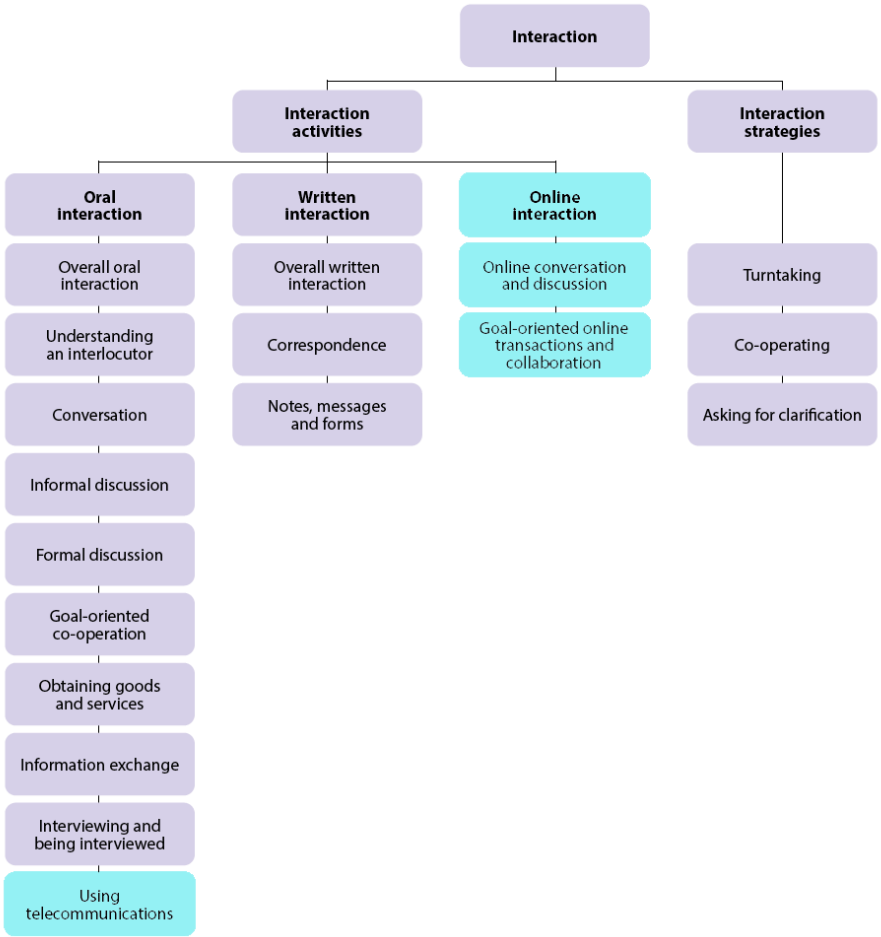

Fig. 37: Example scales for interaction in the CEFR (Council of Europe 2001) and in the Companion volume to the CEFR (Council of Europe 2020) in comparison.

The scales with descriptors of interactive language activities and interaction strategies (Council of Europe 2020: 72-89) also undergo some changes to reflect current trends in language use and teaching. The scale "Understanding a native speaker" is renamed "Understanding an interlocutor". The abandonment of the concept of a native speaker and the reference to regional variants seems to make sense against the background of the promotion of plurilingualism and pluriculturalism and

of globalisation in general. (see emphasis in Tab. 5). In addition, reference is made to the role of signs in oral communication.

Level	CEFR (Council of Europe 2001)	CEFR (Council of Europe 2020)
C2	Can understand **any native speaker** interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.	Can understand **any interlocutor**, even on abstract and complex topics of a specialist nature beyond their own field, given an opportunity to adjust to a less familiar variety.
C1	Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially **if the accent is unfamiliar**.	Can understand an interlocutor in detail on abstract and complex topics of a specialist nature beyond their own field, though they may need to confirm occasional details, especially **if the variety is unfamiliar**.
B2	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	Can understand in detail what is said to them in the standard language **or a familiar variety** even in a [audially/**visually**] noisy environment.
B1	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	Can follow clearly articulated speech/**sign** directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/**signs** and phrases.

Table 5: Example scales for oral interaction in the CEFR (Council of Europe 2001) and in the Companion volume to the CEFR (Council of Europe 2020) in comparison (an extract).

Furthermore, a new scale with descriptors for oral interaction is added, e.g. "Using telecommunications". The descriptor for reference level A2 in this scale is as follows: "Can understand a simple message (e.g. "My flight is late. I will arrive at 10 o'clock."), confirm details of the message and pass it on by phone to other people concerned." (Council of Europe 2020: 81).

The attribution of communication using telecommunications to the oral interaction scales seems doubtful already because the descriptor for reference level B1+ no longer mentions "phone" but "(video)phone": "Can give important details over the (video)phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car)" (Council of Europe 2020: 81). It is therefore a multimodal communication that most likely takes place online with the help of certain apps or messengers, and there are two individual scales with descriptors for online communication, e.g. "Online conversation and discussion" and "Goal-oriented online transactions and collaboration" (Council of Europe 2020: 84-85).

Such inconsistency in the presentation of digitalisation in the accompanying volume is also criticised in the relevant literature: "The fact that these three newly developed sample scales, which are related to digital technologies, are assigned to different, but overlapping categories in terms of content, makes the scale division appear inconclusive even at a cursory glance. For example, the new development of the online scales is summarised by commenting that these refer to multimodal activities or oral interaction in internet use. However, the same also applies to the use of telecommunications, which in the logic of the Companion volume, however, is assigned to "Oral Interaction" (Wilden 2021: 160). Furthermore, the online interaction scales are also criticised because the descriptors may already look inappropriate or even outdated, as online communication is developing rapidly. Communication today is multimodal and can be both oral and written, synchronous and asynchronous, the term "speech" does not encompass everything, cf. recording and playing back messages, using emoji and images, etc. (Quetz/Vogt 2021: 26). In this context, Wilden speaks first of *multiliteracies* and different "modes of negotiating and producing meaning", i.e. multimodality of communication and knowledge processes in general (Wilden 2021: 161) and then of "computer- and information-related competences" in detail (Wilden 2021: 162). Finally, following Wilden, it should be noted that the two scales for online interaction can also be suitable for offline communication after removing the word "online" (Wilden 2021: 160).

Despite the shortcomings revealed, however, these scales are considered "an important complement to the scales for direct communication" (Quetz/Vogt 2021: 26). After all, the original CEFR only mentioned participation in *on-line* or *off-line computer conferences* when dealing with written interaction (Council of Europe 2001: 82) and only briefly referred to the "increasing sophistication of computer software, interactive manmachine communication", which "is coming to play an ever more important part in the public, occupational, educational and even personal domains" (Council of Europe 2001: 86).

What is quite new and really welcome in the Companion volume is the embedding of the CEFR scales in new, different contexts: three overarching macro-functional bases of categories of communicative language activities are distinguished: creative or interpersonal language use (e.g. conversation, transactional language use (e.g. information exchange, obtaining goods and services) and evaluative, problem-solving language use (e.g. discussion) (Council of Europe 2020: 33). All three areas of language use can and must find their place in modern language teaching. This is also shown by the supplemented and expanded scales with sample descriptors.

Furthermore, selected scales with descriptors on interactive language activities are illustrated and commented with examples of tasks to show how the corresponding activities can be practised and performed online.

Let us first take the B1 descriptors for **correspondence** as one of the activities in the competence area of **written interaction**. The original B1 descriptor "Can compose personal letters describing experiences, feelings and events in some detail" (Council of Europe 2001: 83) was supplemented in the Companion volume by two others, e.g. "Can compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation" and "Can compose a basic letter of application with limited supporting details" (Council of Europe 2021: 83). The following task can be taken as an example of correspondence at reference level B1 (see Figure 38):

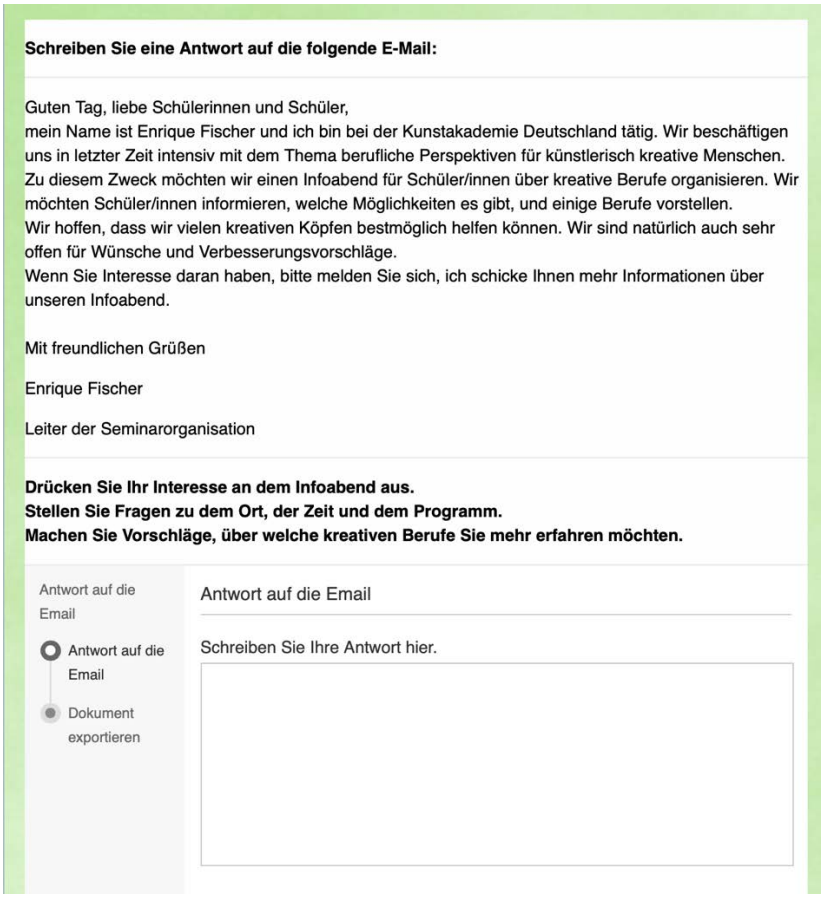

Fig. 38: Answering/writing an e-mail on factual questions [URL 2].

The text of the email is authentic in the sense that it is only slightly edited and adapted to the purpose of the task (for the source of the text see URL 3). According to the descriptor, the learner should be enabled to write relatively simple emails on factual issues by gathering specific information and making factual suggestions. It is important that the email is also read and written online and not by hand, as might have been the case in some schools some time ago.

As an example of the promotion of **oral interaction** at reference level B1, the following task can be cited (see Fig. 39):

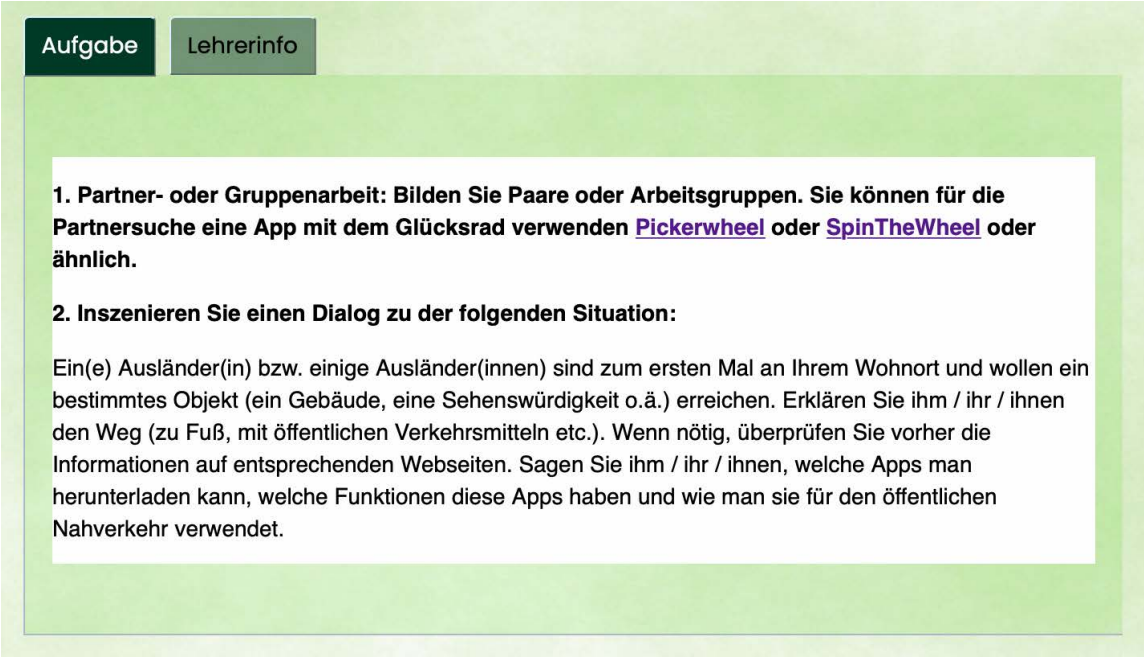

Fig. 39: Oral interaction [URL 4]

Learners given such a task to simulate authentic communication are expected to be able to use a wide range of simple linguistic devices in this task to deal with a real-life situation that may typically arise when travelling, cf. the B1 descriptor of the overall oral interaction (Council of Europe 2001: 72).

Depending on the learner's ability and performance, they can also demonstrate oral interaction at reference level B1+: “Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem [...]” (Council of Europe 2001: 72). In addition, learners' digital literacy is promoted in the process because they have to find authentic apps and explain how they work. Not to forget the aspect of intercultural communication: while completing the task, learners should think about what in their locality might be of interest to guests from abroad and how they can present certain realities to representatives of another culture.

Furthermore, it can be noted that this task (Fig. 39) can be used in detail to practise the interactive activity oral **information exchange.** Learners are expected to be able to “find out and pass on straightforward factual information”, “ask for and follow detailed directions” and "obtain more detailed information" and “” at reference level B1 (Council of Europe 2001: 79).

In the Companion volume, however, an additional new example descriptor for this scale is offered, which could be achieved by completing this task: "Can offer advice on simple matters within their field of experience” (Council of Europe 2020: 79). This descriptor illustrates very well the nature of oral interaction in information exchange: the interlocutors should not only react to each other's utterances but also act proactively linguistically.

As an example of an information exchange task at B1+ level, the following task can be given:

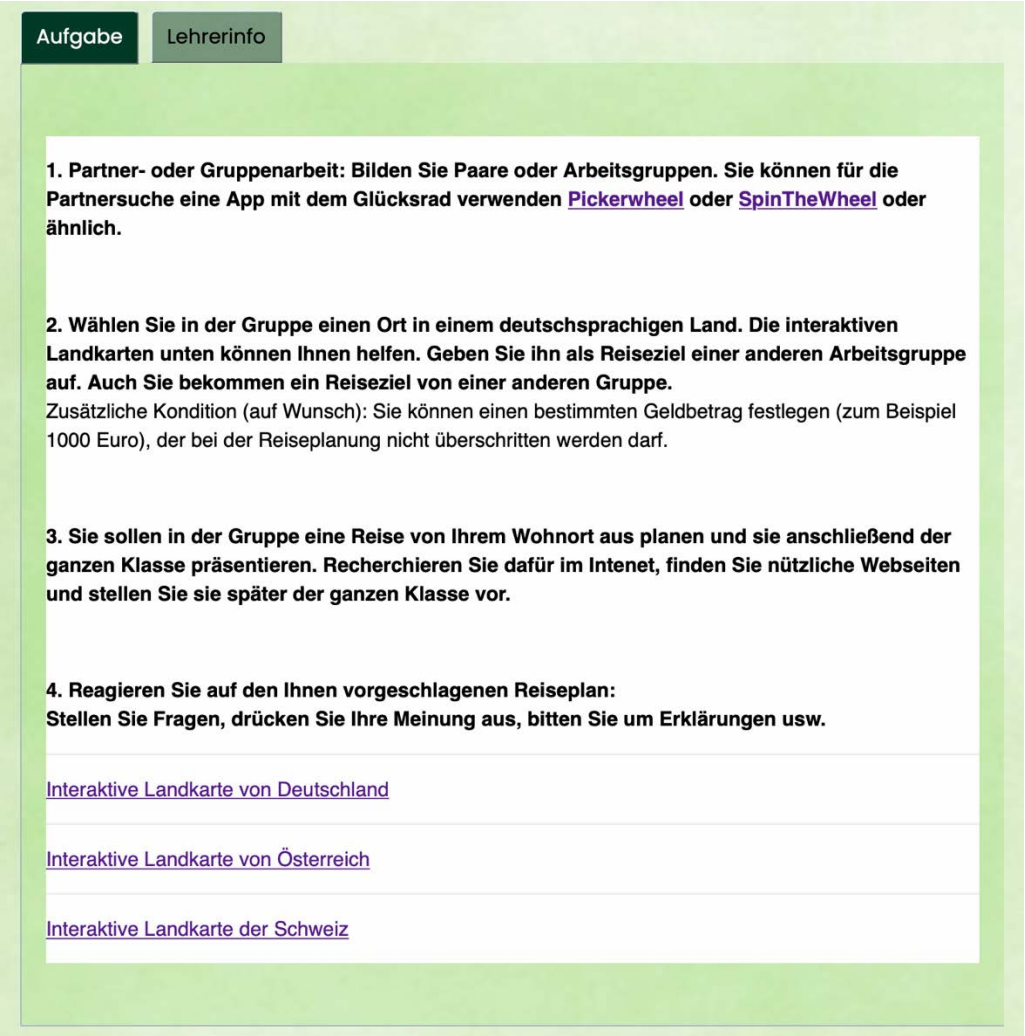

Fig. 40: Oral interaction: exchange of information [URL 5].

This task aims to develop learners' ability to exchange "accumulated factual information [...] with some confidence " on the topic of travel, and this information can also relate to "non-routine matters" (Council of Europe 2001: 81). Depending on performance, reference level B2 can also be demonstrated, i.e. the ability to “pass on detailed information reliably” (Council of Europe 2001: 81). In addition, this task can also develop other competences: digital literacy (namely, learners must do research on the Internet) and purposeful cooperation with the aim of completing a specific task, especially if learners simulate the conversation not in pairs but in a working group of more than two people.

Interaction, as has already been mentioned, includes not only the linguistic activities and the reception and production strategies mentioned above, but also “turntaking strategies in order to obtain the discourse initiative (Taking the floor), to cement the collaboration in the task and keep the discussion on course (Co-operating: interpersonal), to help mutual understanding and maintain a focused approach to the task at hand (Co-operating: ideational), and so that they themselves can ask for assistance in formulating something (Asking for Help). As with Planning, Evaluation takes place at a communicative level [...]; miscomprehension or intolerable ambiguity leads to requests for

clarification which may be on a communicative or linguistic level (Asking for, giving clarification), and to active intervention to re-establish communication and clear up misunderstandings when necessary (Communication Repair) (Council of Europe 2001: 84-85). One should take this aspect into account and formulate the task in such a way that the learners are asked to use the relevant interaction strategies such as changing speech, cooperating, asking for clarification, etc. This can be seen from the previous task (communicative repair). This can be seen in the previous task (Fig. 40), in the fourth step of which the learners are expected to master the strategies mentioned at the B1+ to B2 reference level, depending on their ability (see Tab. 6).

Level	**Turntaking**	**Co-operating**	**Asking for clarification**
B2	Can initiate, maintain and end discourse appropriately with effective turntaking.	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	Can ask follow-up questions to check that they have understood what someone intended to say, and get clarification of ambiguous points.
B1+	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	Can ask for further details and clarifications from other group members in order to move a discussion forward.

Tab. 6: Interaction strategies: Sample descriptors for reference levels B1+ and B2 in the Companion volume (Council of Europe 2021).

An important linguistic activity in the field of oral interaction is **goal-oriented collaboration.** In the Companion volume, examples of this scale include such activities as cooking together, discussing a document, organising an event (Council of Europe 2021: 76). This linguistic activity can be practised in role-plays and developed through projects that require authentic communication. If a teacher maintains contact with partner classes in other countries, transnational online conferences can be organised and projects can be developed online. In such transnational online meetings, the only language of communication is usually the foreign language learned and all participants must make an effort to communicate in this language. In addition, the aspect of intercultural competence also becomes topical in this context.

As an example of the promotion of goal-oriented cooperation at the B1 to B1+ reference level, the following task can be cited, which deals with realistic planning of home furnishings (p. fig. 41):

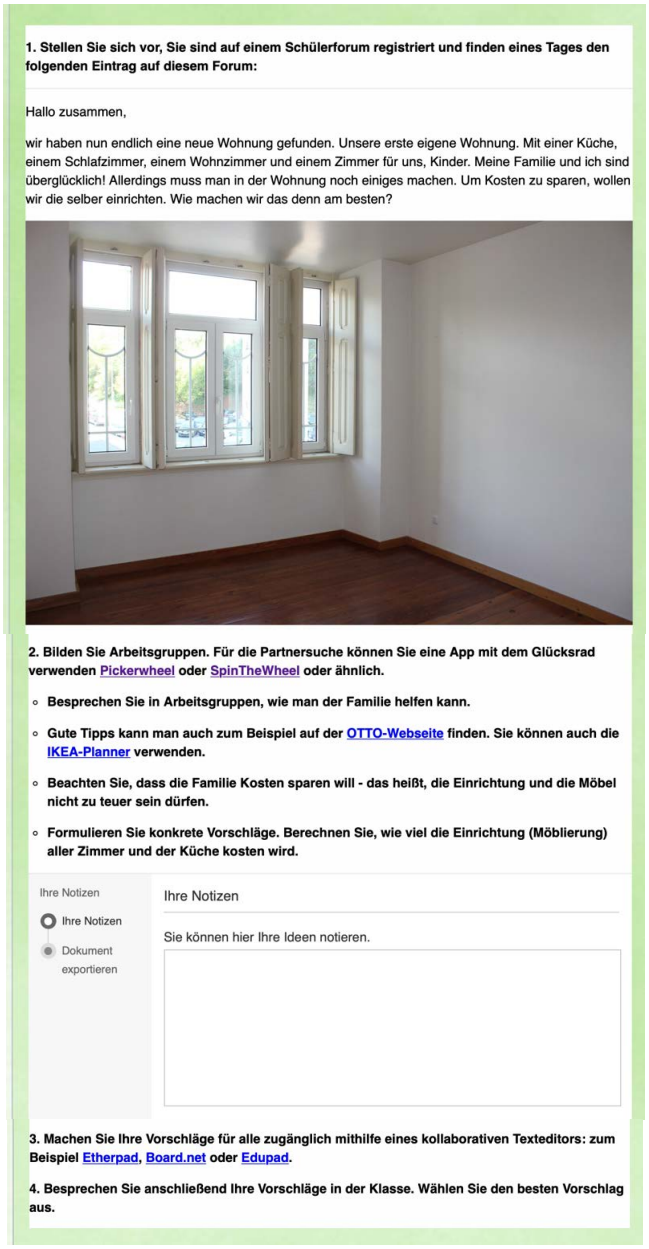

Fig. 41: Oral interaction: goal-oriented cooperation or online interaction: Goal-oriented online transactions and cooperation [URL 6].

In completing this task, learners should, after analysing the textual stimulus given in the form of a contribution on the student forum, work together as a group towards the solution of a problem. They "make their opinions and reactions understood as regards possible solutions or the question of what to do next" (Council of Europe 2020: 77). At reference level B1+, learners should be able to "explain why something is a problem, discuss what to do next, and compare and contrast alternatives" and "give brief comments on the views of others" (Council of Europe 2020: 77). The vocabulary can be acquired by the learners, if their vocabulary spectrum is too short, on the given websites of OTTO and Ikea. At the same time, the ability of online research including critical evaluation of information is promoted.

If the task is completed during an online meeting with a partner class, this task can be described as **online interaction**, e.g. **goal-oriented online transactions and collaboration**. Examples of descriptors for this activity at reference level B1 given in the accompanying volume include: "Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts" and "Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online" (Council of Europe 2021: 87). At reference level B1+, learners are expected to be able to "engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary" an to "interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks" (Council of Europe 2021: 87).

This task is a combined promotion of activities from several competence areas, i.e. not only concrete oral interaction and online interaction, but also reception (reading the entry on the student forum given as an impulse and researching the recommended online catalogues) and mediation (passing on specific information in writing, processing texts in writing, making notes) as well as oral production when presenting the results of the group work (speaking coherently: conveying information, arguing, addressing an audience). This also shows the complexity of authentic linguistic interaction and communication: In real life, the activities mentioned are also not carried out in isolation, but in combination with each other in the context of a communication situation. Of course, learners must be guided towards such a task by ensuring a learning progression of preparatory, structuring and simulating exercises, only then can the task be successfully completed even at the B1 level, which is not too demanding.

Online interaction can also be promoted at lower reference levels. The following task can serve as an example for a simulation of **online conversation** at level A2+ (see Fig. 42):

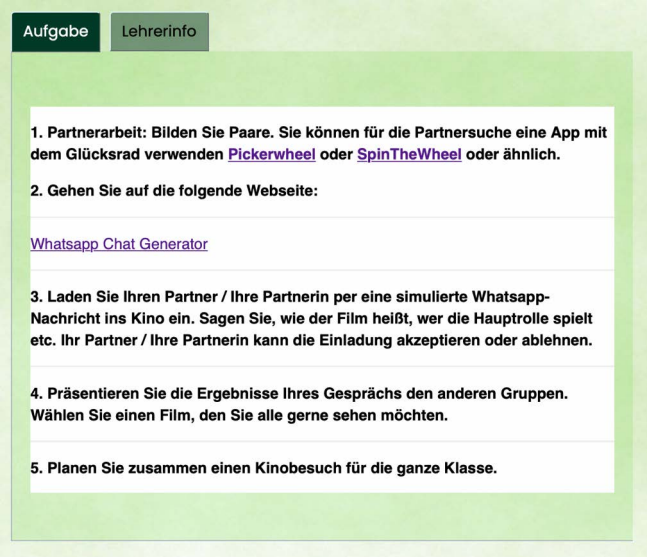

Fig. 42: Online interaction: online conversation and discussions [URL 7].

This task (Fig. 42) aims to enable learners to manage simple interactions: Asking and answering questions, exchanging thoughts about an everyday topic, with enough time to formulate answers. At the same time, they interact with a conversation partner.

A good example of online interaction, e.g. **online conversation and discussion** using a digital tool, is the initiative of the German teacher at the Gymnázium a SOŠ dr.Václava Šmejkala in Ústí nad Labem (Czech Republic) Mgr. Radek Rybář. He set up a photo gallery on Padlet on the theme of autumn, which also served to establish contact among the pupils of the schools participating in the DUO project (see Fig. 43). The initiative was very successful: as of 1 January 2023, there were 73 postings there and hopefully mail friendships have resulted. The texts published in this padlet gallery demonstrate the ability of German learners "to make short descriptive online postings about everyday matters, social activities and feelings, with simple key details", which corresponds to the A2+ reference level (Council of Europe 2021: 85).

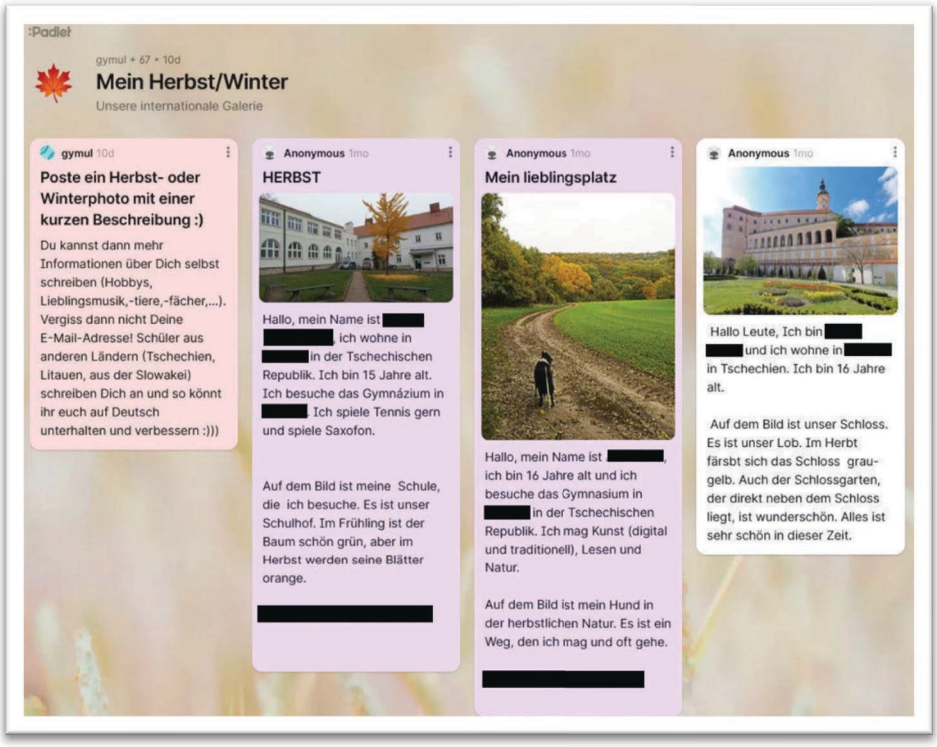

Fig. 43: Photo gallery on the theme of autumn on Padlet by Mgr Radek Rybář [URL 8].

As emphasised above, an appropriate learning progression is needed to enable learners to carry out productive and interactive activities in the foreign language. On the one hand, when using exercises and tasks within the framework of a teaching unit or a teaching sequence, one must follow the sequence *receptive - reproductive - productive / interactive;* on the other hand, one must take care that the preparatory and structuring exercises are used before the tasks in which simulations of communication and authentic free communication are expected. Thus, exercises to develop linguistic competence (vocabulary exercises or grammar exercises) should be used before the interaction tasks. The following exercises can be mentioned as examples of vocabulary work and the development of sociolinguistic competence in preparation for oral interaction:

At A1 level, the following exercise can ask learners to identify the simplest everyday politeness phrases and match them to the appropriate category (*greeting* or *saying goodbye*) (see Figure 44):

Fig. 44: Exercise on linguistic and sociolinguistic competence: A1 [URL 9].

At a slightly higher reference level (A2), the following exercise can be offered (see Fig. 45):

Fig. 45: Exercise on linguistic and sociolinguistic competence: A2 [URL 10].

Here, the focus is on certain typical greetings and other routine formulas that should already be familiar to the learners and are merely repeated or activated with the exercise.

In a similar exercise formulated at reference level A1, learners have to identify linguistic devices for expressing positive and negative feelings as such and assign them to the appropriate categories (see figure 46):

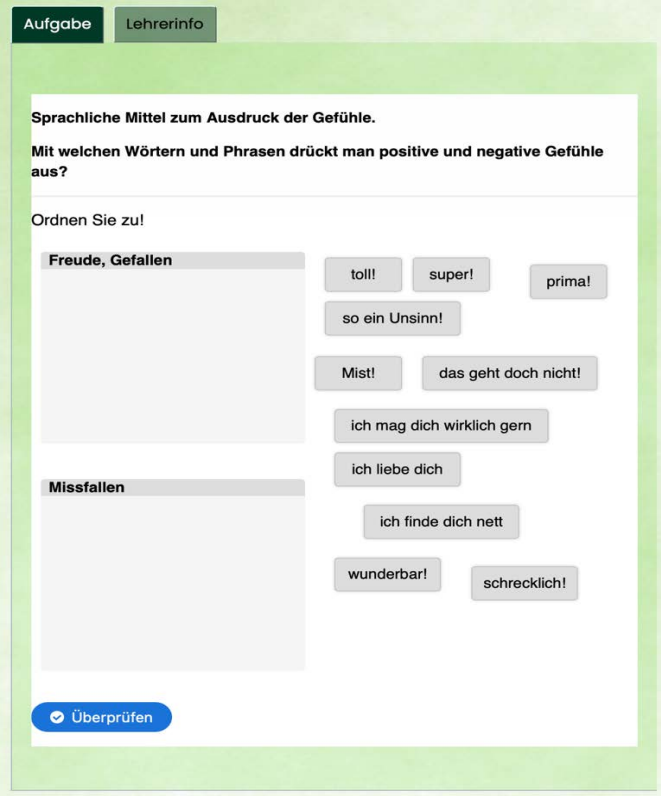

Fig. 46: Exercise on expressing like/dislike or positive/negative feelings [URL 11].

Preparing for oral interaction at A2 level can also be helped by the next exercise, which deals with linguistic devices for alternating speech (see Figure 47):

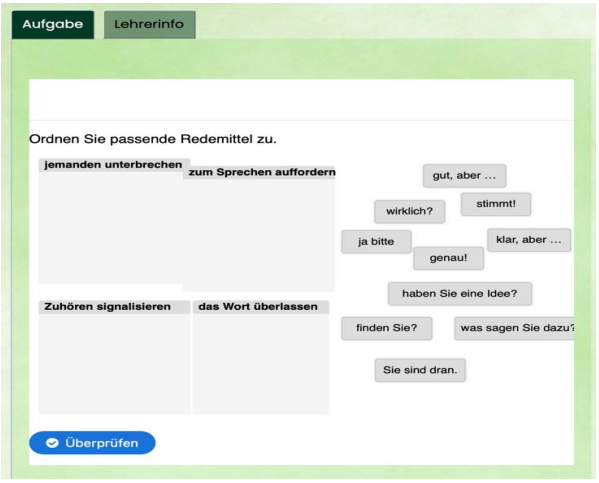

Fig. 47: Exercise on interaction strategies: A2 [URL 12]

The teacher should explain the categories of linguistic acts to the learners or translate them into the learners' mother tongue, because the terms denoting these categories are difficult to understand at A2 level.

In conclusion, the importance of, and consequently the need for, tasks and exercises designed to promote the competences presented above will continue to increase in the future - especially given that, according to the forecasts of the World Economic Forum (WEF 2020: 28-31; WEF 2022: 6), interpersonal interaction will be of crucial importance in the future global society. The ability to understand and interact with people from different linguistic and cultural backgrounds will be in particular demand.

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III Foreign language competences in the context of digitalisation

5 Mediation in foreign language learning

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The expansion of the Common European Framework of Reference (2020) has brought mediation to the fore. According to Schmitz and Rusch (2019: 13), mediation stands as a linguistic activity on an equal footing with the other three activities: reception (listening and reading), production (writing and speaking) and interaction (speaking in dialogue or writing in correspondence). The Common European Framework of Reference for Languages (hereafter - CEFR 2001) explains the concept of mediation as follows: "In both receptive and productive language use, the oral and/or written activities of language mediation enable communication between people who, for whatever reason, cannot communicate directly with each other. Translation or interpretation, the summary or the report result in a (re)version of a source text for third parties who do not have direct access to it. Mediation activities, i.e. the reshaping of an already existing text, occupy an important position in the everyday linguistic functioning of our societies" (CEFR 2001: 14). The understanding of mediation in the older CEFR was often reduced to interpreting and translating. In the updated Companion volume of CEFR (2020), mediation includes not only the understanding of mediation between languages, but also mediation in communication and learning as well as social and cultural mediation. In terms of forms of work in class, the descriptors for mediation are particularly relevant for teaching with cooperative tasks for small groups (CEFR 2020: 36). Guiding group work and mediating problems are important in different educational and work contexts. This broader approach fits more for increasingly heterogeneous teaching situations, e.g. also in CLIL lessons or in the intercultural classes. Mediation activities may involve two or more languages (mother tongue, national language, foreign language) or different variants of one language (spoken and written language).

There are three groups for mediation in CEFR (2020: 90-122): mediation of texts, mediation of concepts and mediation of communication.

1) **Mediating a text** means passing on to other people the content of a text to which they do not have access. More about the scales and rationale in the table:

Mediating a text
The scale **relaying specific information**, e.g.: at levels before A1 and A1 learners can pass on simple information, such as time, place, numbers. At the higher levels such as A2 or B1, instructions and announcements or specific relevant information.
The scale **explaining data**, e.g.: this scale refers to the transformation of information from numbers (graphs, charts) into a spoken text. The higher the level, the more complex the visual information. The descriptors start from A2.
The scale **processing text** means understanding information and/or arguments of an original text and then transferring them into another text mostly in an abbreviated form.

The scale **translating a written text** means a process of oral translation of a written text, a note, a letter and an email.
Note-taking scale concerns the ability to grasp the core information and make notes.
Expressing a personal response to creative texts scale focuses on expressing the impact of a literary work on language users.
Analysis and criticism of creative texts scale is typical of upper secondary and university level and concerns more formal, intellectual responses.

Tab. 7: Matiating a text (CEFR 2020: 92-108)

2) **Mediation concepts:** Language is used as a tool to think about a topic and enables access to knowledge content and concepts: on the one hand, it happens in the context of collaborative work and, on the other hand, when someone takes on the role of facilitator, teacher or trainer. One scale therefore concerns the prerequisites for effective cooperation, the other deals with the development of ideas (CEFR 2020: 108):

Mediating concepts	
Collaborating in a group	**Leading group work**
Facilitating collaborative interaction with peers. Learners contribute to successful cooperation in a group to which they belong, asking questions and making contributions to move discussion forward in a productive way.	The scale **managing interaction** means to consciously organise communication phases.
The scale **collaborating to construct meaning** is concerned with stimulating and developing ideas as a member of a group. This is particularly important for cooperative working in problem solving, brainstorming, developing ideas and in project work.	The scale **encouraging conceptual talk** means providing a scaffold that helps another person or persons to develop a new concept themselves, rather than passively following clues.

Tab. 8: Mediation of concepts (GER 2020: 108-113)

3) **Mediating communication** is directly dedicated to teachers, trainers, students and professionals who wish to develop their awareness and competence in this field, especially when an intercultural element is involved:

Mediating communication
The scale **facilitating pluricultural space** reflects the concept of a shared space between and within linguistically and culturally diverse speakers to enable communication and collaboration. Ask questions, express interest, show sensitivity and respect for different socio-cultural and sociolinguistic perspectives and norms.

The scale **acting as an intermediary in informal situations** is intended for situations in which users/learners mediate as multilingual individuals according to their own abilities across cultural and linguistic boundaries in an informal public, private, professional or educational situation.
The scale **facilitating communication in delicate situations and disagreements** is intended for situations where language users/learners can take on a formal role as mediator in disagreements between third parties or informally try to resolve a misunderstanding, sensitive situation or disagreement between speakers.

Tab. 9: Mediation of communication (GER 2020: 113-120)

Although the descriptions in each scale accurately represent the situations in which students at the language levels from A1 to C2 can act linguistically and how, not all scales are relevant for school contexts of language learning, e.g. the realisation of the scale *Facilitating pluricultural space* is only possible under certain conditions when the intercultural environment is available to students.

Two scales are of great importance for language learning in school: *mediating text* and *facilitating collaborative interaction with peers*.

1) **Mediating text:** Pupils do not try to express their own thoughts, but to convey the content of different texts to others and help them understand them (act as mediators) when direct communication is not possible, e.g. when language users speak different languages, have different language levels or are not familiar with the text. In the school context of language learning, the following text mediation activities are relevant:
   - Communication of certain information in oral or written form.
   - Communicate diagrams and other visual information orally or in writing.
   - Writing a report, a speech, a lecture note.
   - An oral or written summary of a text.

Examples of activities in German lessons:

The learner watches a news programme on TV in his/her mother tongue and gives a summary of the content of the programme in German to another person who does not understand his/her mother tongue but does understand German.

The learner watches a documentary film in his/her mother tongue and presents a summary of the film's content in German to the other learners in the class who are also learning German.

2) **Facilitating collaborative interaction with peers:** Learners try to facilitate the process of collaboration in the group or the creation of a common understanding, e.g. by asking for a reasoned opinion, taking cultural differences into account and creating a positive atmosphere. Possible activities to facilitate the process of cooperation in the group:
   - Working together in a heterogeneous group to develop ideas and common understanding.
   - Leadership of the group work.

Example of activities in German lessons:

> *If a class consists of learners with different language levels, the learners with higher language levels can help the learners with lower language levels to understand the content of the texts by explaining, paraphrasing and expressing the content of the texts in their own words.*

Mediation is being re-evaluated in the foreign language classroom following the changes in the CEFR. Implementing mediation activities in foreign language is a challenging task for teachers. In the updated textbooks for German, the sign Mediation is placed in some tasks as a hint for teachers that a specific task contributes to the development of an appropriate mediation activity.

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III Foreign language competences in the context of digitalisation

6 Media-based language activities

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The Common European Framework of Reference for Languages (CEFR) replaces the traditional model of four skills (listening, speaking, reading and writing), which has proved inadequate for capturing complex reality, with communicative language activities and strategies. Linguistic activities are represented in four modes of communication: reception, production, interaction and mediation (CEFR 2020: 29). The media-based linguistic activities are found in all four communicative language activities and strategies – reception, production, interaction and mediation. The purposes of using different media and online tools depend on the language level and the goal of the communicative language activity. In the following, the media-based scales and descriptors are presented and examples of teaching practice are given. The focus is on language levels A1-B2 because these are the most relevant for foreign language practice in schools. The examples given below are taken from the renewed Lithuanian Second Foreign Language Curriculum (Baciuškienė et al. 2022), which was developed in 2020-2022 under the guidance of the Lithuanian Ministry of Education, Science and Sport and will be implemented in the Lithuanian school system from 2023. The update of the curriculum for the second foreign language was based on the updated Common European Framework of Reference for Languages (CEFR, 2020). In the guidelines of the Lithuanian curriculum for the second foreign language (Baciuškienė et al. 2022), many examples are given for teachers on how the media-based language activities could be implemented in the classroom.

Reception

Media-based language activities can be found under reception activities: *audio-visual comprehension, watching TV, film and video.*

Understanding audio (or signed) media and recordings: This scale covers broadcast media and recorded material (including that in sign language not accompanied by videos), including news, weather reports, narrated stories, news bulletins, interviews and documentaries (CEFR 2020: 52):

Level	Descriptor and key competence	Media-based means
B2	Can understand most documentaries and most other recorded or broadcast material delivered in the standard form of the language and can identify mood, attitude, etc.	Radio programme, documentary programme
B1	Can understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	Radio news
A2	Can extract important information from short broadcasts (e.g. the weather forecast, concert	Radio broadcast

	announcements, sports results), provided people talk clearly.	
A1	Can pick out concrete information (e.g. places and times) from short recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	Recordings

Tab. 10: Understanding audio (or signed) media and recordings

1. Audio-visual comprehension

This scale includes both live and recorded material, and at a higher level, feature films. The key competences at this level are:

- follow the changes of topics and identify the main points;
- identify details, nuances and implicit meanings (C levels);
- delivery: from slow, clear standard usage to the ability to handle slang and idiomatic usage (2020: 52).

Level	Descriptor and key competence	Media-based means
B2	Can extract the main points from the arguments and discussions in news and current affairs programmes.	News broadcast, television reportage, live interviews, talk shows, television plays.
	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.	
B1	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures and news reports when the delivery is relatively slow and clear.	TV programme (interview, short talk, news programme), film, TV programme.
	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	
A2	Can identify the main point of TV news items reporting events, accidents, etc. where the visuals support the commentary. Can follow a TV commercial or a trailer for or scene from a film, understanding what topic(s) are concerned, provided the images are a great help in understanding and the delivery is clear and relatively slow. Can follow changes of topic of factual TV news items, and form an idea of the main content.	TV announcement, TV commercial, trailer, film scene.
A1	Can recognise familiar words/signs and phrases and identify the topics in headline news summaries and many of the	Online news, video display

	products in advertisements, by exploiting visual information and general knowledge.	
before A1	Can identify the subject of a video document on the basis of visual information and previous knowledge.	Video document

Tab. 11: Audio-visual comprehension

It can be seen from the table that different media serve different purposes. At lower levels (before A1, A1 and A2), it is important to understand the topic or the main information. The media used is the shorter live material, e.g. a film scene, a film trailer or a commercial. At higher levels (B1 and B2), learners can understand most of the information and not only shorter TV reports but also TV programmes and longer films serve this purpose. The tasks below are examples of school practice from the Lithuanian second foreign language curriculum (Baciuškienė et al. 2022: 11-12):

Example 1

Comprehension of TV programmes (commercials, news, etc.). Level A2.

1. *Watch sports and/or cultural news on TV at home in your own language.*
2. *Take some notes on the news you find most interesting and write down your notes in the foreign language.*
3. *Discuss in the class/group what you learned, what was interesting, what you thought about the messages, what thoughts and feelings they triggered. In your group, choose the two most interesting news items and prepare a short presentation (poster, PowerPoint or similar) for the other groups. Give the essence of the news as well as your assessment and commentary, e.g. your opinion on the performance of the athletes or on cultural events.*

Source: Baciuškienė et al. (2022)

Example 2

Comprehension of video recordings. Level A2.

1. *Teachers and students discuss museums in Lithuania and other countries that are of interest and whose exhibitions are available in the virtual space.*
2. *Groups of students choose different museums. In the group work, the pupils watch an information video about the chosen museum in Lithuania or another country. After watching the video, they write down the most important information. Students discuss the content of the video in the group and prepare a summary highlighting the most important information.*
3. *The group spokesperson summarises the group members' findings and presents a summary of the information about the selected museum to the other groups of students.*

Source: Baciuškienė et al. (2022)

2. The third scale of reception, which includes the use of different media, is **reading comprehension (overall reading comprehension and reading correspondence).** This scale includes both personal and formal correspondence (CEFR 2020, 54).

Level	Descriptor and key competence	Media-based means
B2	Can understand what is said in a personal e-mail or posting even where some colloquial language is used.	E-mail, online posting.
B1	Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences.	E-mail, online posting.
A2	Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase).	E-mail, websites.
A1	Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).	Social media, email.
Pre-A1	Can understand from a letter, card or e-mail the event to which they are being invited and the information given about day, time and location.	E-mail.

Tab. 12: Reading comprehension (overall reading and reading correspondence)

Production

Written production is divided into three scales in the CEFR (2020): *overall written production, creative writing* and *reports and essays*. Digital media are not mentioned in any of these scales. The authors of the Lithuanian curriculum for the second foreign language behave differently, supplementing the scales of production with the descriptors relevant to the school context with media-based activities, e.g. **production of an audiovisual text**. Media-based resources are used to develop the skill of writing.

Level	Descriptor and key competence	Media-based means
B1	Creates presentations on topics of interest, audio or video clips, videos and blogs about the immediate environment. Uses simple vocabulary. Uses simple grammatical structures correctly. Speaks with sufficient regularity to ensure that the material presented is understood. Uses a variety of support materials and internet resources.	Audio or video clip, video, blog and internet resource.
A2	Produces presentations, audio or video clips or a film about him/herself and his/her immediate environment. Uses familiar vocabulary and simple familiar grammatical structures correctly. Uses available support materials and internet resources.	Presentation, audio and video clip.

A1	Creates presentations, audio and video clips about the immediate environment using familiar words, phrases or sentences, using support materials (pictures, textbook material, notes, visual and graphic material).	Presentation, audio and video clip.

Tab. 13: Production of an audiovisual text (Baciuškienė et al. 2022)

Students in foreign language lessons not only use the media such as film, video clip, etc., but also create media-based tasks themselves. The examples given below from the guidelines of the Lithuanian curriculum (Baciuškienė et al. 2022: 12-14) are the suggestions for carrying out an audiovisual task.

Example 3

The production of an audiovisual text. Level A2.

Create a film/reportage/video and audio recording/spoken presentation about a foreign country.

1. *In pairs or groups, choose a country you would like to visit.*
2. *Using the criteria (geographical location, climate, languages, places of interest, traditions, customs, famous people, etc.), find information and visual material about the country you have chosen and create an audiovisual presentation.*
3. *Think about the content of your work, choose appropriate vocabulary, sentences and grammatical constructions and create a text.*
4. *Choose the format of the audiovisual work, e.g. PowerPoint, video, podcast, etc.*
5. *Entry requirements: video of at least 3 minutes, PowerPoint presentation of at least 10 slides, use of at least 10 new words and/or grammatical constructions related to the topic, etc.*
6. *Introduce the country of your choice in a classroom or virtual space.*

Source: Baciuškienė et al. (2022)

Example 4

Production of the teaching video. Level A2.

Create an educational video on a topic that interests you, upload it to a social network of your choice (e.g. a closed messenger group) and briefly comment on the virtual posts of other group members.

1. *Create a closed account for your group on a social network of your choice, etc.*
2. *In pairs or groups, choose a topic that interests you for an educational video, e.g. how to eat healthily, how to plan learning and leisure time, etc.*
3. *Think about the content of the learning video, choose the right words, phrases and grammatical structures and create the text of the video.*
4. *Record the footage of your teaching video and upload it to the group account.*

5. *Video requirements: at least 3 minutes, with at least 10 new words/phrases/grammatical constructions on the topic.*
6. *All group members comment on the videos of the other groups (at least two) and ask questions to their authors.*

Source: Baciuškienė et al. (2022)

Interaction

Interaction contains two scales supported by media. The Correspondence scale in the CEFR concerns not only personal correspondence but also the descriptors for formal correspondence. The media-supported means are e-mail and SMS, which are used to develop communicative competence.

Level	Descriptor and key competence	Media-based means
B2	Can use formality and conventions appropriate to the context when writing personal and professional letters and e-mails.	E-mail.
A2+	Can exchange information by text message, by e-mail or in short letters, responding to questions from the other person (e.g. about a new product or activity).	SMS, e-mail.
A2	Can compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).	SMS, e-mail.
A1	Can compose messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary. Can compose a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.	Online postings, text messages.

Table 14: Descriptors for interaction correspondence

Online interaction. The online conversation and discussion scale focuses on online conversations and discussions as a multimodal phenomenon, with emphasis on how interlocutors communicate online (CEFR 2020, 104).

Level	Descriptor and key competence	Media-based means
B2	Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.	Social networks
B1	Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor,	Social networks

	but may not understand details or implications without further explanation. Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided they can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.	
A2	Can engage in basic social communication online (e.g. a simple message on a virtual card for special occasions, sharing news and making/confirming arrangements to meet). Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though they will generally have to refer to an online translation tool and other resources.	Social networks, virtual maps.
A1	Can formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool.	Chat, Messenger, Viber etc.
Pre-A1	Can post simple online greetings, using basic formulaic expressions and emoticons. Can post online short simple statements about themselves (e.g. relationship status, nationality, occupation), provided they can select them from a menu and/or refer to an online translation tool.	Online form, questionnaire

Tab. 15: Descriptors for online interaction

The following example from the Lithuanian curriculum (Baciuškienė et al. 2022: 17) shows how to do the task of interaction in virtual space step by step.

Example 5

Linguistic activity: Interaction in virtual space: Participation in a conversation or discussion in virtual space. Participating in a conversation in real time. Publishing personal contributions and links. Posting comments.

1. *Introduce the topic to the pupils by brainstorming and asking them to guess words from mixed letters, e.g. WHETNCHIEAN - Christmas, GCESENHK - gift etc. 3 minutes.*
2. *Ask a question that draws the students' attention to the topic, e.g. Why do children look forward to Christmas? When do we celebrate Christmas? etc. 3 minutes.*
3. *Work in groups in different rooms. Give the pupils a discussion question, e.g. "What is the best Christmas present for a ten-year-old? Why?". After the group has discussed, the learners can express their views in the chat room or other virtual space you use with the children, e.g. by setting up separate columns for the groups on the Padlet platform; seeing each other's comments will help the children to be more productive. The padlet link is made available to the pupils in the chat area. After a certain time, it is useful to discuss the groups' opinions together. 10 minutes.*

4. *Work in groups in different rooms. Ask the pupils to organise the information for discussion in their groups, e.g. which gift is best for boys and girls, whether the attention or the size of the gift is more important, what is the price, etc. 10 minutes.*
5. *Together with the class, think of five short questions about Christmas presents. Discuss the questions before the survey and write them down on the screen. You can use the following words: Would you like a bike/book/ …. for Christmas? What do you want for Christmas this year? 5 minutes.*
6. *Work in pairs in the chat room. In a private messaging activity, students conduct a survey where they must ask 3 people in a virtual room. 6 minutes.*
7. *Discuss the results of the survey with several pupils. 3 minutes.*
8. *Discussion/assessment of the lesson. 5 minutes. Possible topic for the next lesson - "Christmas greetings". Students create a virtual greeting.*

Source: Baciuškienė et al. (2022)

Mediation

According to CEFR (2020: 42), mediation combines reception, production and interaction. The tasks for mediation also include other language activities such as writing, reading, listening, most of which are also media-based. The examples below are the tasks for mediation and include media-based activities.

Example 6

Mediating text. Level A2: Writing a report, taking notes on a speech. Written summary of an audiovisual text.

Task / Linguistic activity: *The pupils watch a video at home about how to prepare a dish, e.g. a salad, and write down the information. They divide the instructions into two parts: "ingredients" and "instructions". In class, they compare their notes in groups and create a final recipe (on a slide, MS Word document, Google document, infographic, etc.).*

In groups, students can create their own recipe for a healthy dish and present it to the other groups.

Media-based means: *Videos on the internet, culinary TV programmes*

Languages: *Pupils watch recordings/TV programmes in their mother tongue and submit recipes in a foreign language. Cooking programmes can be watched in a foreign language.*

Source: Baciuškienė et al. (2022)

Example 7

Mediating text. Level A2. The transformation of information from figures (graphs, charts) into a spoken or written text.

Task / Linguistic Activity: *The teacher suggests possible topics for the survey/research. Pupils/pairs/groups do research on different topics and create charts to show statistics. Pupils use*

digital tools such as Google forms to complete the survey, with quantitative data from the questionnaire automatically processed and presented in graphs.
They share their survey results with other students/pairs/groups who interpret and comment on the statistical data.
Media-based means: *Virtual tools*
Languages: *If the survey is conducted with pupils in a class, the foreign language is used. If various other groups are interviewed, e.g. teachers, staff, neighbours, etc., the mother tongue is used to collect information. The foreign language is used to present, interpret and evaluate the information.*
Source: Baciuškienė et al. (2022)

Example 8
Mediating the process of working together in the group. Leading group work.
Level A2.

Task / Linguistic activity: *The students are given the task to create a quiz about famous people from different countries of the world. The pupils are divided into groups of 3-4 pupils. They agree on which student they want to lead. With the help of the teacher, the student leads the group's work, discusses which role models to choose, what kind of questions to ask, etc. The students prepare 2 to 3 questions and present them to the group. The student leading the group work collects all the questions and summarises the group work. With the help of the teacher, each group prepares a final set of questions in writing and presents them to the other group to answer.*
Media-based means: *Teachers suggest sources where students can learn about famous people from other countries (e.g. Wikipedia). A quiz is created.*
Languages: *Pupils can search for information in their own language. Oral and written questions are formulated in the foreign language. The answers to the questions are given in the foreign language.*
Source: Baciuškienė et al. (2022)

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IV.

Review and outlook

IV Review and outlook

Where is foreign language teaching heading?

In view of the previous chapters of the theoretical part and in view of the different tools of the second part of this publication, it is clear that the online world (which intervenes in the teaching process) and online teaching (which helps to shape this online world) are not so easily manageable areas. Any guidance in these areas seems helpful on the one hand and almost impossible on the other. The issue is not only the complexity of this world, but also the fact that it is in a constant state of change to which everyone, including educational stakeholders, must adapt on their lifelong learning journey.

As already outlined in Chapter I.1, lifelong learning of the present and future requires transformative competences, including creating new values, balancing tensions, and taking responsibility, to help learners shape the world of the future. This can be understood as an abstract and overarching goal but juxtaposed with the reality and practice of school teaching. From the perspective of digital literacy development in online teaching and learning, one of the first prerequisites for learners is digital participation, which includes accessibility to digital content and inclusion of diverse groups. It is the participation in digital technologies and content that enables learners to be involved in new contexts, which can only be followed up later by the possibility of co-creation. For this reason, we believe it is important to support and continue to support the creation of free and openly accessible online content and tools for both learners and teachers. In this context, our Erasmus+ project is also an attempt to develop useful tools for developing and building the competences necessary for online learning and teaching. Among other things, these are also intended to promote two further areas of digital literacy in terms of learner-centredness – namely differentiation and individualisation and active involvement of learners in the learning process. It is precisely these aspects that represent a considerable added value of online tools when they are used in the classroom.

Although the online world and online interaction can almost self-explanatorily have a great benefit especially in foreign language teaching, it can be inferred from some of the theoretical considerations (also in this publication) that one cannot/would not avoid the comparison with face-to-face teaching in the analyses. On the one hand, this is understandable, but on the other hand, it often leads to the expectation that online teaching should take up traditional methods and habits. This results in weighing up the pros and cons, pointing out the weak points of online teaching or trying to convert the traditional forms of exercises and tasks into their online dummies. Unfortunately, this is also confirmed to a large extent by the majority of the exercises and tasks that were created for the project's exercise database. However, the original idea was that the exercises would be created by teachers from the practice. Thus, the creation and implementation of the exercises contributed significantly to the development of teachers' digital competences and the exercises actually reached the target group of learners at the high schools. The learners rated the tested exercises highly positively and the average rating resulting from our surveys was 5.29 out of a possible 6 points, which testifies to the fact that these new exercise possibilities have enriched the learning process. The evaluation by teachers was even a bit higher and the exercises were evaluated with

5.34 out of 6 points and that also even though most of the exercises were only little or hardly innovative considering the development of the so-called future competences and digital competence. Although they develop the basic skills and sub-skills such as reading comprehension, listening comprehension, grammatical competence, less speaking and writing, they also largely exhaust their potential. Despite all the negative points mentioned above, the exercises move the perception of online tools in the reality of school practice in a positive direction. Our materials met with great interest among the participants of the multiplier event held in the final phase of the project. In the questionnaire evaluation, up to 96% of the respondents expressed that they would like to work with the exercise database in their lessons.

However, since the complexity and changeability of today's world requires many new competences, it is really necessary that foreign language teaching also responds to this situation. For this reason, such exercises and tasks must also be integrated into teaching practice, which are outlined and presented in chapters III.4 to III.6, among others. Accordingly, for the future, teachers must also be equipped, among other things, with the knowledge and methodological competence regarding interactivity and lead learners to develop their ability to interact from the consumptive to the productive and collaborative - and this in the context of written and oral interaction as well as online interaction or cooperation. The foreign language lessons can offer suitable preparatory exercises and more complex tasks for this. The same applies to mediation, which can be developed in the foreign language classroom in ascending order from the mediation of texts, through the mediation of concepts, to the mediation of communication (also online-media-supported). Interaction and mediation can be understood as competences that not only integrate the "traditional" skills of reading, listening, speaking and writing, but are also (among other things) closely related to the ability to act and create, to attitudes and values or to pluriculturalism. It is precisely these interconnections and interdependencies of the so-called future competences, which are indispensable for peaceful coexistence, general prosperity, colaboration and communication of a culturally diverse and constantly changing society, that should continue to be the focus of attention in education and also foreign language education in the future. After all, learning new languages can build bridges – bridges that lead to understanding and into the (digital) future.

Ján Demčišák

PART B

Selected tools and apps for foreign language teaching

On the conception of Part B and the selection of tools

In this second part of the publication, selected online-based tools and applications are described. Their selection is limited to those that can be used in the foreign language classroom, while at the same time it must be emphasised that this publication does not aim at the complexity of all existing ones. Their broad spectrum of use in foreign language teaching played an important role in the selection. Thus, tools and applications can be found here that enable the following:

- creation of a teaching unit,
- teaching and materials organisation,
- feedback,
- interactive exercises and tasks,
- competition.

The individual tools and applications are arranged alphabetically. Their description follows an identical scheme. First, their accessibility is indicated. Here, special emphasis was placed on their accessibility to a broad audience in the sense that they are available free of charge at least in their basic variant and can be used either without registration or after a simple registration. Furthermore, the functions, respectively individual instruments of the tool are listed and subsequently the handling of them is described. Then the possibilities of its use in foreign language teaching are addressed and sample exercises are also presented. Finally, the advantages and disadvantages of the tool and possibly alternative tools with similar functions are mentioned. Depending on the type of online tool, some parts of this structure may be omitted.

Petra Fuková

AnswerGarden

Link: https://answergarden.ch

Access / Registration / Availability

- The tool can be used directly without registration.
- A password can be entered to manage the requests.
- An e-mail address can be entered to store the information.
- Created queries can be shared via a link, QR code or social platforms such as Facebook or Twitter. AnswerGarden can also be integrated into a website (Embed function).

Functions / instruments of the tool

The tool is used to collect feedback/answers/terms on a question or topic. AnswerGarden is created in 2 steps only:

1. the topic or question is entered.
2. AnswerGarden is published (link, QR code, social media).

Afterwards, the collection of answers can begin.

Advanced setting options

All advanced setting options are optional but allow better utilisation of the tool. The settings include:

- Mode (Brainstorming = unlimited number of answers, repetitions possible; Classroom = unlimited number of answers, repeated answers not possible; Moderator = the moderator can check all answers before publishing; Locked = no new answers are possible).
- Answer length (up to 20 or 40 characters).
- Admin password (the password can be used to manage AnswerGardens that have been created).
- Reminder email (link and password will be sent to the address entered).
- Spam Filter (enables automatic filtering of defined unwanted responses).
- Case (for German, either uppercase (upper case) or no change (upper and lower case) is recommended), important: this setting cannot be changed later!
- Local Publication/Add Local Disoverability (you can either hide/hide the created AnswerGardens or make them discoverable online for a maximum of 1 week, also in hidden mode the link can be shared and used).

A video tutorial on how to use the tool can be found at:
https://youtu.be/-nZ6rZ1ydk0?list=PLenPcI5Zc4Ig0sK0ZxBvUY0IQSOVbSKup

Use in lessons (skills, goals, possible exercises)

Vocabulary work

The tool can best be used in the context of vocabulary work. For example, it replaces the associogram on the blackboard. The collection of words and word associations can be used when introducing a new topic or at the beginning of the lesson (Example exercise 1). Likewise, this tool can be used to review new vocabulary at the end of the lesson (Example exercise 2).

Sorting Exercises / Grammar

When using several AnswerGardens at the same time, different sorting exercises can be used in combination with a reading text. For example, identifying nouns according to their genus (Example exercise 3), identifying individual parts of speech or grammatical forms (e.g. write out all verbs in the past tense, find all adjectives) etc. When sorting, everyone works with several AnswerGardens at the same time (several tabs in the browser) or the work can be divided into several groups.

Reading comprehension

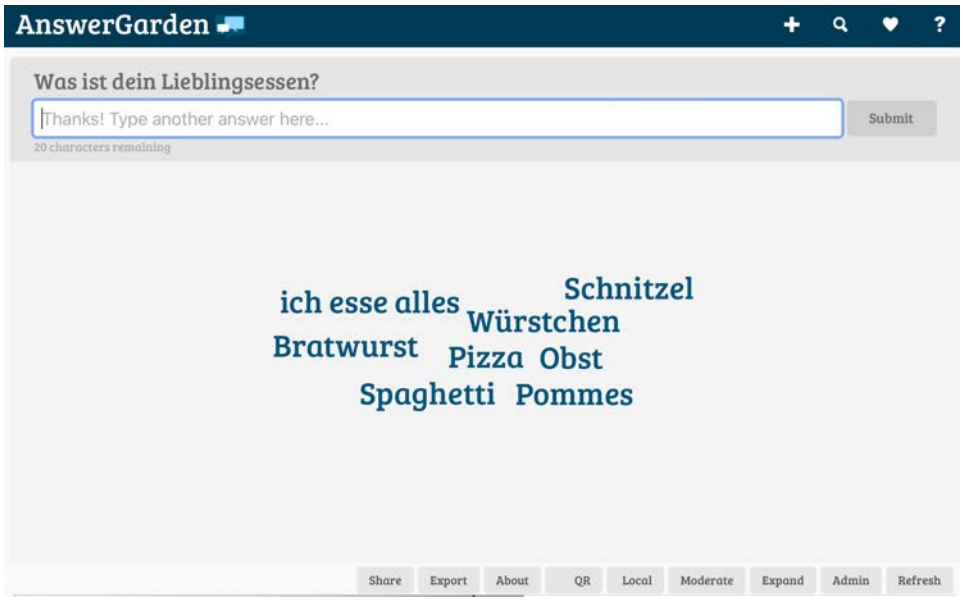
The learners should identify all the key words from a text that they think are important. The group can then discuss why these words are important in reflecting the content of the text.

Writing

Associatively collected words on a topic or keyword can be used as a stimulus for writing a short story. (Example exercise 4)

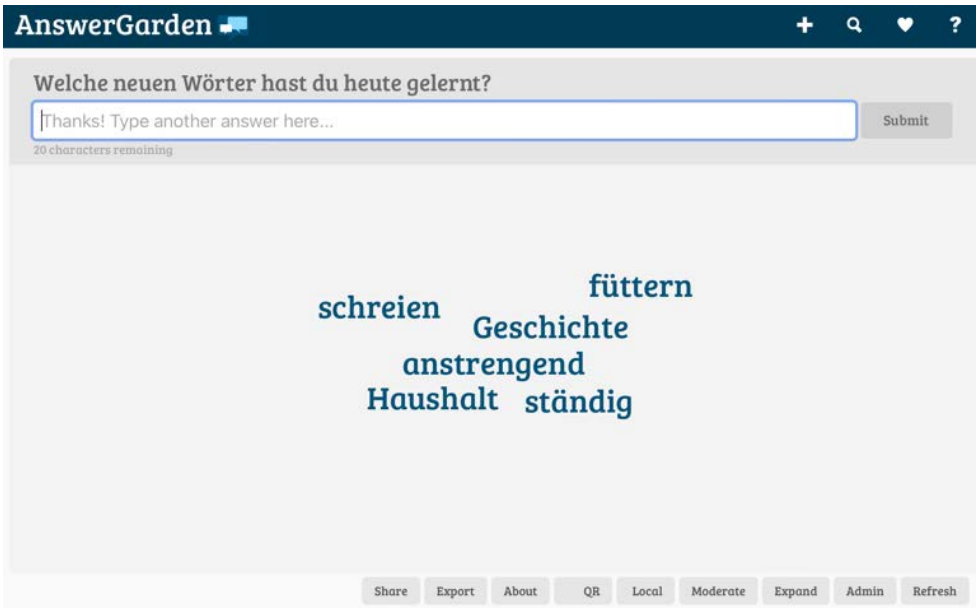
Example exercises

Example exercise 1
What is your favourite food?



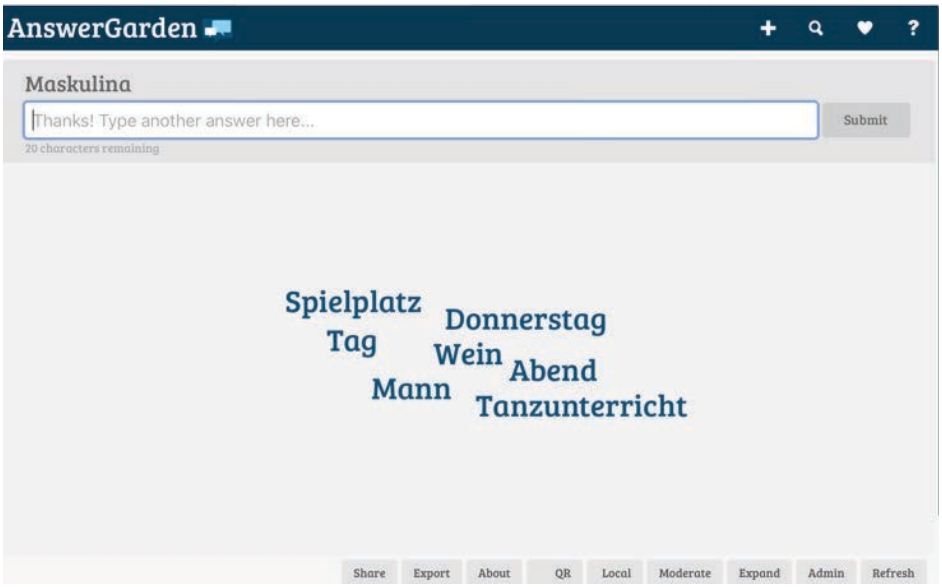
Example exercise 2

What new words did you learn today?



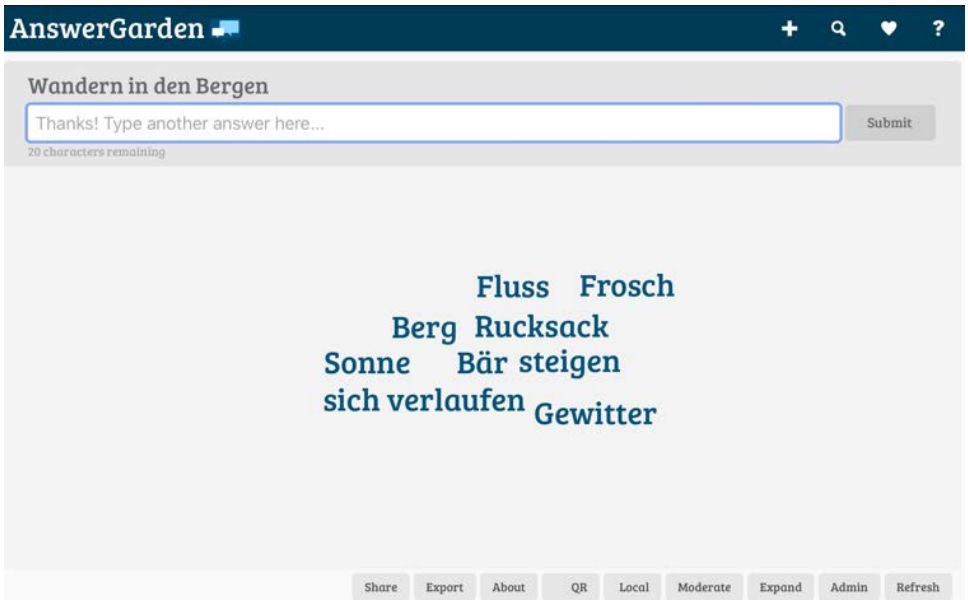
Example exercise 3

Read the text and write out all the nouns with the masculine gender.



Example exercise 4

Collects words on the theme "Hiking in the mountains". What can you do, see, experience?



Write a short text, using at least 5 of the collected words.

Advantages and disadvantages of the tool

Advantages

- Completely free of charge, no registration necessary, creation possible in less than a minute.

Disadvantages

- Only short answers possible (up to 20 or 40 characters, the shorter alternative is recommended).
- When creating the document, do not forget the setting *no change for* upper and lower case letters, this cannot be changed later on.

Description of the tool by *Ján Demčišák*

Bitte feedback

Link: https://bittefeedback.de

Access / Registration / Availability

Registration is **not** required.

Functions / instruments of the tool

This app is used to create various feedbacks on different topics. The author can choose between two question types, either star rating or open response as a text field.

Example exercises

Example of a questionnaire

Question number 1
Are you satisfied with DUO exercises?
Text field: (Respondents answer with the whole sentence.)

Question number 2
I liked the matching exercises ... (The higher the number of stars, the better the rating).
Award stars (respondents select the appropriate number of stars).

Question number 3
What did you like about the Wordwall app? (The higher the number of stars, the better the rating).
Award stars (respondents select the appropriate number of stars).

Question number 4
Please write three apps that you liked best. Please write them in the order that corresponds to your preferences: 1st place, 2nd place, 3rd place
Text field: (Respondents answer with the whole sentence.)

Question number 5
Would you recommend the DUO exercises to your colleagues? Select YES or NO. If you answered NO, please also write why.
Text field: (Respondents answer with the whole sentence.)

After creating the form, the author clicks on "Create" and the feedback form is published immediately. The form is valid for 14 days, after which it is deleted.

Alternative tools with similar functions

- Tweedback: https://tweedback.de

Description of the tool by *Martin Lachout*

Bitpaper

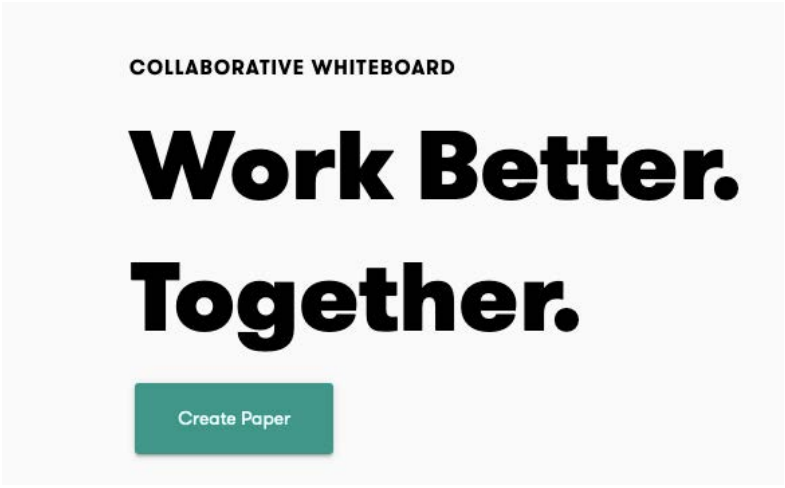
Link: https://bitpaper.io/

Access / Registration / Availability

It is also accessible without registration; you simply log in with your own email address.

Functions / instruments of the tool

The digital tool Bitpaper works like a whiteboard in the classroom. It can be used by the teacher to explain the subject matter as well as in the (independent) work phase of the students. Once logged in, a board (whiteboard document) can be created by clicking on "CREATE PAPER". Logged in users can create 3 whiteboard documents that can be linked to others.



The possibilities of working with BitPaper are essentially comparable to those of a classic whiteboard.

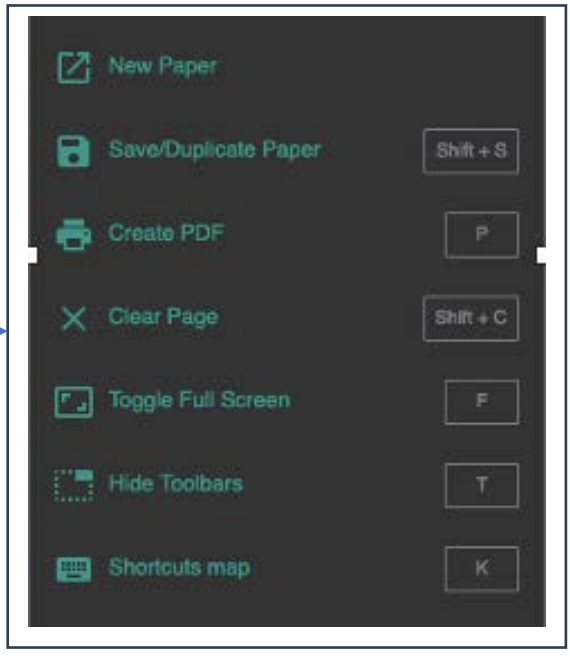
Possibility to upload a picture, photos, etc.

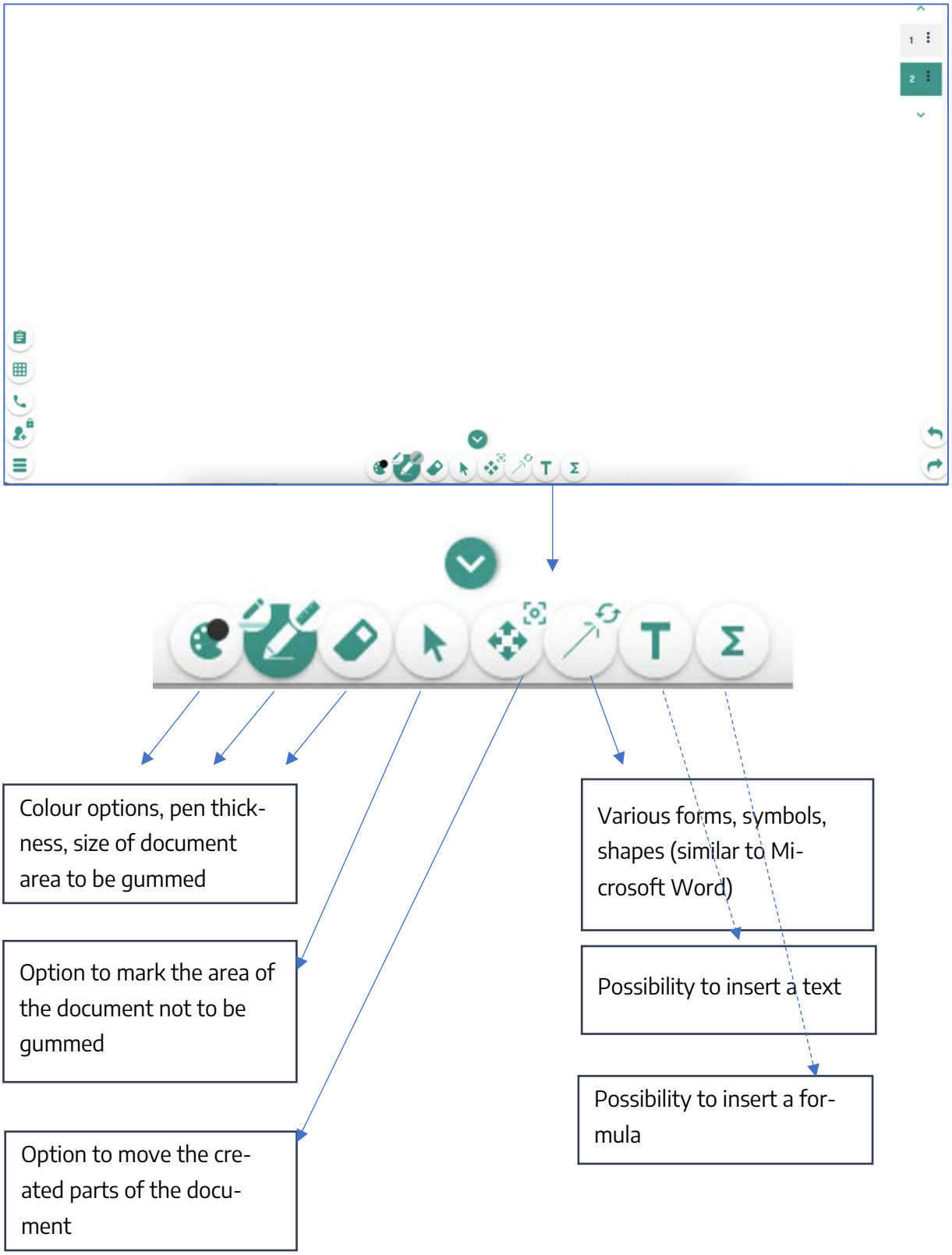
Background options

Possibility to chat/phone

Option to lock the white-board document
Possibility to switch to classroom mode

Further options

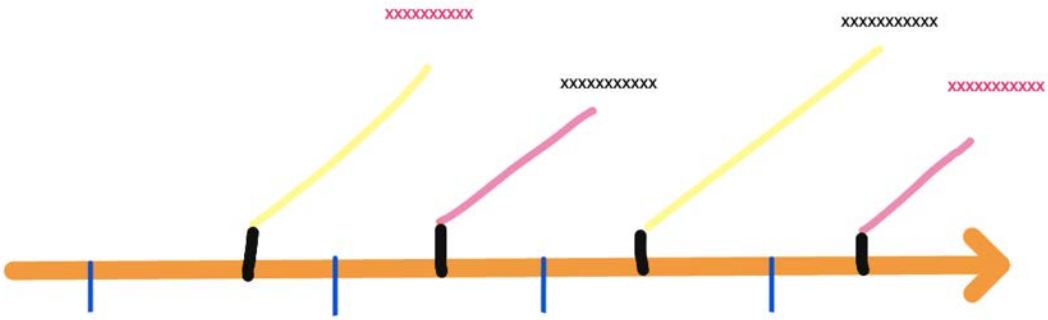



Colour options, pen thickness, size of document area to be gummed
Option to mark the area of the document not to be gummed
Option to move the created parts of the document
Various forms, symbols, shapes (similar to Microsoft Word)
Possibility to insert a text
Possibility to insert a formula

Use in lessons (skills, objectives, possible exercises)

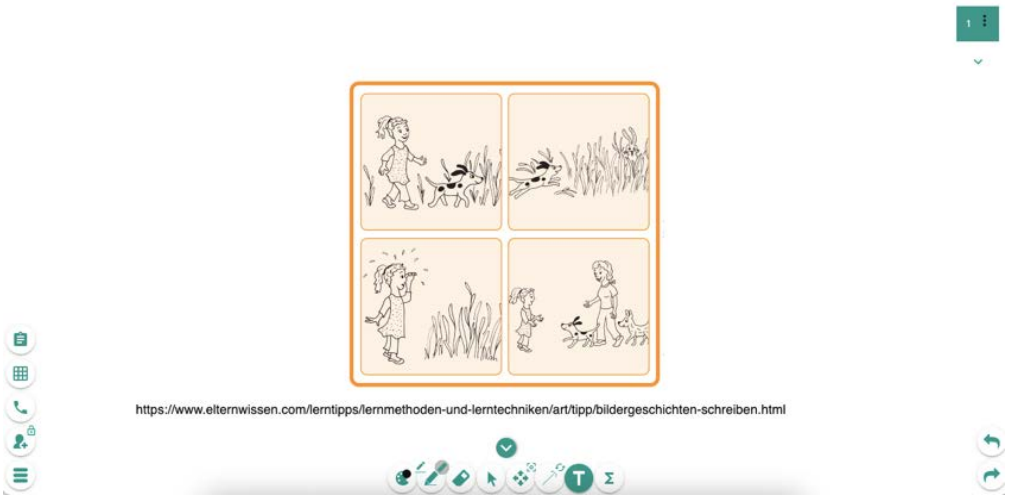
Bitpaper can be used variably in online lessons. At the beginning of the lesson, a mind map can be created to get the students in the mood for a certain topic and the vocabulary associated with it. You can start with a key word/photo/picture/text excerpt etc. and the students record the words that come to mind in a mind map.

This digital tool can also be used to develop or practise reading/listening comprehension. Students read a text/listen to an audio recording and continue working on the Bitpaper platform according to the teacher's instructions. They can e.g. diagram chronological order of something (depending on the text read/depending on the audio recording listened to e.g. curriculum vitae/ birth of family members/ historical facts/ daily routine/ programme on holiday, during holidays...).



At lower levels, online lessons can be playful, i.e. students draw something based on what they have read/listened to.

Bitpaper can also be used for speaking practice. The teacher prepares a bitpaper with a picture/story or similar and the students have to describe the picture or retell the story.



Bitpaper can be used to work individually, in pairs or in groups on a specific task, so all forms of student work can be supported with this tool.

Alternative tools with similar functions

- Groupboard: https://www.groupboard.com/products/
- Miro: https://miro.com/
- Whiteboard Fox: https://r2.whiteboardfox.com/
- Draw Chat: Virtual Classroom: https://draw.chat/
- Padlet: https://sk.padlet.com/
- Lucidspark: https://lucidspark.com/
- Jamboard (Googe): https://edu.google.com/products/jamboard/

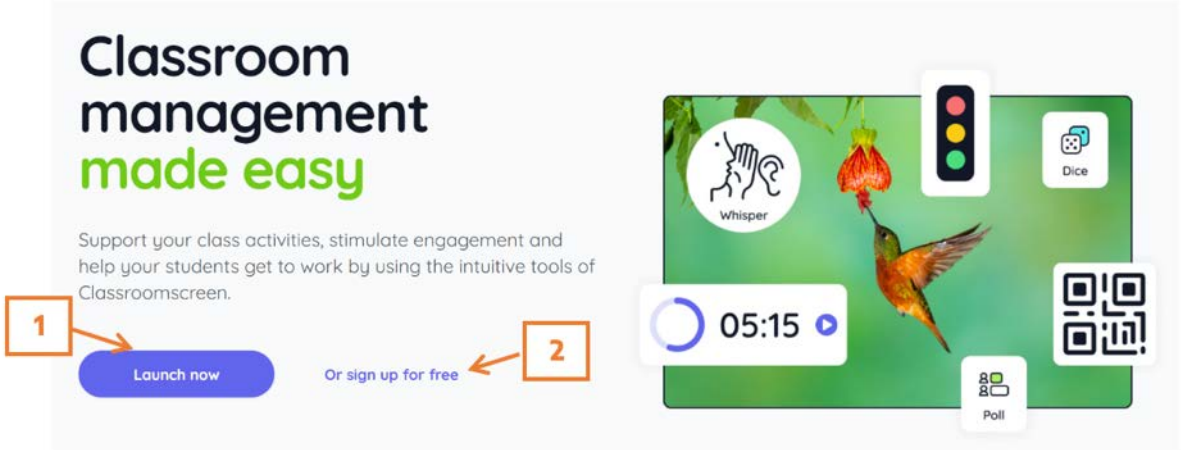
Description of the tool by *Simona Fraštíková*

Classroomscreen

Link: https://www.classroomscreen.com

Access / Registration / Availability

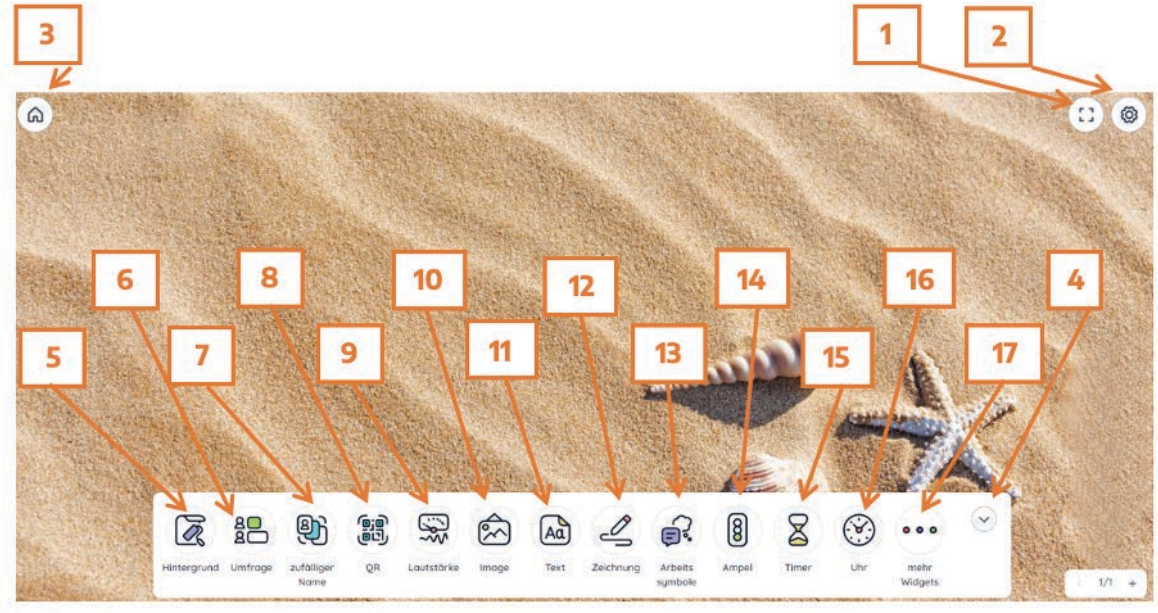
This tool is freely accessible and can be used without registration. In this case, click on the "Launch now" button (No. 1 - see below) on the start page.



In addition, you can register using the "Or sign up for free" button (no. 2 - see above) and thereby get your own account. There are a total of three possible variants to choose from (one of them free of charge).

Functions / instruments of the tool

The Classroomscreen facilitates the organisation of lessons. With its 19 functions, it helps, for example, to support students' time management, to set clear expectations for students or to collect feedback. Apart from continuing without logging in using the "Launch now" button (see no. 1 above) or with logging in "Or sign up for free" (see no. 2 above), you will arrive at the following home page:



Selected functions are described below (ordered by the numbers assigned to them).

1. Full screen mode
This button can be used to switch between screen mode and full screen mode.

2. Settings
The following can be set: language, background of the buttons, name of the screen and its description, position of button no. 18 (left or right of the others).

3. Home
Here you can view and possibly save individual versions of the classroomscreens you have used. (The save function is only possible in the **Classroomscreen Pro** version.) You can also find help here, notifications and, if necessary, your account. Furthermore, you can view your own saved name lists and backgrounds, possibly change the set language and set warnings.

4. List of icons
The icons can be hidden with the help of the arrow.

5. Background
The background can be changed as desired. You can either choose from the classroom screen variants or upload and use your own images.

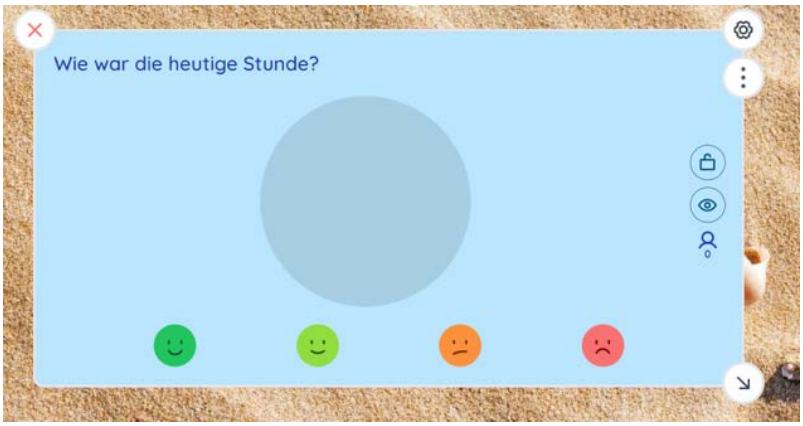
6. Survey
This function can be used to receive feedback on the lesson, for example. In the standard version without a separate account, voting can only be done directly on the Smart Board by individual

students. As a teacher, one would have to think about how to make the voting secret anyway, because this is the only way to support the honesty of the answers. Of course, remote voting would be optimal. To enable this, you have to be logged in to your account (even the basic version enables remote voting).

Preparation of the survey:
First, the type of survey must be chosen: Multiple Choice/Smileys/Right or Wrong. In the individual variants, the type of graphic that will visualise the results of the survey and the colours used can be set. While the students are voting, the graph, which changes with each vote cast, can be hidden (using) so that it does not influence the voting. You can see the number of votes cast and by pressing you can stop voting.

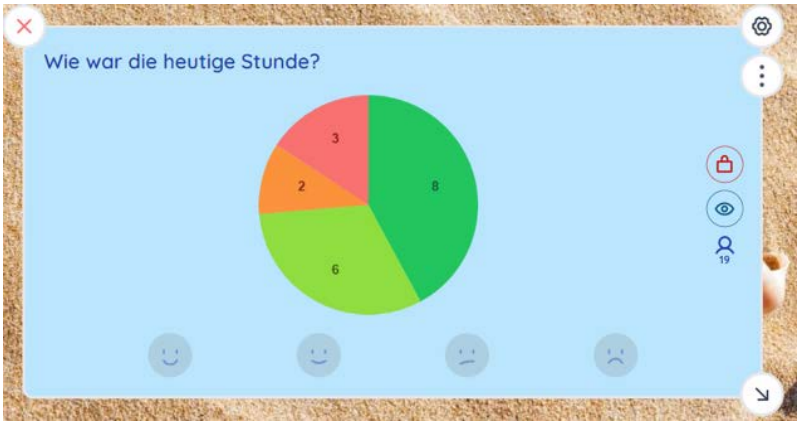
Example before the vote:

a) Variant without remote voting



b) Variant with remote voting
When logged into their account, a line will automatically appear above the vote (see below). This tells students the website where to vote and a code. Also, by clicking on the QR code icon on the far right of the line, you can show the QR code so that students can get to the poll by scanning this QR code with their smartphones.

Example after the vote:



7. Random name

With the help of this function, you can have a name (or several names in a row) drawn, using saved name lists (only after logging into your account). In the variant without your own account, you must enter the names. The names entered can be deleted individually. You can decide whether a name that has already been drawn once may be drawn repeatedly or not.

8. QR code generator

This function makes it possible to generate a QR code under which you hide a text or a link that the students can access after scanning the QR code through their smartphones.

9. Volume

This function is capable of measuring the volume in the room. If the students get too loud, a bell rings to indicate that they should be quieter.

10. Image

Pictures can be uploaded and shown here.

11. Text

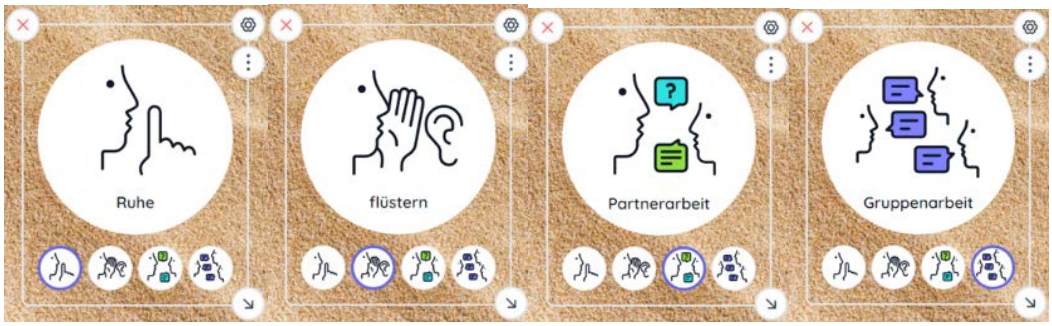
Short texts, notes, messages, or instructions can be written here.

12. Drawing

This function allows you to create drawings or notes using the drawing tool. You can use a paper, graph paper or a picture as a background.

13. Working symbols

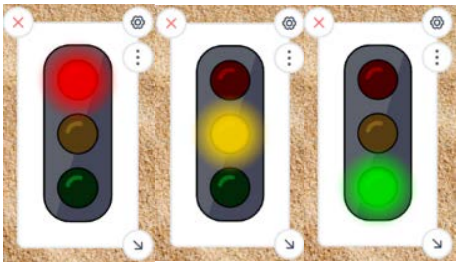
These symbols can be used to indicate what the students should do. You can choose between four symbols (silence/whispering/pair work/group work).



14. Traffic light

The appropriate colour can be chosen at the traffic lights. What these colours symbolise can be freely decided. Here are two examples:

a) Authorisation or prohibition of communication
   The red can mean that the pupils should work independently, without asking anyone. For yellow, they may (but do not have to) ask their classmates or the teacher. Green means that they should communicate with others.
b) Time management, e.g. for test writing or project work
   The colours indicate whether you can work freely and without restrictions (green), whether you should finish your work slowly (yellow) or whether you are no longer allowed to write/work (red).



15. Timer

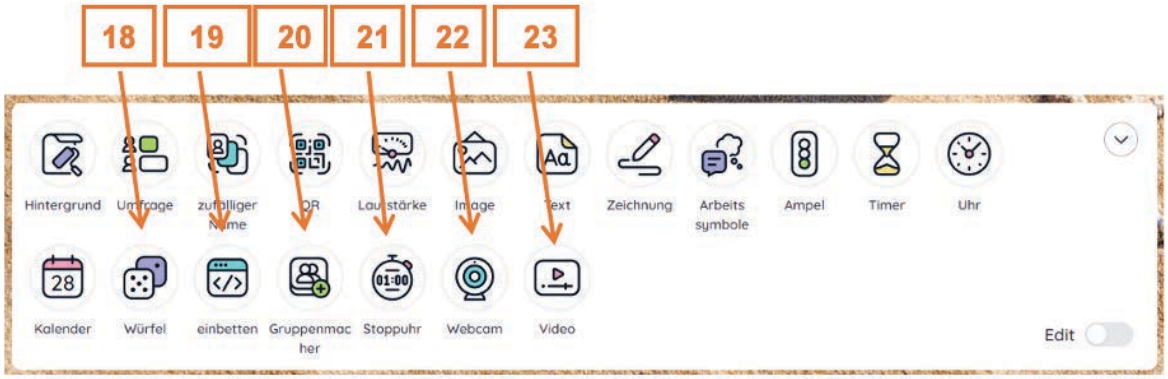
This function is suitable for cases where a certain time has been set for an activity, so that the students can see how much of this time has already elapsed and how much is left.

4. P.M.

This function shows the current time, both in clock form and in digital form. In the digital form, you can choose between the 12-hour mode (am/pm) and the 24-hour mode. Furthermore, the alarm clock and its sound can be set here.

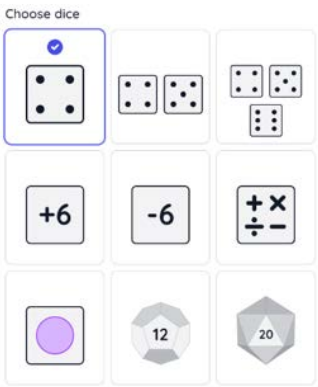
17. More widgets

After clicking on this icon, another seven functions appear, 6 of which are presented.



18. Dice

With the help of this function, dice can be rolled, whereby one can choose between the following variants of the dice in the setting:

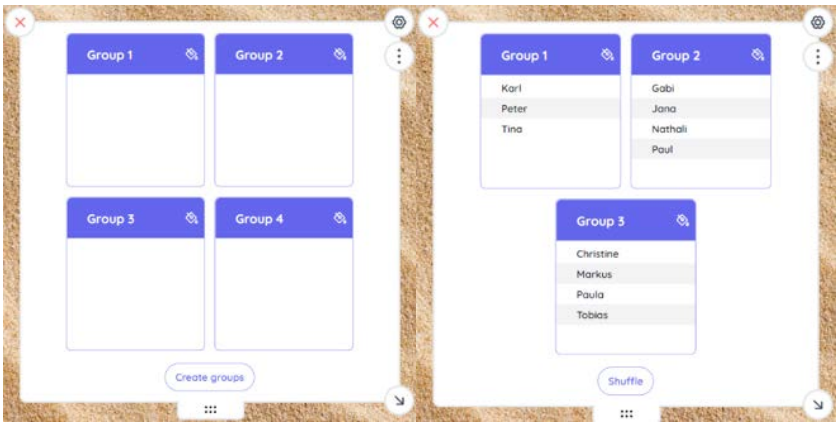


19. Embedding

This function generates a code that enables embedding in other web pages.

20. Group maker

Like drawing a name, a list of names must be selected here (only possible after logging into one's account) or one must type in the names. Afterwards, random groups are formed from the names entered, whereby you can set how many groups are to be formed. Groups are created using the "Create groups" button. Afterwards, the groups can be shuffled using the "Shuffle" button.



21. Stopwatch

Similar to Timer. The stopwatch can be used to time individual activities.

22. Webcam

A webcam can be connected and what is recorded can be projected.

23. Video

A video can be uploaded and played.

Use in lessons (skills, goals, possible exercises)

Classroomscreen helps the teacher organise the lesson. With the help of 19 functions described above, it is easy to give instructions to students (volume, text, work icons, traffic lights), show the time (timer, clock, stopwatch), organise the work in the class (random name, group maker, dice) or get feedback (feedback), among other things. Several functions can be opened at the same time on the screen.

Advantages and disadvantages of the tool

Advantages

- Classroomscreen is very easy, mostly intuitive to use.
- This tool is not only available in the English version, but you can set many different languages (e.g. German, French, Chinese, Italian, Lithuanian, Norwegian, Polish, Portuguese, Slovak, Spanish, Czech, Turkish).
- You can use the tool at any time without registering.
- After registering, you can choose between three variants (one of which is free of charge).

Description of the tool by *Petra Fuková*

German-to-go

Link: https://www.deutsch-to-go.de

Access / Registration / Availability

It offers two access options for using the learning materials provided, one free of charge and one for a fee. The free use is aimed at self-learners, multipliers at schools and universities at home and abroad; the fee-based use of the digital tool is for those institutions that want to acquire licences for publications, examinations, etc. The digital tool can be used by anyone. There is no need to register to use the tool.

Functions / instruments of the tool

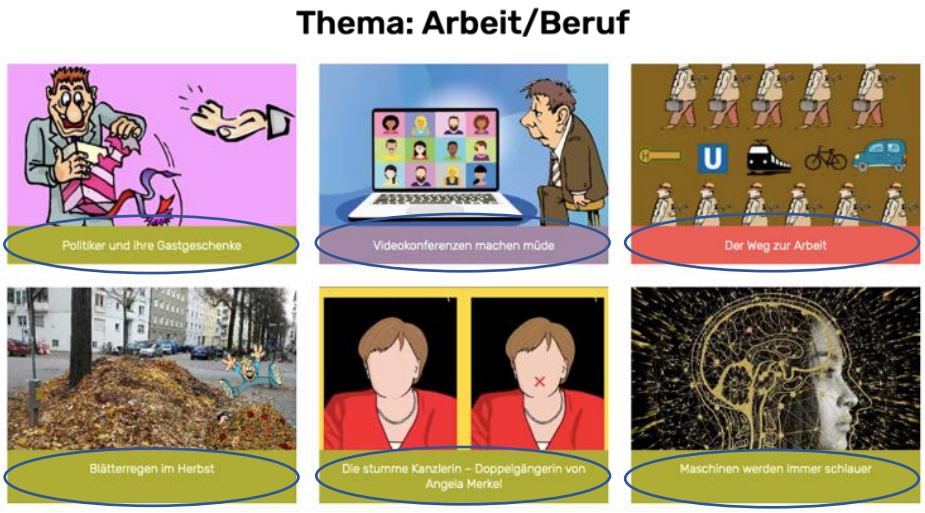
The digital tool Deutsch-to-go is an educational project for online training of listening comprehension. It can be used asynchronously for self-learning, e.g. in the context of mobile learning with smartphones, but it is also particularly suitable for synchronous teaching.
Deutsch-to-go is a collection of user-friendly, thematically appealing listening texts arranged by difficulty level and topic:

Listening texts for all CEFR levels except A1 are represented:

The content covers a variety of everyday, regional and popular science topics:

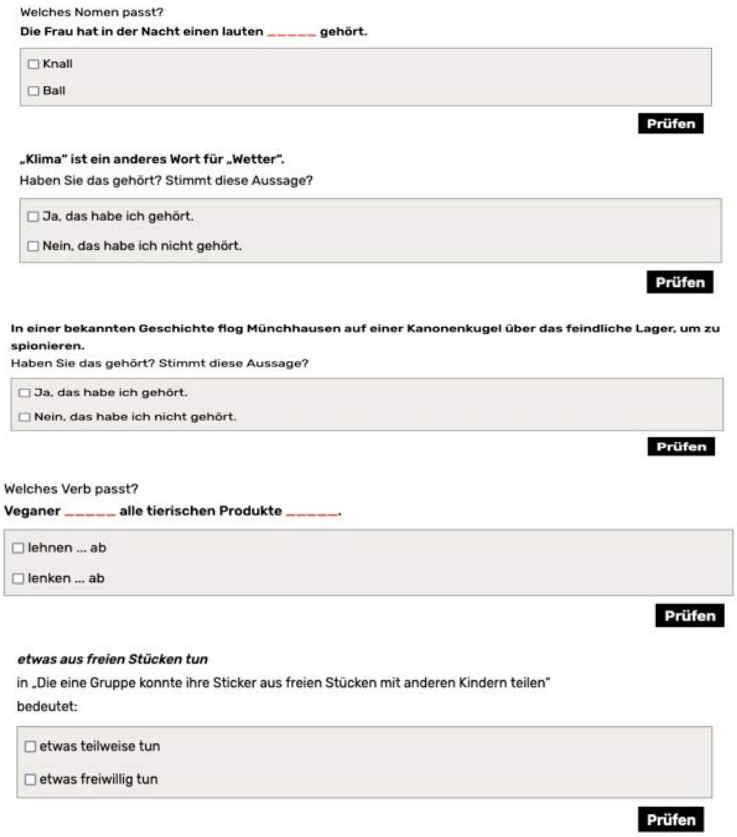
Alltag	Arbeit/Beruf	Medizin/Gesundheit	Neue Technologien
Biologie	Corona	Psychologie	Sport
Ernährung	Feste	Sprache	Tiere
Freizeit	Geschichte	Tourismus	Tradition
Idiome/Redewendungen	Internationales	Universität/Studium	Universum
Klima/Wetter	Kurioses	Verkehr/Transport	Wohnen
Künstliche Intelligenz (KI)	Landwirtschaft	Zwischenmenschliches	Ökologie/Umwelt
Leben in Deutschland	Lernen	Ökonomie	

The individual difficulty levels are marked with respective colours (A2-red; B1-light green, B2-dark green; C1-light violet, C2-dark violet), which can be particularly helpful when searching for a suitable audio text on a specific topic. For example, if you search for audio texts on the topic of "work/occupation", you will find audio texts with different levels of difficulty. They can be easily distinguished by their colour markings:



There are now 610 audio texts available, which are recorded by authors. They are continuously being added to. Listening texts last a maximum of two minutes and are always accompanied by a transcription with the sources of the source text(s). Each text is followed by two vocabulary tasks that can be used to check whether the pupil or student has correctly understood the content of a text. The listening texts can thus be used as self-contained learning units in class.

Regarding the task typology, the learning units are not particularly variable. The following types of tasks are represented, which are adapted to the level of difficulty: Selection of a suitable word, a suitable word combination or a suitable statement mentioned in the listening text, filling in the missing word in the respective sentences (choices available), selection of a suitable synonym. The correction is done question by question. After the whole task is completed, the result can be displayed in points and percentages.



Advantages and disadvantages of the tool

With Deutsch-to-go, you primarily practise listening comprehension, but the transcriptions of the listening texts provided are also well suited for training reading comprehension. Although the tasks are geared towards working with vocabulary, it is possible to create your own listening comprehension tasks or to extend the existing ones and practise some grammatical phenomena in parallel, for example. However, such extensions are forbidden or not feasible within the framework of the Deutsch-to-go platform, because it already provides ready-made learning units. This platform would then have to be used in combination with other digital tools.

Alternative tools with similar functions

- https://www.oesterreichinstitut.at/lernmaterialien/hoeraufgaben-aus-oesterreich/ (listening texts with worksheets)
- http://www.hoertexte-deutsch.at/ (listening texts with worksheets)
- https://deutschmusikblog.de/category/fertigkeiten/hoeren/ (songs as listening texts with worksheets)
- https://www.audio-lingua.eu/spip.php?rubrique3&lang=fr (listening texts without tasks)

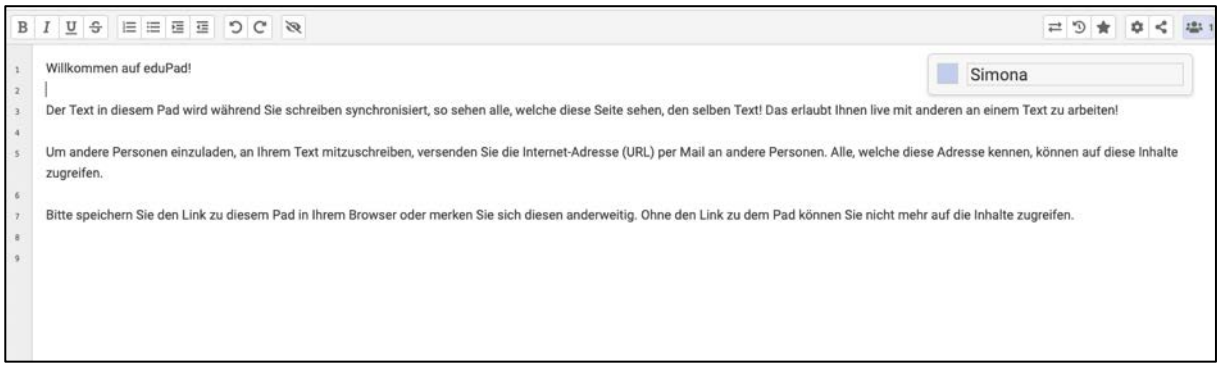
Description of the tool by *Simona Fraštíková*

EduPad

Link: https://edupad.ch/#start

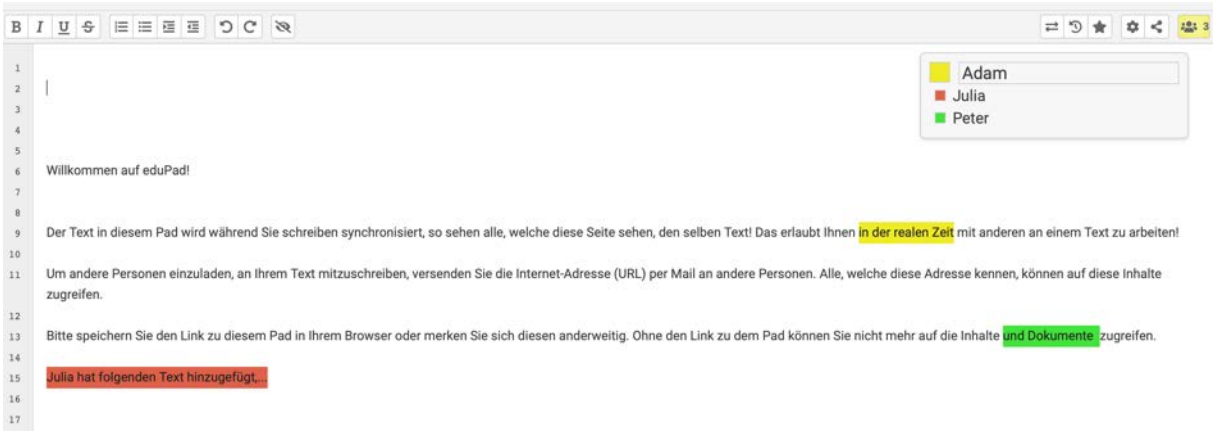
Access / Registration / Availability

EduPad is free and accessible without registration. Clicking on "CREATE PAD FOR FREE" creates the pad, which can be linked to others:



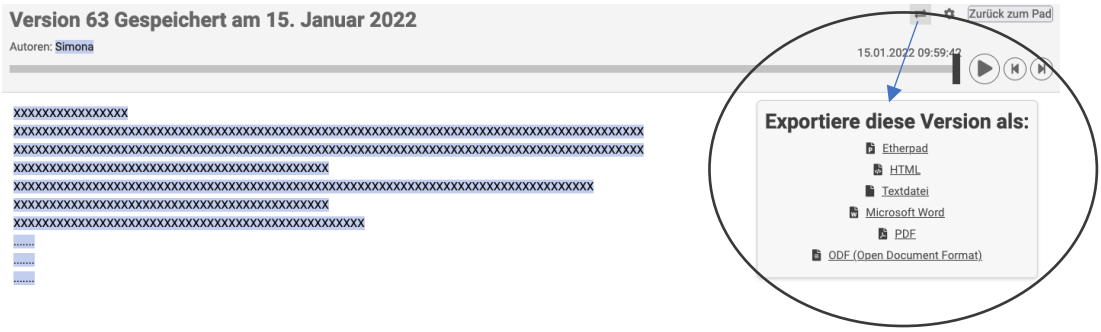
Functions / instruments of the tool

EduPad is a digital tool to edit the texts collaboratively. Everyone who edits the text is colour-coded to track the changes made by each student:



Text editing is done with options comparable to formatting options in Microsoft Word. However, EduPad is more limited in this respect. Students can discuss their suggestions during text editing in the chat located in the bottom right-hand corner. The final version of the edited text can be saved and exported in different formats:

The editing history can also be viewed and the corrected/adequate/creative/improved etc. version can be exported. version can be exported. This function can be used very well when the different versions of the text/text part or the editing suggestions of different pupils are to be compared.



Use in lessons (skills, goals, possible exercises)

EduPad primarily serves to promote writing skills, but other skills are also practised in parallel. The possibilities for use in online lessons are variable. A pad can be created with a specific text, which, for example, should be simplified, stylistically different, supplemented or reworked according to certain criteria. It can also be used to revise an incorrect text, e.g. if inappropriate words/word combinations or sentence structures are deliberately used in the text and the students are to identify and correct them. In addition, grammatical phenomena can be practised with eduPad or vocabulary can be expanded (add missing prepositions/ auxiliary verbs/ pronouns/replace words in bold print with their synonyms/search for internationalisms in the text etc.). The pads created can be used for one year, after one year they are automatically deleted.

Alternative tools with similar functions

- Google Drive & Docs: https://docs.google.com
- BoardNet: https://board.net/
- ZUMPad: https://zumpad.zum.de/
- Wikimedia Etherpad: https://etherpad.wikimedia.org/

Description of the tool by *Simona Fraštíková*

Flippity

Link: www.flippity.net

Access / Registration / Availability

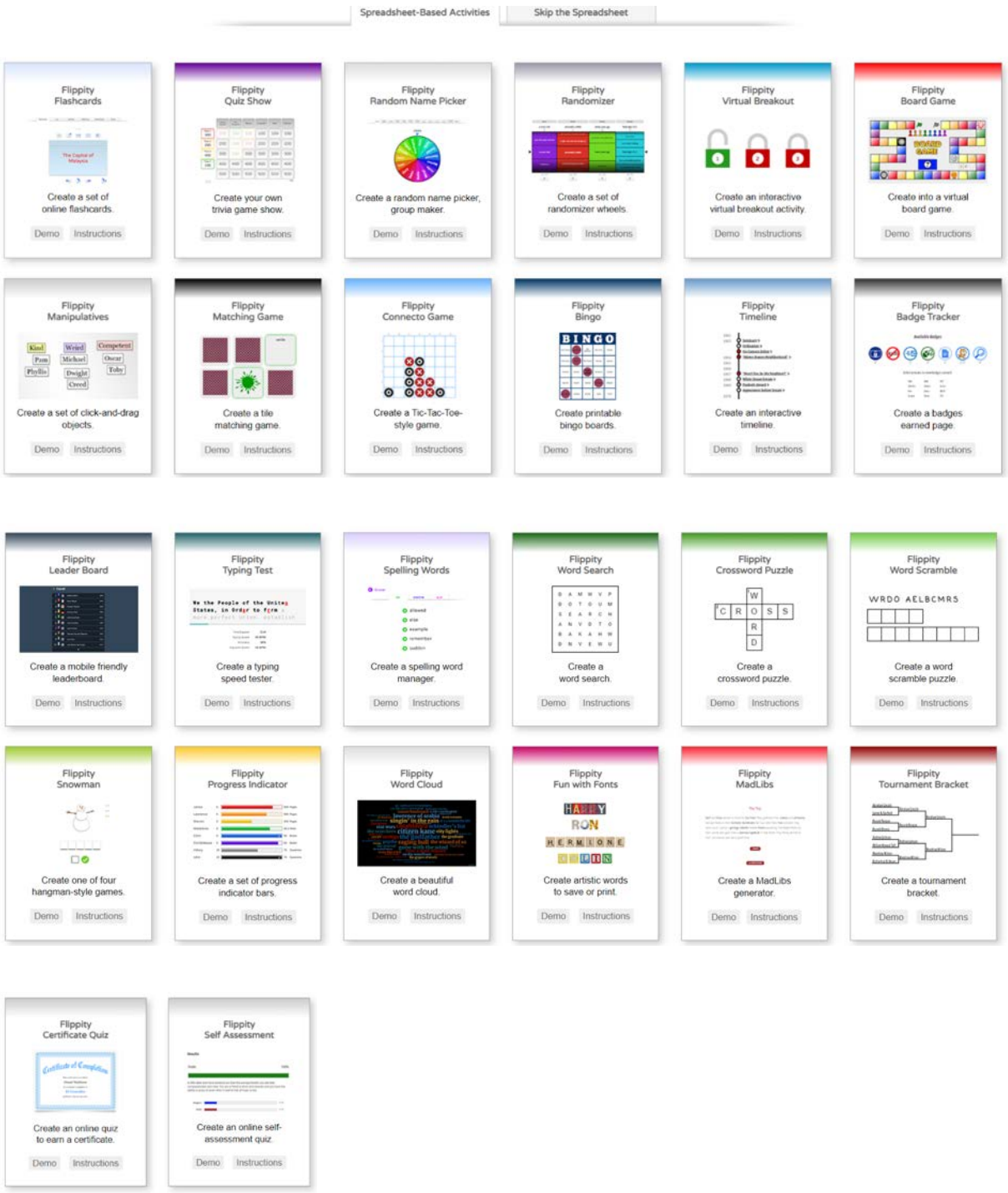
This tool is freely accessible and can be used without registration. Only a login with a Google account is required.

Functions / instruments of the tool

Flippity is a playful learning platform that offers many different instruments. Most of them are offered as tabular templates to be copied and subsequently modified; for some, only the sample information needs to be adapted. Some are suitable for asynchronous individual practice (e.g. study cards), others can be used synchronously in class and organised as competitions (e.g. quiz show), some are suitable for both synchronous and asynchronous use (e.g. virtual breakout). There are also tools here that can be supportive in organising lessons, such as random generator - names, which allows drawing lots for individual students or forming groups, and much more.

Listing of the individual instruments
(Selected instruments - nos. 1, 2, 3, 5, 6, 8, 10, 16, 17 - are subsequently described below):

1. Flashcards
2. Quiz Show
3. Random Name Picker
4. Randomizer
5. Virtual Breakout
6. Board Game
7. Manipulatives
8. Matching Game
9. Connecto Game
10. Bingo
11. Timeline
12. Badge Tracker
13. Leader Board
14. Typing Test
15. Spelling Word
16. Word Search
17. Crossword puzzle
18. Word Scramble
19. Snowman
20. Progress Indicator
21. Word Cloud
22. Fun with Fonts
23. MadLibs
24. Tournament Bracket
25. Certificate Quiz
26. Self Assessment

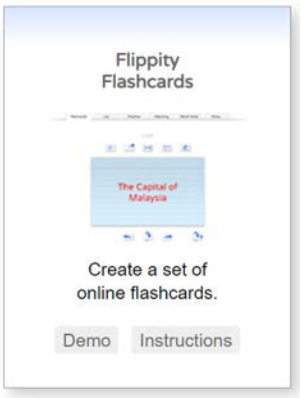


For each instrument, a short demonstration can be viewed under the button "Demo". Instructions in English can be found under the button "Instructions".

Description of selected instruments

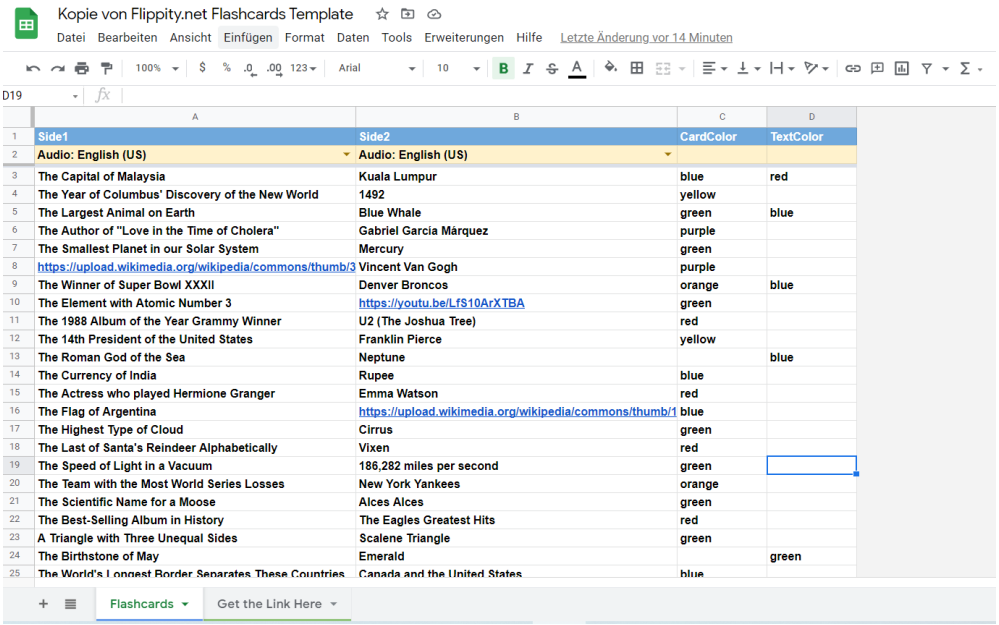
Instrument 1: Flashcards

The flashcards can be prepared by the teacher and made available to the learners via a link. However, learners can also create their own flashcards using this tool. How to use this tool is described below.



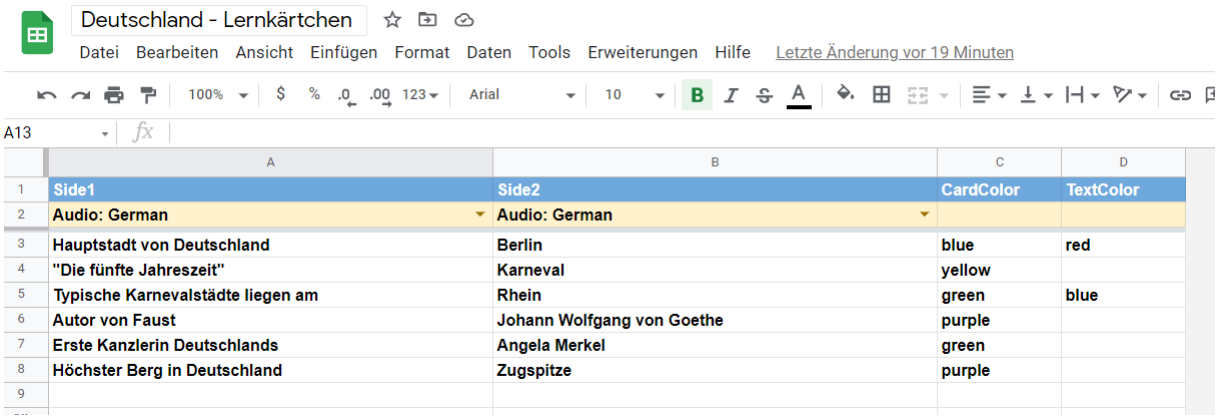
Create new flashcards:

1. Change the Google template
   - Make a copy of this template . (You need to sign in with your Google account).
   - Do not edit a cell with a blue background.
   - Edit the text of page1 and page2. Enter as many terms as you like.
   - Select the language for audio.
   - Choose red, orange, yellow, green, blue or purple for card and text colours. If you want black text on white cards, leave the colour options blank.
   - Name your set of flashcards by changing the name of the worksheet.
   - Submission:



	Side1	Side2	CardColor	TextColor
2	Audio: English (US)	Audio: English (US)		
3	The Capital of Malaysia	Kuala Lumpur	blue	red
4	The Year of Columbus' Discovery of the New World	1492	yellow	
5	The Largest Animal on Earth	Blue Whale	green	blue
6	The Author of "Love in the Time of Cholera"	Gabriel Garcia Márquez	purple	
7	The Smallest Planet in our Solar System	Mercury	green	
8	https://upload.wikimedia.org/wikipedia/commons/thumb/3	Vincent Van Gogh	purple	
9	The Winner of Super Bowl XXXII	Denver Broncos	orange	blue
10	The Element with Atomic Number 3	https://youtu.be/LfS10ArXTBA	green	
11	The 1988 Album of the Year Grammy Winner	U2 (The Joshua Tree)	red	
12	The 14th President of the United States	Franklin Pierce	yellow	
13	The Roman God of the Sea	Neptune		blue
14	The Currency of India	Rupee	blue	
15	The Actress who played Hermione Granger	Emma Watson	red	
16	The Flag of Argentina	https://upload.wikimedia.org/wikipedia/commons/thumb/1	blue	
17	The Highest Type of Cloud	Cirrus	green	
18	The Last of Santa's Reindeer Alphabetically	Vixen	red	
19	The Speed of Light in a Vacuum	186,282 miles per second	green	
20	The Team with the Most World Series Losses	New York Yankees	orange	
21	The Scientific Name for a Moose	Alces Alces	green	
22	The Best-Selling Album in History	The Eagles Greatest Hits	red	
23	A Triangle with Three Unequal Sides	Scalene Triangle	green	
24	The Birthstone of May	Emerald		green
25	The World's Longest Border Separates These Countries	Canada and the United States	blue	

Example of newly created cards:



	A	B	C	D
1	Side1	Side2	CardColor	TextColor
2	Audio: German	Audio: German		
3	Hauptstadt von Deutschland	Berlin	blue	red
4	"Die fünfte Jahreszeit"	Karneval	yellow	
5	Typische Karnevalstädte liegen am	Rhein	green	blue
6	Autor von Faust	Johann Wolfgang von Goethe	purple	
7	Erste Kanzlerin Deutschlands	Angela Merkel	green	
8	Höchster Berg in Deutschland	Zugspitze	purple	
9				

2. Publish your table
   - Go to "File" → "Share" → "Publish on the Web" at the top and then click "Publish".

3. Generate your Flippity.net link
   - Click on "Get the Link Here" below.
   - Click on the Flippity.net link to view your Flippity flashcards.

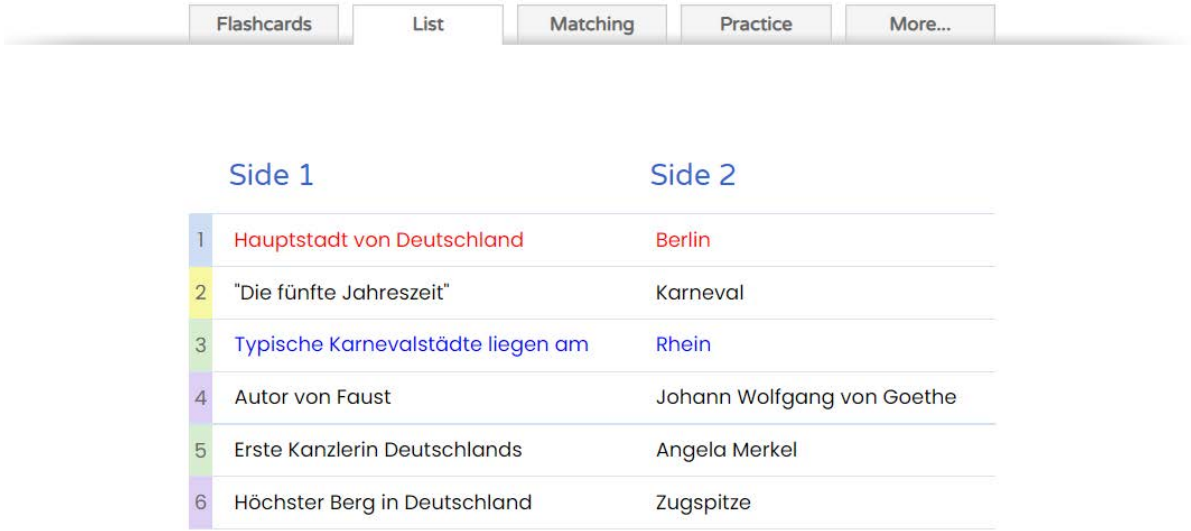
4. Bookmark and share your cards
   - Bookmark the page to find it again quickly.
   - Share the Flippity.net link with anyone you want to show your flashcards to.

Work with flashcards:
Under the link sent to them, the learners will find the ready-made flashcards and can practise with them as described below:

a) Flashcards
Here the individual flashcards can be viewed from both sides.

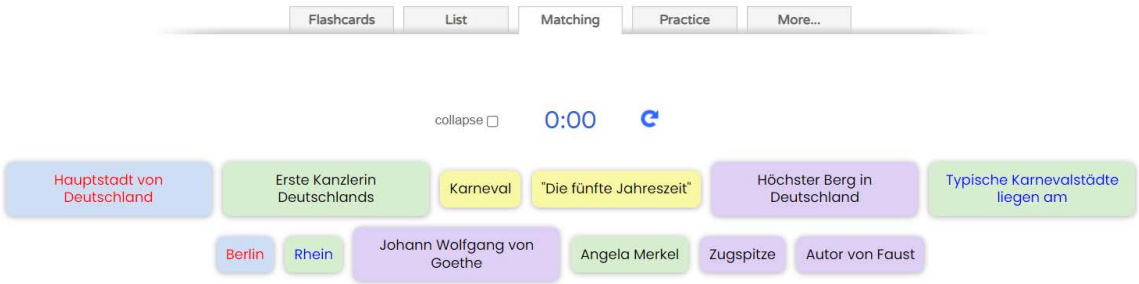
b) List

Here you can view the listing of the individual flashcards.



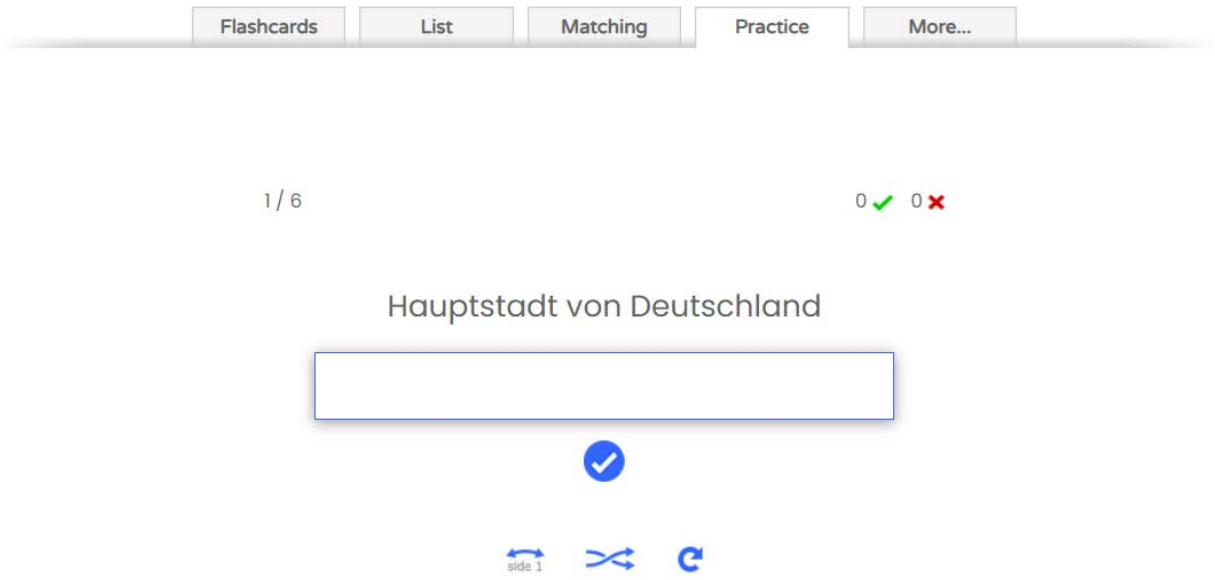
c) Matching

Here, the matching two sides of the individual cards can be found and assigned by clicking on the matching learning card sides one after the other. Correctly matched flashcard pages disappear. The total time taken for the task is measured. The colours of the flashcards provide some help for the learners, so it is recommended to use coloured flashcards only if there are a large number of flashcards.



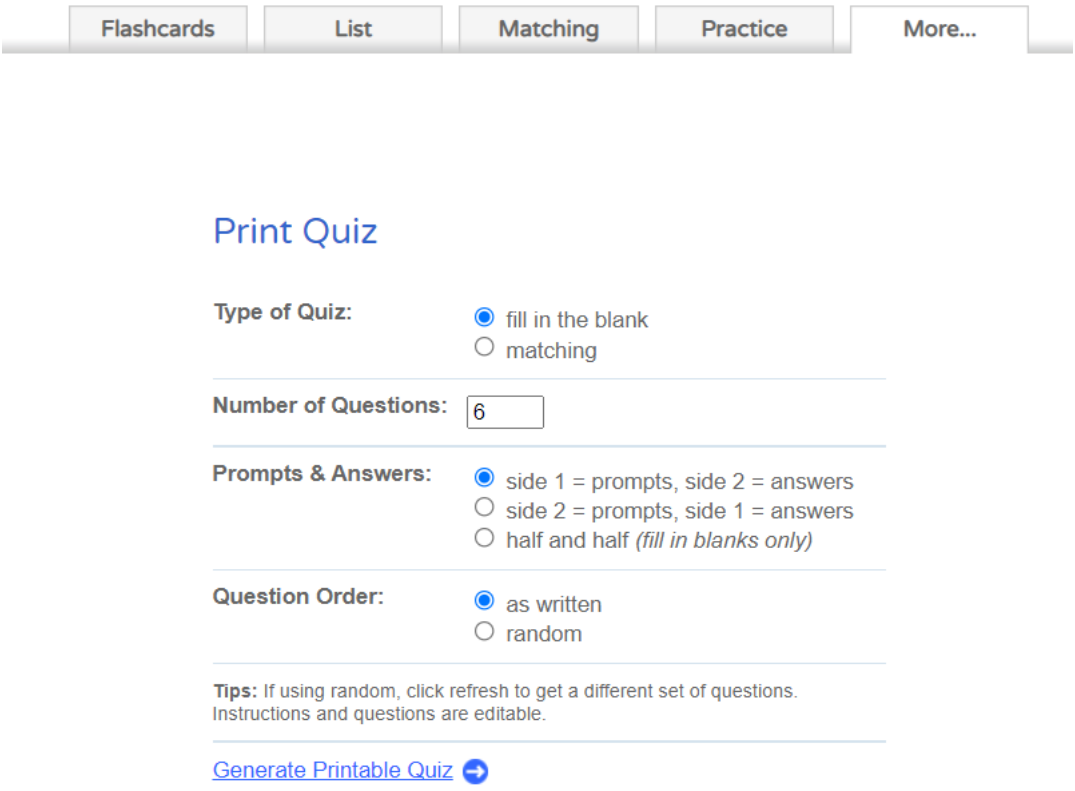
d) Practice

The first side of the learning card is shown, the second side must be typed in by the learner. If the answer is wrong, the correct solution appears. The total number of correct and incorrect answers is evaluated.



e) More

A printed version can be generated here, with a choice between the variants "Fill in answer" or "Assignment". Furthermore, the number of questions, the appeared page of the learning card (always the first or always the second or 50% of the first and 50% of the second pages) and the order of the questions (as entered or random order) must be determined.



By clicking on "Generate Printable Quiz" the printed version will appear:

- Variant to complete the correct answers:

Name:

Deutschland Quiz

Instructions: Write the correct response to each term in the blank provided.

1. Hauptstadt von Deutschland _____
2. "Die fünfte Jahreszeit" _____
3. Typische Karnevalstädte liegen am _____
4. Autor von Faust _____
5. Erste Kanzlerin Deutschlands _____
6. Höchster Berg in Deutschland _____

- Variant for matching:

Name:

Deutschland Quiz

Instructions: Match the term on the right with the term on the left.

1.	___ Hauptstadt von Deutschland	a.	Johann Wolfgang von Goethe
2.	___ "Die fünfte Jahreszeit"	b.	Berlin
3.	___ Typische Karnevalstädte liegen am	c.	Rhein
4.	___ Autor von Faust	d.	Karneval
5.	___ Erste Kanzlerin Deutschlands	e.	Zugspitze
6.	___ Höchster Berg in Deutschland	f.	Angela Merkel

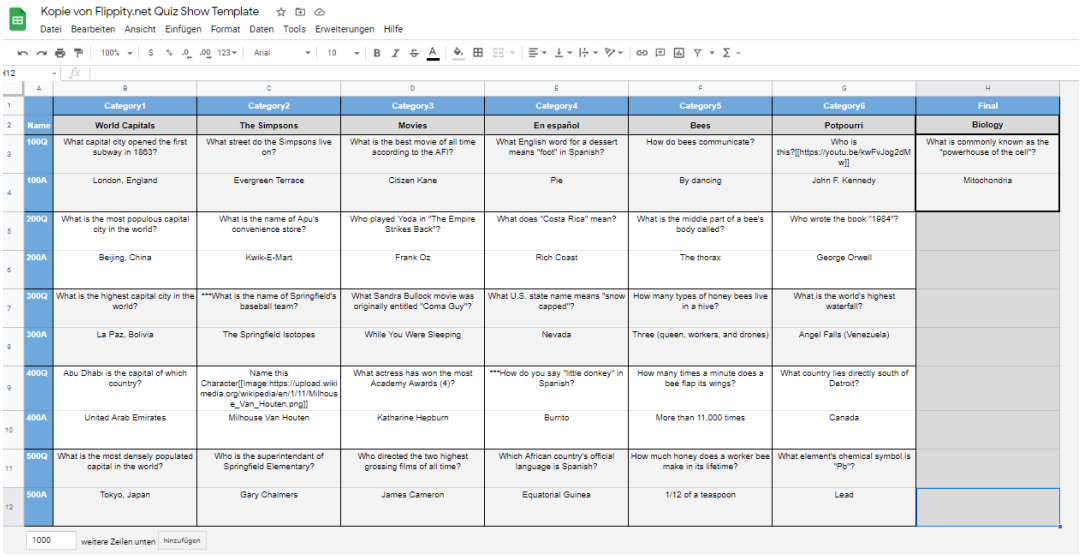
Instrument 2: Quiz show

This tool allows to prepare a quiz game for teams.

Create a new quiz show:

1. Change the Google spreadsheet template

- Make a copy of this template . (You will need to sign in with your Google account).
- Edit all quiz show questions (and answers and categories).
- Do not edit any cell with a blue background. Do not delete any rows or columns.
- Submission:

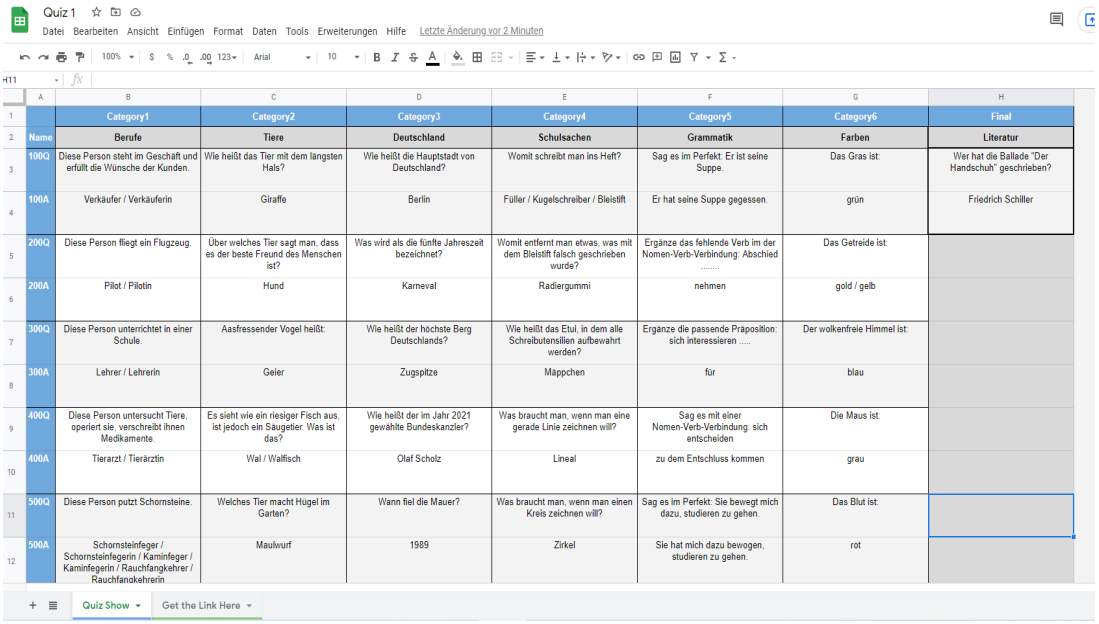


Kopie von Flippity.net Quiz Show Template

	Category1	Category2	Category3	Category4	Category5	Category6	Final
Name	World Capitals	The Simpsons	Movies	En español	Bees	Potpourri	Biology
100Q	What capital city opened the first subway in 1863?	What street do the Simpsons live on?	What is the best movie of all time according to the AFI?	What English word for a dessert means "fool" in Spanish?	How do bees communicate?	Who is this?[[https://youtu.be/kwFvJog2dMw]]	What is commonly known as the "powerhouse of the cell"?
100A	London, England	Evergreen Terrace	Citizen Kane	Pie	By dancing	John F. Kennedy	Mitochondria
200Q	What is the most populous capital city in the world?	What is the name of Apu's convenience store?	Who played Yoda in "The Empire Strikes Back"?	What does "Costa Rica" mean?	What is the middle part of a bee's body called?	Who wrote the book "1984"?	
200A	Beijing, China	Kwik-E-Mart	Frank Oz	Rich Coast	The thorax	George Orwell	
300Q	What is the highest capital city in the world?	***What is the name of Springfield's baseball team?	What Sandra Bullock movie was originally entitled "Coma Guy"?	What U.S. state name means "snow capped"?	How many types of honey bees live in a hive?	What is the world's highest waterfall?	
300A	La Paz, Bolivia	The Springfield Isotopes	While You Were Sleeping	Nevada	Three (queen, workers, and drones)	Angel Falls (Venezuela)	
400Q	Abu Dhabi is the capital of which country?	Name this Character[[image:https://upload.wikimedia.org/wikipedia/en/1/11/Milhouse_Van_Houten.png]]	What actress has won the most Academy Awards (4)?	***How do you say "little donkey" in Spanish?	How many times a minute does a bee flap its wings?	What country lies directly south of Detroit?	
400A	United Arab Emirates	Milhouse Van Houten	Katharine Hepburn	Burrito	More than 11,000 times	Canada	
500Q	What is the most densely populated capital in the world?	Who is the superintendant of Springfield Elementary?	Who directed the two highest grossing films of all time?	Which African country's official language is Spanish?	How much honey does a worker bee make in its lifetime?	What element's chemical symbol is "Pb"?	
500A	Tokyo, Japan	Gary Chalmers	James Cameron	Equatorial Guinea	1/12 of a teaspoon	Lead	

1000 weitere Zeilen unten hinzufügen

Example of a new quiz show:



Quiz 1

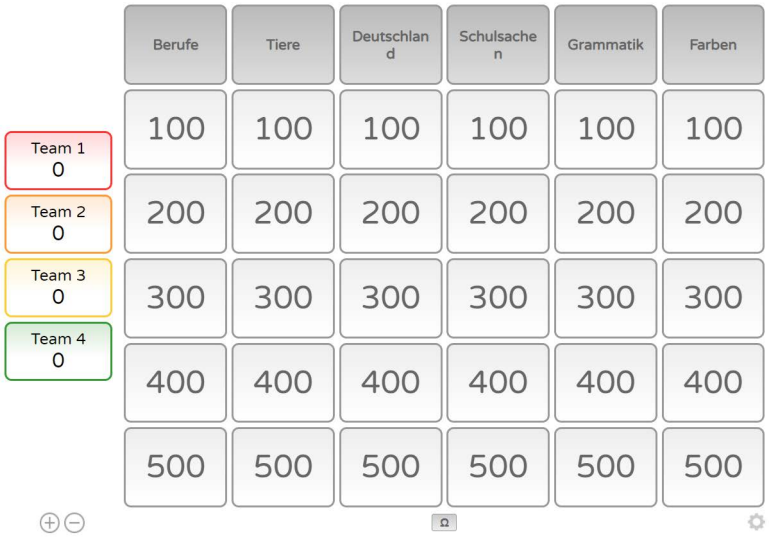
	Category1	Category2	Category3	Category4	Category5	Category6	Final
Name	Berufe	Tiere	Deutschland	Schulsachen	Grammatik	Farben	Literatur
100Q	Diese Person steht im Geschäft und erfüllt die Wünsche der Kunden.	Wie heißt das Tier mit dem längsten Hals?	Wie heißt die Hauptstadt von Deutschland?	Womit schreibt man ins Heft?	Sag es im Perfekt: Er ist seine Suppe.	Das Gras ist:	Wer hat die Ballade "Der Handschuh" geschrieben?
100A	Verkäufer / Verkäuferin	Giraffe	Berlin	Füller / Kugelschreiber / Bleistift	Er hat seine Suppe gegessen.	grün	Friedrich Schiller
200Q	Diese Person fliegt ein Flugzeug.	Über welches Tier sagt man, dass es der beste Freund des Menschen ist?	Was wird als die fünfte Jahreszeit bezeichnet?	Womit entfernt man etwas, was mit dem Bleistift falsch geschrieben wurde?	Ergänze das fehlende Verb im der Nomen-Verb-Verbindung: Abschied	Das Getreide ist:	
200A	Pilot / Pilotin	Hund	Karneval	Radiergummi	nehmen	gold / gelb	
300Q	Diese Person unterrichtet in einer Schule.	Aasfressender Vogel heißt:	Wie heißt der höchste Berg Deutschlands?	Wie heißt das Etui, in dem alle Schreibutensilien aufbewahrt werden?	Ergänze die passende Präposition: sich interessieren	Der wolkenfreie Himmel ist:	
300A	Lehrer / Lehrerin	Geier	Zugspitze	Mäppchen	für	blau	
400Q	Diese Person untersucht Tiere, operiert sie, verschreibt ihnen Medikamente.	Es sieht wie ein riesiger Fisch aus, ist jedoch ein Säugetier. Was ist das?	Wie heißt der im Jahr 2021 gewählte Bundeskanzler?	Was braucht man, wenn man eine gerade Linie zeichnen will?	Sag es mit einer Nomen-Verb-Verbindung: sich entscheiden	Die Maus ist:	
400A	Tierarzt / Tierärztin	Wal / Wallfisch	Olaf Scholz	Lineal	zu dem Entschluss kommen	grau	
500Q	Diese Person putzt Schornsteine.	Welches Tier macht Hügel im Garten?	Wann fiel die Mauer?	Was braucht man, wenn man einen Kreis zeichnen will?	Sag es im Perfekt: Sie bewegt mich dazu, studieren zu gehen.	Das Blut ist:	
500A	Schornsteinfeger / Schornsteinfegerin / Kaminfeger / Kaminfegerin / Rauchfangkehrer / Rauchfangkehrerin	Maulwurf	1989	Zirkel	Sie hat mich dazu bewogen, studieren zu gehen.	rot	

Quiz Show | Get the Link Here

2. Publish your table
   - Go to "File" → "Share" → "Publish on the Web" and then click on "Publish".
3. Generate your Flippity.net link
   - Click on "Get the Link Here" at the very bottom of the bar.
   - Click on the Flippity.net link to test your game.

4. Bookmark and share your quiz show by using the link to open the quiz show and project it in the classroom or share the link with learners.

Playing the quiz show:
The learners are divided into teams. The quiz wall is projected using the generated link.



The number of teams can be adjusted using the "+" and "-" signs below. The teams select any question one after the other (e.g. category animals for 200 points). By clicking on the specific question, the question is displayed. By clicking on the question again, the correct answer can be displayed for checking.

For the answering team, the answer is marked as correct or incorrect by clicking on the tick (= correct) or the cross (= incorrect). The points are then automatically added if the answer is correct and deducted if the answer is incorrect. They can also be changed manually.

If you then click again on the open field with the question, you will return to the quiz wall and the next question can be selected.
When all questions have been answered, clicking the small button at the very bottom in the middle (to the right of the "+" and "-" signs) displays the "final category". Before the final question is asked, individual teams decide how much of their points won they will put on this category. This is set using the arrows to the right of the score for individual teams.

By clicking on the final category, the final question is displayed. Here the individual teams have to give their answer all at once (e.g. on a sheet of paper). By clicking on the final question again, the correct answer is displayed. Afterwards, each team must again indicate whether they have answered correctly or incorrectly by ticking or crossing the box. Finally, the area is clicked on again. The points set are automatically added or subtracted and the final result is displayed.

Instrument 3: Random Name Picker
The "Random Name Picker" allows you to draw a learner or randomly assemble groups (groups of 2, 3, 4 or 5 members or 2, 3, 4 or 5 groups).

Enter new names:

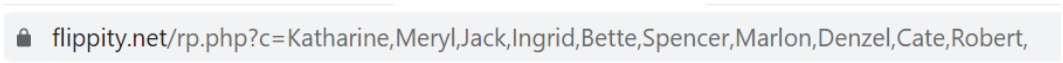
In advance, you can prepare a group according to the following instructions:

1. Click on the "Instructions" button. The following template then appears:

2. Enter the names of your learners (or other terms that should be drawn). Individual names (terms) can be separated by a comma or a line break. Then click on "Generate" at the bottom.
3. To find and reuse the resulting page, set a bookmark (Ctrl + D).

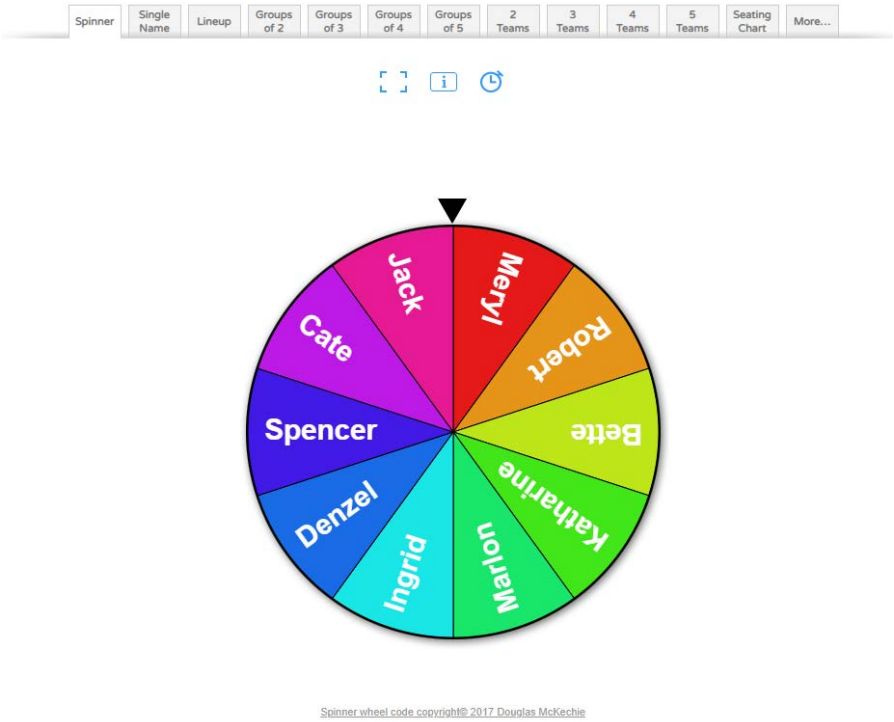
Change, add or delete names:

1. Use the bookmark to find the original file and open it. The link of this file contains all the names you entered, such as this one:



2. You can change, add or delete any names directly in the link. Two names must always be separated by a comma (without a space). There is also a comma after the last name.
3. To save this change, set a new bookmark (Ctrl + D).

Application:
After opening the link, the wheel of fortune appears with the names (or terms) entered.



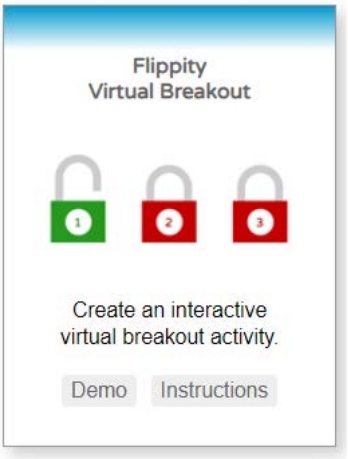
All available variants appear in the upper bar:
Spinner: By clicking on the wheel of fortune, it is set in motion and releases a name.
Furthermore, the following possibilities of application are offered:

- Draw single names without displaying the wheel of fortune (Single Name)
- Show an order of names (lineup)
- Form groups with different numbers of members (2, 3, 4, or 5) (Groups of 2, Groups of 3, Groups of 4, Groups of 5)
- Form different numbers of teams (2, 3, 4 or 5) (2 teams, 3 teams, 4 teams, 5 teams)
- Show seating arrangement (Seating Chart)

If the groups, teams, or order are to be reshuffled, the link must be closed and reopened.

Instrument 5: Virtual Breakout

This tool can be used to organise the testing of declarative knowledge or e.g. the reading comprehension skill in an attractive way as a break-out game.



Create a new virtual breakout:

1. Change the Google spreadsheet template
   - Make a copy of this template . (You will need to sign in with your Google account).
   - Do not edit a cell with a blue background.
   - Change the information in the Clint (question/task), Hint (hint) and Answer (correct answer) columns. Hints are optional. If any answer should be accepted as correct, put an asterisk (*) in the answer column.
   - The number of locks is automatically changed depending on how many lines are filled in the template.
   - Name your virtual breakout by changing the name of the worksheet (below).

Submission:

	A	B	C
1	Clue	Hint	Answer
2	What has keys but no locks, space but no room, You can Enter but you can't exit?	Look at this: [[Image:https://upload.wikimedia.org/wikipedia/commons/thumb/a/a2/LenovoKeyboard.jpg/1920px-LenovoKeyboard.jpg]]	keyboard
3	How many triangles are there in this picture? [[Image:https://flippity.net/images/Triangle.png]]		3|three
4	What are the next three numbers in the sequence 0,1,1,2,3, ... ?	[[Link:https://en.wikipedia.org/wiki/Fibonacci_number]]	5,8,13
5	What is 6 ÷ ½ ?		12
6	What is a butterfly to a Peruvian?	Try this: [[Link:https://translate.google.com/]]	mariposa
7	How old are you?		*
8	What is the answer to life, the universe and everything?	[[https://youtu.be/aboZctrHfK8]]	42
9	Name one of the first three U.S. Presidents.		Washington|Adams|Jefferson

Example of a new virtual outbreak:

	A	B	C
1		Hint	Answer
2	Ergänzen Sie die passende Präposition: Die Leute interessieren sich oft nicht ..... aktuelle politische Ereignisse.		für
3	Ergänzen Sie die passende Präposition: Meine Erinnerungen ..... meine Schulezeit sind nicht immer positiv.		an
4	Ergänzen Sie die passende Präposition: Die Angst ..... Hunden hatte ich schon als kleines Kind.		vor
5	Ergänzen Sie die passende Präposition: Er hatte keine Antwort ..... diese Frage.		auf
6	Ergänzen Sie die passende Präposition: Er hat einen bedeutenden Beitrag .... unserem Projekt geleistet.		zu
7	Ergänzen Sie die passende Präposition: Die Suche ..... ihnen blieb erfolglos.		nach
8	Ergänzen Sie die passende Präposition: Wir sind ..... der Zusammenarbeit nicht interessiert.		an
9	Ergänzen Sie die passende Präposition: Ich war ..... ihrer Perlenkette total fasziniert.		von
	Ergänzen Sie die passende Präposition: Das hängt ..... vielen		von

2. Under "Options" you can adjust the settings, for example:

A	B
Option	Setting
Case Sensitive	no
Sequential	no
Randomize	yes
Start Text	Um zu starten, klicken Sie ein Schloss an.
Hint Warning	Wollen Sie wirklich die Hilfestellung ansehen?
Done Text	Geschafft! Gratulation!
Email Address	
Name Prompt	Hier schreiben Sie Ihren Namen:
Email Confirmation	Ihre Ergebnisse wurden per E-Mail an Ihre Lehrerin geschickt.
Email Subject Line	Virtual Breakout Results

- Set whether to distinguish between upper and lower case ("Case sensitive")
- Allow opening of locks only in the correct order ("Sequential" - yes)
- Set random distribution of questions among individual locks ("Randomize" - yes)
- Rewording the start text ("Start Text")
- Rewrite the warning for the assistance ("Hint Warning")
- Enter the email address of the teacher to whom the results should be sent ("Email Address").
- Require the name of the learner ("Name prompt")
- Formulate the text of the confirmation to the learner, which the learner will receive after sending his/her result ("Email Conformation").

- Formulate the subject line of the email to the teacher ("Email Subject Line")

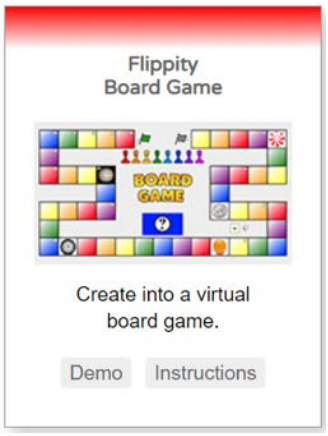
3. Publish your table
   - Go to "File" → "Share" → "Publish on the Web" and then click on "Publish".
4. Generate your Flippity.net link
   - Click on "Get the Link Here" at the very bottom of the bar.
   - Click on the Flippity.net link to test your game.
5. Bookmark and share your Virtual Breakout by forwarding the link to learners.

Playong the game Virtual Breakout:

1. Forward the link to your Virtual Breakout to your learners. Below the learners will find the overview page with all the locks. These are all red (= closed) at the beginning.
2. The task is: Free yourself by opening all the locks (in order / in any order) by entering the correct answers. Opened locks turn green.
3. The learners click on a red lock. Then the corresponding question appears and below it a window for typing in the answer. For some questions, additional help (in the form of a link, a picture, etc.) can also be displayed.
4. After typing in the answer, the sign of the key must be clicked. If the answer was correct, a sound of the lock opening is heard and this lock turns green (= opened).
5. Use the arrow to return to the overview page with all locks. You can do this at any time, i.e. after you have opened the lock or without having done so. If you have not managed to open the lock, you can try again either immediately or later.
6. The first person to open all the locks wins.
7. If the teacher's email address has been entered under the options, the teacher will receive the results of all successful Virtual Breakouts (incl. answers and time needed). The results of the unsuccessful Virtual Breakouts cannot be sent.

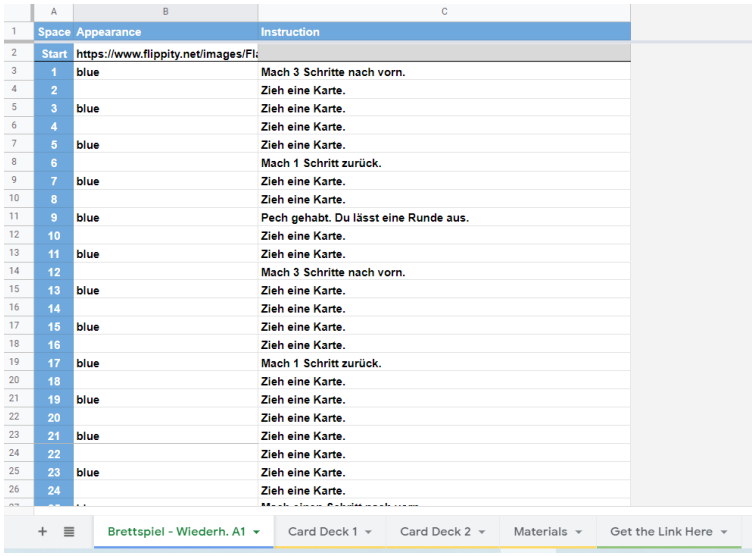
Instrument 6: Board Game

Board games can be created with this instrument.



Create a new board game:

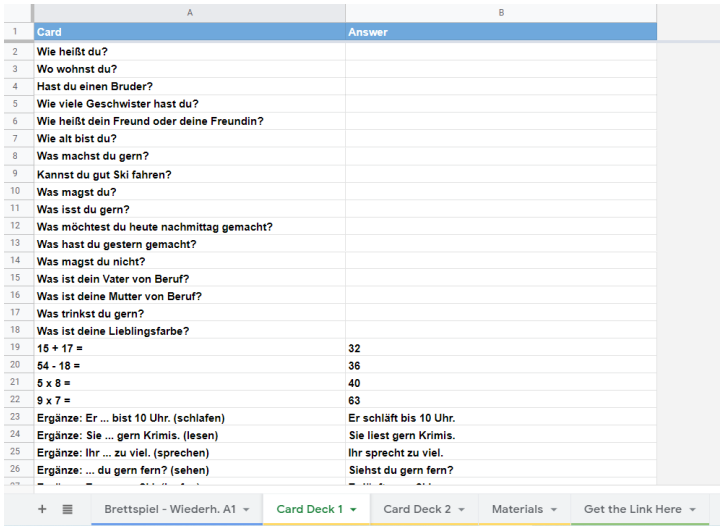
1. Change the Google spreadsheet template
   - Make a copy of the template . (You need to sign in with your Google account).
   - Do not edit a cell with a blue or grey background. Do not add, delete or rearrange worksheets (tabs).
   - In the first column, you edit the appearance ("Appearance") for each board game field.You can use images, HTML colour names or HTML colour codes. (Spaces automatically add a white gradient in the upper left corner).
   - Optionally, you can add instructions ("Instruction") that appear on certain fields in the second column.



Space	Appearance	Instruction
Start	https://www.flippity.net/images/Fl	
1	blue	Mach 3 Schritte nach vorn.
2		Zieh eine Karte.
3	blue	Zieh eine Karte.
4		Zieh eine Karte.
5	blue	Zieh eine Karte.
6		Mach 1 Schritt zurück.
7	blue	Zieh eine Karte.
8		Zieh eine Karte.
9	blue	Pech gehabt. Du lässt eine Runde aus.
10		Zieh eine Karte.
11	blue	Zieh eine Karte.
12		Mach 3 Schritte nach vorn.
13	blue	Zieh eine Karte.
14		Zieh eine Karte.
15	blue	Zieh eine Karte.
16		Zieh eine Karte.
17	blue	Mach 1 Schritt zurück.
18		Zieh eine Karte.
19	blue	Zieh eine Karte.
20		Zieh eine Karte.
21	blue	Zieh eine Karte.
22		Zieh eine Karte.
23	blue	Zieh eine Karte.
24		Zieh eine Karte.

Brettspiel - Wiederh. A1 | Card Deck 1 | Card Deck 2 | Materials | Get the Link Here

   - If you want to use a playing card deck, edit the card cells on the "Card Deck 1" tab (below). In the first column ("Card"), enter the text for each playing card. The cards are shuffled automatically. You can also add an answer to each card in the second column ("Answer") so that players can check their answers during the game.



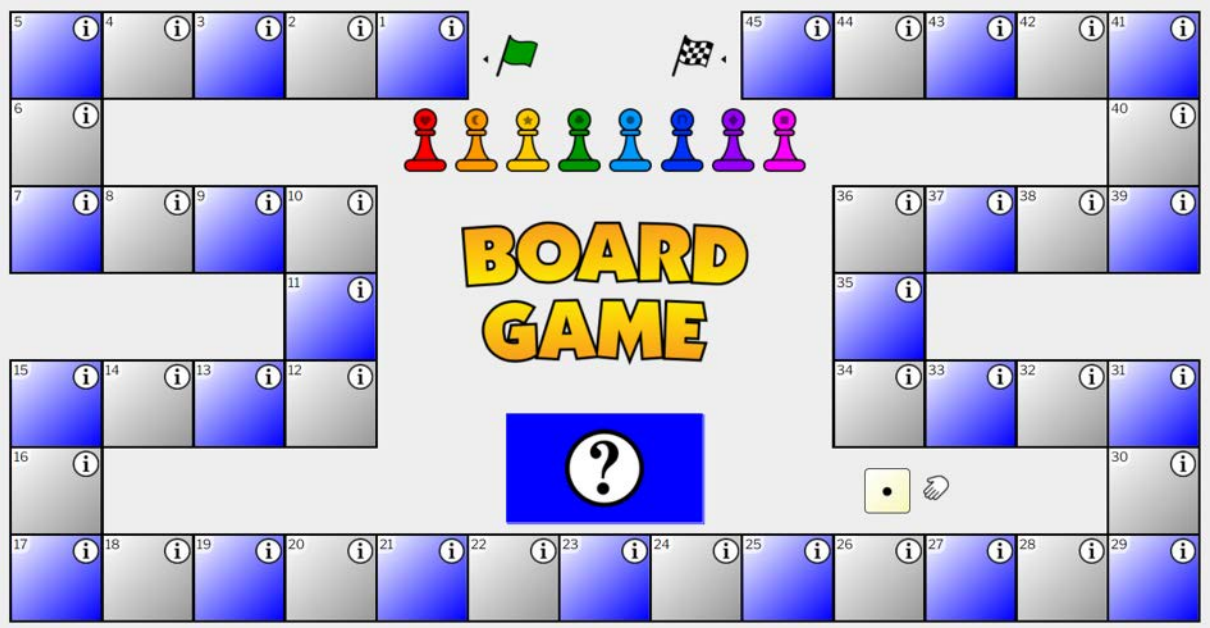
Card	Answer
Wie heißt du?	
Wo wohnst du?	
Hast du einen Bruder?	
Wie viele Geschwister hast du?	
Wie heißt dein Freund oder deine Freundin?	
Wie alt bist du?	
Was machst du gern?	
Kannst du gut Ski fahren?	
Was magst du?	
Was isst du gern?	
Was möchtest du heute nachmittag gemacht?	
Was hast du gestern gemacht?	
Was magst du nicht?	
Was ist dein Vater von Beruf?	
Was ist deine Mutter von Beruf?	
Was trinkst du gern?	
Was ist deine Lieblingsfarbe?	
15 + 17 =	32
54 - 18 =	36
5 x 8 =	40
9 x 7 =	63
Ergänze: Er ... bist 10 Uhr. (schlafen)	Er schläft bis 10 Uhr.
Ergänze: Sie ... gern Krimis. (lesen)	Sie liest gern Krimis.
Ergänze: Ihr ... zu viel. (sprechen)	Ihr sprecht zu viel.
Ergänze: ... du gern fern? (sehen)	Siehst du gern fern?

Brettspiel - Wiederh. A1 | Card Deck 1 | Card Deck 2 | Materials | Get the Link Here

- If you still want to use a second deck of playing cards, edit the card cells on the Card Deck 2 tab (below).
- Edit the URL settings on the "Materials" tab.
    - Specify images for up to eight game pieces ("tokens").
    - Give pictures or colours for each side of up to three dice (each dice is six-sided).
    - Specify card colours and symbols for up to two decks of playing cards ("Card Deck Colour", "Card Deck Symbol").
    - Provide a link to your own play guide (website, Google Doc, etc.)
- Name your board game by changing the name of the worksheet (below).

2. Publish your table
    - Go to "File" → "Share" → "Publish on the Web" and then click on "Publish".
3. Generate your Flippity.net link
    - Click on "Get the Link Here" (below) at the very bottom of the bar.
    - Click on the Flippity.net link to test your game.
4. Bookmark and share your board game by forwarding the link to learners.

Playing the game:

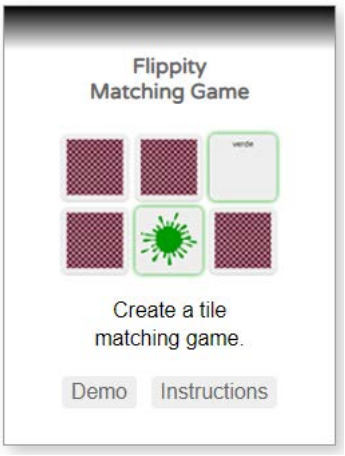


1. The board game can be played by up to 8 players. Each player chooses the colour of their game piece. He can move this with the help of the mouse.
2. The players must determine the order in which they will play.
3. Click on the hand symbol next to the dice to roll the dice. After the number of dice is rolled, you take the corresponding number of steps on the playing area.
4. On the field where you stop, click on the symbol with the information to get an instruction for the field.

5. When you get the instruction to draw a card, you click on the playing card deck. Then the task appears.
6. If the task is solved correctly, the player may remain on this field. If the task is solved incorrectly, the player goes back to the field on which he was standing before. (This rule is only an example, it can also be varied as desired).
7. Then it is the next player's turn.
8. The first to reach the finish line wins.

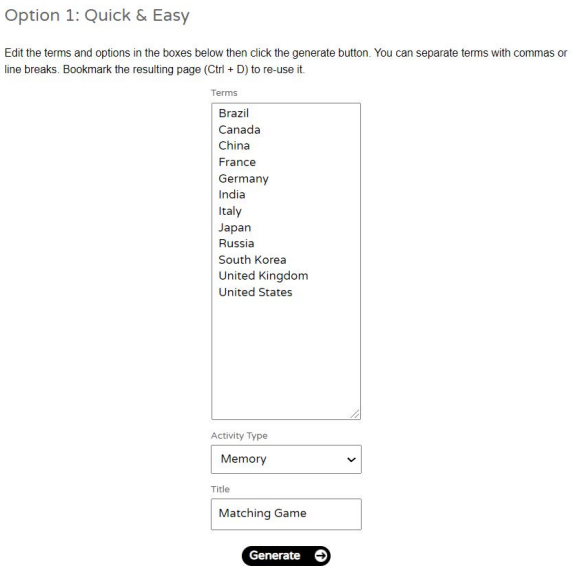
Instrument 8: Matching game

The matching game is suitable for practising and checking learners' vocabulary knowledge, ideally vocabulary wherever a word can be linked to a picture (e.g. colours, numbers, pieces of furniture).



Create a new matching game:

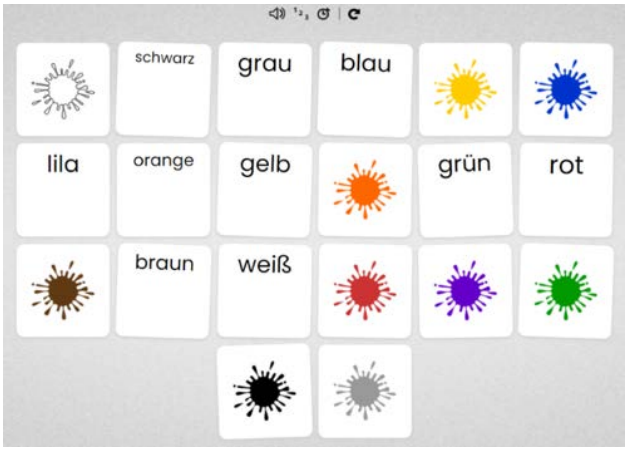
A. <u>Simpler variant - search for two identical terms</u>
   1. Click on the "Instructions" button. The following template appears on the screen:



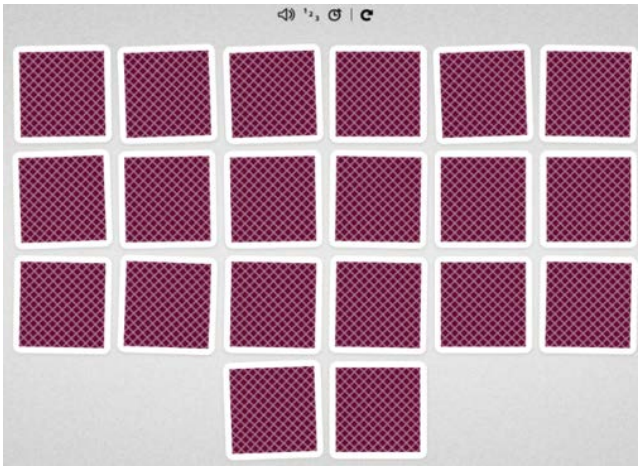
2. Enter your terms in the "Terms" frame. These are then automatically duplicated and displayed as two identical cards. Individual terms can be separated either by a comma or a line break.
3. Under "Activity Type", select either "Memory" (= classic memory game with hidden cards) or "Matching" (= visible cards for matching).
4. Under "Title" you can rename your game.
5. Click on the "Generate" button to generate your game. Bookmark it so you can find and use it repeatedly.

Example of a matching game - simpler version:

Example of a matching game - more difficult variant:



Example of a memory game (Memory):

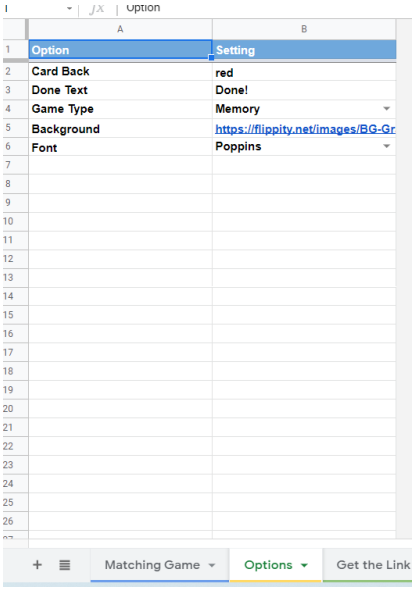


B. More difficult variant - search for two matching terms, or term and picture.
   1. Change the Google spreadsheet template
      - Make a copy of the template.

	A	B
1	Terms	AltTerms
2	Audio: English (US)	Audio: None
3	red	https://flippity.net/images/Splotc
4	orange	https://flippity.net/images/Splotc
5	yellow	https://flippity.net/images/Splotc
6	green	https://flippity.net/images/Splotc
7	blue	https://flippity.net/images/Splotc
8	purple	https://flippity.net/images/Splotc
9	white	https://flippity.net/images/Splotc
10	black	https://flippity.net/images/Splotc
11	gray	https://flippity.net/images/Splotc
12	brown	https://flippity.net/images/Splotc
13		

      - Do not edit a cell with a blue background. Do not change the order of the worksheets (tabs).
      - Enter as many terms as you like in the first column ("Terms"). Remember, however, that the more terms you enter, the more difficult it is to view all the cards. Also, if you enter many terms, it will probably be necessary to scroll up and down to view all the cards.
      - The second column ("AltTerms") is optional. If you use it, the players search for two matching terms (or e.g. matching terms and pictures). If you leave this second column empty, the terms from the first column are automatically duplicated and the players search for these two identical terms (as in the simpler variant - see above).
      - For both columns, the language for the audio can be set.
      - Under "Options" (at the bottom), the backs of the cards ("Card Back"), the text to appear after the successful completion of the activity ("Done Text"), the type of game

("Game Type"), the background ("Background") and the font ("Font") can be set. As far as the type of game is concerned, one chooses between "Memory" (= classic memory game with hidden cards) or "Matching" (= visible cards for matching).



- Name your game by changing the name of the worksheet (below).

2. Publish your table
   - Go to "File" → "Share" → "Publish on the Web" and then click Publish.
3. Generate your Flippity.net link
   - Click on "Get the Link Here" at the very bottom of the bar.
   - Click on the Flippity.net link to test your game.
4. Bookmark and share your memory game by forwarding the link to learners.

How the matching game works:

- The assignment reads:
  a) In the "Matching" variant (= open cards for matching): Find two identical / matching terms / matching terms and pictures. Mark them by simply clicking on each one. Correctly marked pairs are framed in green and disappear after the third click. The aim of the game is to find all pairs.
  b) In the "Memory" variant (= classic memory game with face-down cards): Your task is to find two identical / matching terms / matching terms and pictures. By clicking on any two cards, you can look at them. After the third click, these cards cover up again if they did not belong to each other. If two cards that belong together have been turned over, they are framed in green and disappear after the third click. The aim of the game is to find all the pairs.
- At the very top, there are four small buttons that allow you to do the following:
  a) Switching the audio on and off -

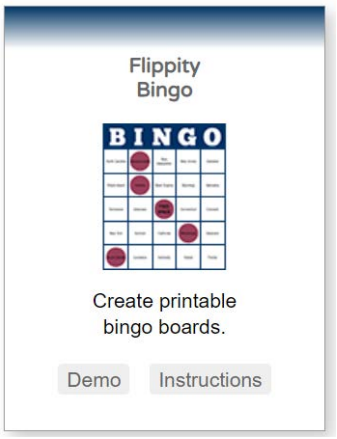
b) Number the cards - 

c) Show running time - 

d) Start new game - 

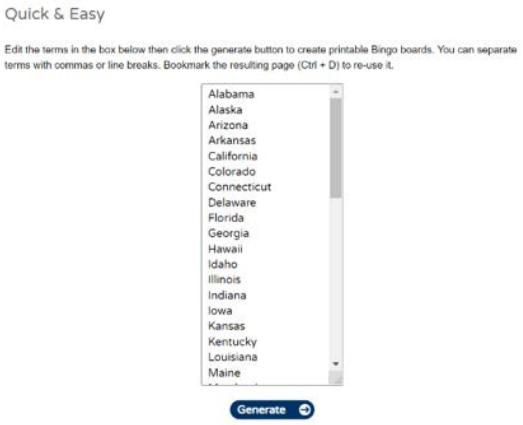
Instrument 10: Bingo

With the help of this tool, printable bingo sheets (20 different ones in total) can be created. Bingo cannot be played online.



Create a new bingo:

1. Click on the "Instructions" button. The following template appears on the screen:

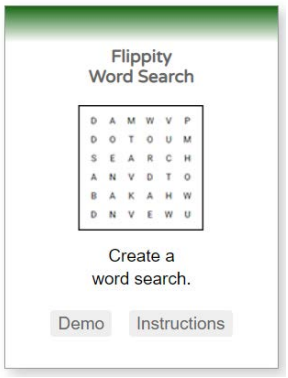


2. Edit the terms in the field. Individual terms can be separated either by a comma or by a line break.
3. To create printable bingo sheets from the terms entered, click the "Generate" button.
4. Bookmark your bingo to be able to reuse it.
5. Print the bingo sheets.

Example of a bingo sheet:

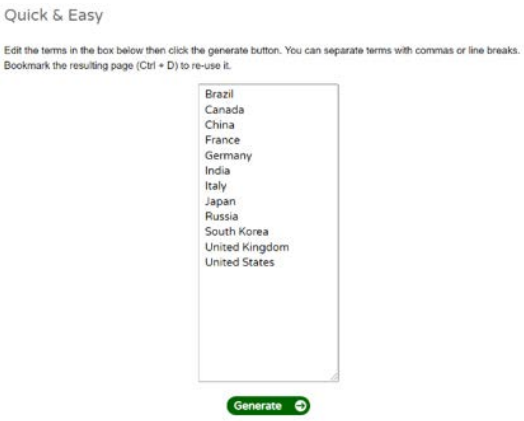
Instrument 16: Word Search

Printable word search sheets can be created using this tool. Word search cannot be played online.



Create a new word search:

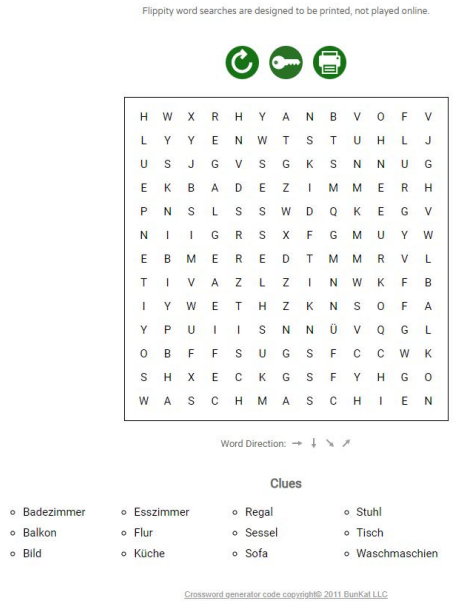
1. Click on the "Instructions" button. The following template appears on the screen:



2. Edit the terms in the field. Individual terms can be separated either by a comma or by a line break.

3. To create printable word search sheets from the terms entered, click the "Generate" button.
4. Bookmark your word search to be able to reuse it.

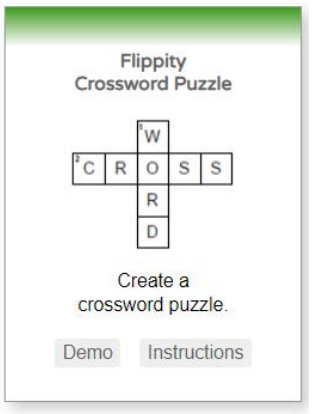
Example of a word search:



- There are three green buttons at the top:
  - To generate different configurations, click on
  - To display the answer key, click on
  - To print the word search, click on

Instrument 17: Crossword Puzzle

This tool makes it possible to create crossword puzzles from the vocabulary learned and thus support vocabulary learning and practice. The prepared crosswords must be printed for the learners. There is no possibility to solve them online.



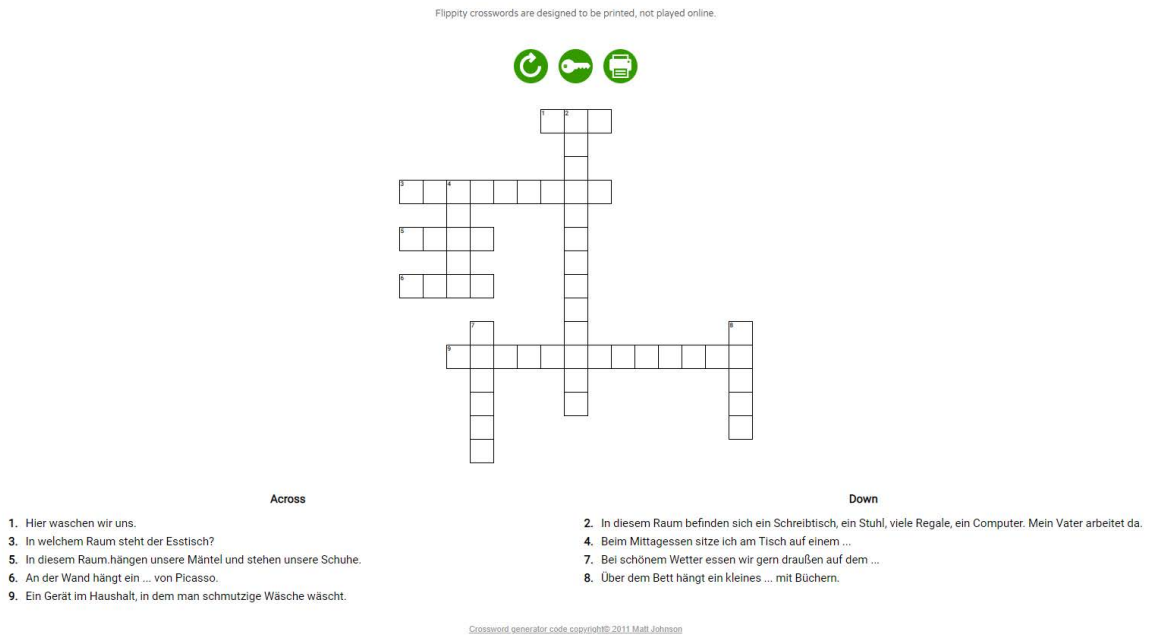
Create a new crossword puzzle:

1. change the Google spreadsheet template
   - Make a copy of the template.
   - Do not edit a cell with a blue background.
   - Edit the words ("word") in the first column and the corresponding clues ("clue") in the second column. Use as many words as you like. However, remember that the more terms you use, the less likely it is that your crossword will fit on a printed page.

	A	B
1	**Word**	**Clue**
2	Waschmaschine	Ein Gerät im Haushalt, in dem man schmutzige Wäsche wä
3	Stuhl	Beim Mittagessen sitze ich am Tisch auf einem ...
4	Bild	An der Wand hängt ein ... von Picasso.
5	Regal	Über dem Bett hängt ein kleines ... mit Büchern.
6	Esszimmer	In welchem Raum steht der Esstisch?
7	Arbeitszimmer	In diesem Raum befinden sich ein Schreibtisch, ein Stuhl, v
8	Bad	Hier waschen wir uns.
9	Flur	In diesem Raum.hängen unsere Mäntel und stehen unsere
10	Balkon	Bei schönem Wetter essen wir gern draußen auf dem ...
11		

   - Name your crossword puzzle by changing the name of the worksheet (below).
2. Publish your table
   - Go to "File" → "Share" → "Publish on the Web" and then click Publish.
3. Generate your Flippity.net link
   - Click on "Get the Link Here" at the very bottom of the bar.
   - Click on the Flippity.net link to view and print your crossword. (The crossword has to be printed for the learners, there is no possibility to do it online).
4. Bookmark it to find your crossword puzzle quickly.

Example of a crossword puzzle:



- There are three green buttons at the top:
  - To generate different configurations, click on 
  - To display the answer key, click on 
  - To print the crossword puzzle, click on 

Use in lessons (skills, goals, possible exercises)

Flippity offers many different tools. Some of them only help to organise the lesson (e.g. random names picker). Others allow the testing of learners' declarative knowledge to take the form of a game or competition (e.g. quiz show, virtual breakout). In addition, the skills of listening comprehension or reading comprehension can also be tested in a more interesting and playful way (e.g. virtual breakout). Some instruments are suitable for individual practice (e.g. flashcards). Some of the tools are only suitable for synchronous use (e.g. quiz show), others can be used both synchronously and asynchronously (e.g. virtual outburst).

Example exercises

Sample exercises can be found at the following links:

- Learning cards: https://www.flippity.net/fc.php?k=1r8yEvh-HILckOQtEDX8vb5yGxHzmkTUX3UsTkaj74gQA
- Quiz show: https://www.flippity.net/qs.php?k=1yubcw9h9UuyXgdxMuanUUgO2zxojhiGXCx-SeUh3gMdU
- Virtual breakout: https://www.flippity.net/vb.php?k=1nuVZb9_EXnkxPwu-Ui8VGJTB-IfOz_mXQsybTBRVCkQ
- Board game: https://www.flippity.net/bg.php?k=1xUwt_IPP_21P7KVkuhqQ909RdstRflyKQ3KvewJUS3w
- Memory game: https://www.flippity.net/mg.php?k=1zX4AyxrlrL-7D7GCLPLFqT16cpNXvFXN4vTw9M3y3qw

Advantages and disadvantages of the tool

Advantages

- Flippity is easy, mostly intuitive to use.
- Flippity offer very many tools. The operation of many of them is very similar and is based on prepared Google spreadsheets that only need to be modified and saved after creating a template copy. For some instruments, only predefined terms need to be changed.
- For each instrument there is a short demonstration and instructions (in English only).

- Ready-made instruments are saved on your own Google account or with the help of a bookmark. Therefore, they are always available and can be used repeatedly.
- For some of the instruments, not only questions but also correct answers are given when they are created. This means that the answers given can also be checked. With some instruments, they are also evaluated automatically.

Disadvantages

- This tool is only available in English, other language versions are missing.
- For some instruments, only a print template can be created and there is no online variant that could be solved - e.g. bingo (instrument 10), word search (instrument 16), crossword puzzle (instrument 17).

Alternative tools with similar functions

- LearningApps (https://learningapps.org)

Description of the tool by *Petra Fuková*

Half-a-Crossword

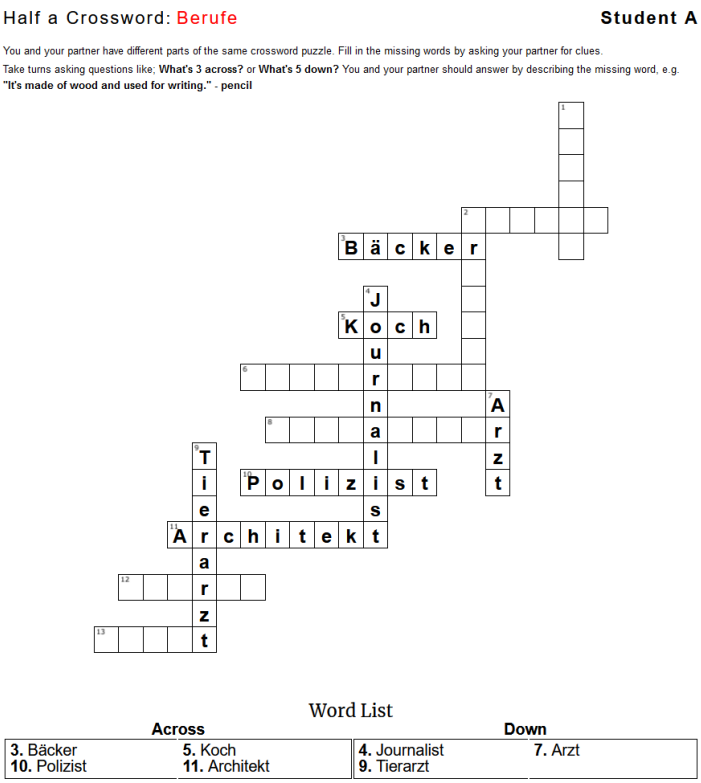
Link: http://monolithpl.github.io/half-a-crossword/

Access / Registration / Availability

You do not need to register or log in to use the app. The German language is not supported, the interface is in English. The app was developed by the English teacher Wiktor Jakubczyc and made publicly available free of charge.

Functions / instruments of the tool

Half-a-Crossword is an app that can be used for vocabulary work by creating crossword puzzles. The social form in which the tasks are completed is partner work. Learners are each given half of a crossword puzzle and have to ask each other for the missing words.
To create a new crossword puzzle, one must first enter the words in question. The app then generates two worksheets (A and B) and the key for the teacher to print out:



Half a Crossword: Berufe **Student A**

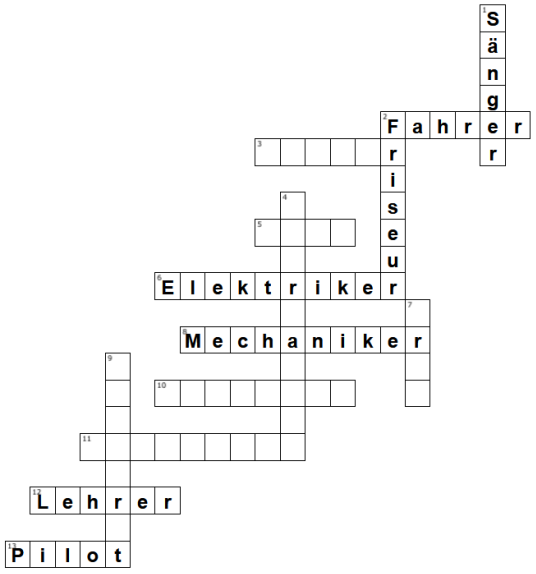
You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues.
Take turns asking questions like; **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g.
"It's made of wood and used for writing." - **pencil**

Word List

Across		Down	
3. Bäcker	**5.** Koch	**4.** Journalist	**7.** Arzt
10. Polizist	**11.** Architekt	**9.** Tierarzt	

Half a Crossword: Berufe **Student B**

You and your partner have different parts of the same crossword puzzle. Fill in the missing words by asking your partner for clues.
Take turns asking questions like; **What's 3 across?** or **What's 5 down?** You and your partner should answer by describing the missing word, e.g.
"It's made of wood and used for writing." - pencil

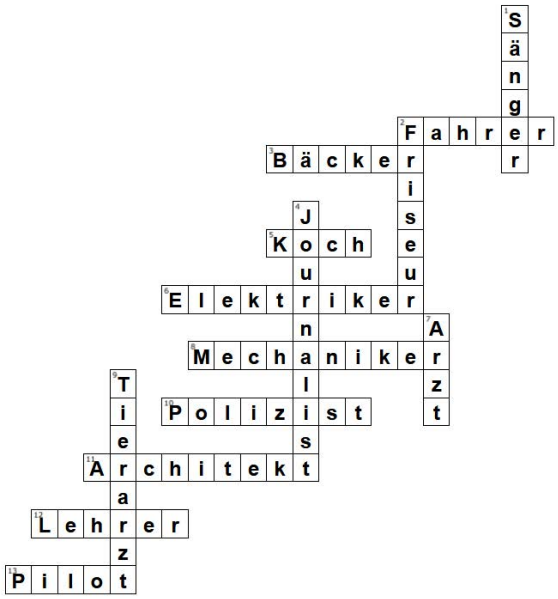


Word List

Across		Down	
2. Fahrer	**6.** Elektriker	**1.** Sänger	**2.** Friseur
8. Mechaniker	**12.** Lehrer		
13. Pilot			

Key for the teacher:

Half a Crossword: Berufe **Answer Key**



Word List

Across		Down	
2. Fahrer	**3.** Bäcker	**1.** Sänger	**2.** Friseur
5. Koch	**6.** Elektriker	**4.** Journalist	**7.** Arzt
8. Mechaniker	**10.** Polizist	**9.** Tierarzt	
11. Architekt	**12.** Lehrer		
13. Pilot			

Advantages and disadvantages of the tool

Advantages

- Easy and quick to handle.
- Quick revision of the created crossword (by deleting the unnecessary word and adding a new one).
- Good for repeating vocabulary.
- Can be used to practise the skill of speaking (transcribing the meaning of words).

Disadvantages

- Not interactive for the learners, only to be worked on as a paper printout.
- No possibility to save, only copyable as screenshot (by pressing the key combination Shift+Windows+S).
- German is not supported, you have to formulate the assignment yourself in German.

Description of the tool by *Diana Šileikaitė-Kaishauri*

Jamboard (Tool from Google)

Link: https://edu.google.com/intl/ALL_de/products/jamboard/

Access / Registration / Availability

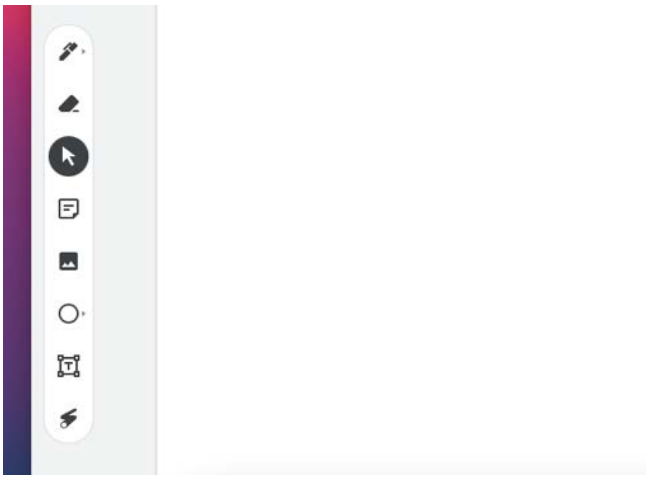
Registration in Google required, a free mobile app is also available. You start via *Google Drive* and select the *Jamboard* option.

Functions / instruments of the tool

The tool offers cloud-enabled whiteboard for new possibilities of collaborative and interactive learning. It is suitable for both online and face-to-face teaching.
With the Google Cloud-based Jamboard app, students can access various editing tools and collaborate with other students and the teachers via a tablet, mobile phone or web browser.
Jamboard is a tool for creative interactive work. Just like on a traditional whiteboard, you can create different jams (advantageous when working with tablets with the pen). You can also use images from a Google search on it, automatically save tasks to the cloud.
With Jamboard, learning content is visible and accessible to all participants in a jam session. Jams can be easily presented and shared in real time via Meet, for example, and you can communicate with people directly.
Jam can be shared through a link (e.g. send to students in chat).

Use in lessons (skills, goals, possible exercises)

The tool replaces the classic blackboard. The blackboard becomes a screen in the students' own mobile phones or tablets, PCs. The blackboard is therefore directly in the students' devices.
Jamboard enables interaction in traditional classes, group seminars or online lessons. With the Jamboard app for Android and iOS, students can easily create together via their smartphone, tablet or Chromebook. This tool is mainly about collaboration in a visual virtual environment.
You can insert and move images, add notes, download items directly from the internet or drag content from Google Docs, spreadsheets or presentations onto the display while collaborating with other participants anywhere in the world.
The tool supports student collaboration in problem solving.
Jamboard starts white, you can very easily customise images, motifs, coloured backgrounds. On the left there is a tool list with many possibilities for creating and customising:



Not all students (in a large group) necessarily have to work together – by "duplicating Jam" you make several copies of Jam, mark it e.g. with a note (yellow, red, blue group) and share Jam only with the students in the respective group. This way you avoid too many attacks at once and work more effectively in smaller groups, which can then compare and discuss their results.

Example exercises

- Share ideas in brainstorming - as an interactive mind map, each student can stick a note/ picture etc.
- Discussion - collect and visualise ideas, arguments.
- Presentation - create your own presentation, insert interactive content, you can create as many pages as you like.
- Create worksheets, use created worksheets.
- Cloze texts with interactive elements.
- Putting something (sticky notes, pictures) in the right order.
- Form questions and pin them in the form of sticky notes.
- Label picture, e.g. when practising technical vocabulary (describe body, engine parts).

Advantages and disadvantages of the tool

All kinds of creative work with pictures, notes – inserting, moving, marking, labelling – in the students' own way in the virtual environment on their own devices or on the blackboard in the classroom.

Description of the tool by *Monika Hornáček Banášová*

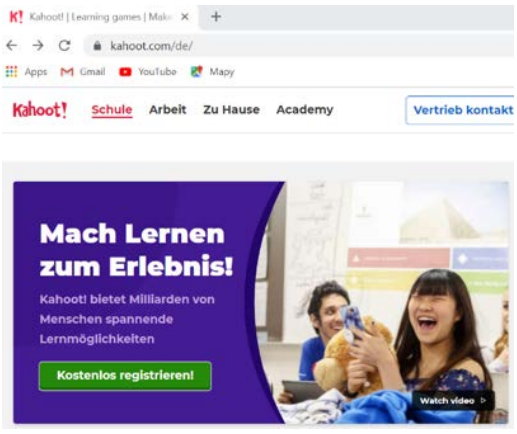
Kahoot!

Link: www.kahoot.com

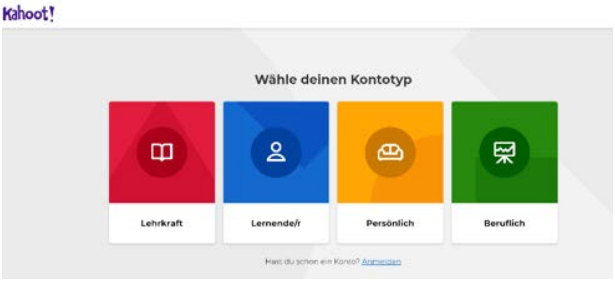
Access / Registration / Availability

This tool is freely accessible and can be used free of charge in the basic version. Only a short registration is required from the teacher.
For teachers to create or host a Kahoot: www.kahoot.com.
For learners to play a kahoot: www.kahoot.it.
In addition to the free version, there are three other variants, namely "Kahoot! Pro", "Kahoot! Premium" and "Kahoot! Premium+". These paid variants can be tested free of charge for 7 days, payment is then monthly. They can be cancelled at any time.
In contrast to the free version, the paid versions allow a higher number of players (the free version allows a maximum of 50 players), personalised learning (only in the "Kahoot! Premium" and "Kahoot! Premium+" versions) and ongoing challenges without a deadline. Other tools can also be used, such as surveys or puzzles. There is also a difference, for example, in the options to work with ready-made layouts or to get access to the "Premium Library". A detailed list of the similarities and differences between the individual variants can be found at the following link: https://kahoot.com/de/pricing-schools/. Only the free version is described below.

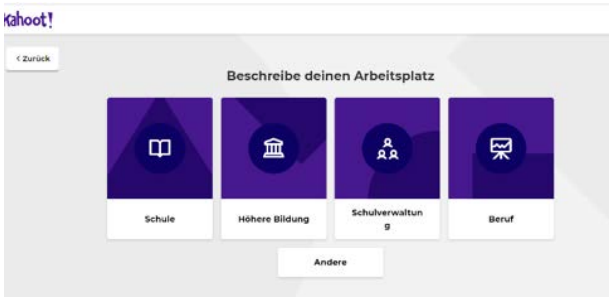
Guidance for registering a teacher:

1. On the website www.kahoot.com click on "register for free".
2. 

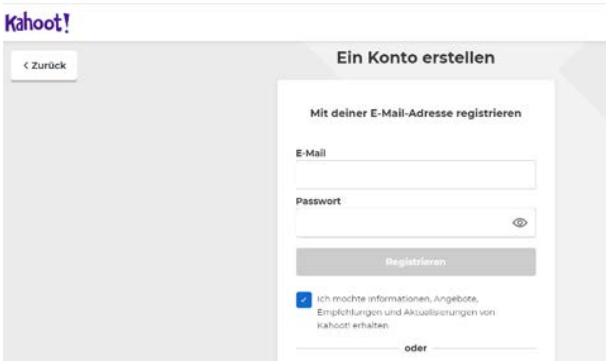
3. Select the account type "Teacher".



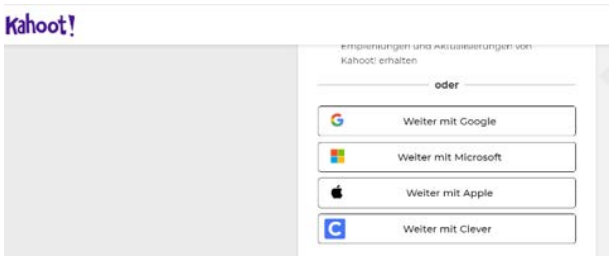
4. Select the workplace (school/higher education/school administration/profession/other)



5. Create your account. Enter your email address and a password for your Kahoot! account (it must be at least 6 characters).



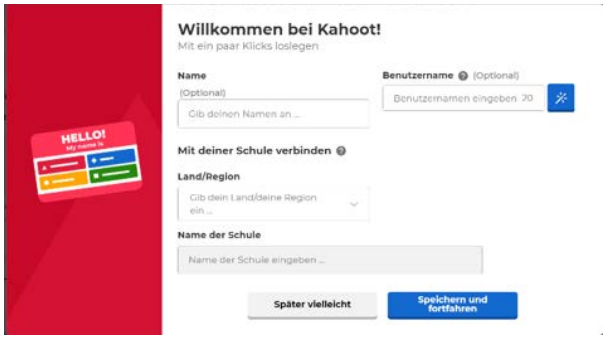
There are also other ways to create your account, as follows:



6. Choose one of the four variants: Basic / Kahoot! Pro / Kahoot! Premium / Kahoot! Premium+. The Basic variant is the only one available free of charge.

For teams, schools and larger administrative areas, there is also the variant "Kahoot! Edu", see link: https://kahoot.com/upgrade/premiumplus-schools-and-district/?lang=de

7. After selecting the Kahoot! variant, the following window appears automatically, in which you can enter your details or postpone this until later.



8. You will then be taken to the "Home Page".

9. Once you have registered, you only need to log in with your access data each time (see below).

Login to the account:

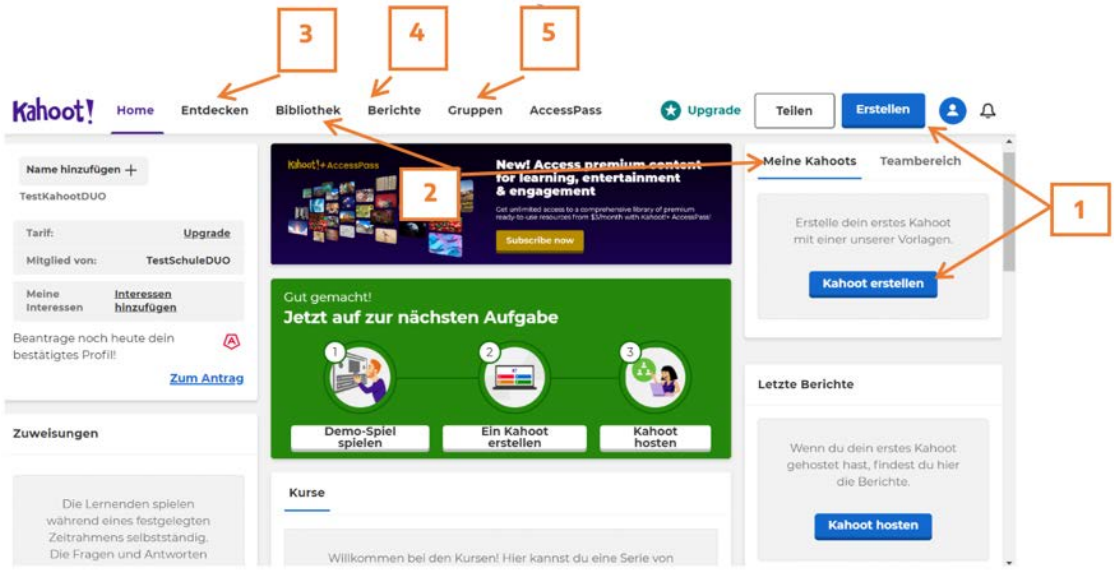
1. On the website www.kahoot.com click on the button "Log in" and log in with your login data (user name or e-mail address and password / with your Google account / with your Microsoft account / with your Apple account).

2. The "Home Page" then appears.

Learners do not need to register. To play a Kahoot, they go to www.kahoot.it and enter the code generated for the game by the teacher ("game PIN"). They can use their smartphones, tablets or computers to do this.

Functions / instruments of the tool

Kahoot! is a playful learning platform that can be used to create various quizzes. These can be used synchronously in class and organised as competitions, or asynchronously, e.g. as homework.
On the home page, which you reach after logging into your account, you can find individual functions:



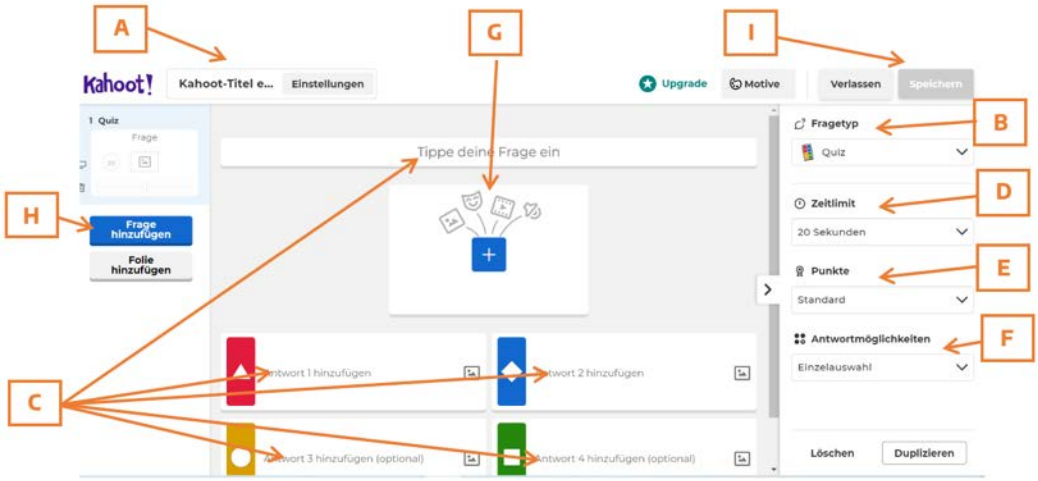
New kahoots can be created after clicking the blue button "Create" or "Create Kahoot" (see **1**). More on the topic of creating a kahoots below.
Under "My Kahoots" (see 2) all own and also adopted kahoots can be found.
Under "Discover" (see 3), already completed public kahoots of other teachers can be found using the filter or by entering the topic searched for.
Under "Reports" (see 4), results of the matches played appear.
If you want to share your kahoots with colleagues who teach the same subject, you can create a joint group under "Groups" (see 5).

Instructions for creating a kahoot:

1. After the button "Create" or "Create Kahoot" has been clicked, the following window appears in which "Create" must again be confirmed.

(There are also some prepared templates here: "Teaching with slides", "Kahoot for knowledge assessment", "Introducing new topics with a "blind kahoot", "Practise spelling and adjectives with puzzles", "Get to know your teacher", "Selfie kahoot for learners").

2. Then the following screen appears with the first slide and all settings:



A) Enter the Kahoot title: Here you can name the new kahoot, insert the title picture, determine the language, set the visibility (i.e. whether the kahoot should only be "private", i.e. only visible to you, or "public", i.e. also visible to other teachers), select accompanying music, possibly also briefly describe the kahoot, change the storage location and add lobby video.

B) Question type: Here, either "Quiz" (= selection from four possible answers) or "True or False" (= decision between true or false) can be selected. Other choices offered are marked with an asterisk, which means that they are only available in the paid versions.

C) On the slide, the question and, in the case of a "quiz", also four answers are typed in for selection. The correct answer (both in the case of "Quiz" and "True or False") must be marked by clicking on the circle next to the text of the correct answer!

D) Time limit: The time limit must be set. In face-to-face classes, a limit of 10 to 20 seconds is sufficient (depending on the difficulty of the question, it can of course be longer). In

online classes, a longer limit must be set, because the time for transmission must be taken into account.

E) Points: Here it is decided whether normal, double or no points should be awarded for the correct answer. (The learning platform then also automatically assesses the speed of the answers, i.e. two learners with a correct answer receive different scores for the answer depending on the speed of their answer).

F) Response options: In the free version, only the "single selection" can be set.

G) A picture can be added to the question by clicking on the plus and selecting a suitable picture.

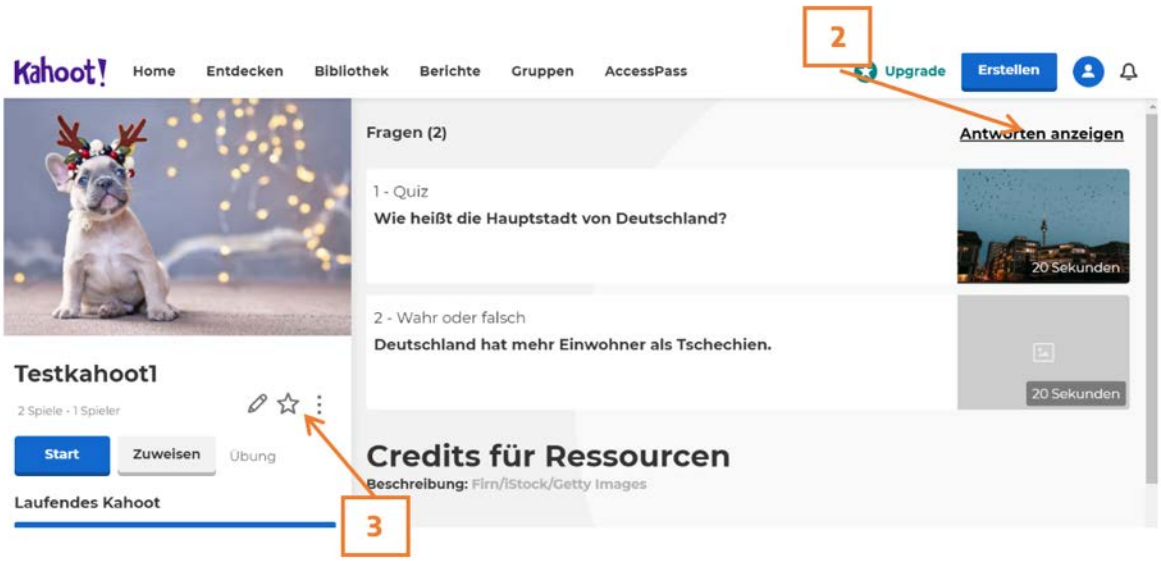
H) After the slide is finished, the next one can be opened by clicking on "Add question". Then proceed again according to points B to H described above until the whole quiz is finished.

I) Finally, the finished kahoot must be saved.

3. The following link contains a sample kahoot. It contains only two slides, one formatted as "Quiz" and the other as "True or False". https://create.kahoot.it/details/01be6c43-090b-4a57-81e5-cc9de245f47f

Kahoot editing guide:

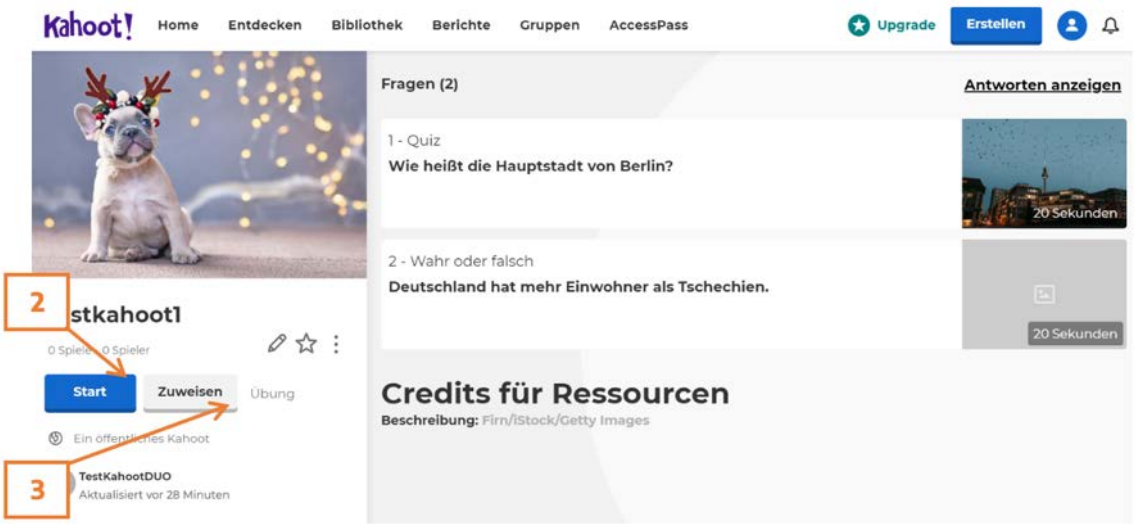
1. After clicking on the selected kahoots under "Library", "My Kahoots" or "Discover", they appear in detail.



2. Under "Show answers" (see 2), not only the individual questions of the kahoots can be seen, but also the individual answers and the marking of the correct answer.
3. The individual questions and answers of the kahoots can still be edited (see 3). New questions can also be added or selected ones deleted. Changes made must always be saved.

Instructions for playing Kahoot:

1. After clicking on the selected kahoots, they appear in detail.

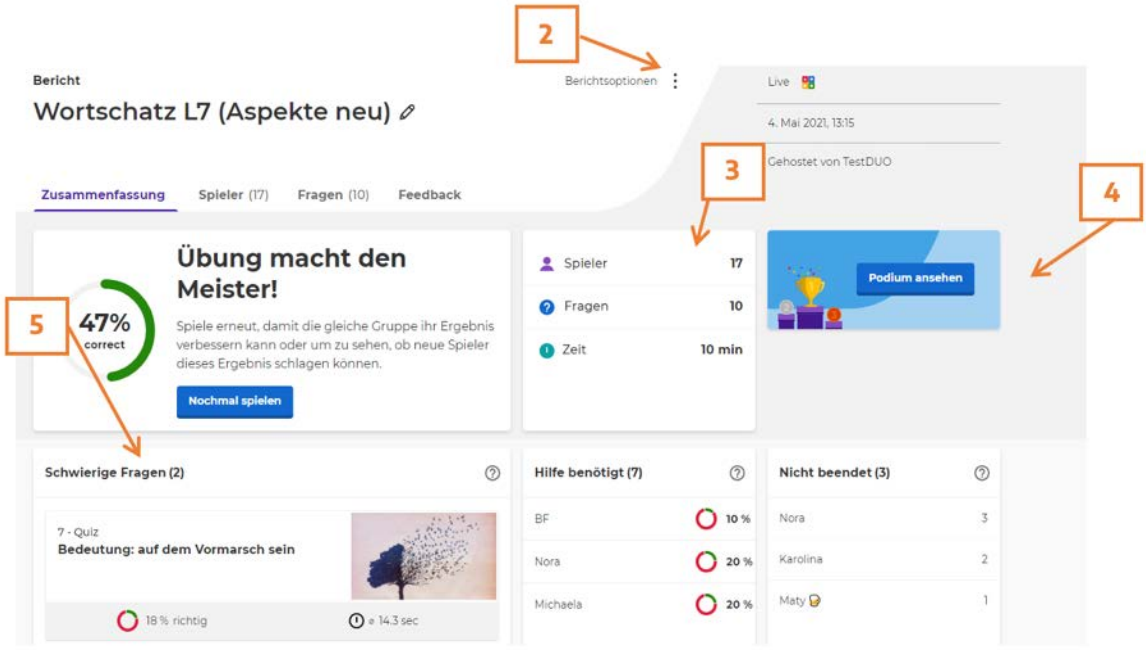


2. After starting (see 2) the synchronous kahoots, further options can, but do not have to, be set. For online lessons, it is suitable for practical reasons, for example, to activate the function "Show questions and answers on players' devices". It is obligatory to decide whether individual students or teams should participate in the Kahoot game. Then a game PIN is generated. The learners have to enter this game PIN on their devices on the website www.kahoot.it to get into the game.
3. If the kahoot is to be used asynchronously, it must also be set. Under "Assign" (see 3), it is determined until when the kahoot is to be played. In addition, further options can be set, such as question timer, random answer order and nickname generator. Finally, click on "Create". After that, a link appears that has to be communicated to the learners.

Evaluation after the game:

After the game, the evaluation of the game automatically appears in the form of a podium. Here, third, second and first place are awarded one after the other, and then the players who took fourth and fifth place are also named. In the detailed report, you can also see the remaining placings. It is also possible to go through the individual questions, view their results and possibly discuss them with the learners. This can also be done again at a distance, as follows:

1. On the home page, click on "Reports" on the top bar. Reports on all the matches that have been played so far appear here. If you place the mouse over one of the reports, two buttons appear on the right: "Rename" and "Open". Use the "Open" button to open the report. Here is an example:



2. Under "Report options" (see 2) the report can be downloaded, printed or moved to the recycle bin. Furthermore, the specific Kahoot or other reports can be viewed here.
3. Results (see 3) of individual learners and individual questions can be viewed in detail. Individual learner results list all learners, their ranking, percentage of correct answers, number of questions not answered and total score, so you can also see which learners need help (add learners who answered less than 35% of the questions correctly) and which did not complete the game (i.e. answered at least one question too late or not at all).
4. The podium (see 4) can be viewed again.
5. Questions that were answered correctly by less than 35 % of the participants are evaluated as "difficult questions" (see 5). They can still be viewed individually in detail here.

Use in lessons (skills, goals, possible exercises)

Kahoot! quizzes can be used to test learners' declarative knowledge through any number of multiple-choice tasks. The quiz is organised as a competition in which individual learners but also teams can participate synchronously or asynchronously. In the asynchronous form, learners can solve the quiz several times. Therefore, Kahoot! is suitable as a tool to make learning effective and playful, while the teacher also receives feedback on the knowledge of individual learners (or teams) at the end. Therefore, Kahoot! can also be seen as a simple tool to test knowledge. Kahoot! quizzes can make lessons livelier and increase learners' interest and motivation.

Example exercises

A sample exercise can be viewed and hosted at the following link:
https://create.kahoot.it/details/8b377fdb-1683-4c8d-8ad9-927ad8ef00a0

Advantages and disadvantages of the tool

Advantages:

- Kahoot! is easy, mostly intuitive to use.
- This tool is not only available in the English version, but you can also switch to other languages (German, Spanish, French, Italian, Chinese, Norwegian, Dutch, Polish, Portuguese, Turkish) after switching on. If you set your own profile to German, for example, the website will automatically appear in German every time you log on.
- There is a Kahoot app for Zoom.
- You can use not only kahoots you have created yourself, but also ready-made kahoots prepared by other teachers or publishers on various contents.
- You can sort all your own and adopted kahoots in your own library and use them again and again.
- The evaluation of each individual game makes it possible to evaluate the mastery of the learning material by individual learners.
- The Klett-Verlag offers already prepared kahoots to its textbooks.

Description of the tool by *Petra Fuková*

LearningApps

Link: https://learningapps.org

Access / Registration / Availability

It is necessary to create a user account on LearningApps.org.

Functions / instruments of the tool

LearningApps is a website that allows you to create and save apps. Users can create their own apps and then share them with others or use existing apps created by other users. To make it easier to browse through the apps created by other users, they are divided into categories, e.g. astronomy, vocational education, biology, chemistry, German, German as a foreign language, English, French, geography, etc. The individual apps can be filtered by level. The individual apps can be filtered by level, i.e. from pre-school to vocational and further education. In addition, the apps can be filtered according to the type of media, i.e. pictures, audio files and videos. The view of already existing apps allows them to be recorded under "remember in 'my stuff'" or "create similar app". In addition, information about the respective app can be found here: Author, app rating, category, link and QR code.

Instead of choosing from the existing apps, you can also create your own apps.

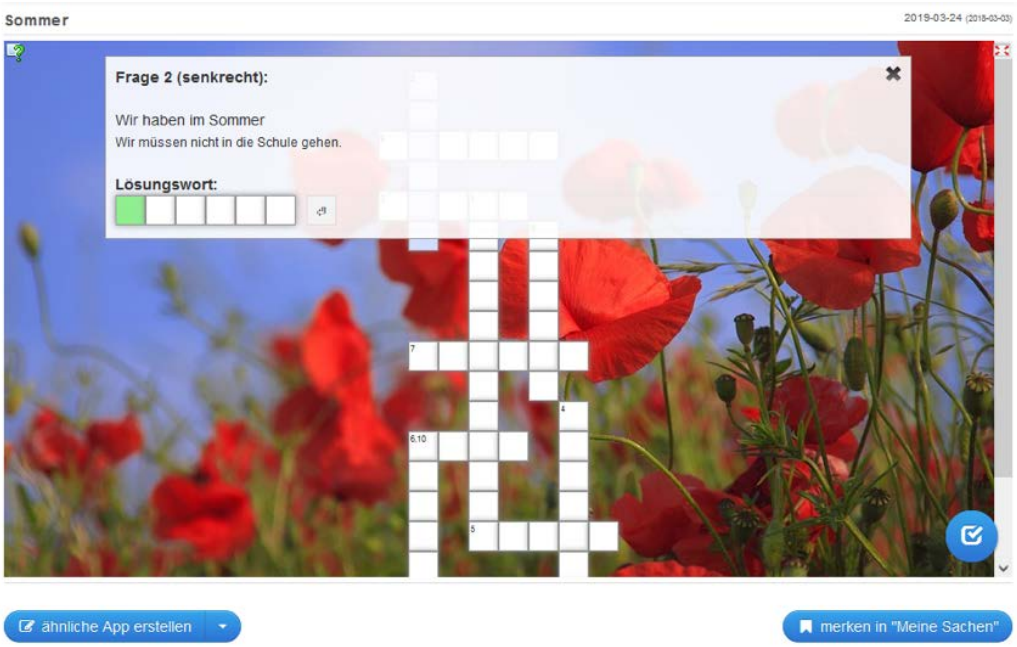
The website forms a wide range of possible apps:

- Match Pairs
- Group assignment
- Number line
- Simple order
- Freetext input
- Matching Pairs on Images
- Multiple-choice Quiz
- Cloze text
- Audio/video with notices
- The Millionaire Game
- Group-Puzzle
- Crossword
- Word grid
- Where is what?
- Guess the word
- Horse race
- Pairing Game
- Guess
- Matching matrix
- Fill table
- Quiz with text input

Selected apps are presented below:

Crossword

After a specific app type has been selected, some examples of what it might look like appear. The creation of the actual app is similar for all types. First, the app must be given a title. Then the task is entered. If necessary, a background image can be chosen for the crossword puzzle. Then you enter the questions and the corresponding solutions. The question can be in the form of a text, a picture, an audio text, an audio file or a video. Clues can also be given to the question. Afterwards, the solution word of the puzzle is determined. There is also the option of choosing a fixed orientation so that the crossword puzzle is vertically aligned with the solution word. Teachers can also send feedback to their learners when they solve a task correctly or use a pre-formulated feedback variant. The last window offers the possibility to enter a help text. Clicking on Finish and Show Preview completes the creation of the app. The created app then opens. This can be edited further or saved. Finished apps can be called up under “My apps”. Together with the app, the creation date, link and QR code to the app are displayed. It can now be revised, or a similar app can be created. In addition, you can set whether the app should be private or displayed publicly.
A finished app could look like this, for example:



Source: https://learningapps.org/view4712960 (Author: hedoka1)

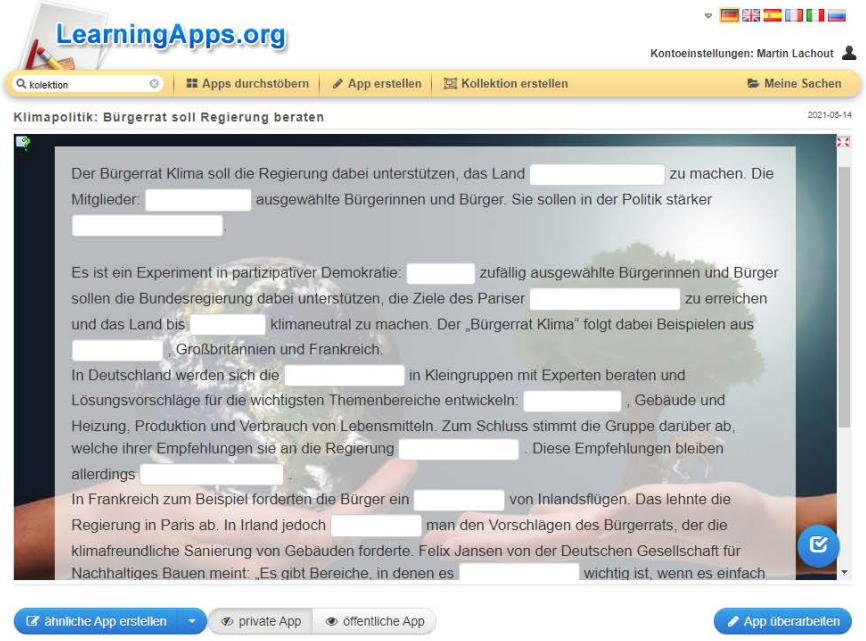
Word grid

First, the app must be given a title. Then the task must be formulated. If necessary, a background image can be chosen for the word grid. This is followed by the most important part, the input of the searched words. Hints can also be added. It can be a text, picture, text to audio, audio or video. After that, you have other options such as allowing diagonal search words, displaying searched words, displaying hints, using lower case letters, listing fill characters. Teachers can also send

feedback to their learners when they solve a task correctly or use a pre-written feedback variant. The last window offers the possibility to enter a help text. Clicking on Finish and Show Preview completes the creation of the app. The created app then opens. This can be edited further or saved. Finished apps can be called up under “My apps”. Together with the app, the creation date, link and QR code to the app are displayed. It can now be revised or a similar app can be created. In addition, you can set whether the app should be private or displayed publicly.
A finished app could look like this, for example:

Source: https://learningapps.org/view2359499 (Submitted by: Pinar Göksu)

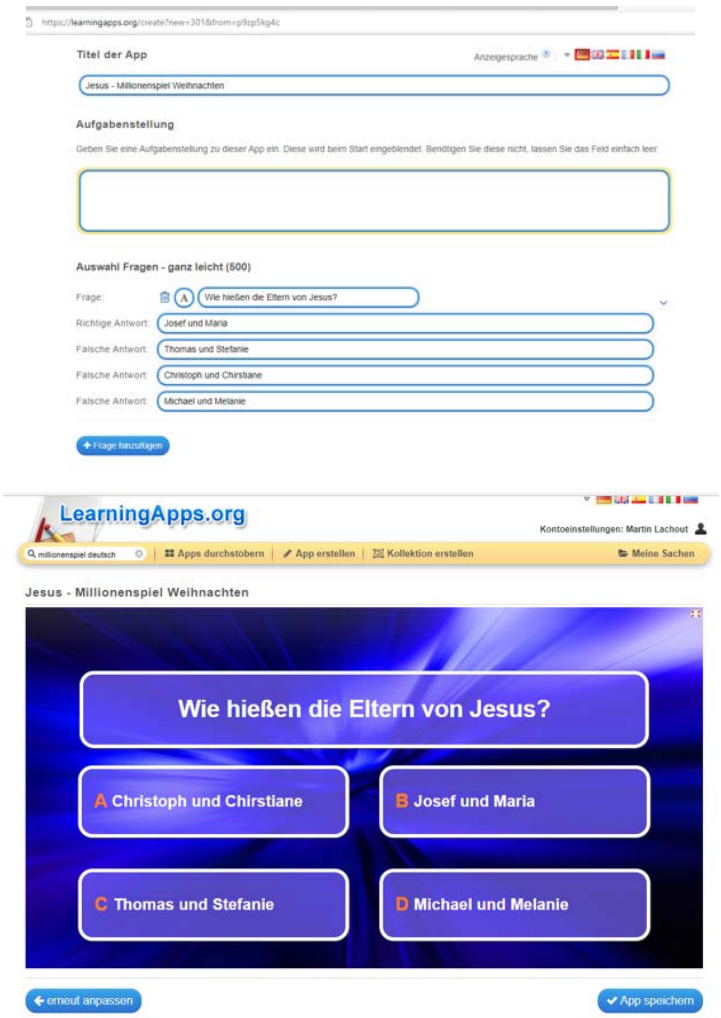
Cloze text



Source: https://learningapps.org/watch?v=p65r79rsa21 (Submitted by: Martin Lachout)

The Millionaier Game

Example of the form for creating the Millionaire Game app. Authors fill in the already defined grids with concrete questions and answers. At the end of the form, authors can also enter feedback that will be displayed when the correct solution is found. Finally, press "Finish and display".



Source: https://learningapps.org/create?new=301&from=p9zp5kg4c#preview (accessed 10.3.2022)

Example exercises

Several sample exercises can be found in the exercise database of the DUO project: https://duo.germanistik-ucm.eu/uebungen/.
For example:

- https://duo.germanistik-ucm.eu/product/lt009/
- https://duo.germanistik-ucm.eu/product/lt021/
- https://duo.germanistik-ucm.eu/product/lt115/
- https://duo.germanistik-ucm.eu/product/lt030/
- https://duo.germanistik-ucm.eu/product/lt051/
- https://duo.germanistik-ucm.eu/product/lt048/

Description of the tool by *Martin Lachout*

Learning Snacks

Link: https://www.learningsnacks.de/#/welcome

Access / Registration / Availability

Access and registration are free. The tool can be used directly without registration. In the main menu there are numerous freely accessible learning snacks that relate to different levels of foreign language teaching (e.g..: grammar, regional studies, entertainment, but also videos that visually describe the work with the app). To manage the requests, it is recommended to create an account and work logged in. Created Learning Snacks can be shared - via a link, QR code or social platforms like Facebook or Twitter, WhatsApp if applicable:

Functions / instruments of the tool

Learning Snacks are small digital units with a messenger look. They are primarily used to repeat or consolidate familiar learning content. They can also be used as instructions on various topics or for text work. The students then work in a playful way, in smaller text sections/text units and can receive individually adjusted feedback. The portal offers a wide range of ready-made learning snacks that can be shared - the snacks are freely accessible as OER.
You can also display and share your own Learning Snacks. These can also be edited and adapted.
A Learning Snack can be created relatively easily and intuitively. By pressing "+" you create a new snack, which you can name and to which you can assign an image. There is a selection of different elements:

1. Text box - this option allows you to insert different texts and information. The individual steps can be supplemented with emoji and thus offer feedback to the students. You can also integrate YouTube videos to play directly in the snack and create e.g. listening comprehension questions.

With each part there is the option to 'pause at this item' - to allow time for reading, reflection, question answering etc. for the students.

2. Tasks - in this option you can insert different types of tasks:
    a. Multiple selection - e.g. have something put in order.
    b. Survey - participants vote and then immediately receive an evaluation of the survey.
    c. Dialogue - as an 'if and then' function - when students click on an option they are directed to the appropriate response.
    d. Cloze text - you can enter a classic cloze text.
3. Picture -for graphic variety you can insert a picture that then shows up in a Learning Snack.
4. Picture and answer element - e.g. combine a selection of two-three different pictures with a designation.

The main advantage of this tool is that you can set individual feedback with emojis, pictures, etc. In this way, different contents are taught to the students in a playful way - immediately if the student has answered correctly, if not, they are guided to the correct answer.
You can also create a classroom in the app. It is used for the creation of Learning Snacks by students. Students create the Learning Snack on their own devices, and they do not need an account, just a Classroom PIN (and nickname). All that is needed is to click on "Create Classroom", add a name, class and title for the Learning Snack and then create classrooms. Each snack has its own PIN, which can be forwarded to the students. The overview of the assigned PINs can also be printed out ("Edit Classroom" - Printer). With the PIN, the students can enter the classroom and edit the assigned Learning Snacks.
The teacher can also gather feedback from the students, as students can act out and comment on the Learning Snacks in a Classroom. When creating or editing a Classroom, one selects the option "Allow comments" and students can react immediately when solving the Learning Snacks, which provides the teacher with direct reactions from the students.

Use in lessons (skills, goals, possible exercises)

Some possibilities for using the tool in class have already been described. Learning Snacks can be used for text work - reading is taught step by step in small sections without having to work on a longer text in one piece.
Learning Snacks can also be used to practise the grammatical phenomena of the language. Information about the country or merely texts for entertainment, but also videos can be integrated to visually enrich the work with the tool.
The tool is also suitable for creating a manual or a process description.

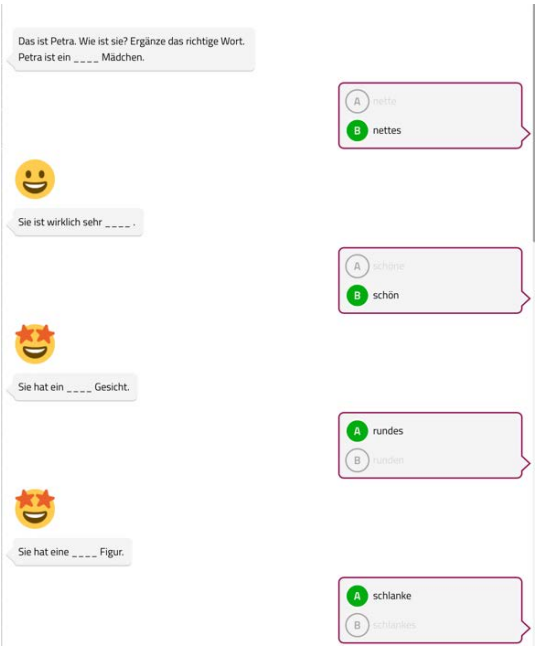
Learning snacks are therefore used in listening or reading comprehension, but also in productive language skills (writing).

Example exercises

Practising grammatical phenomena

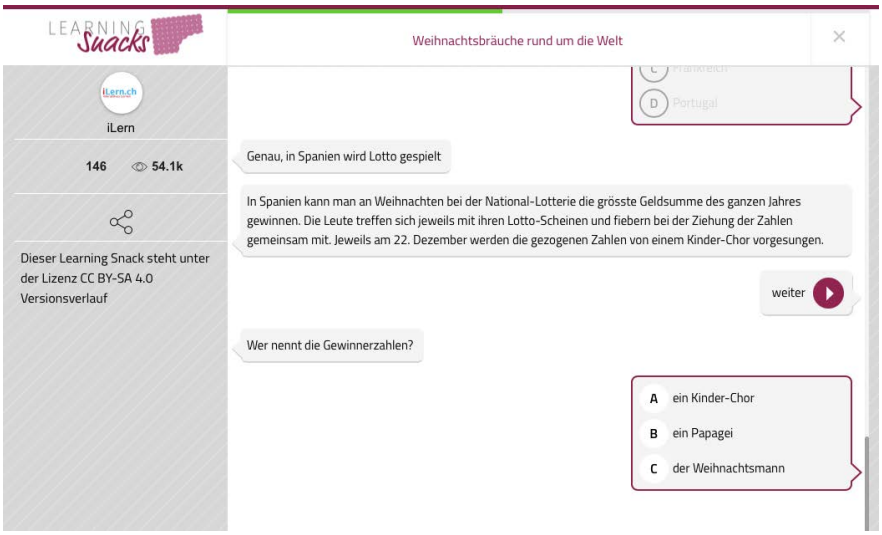
Example exercise on the declension of adjectives:

This is Petra. What is she like? Add the right word. Petra is a ____ girl.



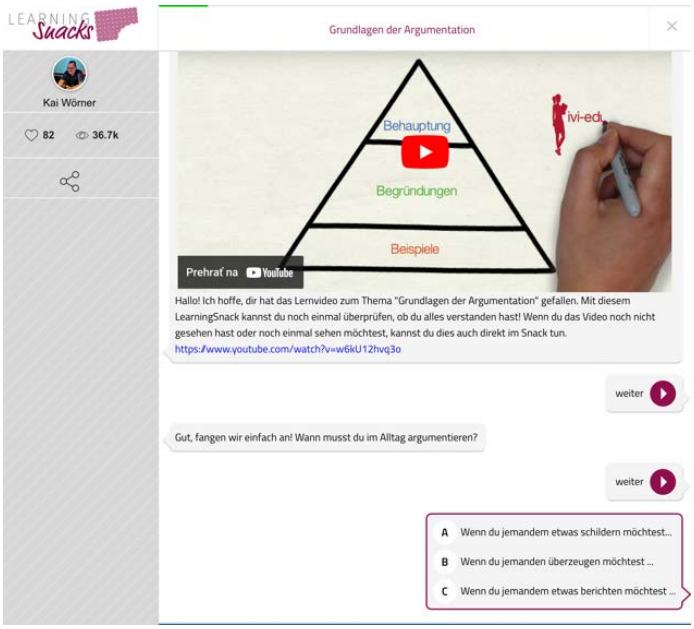
Intercultural studies

Sample exercise to teach Christmas traditions:



Additional questions after listening / watching the video

Exercises for reading/listening comprehension: "Fundamentals of argumentation".



Source: https://www.learningsnacks.de/share/1353/ (Author: Kai Wörner)

Suggestions for further exercises

- Create / read instructions step by step.
- Text processing of longer texts - gradually read the individual parts of the text + additional questions on reading comprehension, consolidation.
- Orthographic exercises (with multiple choice).
- Create (have created) quizzes on different topics.
- Create surveys (you get the evaluation right away).

Advantages and disadvantages of the tool

Advantages

- The app can be used to practise the language skills reading / reading comprehension, listening / listening comprehension, writing.
- One can work on different subject areas and formal properties of the language.

Disadvantages

- The fixed structure of the tool.
- All learning snacks are formally the same and therefore monotonous.

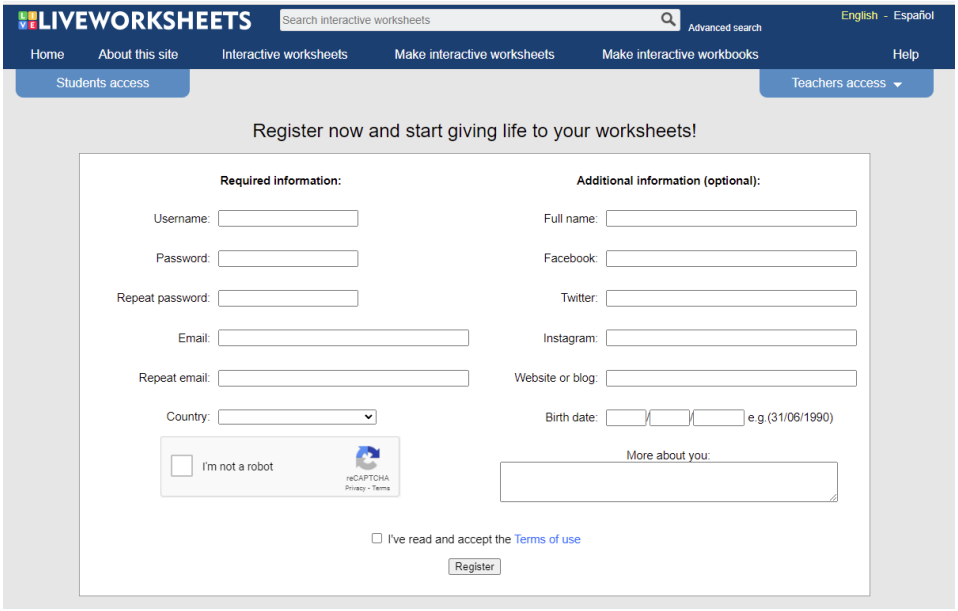
Description of the tool by *Monika Hornáček Banášová*

Liveworksheets

Link: https://www.liveworksheets.com/

Access / Registration / Availability

Registration is required (Google ID does not work, you must register separately). The interface is available in two languages: English and Spanish. German is not supported.



Functions / instruments of the tool

This app contains an extensive database of interactive worksheets created by app users for various school subjects in several languages, including German and German as a foreign language, which can be searched by thematic keywords.

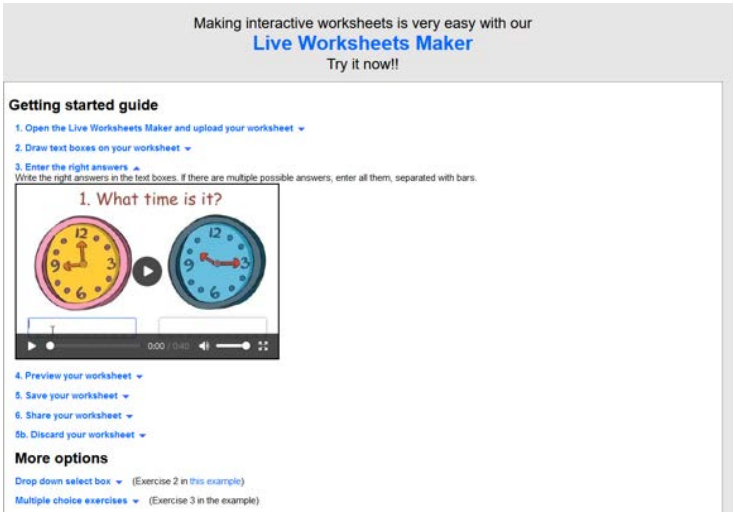
The Liveworksheets app also offers the possibility to create interactive worksheets and interactive workbooks.

To create an interactive worksheet, one must have saved the corresponding task as a Word or PDF document and uploaded it from the computer. The next step is to draw text fields and enter the possible or correct answers. After saving the worksheet in your account, you can share it with other users via the share function.

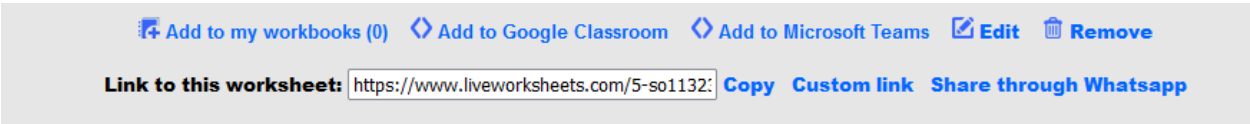
With this app, you can develop tasks of several types, both closed and open: questions with multi-choice answers (multiple-choice questions), questions with checkboxes (yes-no/correct-wrong), matching tasks (drag and drop, connecting by arrows), word searches, open questions, listening tasks and speaking tasks.

You can import and integrate mp3 files, Youtube videos and Power Point presentations into the worksheets.

There is an informative, well-structured and illustrated tutorial to refer to when creating task sheets, as well as a video tutorial.



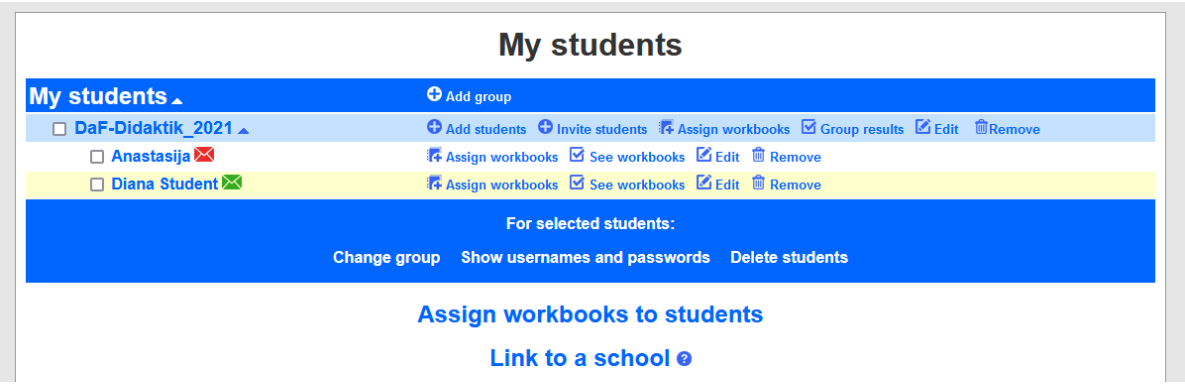
Each worksheet has a copyable link that allows sharing with learners. There also are other options such as sharing via Google Classrom, Microsoft Teams or Whatsapp:



To solve the shared tasks, learners do not need to register. After solving the task, they can check their answers.

You can also create interactive workbooks with the app (maximum 10 books in the free version). You can add a maximum of 120 worksheets to a workbook, either your own or those created by other users. A workbook is only accessible to registered learners with login and password.

You can set up your own classes and invite learners, and assign workbooks to each class.



In this case, the performance of each learner and the whole class can be monitored. Individual feedback through text comments on the completed task is possible.

Advantages and disadvantages of the tool

Advantages

- Quite easy to understand.
- The possibility to integrate audios and videos.
- Several options for sharing the worksheets with the other users (learners and teachers).
- You can add worksheets created by other teachers to your own workbooks and modify them according to your needs.
- Possibility of feedback.

Disadvantages

- There is no clear classification/systematics of the worksheets in the database, each user enters his own keywords.
- Registration can be challenging for learners.
- Revising worksheets is cumbersome: if you make a careless mistake, you must redesign the whole worksheet from the beginning.

Description of the tool by *Diana Šileikaitė-Kaishauri*

Mal-den-code

Link: https://mal-den-code.de/

Access / Registration / Availability

This tool is freely accessible and can be used without registration. On the home page (see below) you will find the main functions:

1. Information about barcodes, QR codes and QR codes to colour in
2. QR code creation function
3. QR code scanning function (via PC webcam)

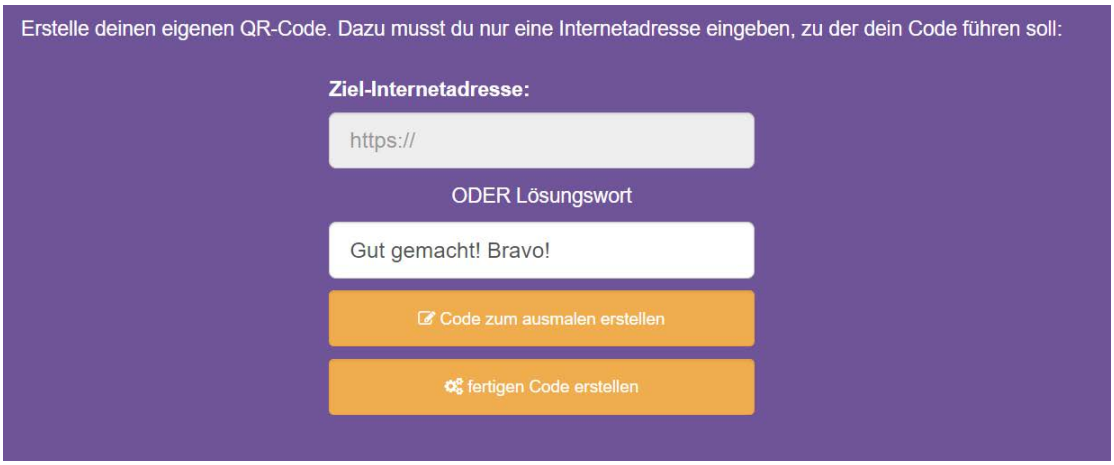
Functions / instruments of the tool

The website makes it possible to prepare a QR code to colour in and then use it in class for a quiz or other competition. This makes the resolution of the quiz, or competition, more interesting and exciting. The learners are given an unfinished QR code. In the part of the code that is left blank, individual fields are marked with numbers (or letters).

The learners get this unfinished QR code printed out and have to complete it correctly with a dark pen. To do this, they have to correctly solve the prepared game tasks on the accompanying worksheet. Only a correctly coloured QR code can be scanned and thus the learner reaches the goal (e.g. in the form of a solution word or a website).

Introduction to QR code creation:

1. On the Home page (see above), select the "Create code" button.
2. It must be decided whether the complete QR code should lead to an Internet address or to a solution word. Here is an example with the solution word "Well done! Bravo!"



3. Button "Create code to colour" (Here it would also be possible to create a ready-made code)
4. The level of difficulty of the code to colour in must be chosen. There are the following options on offer:
   a) Variants with numbers:
      - Simple (numbers 1-6, approx. 3 numbers are to be coloured)
      - Medium (numbers 1-9, approx. 5 numbers are to be coloured)
      - Difficult (numbers 1-20, approx. 10 numbers are to be coloured)
   b) Variants with letters:
      - Simple (letters A-F, approx. 3 letters are to be coloured)
      - Medium (letters A-O, approx. 8 letters to be coloured)
      - Hard (letters A-Z, approx. 13 letters to be coloured)
   c) Use own characters and determine right/wrong.

5. Decide what percentage of the code (100%/80%/60%/50%/30%/20%) needs to be coloured in order to scan it.

6. The colouring template for the QR code is generated using the "Colouring template" button. This must be distributed to the learners in printed form. It is important that it is large enough so that the individual fields with numbers are easy to read.

7. The solution sheet is generated with the help of the button "Solution sheet". In the lower part of the solution sheet, the correct and incorrect numbers are listed so that they can be used for checking when preparing the worksheet.

8. Finally, a worksheet with the appropriate number of questions (or tasks/statements) must be prepared. Here it must be noted which of the questions are to be answered as correct and therefore their numbers are to be coloured in. For example, in the example solution sheet above, the numbers 2, 3, 4, 7 and 9 have been designated to be coloured in, so the questions with these numbers must also be designated as correct. Below is a sample task.

Instructions for learners to colour in the QR code:

- You should colour in the code with a dark pen. A black felt-tip pen is optimal. A pencil usually does not work.
- It is not necessary to colour in the whole surface of the boxes, a thick dot in the middle of the box is enough.

Use in lessons (skills, goals, possible exercises)

"Mal-den-Code" is a tool that can be used to make the resolution of quizzes or worksheets more interesting and exciting. The associated quiz or worksheet (printed or online) can test any declarative knowledge of the learners, but also skills reading or listening comprehension.
It does not only have to be prepared as simply as in the example below. For example, one can assign several statements to a number with the instruction that the corresponding number is only to be coloured in if all the associated statements are correct.

Example exercises

The learners receive the following worksheet (with work instructions and nine statements) and the following painting template (incl. instructions for colouring).

Worksheet:

On this worksheet you will find nine statements about the geography of German-speaking countries. Decide whether each statement is true or false. Colour in the numbers of the statements that are correct in the colouring template of the QR code and complete it. Finally, scan the completed QR code with your smartphone. This will take you to your destination. The solution word is waiting for you. When you get it, let us know.

1 Switzerland consists of 26 federal states.
2 The capital of Liechtenstein is called Vaduz.
3 Carinthia is a province of Austria.
4 The Loreley rock is located on the Rhine.
5 The Prater was created by Franz Josef for aristocrats only.
6 In Switzerland there are the following four official languages: German, French, Italian and English.

7 The Mecklenburg Lake District is located north of Berlin.
8 The official name of the Liechtenstein state is the Helvetic Republic.
9 In Germany, the Federal President is elected by the Federal Assembly.

Instructions for colouring in the QR code:

- Colour in the code with a dark pen. A black felt-tip pen is optimal. A pencil usually does not work.
- It is not necessary to colour in the whole surface of the boxes, a thick dot in the middle of the box is enough.

Advantages and disadvantages of the tool

Advantages

- "Mal-den-Code" is easy, intuitive to use.
- Colouring in the QR code brings variety into the lessons.

Disadvantages

- This tool is available only in German.

Description of the tool by *Petra Fuková*

Mentimeter

Link: https://www.mentimeter.com

Access / Registration / Availability

Registration required (Google ID works). There is an extra offer for teachers and learners: a free plan and two individual plans (Basic and Pro) or a school subscription for a fee.

Functions / instruments of the tool

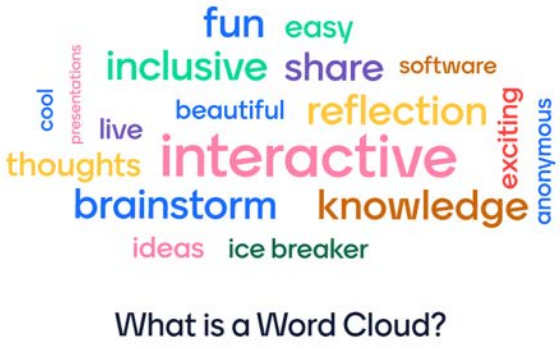
Mentimeter is an interactive presentation software. The aim of Mentimeter is to make interaction among participants, group events, feedback and assessment in class more efficient and effective. Learners can use Mentimeter for polling, voting and brainstorming both synchronously and independent of time and place.

Use in lessons (skills, objectives, possible exercises)

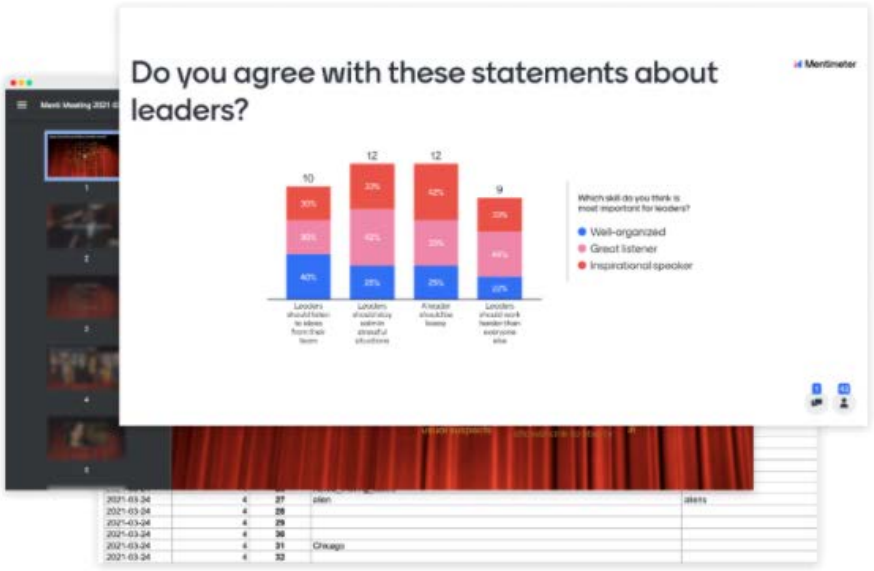
Mentimeter offers different application scenarios: the tools to start a discussion, to query prior knowledge (word cloud, open end), to the Menitmeter quizzes for learning success control and evaluation.

Example exercises

Example 1: Word cloud for brainstorming



Example 2: Survey



Advantages and disadvantages of the tool

Advantages

- Very easy to operate.
- Mentimeter can be used directly in the browser.

Disadvantages

- To use more than basic elements you need to buy a plan.

Description of the tool by *Aina Būdvytytė*

miMind - Easy Mind Mapping

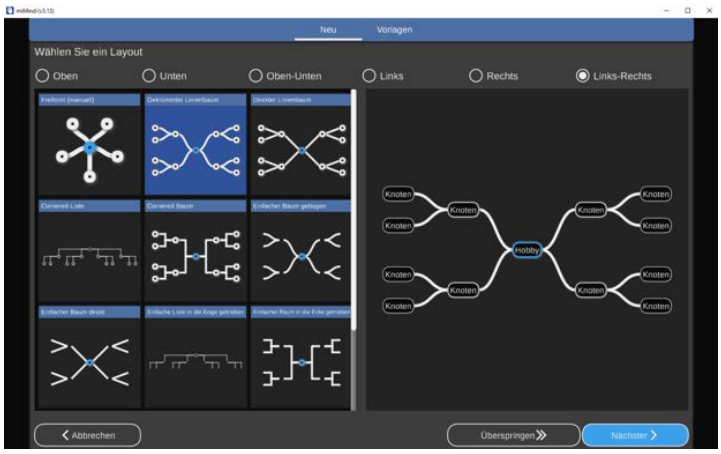
Link: https://mimind.cryptobees.com/index.html

Access / Registration / Availability

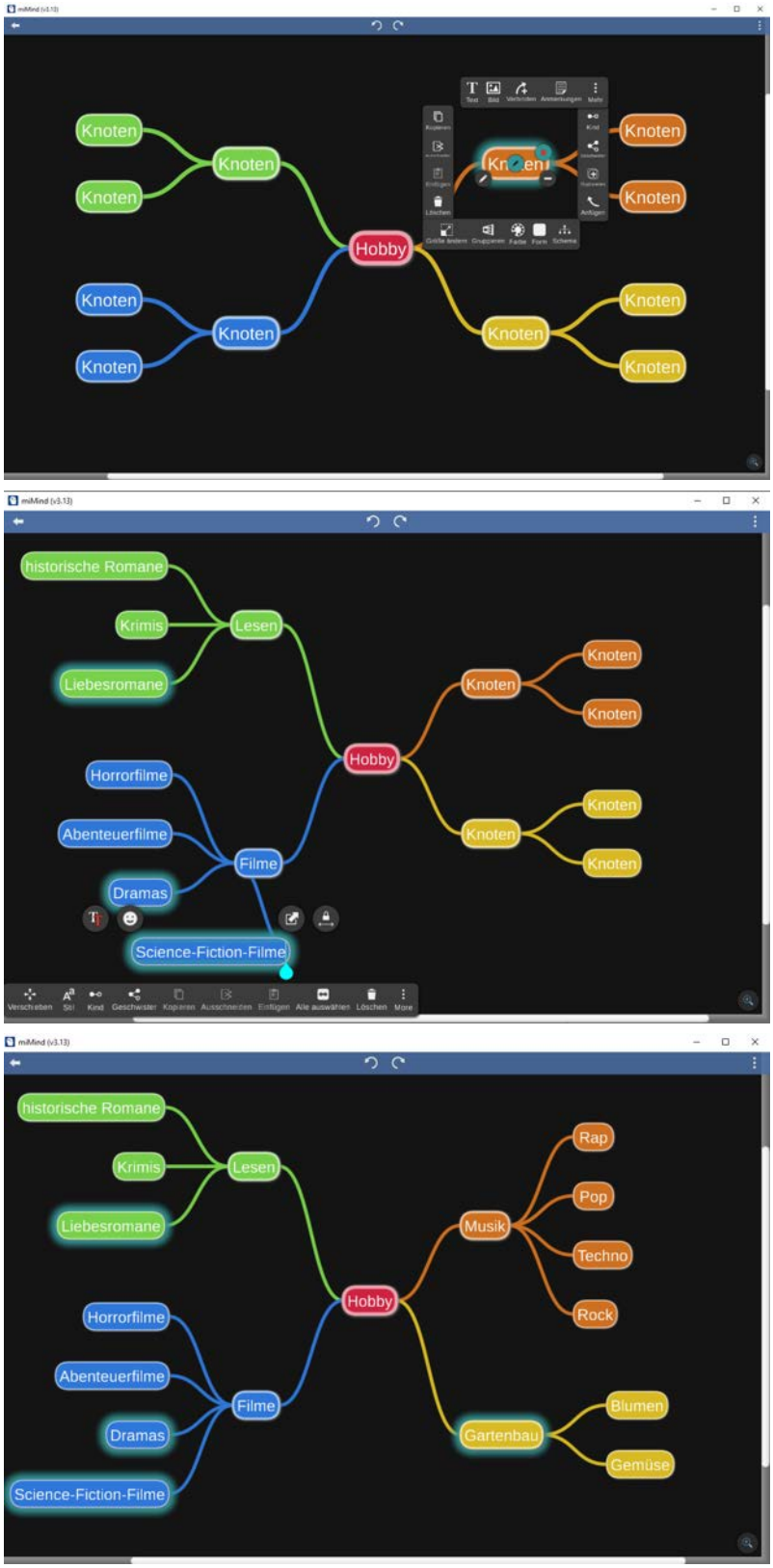
You can download the miMind app, install it on your PC and mobile devices and use it without registering or logging in. The German language is supported.

Functions / instruments of the tool

The app is very suitable for creating infographics (associograms and mind maps). It is very intuitive, easy to create and easy to use.
The free version offers sufficient functions for the creation of infographics (referred to as maps in the German-language version). The paid version is available for a price of 5.99 USD per year. If you buy the licence for a longer period, there is a price reduction (9.99 USD for 2 years, 19.99 USD for 5 years).
When creating a new map, you have a wide choice of layout templates, shapes and colours even in the free version:



The individual nodes of the map can be easily edited, deleted and inserted as required.



The map created can be exported in several formats (as an image, e.g., as JPEG, PNG, as PDF, as HTML and also as text). The latter option is particularly helpful if the creation of a mind map is

intended as preparation for writing a text (e.g. an essay). The exported text provides an outline for the essay.

In the mobile version there is also a "Share" function, and the map created can also be shared in several formats mentioned above.
The full version offers the possibility to synchronise via Google Drive or Dropbox.

Advantages and disadvantages of the tool

Advantages

- Intuitive, easy to understand and simple to use.
- Easy revision of created files.
- Several options for sharing and exporting mind maps.
- There is a version for mobile devices (Android and Apple)

Disadvantages

- No possibility for learners to collaborate on the shared file.

Description of the tool by *Diana Šileikaitė-Kaishauri*

Miro

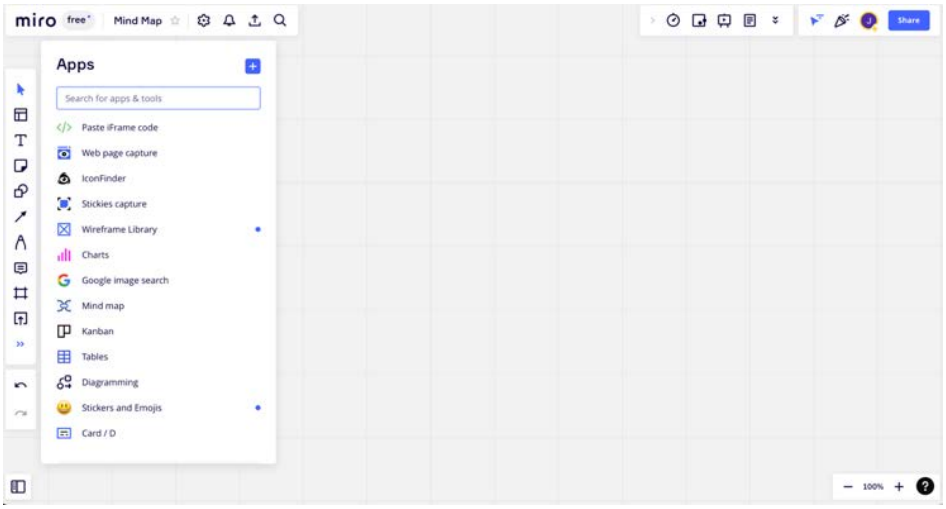
Link: www.miro.com

Access / Registration / Availability

- The tool requires login via email and password (alternative and faster options are login via Google, Slack, Microsoft or Facebook account or Apple ID).
- After the first registration it is necessary to create a new team (Create a team).
- The boards created can be shared via the Share function.
- Access for team members allows viewing, commenting and editing, for non-members access is limited to viewing.

Functions / instruments of the tool

The Miro platform can best be used for cooperative tasks.
Every board basically functions as a whiteboard.



The following functions are available in the left menu bar for working with the whiteboard:

- Text: Insert text.
- Sticky Note: Insert notepad.
- Shape: Insert geometric shapes.
- Connection Line: Connecting elements of the board with a line.
- Pen: Writing with the cursor.
- Comment: Insert comments on elements.
- Frame: set standardised or free dimensions for the panel (e.g. dimensions for phone, tablet, browser, A4 ...).

- Upload: Upload file / transfer file from a website.
- Paste iFrame code: Adopt content from other websites that enable the Embed function.
- Web Page Capture: Integrating another web page.
- Icon Finder: Search for and adopt icons.
- Stickies Capture: allows the text to be extracted from an image or integrated into the image.
- Wireframe Library: enables integration of further components into the menu.
- Charts: Inserting graphics.
- Google image search: Helps to search for images.
- Mind map: Creates a mind map.
- Kanban: Visualisation of work steps and work progress with the help of slips of paper (tasks, tasks started, tasks completed).
- Tables: Inserting tables.
- Diagramming: Inserting shapes.
- Stickers / Emojis: Inserting emoticons and symbols.
- Get more apps: Expanding the range of functions.

Advanced setting options
Advanced setting options are possible via the cogwheel symbol in the upper left menu.

Use in lessons (skills, objectives, possible exercises)

Interactive board
The tool can be used as an interactive whiteboard. It allows integration of words and pictures, graphics, but also interactive content (web pages, audio, video, uploaded files, etc.).

Mind Map
The template mind map can guide or document the discussion on a topic or a problem. The teacher can already specify some points of the mind map, these should serve as initial thinking impulses for the students' own work. (Example exercise 1)

Brainwriting
The tool can be used for more complex issues. The different coloured slips of paper each develop an idea - each participant in the group task writes his/her idea on the first slip of paper of his/her colour - the others elaborate on this idea bit by bit. In this form, the template can be used, for example, for problem-solving tasks or for creative writing. (Example exercise 2). In a modified form, certain grammatical structures can also be practised (e.g. position of sentence elements, conjugation or declension). (Example exercise 3)

Kanban
Kanban is well suited for different sorting and structuring exercises. Ideal for vocabulary work, possibly also in combination with a reading text, listening text or video. (Example exercise 4)

Diagramming

With Miro, different flow charts and diagrams can be created. This function can be connected, for example, in connection with a reading text, listening text or video. Different processes can be represented as a diagram. (cooking recipe, creation of something, instructions, etc.). The diagrams then serve as support points for speaking about the topic. (Example exercise 5)

Pair or group work / joint project work

The potential of the tool can best be used for pair and group work. This tool is particularly suitable for project tasks. Learners can also work on a common task at different times. The tool not only supports project work, but can also be used for presenting the work. Depending on the task, writing and speaking are practised, among other things. However, many extra-linguistic competences are also developed. (Example exercise 6)

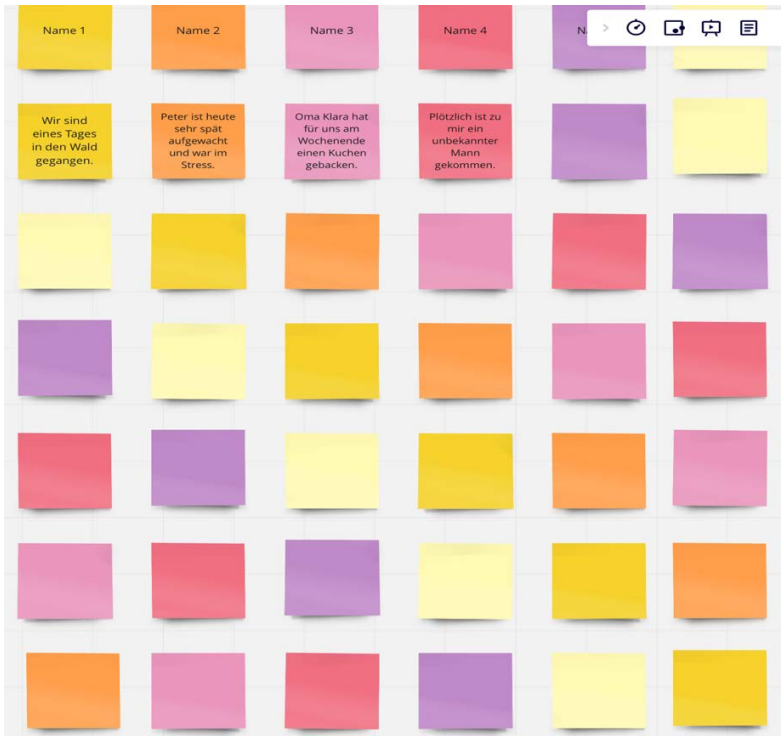
Example exercises

Example exercise 1 (Template: Mind Map)

What all belongs to a healthy lifestyle? Create a mind map together and discuss the points that come to your mind on this topic.

Sample Exercise 2 (Template Brainwriting)

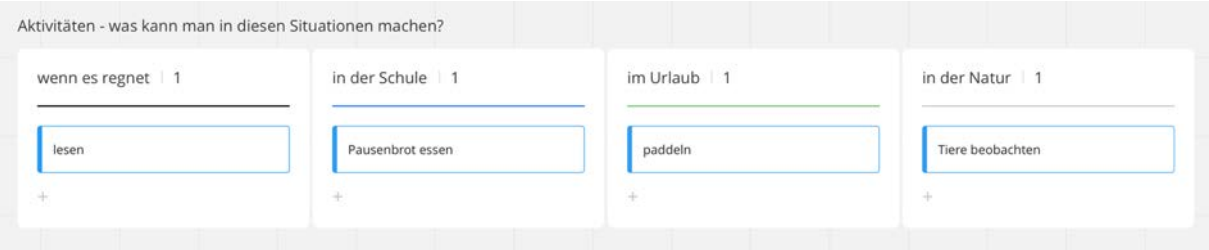
Write short mini stories. At the beginning, everyone writes one or two sentences on the first slip of paper of their colour. The others continue the story. Everyone writes only in their column. There is a different colour for each story. Which of the stories will be the best?



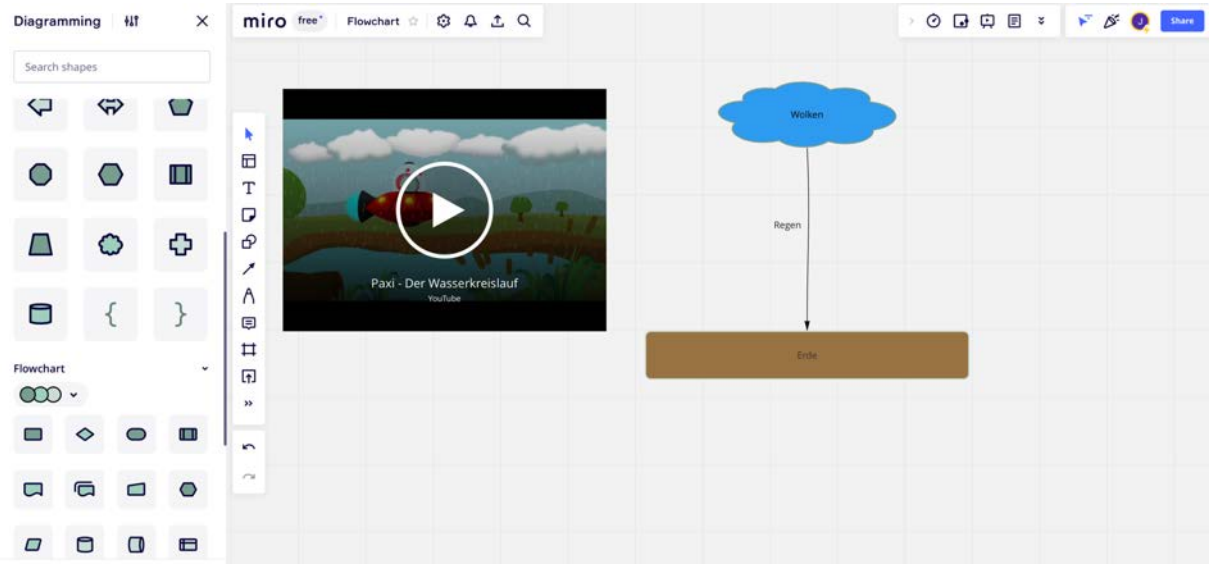
Sample exercise 3 (Template: Brainwriting)

Crazy sentences: First write a sentence for each column. Then read the sentences diagonally - each colour is a different sentence. Some of the diagonal sentences you must correct grammatically. Which sentence was the craziest?

Example exercise 4 (Template Kanban)
Find examples of activities in the following situations. Complete the columns.



Example exercise 5 (Flowchart / Diagramming)
Watch the YouTube video on the water cycle. Create a diagram of the water cycle. Present the diagram to the class.



Example exercise 6
Project: Our zoo: Plan a zoo in small groups. Put together different animal pavilions. Draw a map of the zoo in Miro. Don't forget basic descriptions of the animals and different facilities or attractions for your visitors. Present your zoo to the class.

Advantages and disadvantages of the tool

Advantages

- The tool integrates different apps and other functions, it is a visual aid especially for cooperative tasks.
- You can also use ready-made templates from other users and adapt them for your lessons.

Disadvantages

- In order to be able to work on created boards, a team membership is necessary.
- In the free version, a maximum of 3 boards can be created.

Alternative tools with similar functions

- Stormboard: https://stormboard.com/home
- Collaboard: https://www.collaboard.app
- Microsoft Whiteboard: https://www.microsoft.com/de-de/microsoft-365/microsoft-whiteboard/digital-whiteboard-app
- Cite board: https://ziteboard.com
- Limnu: https://limnu.com
- MURAL: https://www.mural.co
- Sketchboard: https://sketchboard.io
- AWW: http://awwapp.com
- Whiteboard Fox: https://r2.whiteboardfox.com

Description of the tool by *Ján Demčišák*

Nuudel

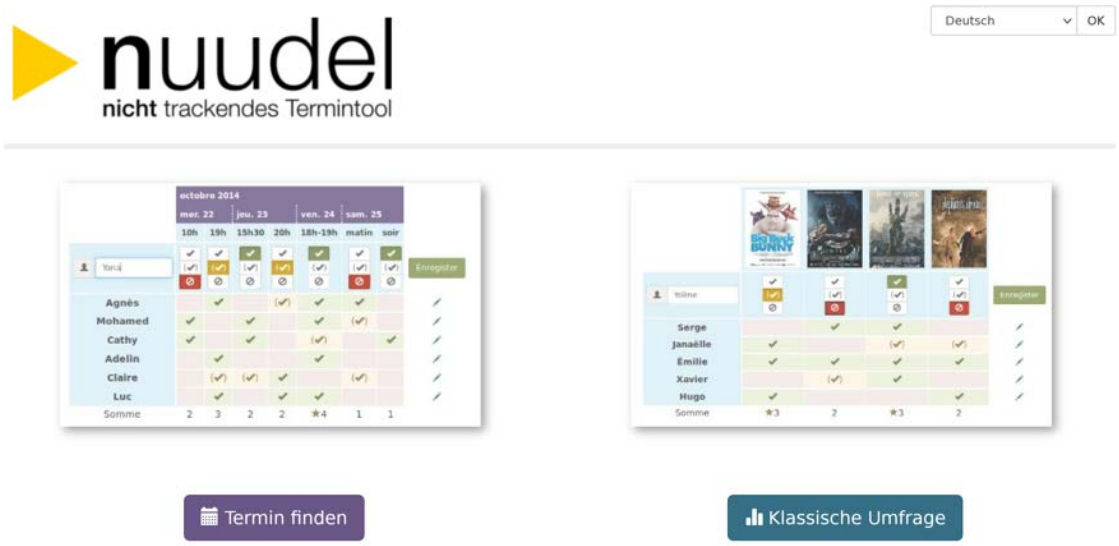
Link: https://nuudel.digitalcourage.de/

Access / Registration / Availability

Registration is not required and the tool is free of charge. There is also no user tracking - i.e. only what the participants themselves enter into the forms is stored.

Functions / instruments of the tool

This app is an appointment and survey tool:



The appointment tool works in the same way as other tools of this kind (such as Doodle): You enter the title for the survey and in the second step you make suggestions for dates, whereby at least two alternative times must be suggested (on the same day or on different days).
The survey tool is very simple: in principle, only one question can be asked with any number of answer options:

The possible response options can be a text, an image or a link. In both the appointment and the poll tool, you can also specify the date when the poll is to be deleted after voting. If no date is specified, the poll is automatically deleted 180 days after the last date of the poll. You can have your own surveys sent to you by e-mail.

Use in lessons (skills, goals, possible exercises)

Since the tool is very simple, its possible uses in the foreign language lessons are rather limited: It can be used for making appointments with learners (or with their parents), for evaluating lessons, etc., possibly also for introducing a topic, for voting after a discussion, for collecting opinions, etc.

Advantages and disadvantages of the tool

Advantages

- Free of charge.
- Very simple and user-friendly.

Disadvantages

- Possible applications in foreign language lessons rather limited.

Description of the tool by *Virginija Masiulionytė*

Padlet

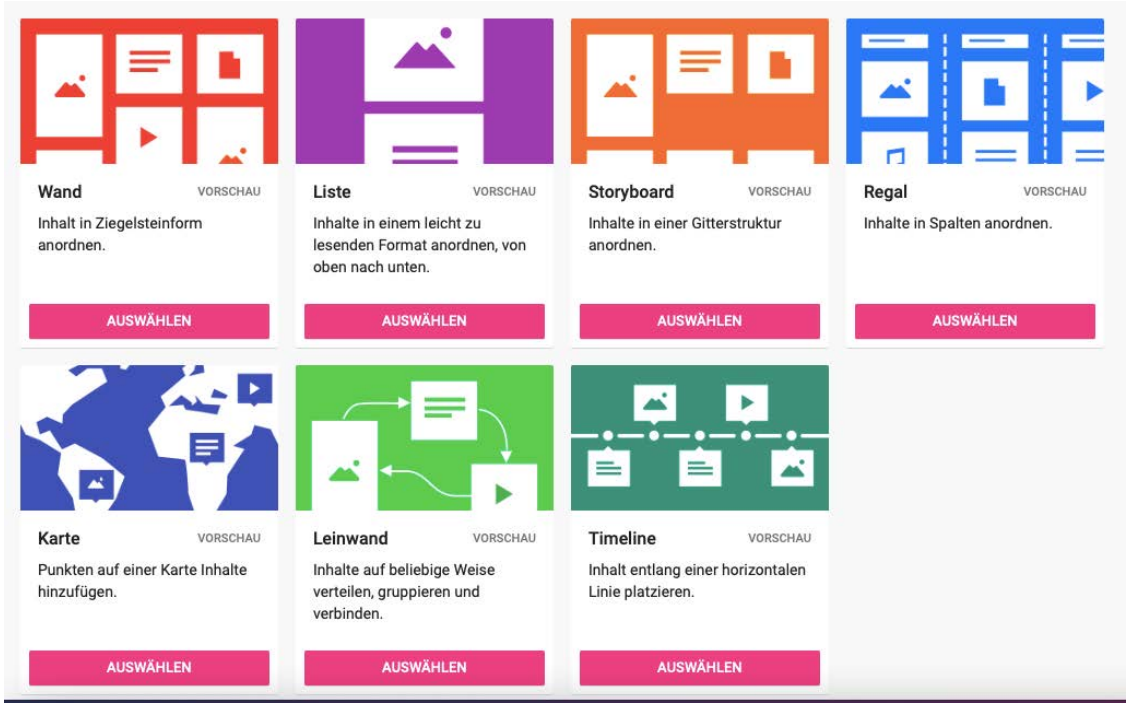
Link: https://padlet.com

Access / Registration / Availability

To create a padlet, registration is necessary, you then get a free account with your own dashboard.

Functions / instruments of the tool

The tool serves as a digital noticeboard in class when you want to work online in class.
Padlet is used for creative exchange in class.
After logging in, you can create your own padlets. There are several options to choose from based on predefined schemes with special functions (see figure):



The lay-out is adjusted in the respective padlet, depending on the function of the specific padlet.
The individual contributions / padlets can be commented on by the students ("Comment" function).
For each padlet there is a link where the padlet can be accessed.
The option "Next" takes you to the data protection and decides whether my padlet can only be seen by me, is password-protected, secret or public.
If the students should post themselves, select the option "All with access" so that they have permission to work with the padlet.

The work with the concrete padlet is then intuitive, there are numerous possibilities for creating the contributions. The individual contributions / sticky notes can be supplemented with additional text and different elements can be entered such as links, documents, images, photos, videos, map extracts, etc., depending on the purpose of the padlet in the classroom.

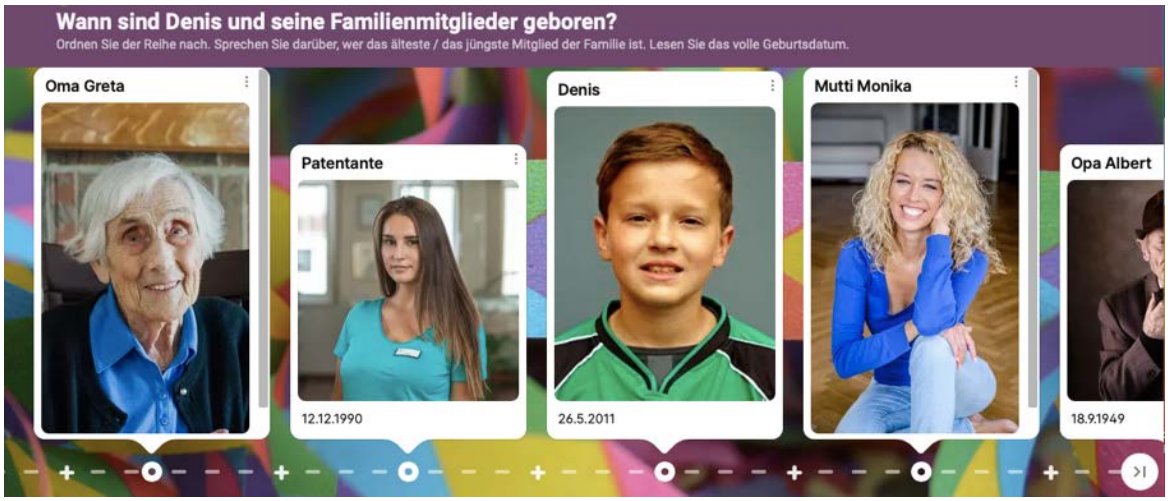
Use in lessons (skills, goals, possible exercises)

Padlet as a digital noticeboard can be used to develop all skills depending on the predefined scheme. The padlets can be used to help with speaking (describing, putting a process in the right order, etc.), listening comprehension (watching and discussing videos, film clips), reading comprehension (text is worked on in smaller text parts) and writing (text production). The tool can also be used to practise grammar and syntax, or to convey information about the country.

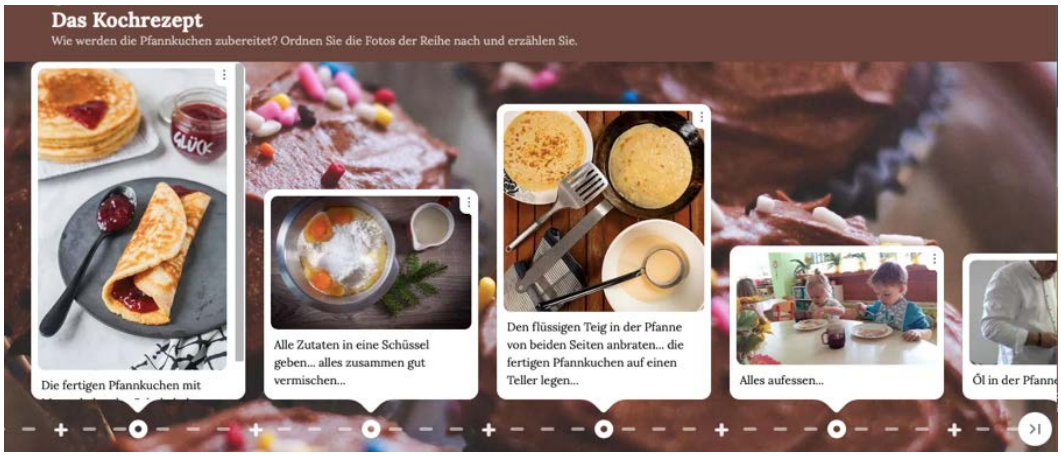
Example exercises

You can practise several language phenomena at once and in a playful way.

- E.g. grammar (numerals, ordinals, dates), speaking skill, the topic / vocabulary on the topic of family members:



- When describing a process (a cooking recipe, putting the individual steps in the right order), one can also practise passive formation by transforming the individual steps into passive constructions:



- Providing information about the country of the target language:

- You can also practise special vocabulary very clearly with the pictures, such as preparing before the flight - describing the process of checking in at the airport:

Advantages and disadvantages of the tool

Advantages

- As a digital pinboard, Padlet has many possibilities for use in the classroom.
- It supports problem-based learning.
- The tool is used for creative exchange in class.

Alternative tools with similar functions

- Dashboard (Google Tools): https://myaccount.google.com/dashboard?hl=en

Description of the tool by *Monika Hornáček Banášová*

Picker Wheel

Link: https://pickerwheel.com/

Access / Registration / Availability

- The tool can be used directly without registration.
- Log-in options: via e-mail and password, Google account or Facebook account
- Logging in enables storage and management of Picker-Wheel projects. However, Picker-Wheel can also be shared with all settings without logging in, which also enables future adaptation and changes.
- Ready-made picker wheels are accessible via a link (Share function) or via the Embed Wheel function.

Functions / instruments of the tool

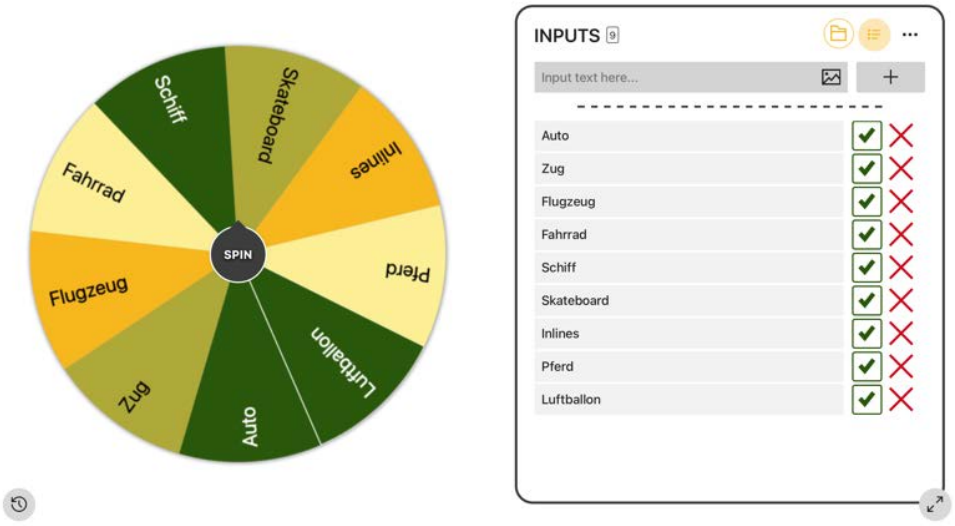
The tool functions as a random generator. It enables a random (also repeated) choice from a self-defined set of possibilities. The following options are available:

- Picker Wheel: Selection from predefined words/phrases
- Team Picker Wheel: Random inclusion of people in specific groups/teams.
- Yes No Picker Wheel: random yes/no decisions (less suitable for teaching)
- Number Picker Wheel: Random generator for numbers in a defined range (from - to)
- Letter Picker Wheel: random generator for letters of the alphabet
- Image Picker Wheel: Random generator for images

The simple Picker Wheel can also be a mixture of words/phrases and pictures.

Creation of a picker wheel

The individual options are inserted under INPUTS and confirmed with the enter key or the symbol  .



The picture can be uploaded under the icon of the picture (symbol:). Under View/Add List (symbol:) the list of options can also simply be pasted with copy/paste.

Advanced settings can be found under the More icon (symbol ⋯). The created picker wheel is activated with the Share icon. You can choose whether the created link should only contain the options (inputs) or whether all settings should be connected to the link. The second option can be useful in case of later changes to the Picker Wheel if you do not want to create a Picker Wheel account. The Picker Wheel is activated by clicking on SPIN.

In the Video Gallery you can find several instruction videos for the creation and different settings of Picker Wheels: https://pickerwheel.com/video-gallery/

Advanced Settings and Tool Settings

Advanced settings can be accessed via the icon ⋯ .

- Open Title Section: Allows you to enter the title/name for the created picker wheel.
- Enable Weight: Scores can be assigned to individual options.
- Shuffle: Shuffles the order of the entered options.
- Enable All Inputs: The individual options entered can be deactivated individually. With Enable All Inputs, all options can be activated simultaneously.
- Reset All Counts: The counter of the random generator can be reset to zero.
- Remove All Inpunts: All options are deleted.

Under *Tool Settings* (in the section below the input) you can make the following settings for each picker wheel:

- Spin Behaviour: This includes speed and duration of wheel spin, manual stop and random starting position. At the highest speed, the options are hidden (so-called mystery spin).
- Confetti & Sound: Setting the animation and sound.

- Tool Colors: Selection of a colour scheme.
- Background Color: Selection of the background colour.

Use in lessons (skills, goals, possible exercises)

The tool is mainly suitable for practising or repeating vocabulary and different language structures (lexis and grammar). Repeating some options can help to automate the language structures. In addition, the skills of speaking and writing can also be developed with this tool. In this respect, the seemingly simple tool offers different possibilities of use in the classroom.
Specific uses:

- The *Team Picker Wheel* can be used to divide learners into groups. The gender of the participants can also be represented proportionally.
- *Number Picker Wheel* can be used to practise number words.
- *Letter Picker Wheel* can be used in various letter games.
- For oral examinations, the Picker Wheel can be used as a random generator for questions to be answered.

Example exercises

Example exercise 1
What can you do with the body part?
With ... I can ...

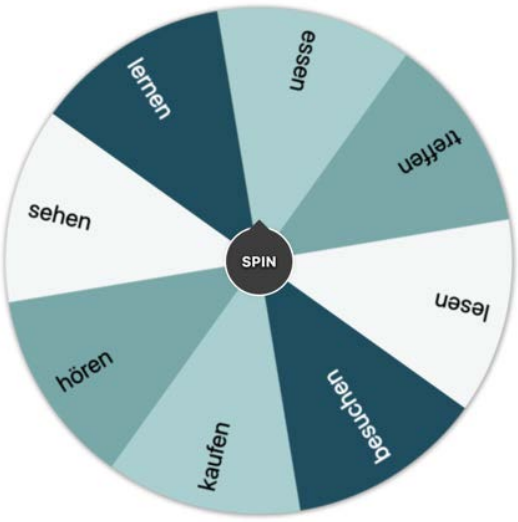
Note: The simple variation of this exercise could be: *What is the name of the body part?* However, questions and options that allow for multiple/alternative answers are more suitable. E.g. *with my legs I can hop/walk/run/kneel* etc.
This type of exercise can also be linked to an exercise sheet – learners have words, sentences etc. in front of them that they can link to the word shown (e.g. verbs with nouns, antonyms, synonyms, adjectives to nouns etc.)

Example exercise 2

What did Max do yesterday? Spin the wheel of fortune and complete the sentence.

Max _____ yesterday .

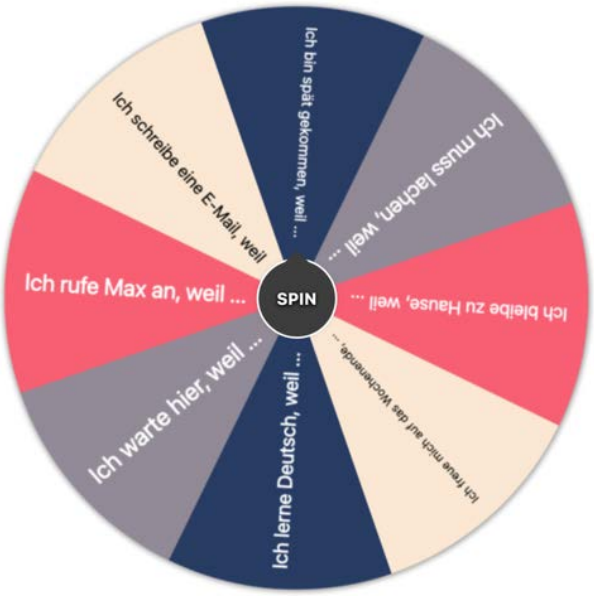
For example: buy → Max <u>bought</u> <u>potatoes</u> yesterday.



Note: In this exercise, only the verb is determined by the wheel of fortune, the other word must be found by the learners on their own. However, the teacher can also facilitate this exercise by offering learners suitable words to choose from.

Example exercise 3

Complete the sentence.



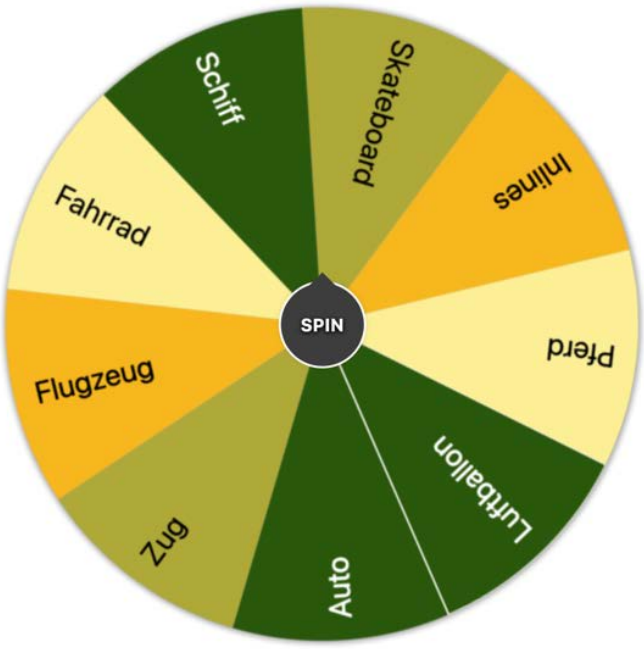
Example exercise 4

You have 5 ingredients at home that the wheel of fortune has given you. What could you prepare with these ingredients? Find several possibilities. What else might you need to buy?

Note: Work in small groups. Each group spins the wheel of fortune 5 times. The Team Picker Wheel can be used to divide into groups.

Example exercise 5

In small groups, discuss the advantages and disadvantages of two chosen movement options assigned to you by the wheel of fortune.



Advantages and disadvantages of the tool

Advantages

- Free of charge, no registration necessary.

Disadvantages

- With certain types of exercises (especially pure vocabulary work or fixed structures), the exercises can become drill exercises.
- One cannot prevent repeated selection of the options (for this reason the exercises should allow different reactions to the selected option.

Alternative tools with similar functions

- Spinner Wheel: https://spinnerwheel.com
- Wheel Decide: https://wheeldecide.com

Description of the tool by *Ján Demčišák*

PollEverywhere

Link: https://www.polleverywhere.com/

Access / Registration / Availability

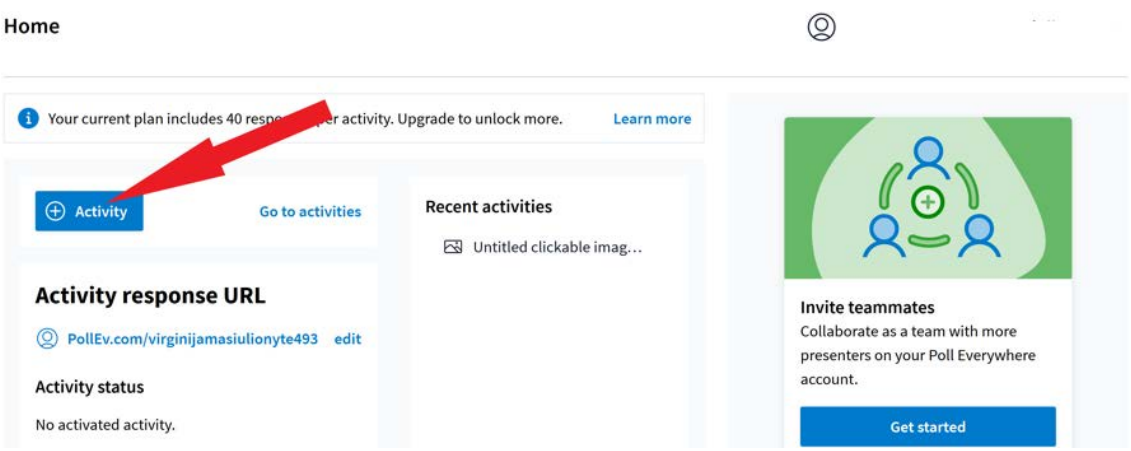
Registration is required (Google ID works). Depending on the needs, one can choose from five possible licence versions, one of which is free of charge.

Functions / instruments of the tool

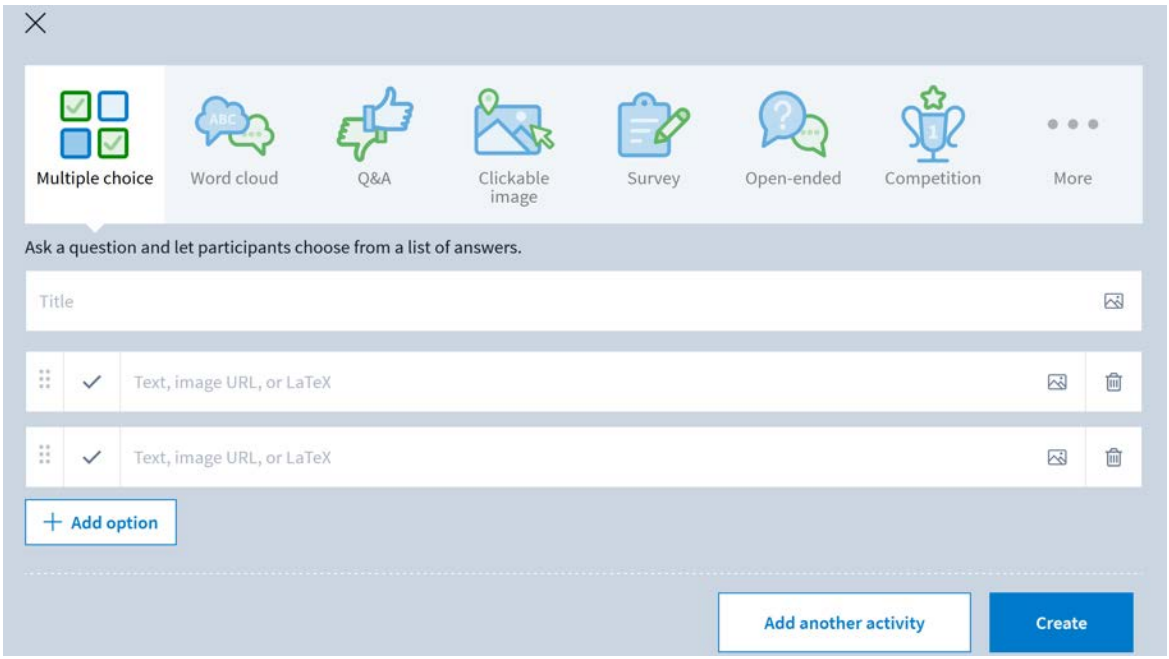
This app is a voting system that can be used in class and during presentations. PollEverywhere can be integrated with other apps:

A voting system allows a question or questions to be asked, possible answers to be given, the answers given to be recorded electronically and the results to be shown in a digital presentation. By asking specific questions and summarising results, learners can be motivated to participate more actively in class. As the results are displayed in real time, i.e. live, the teacher can initiate and specifically guide a possible discussion.

To create a survey, press Activity under Home:

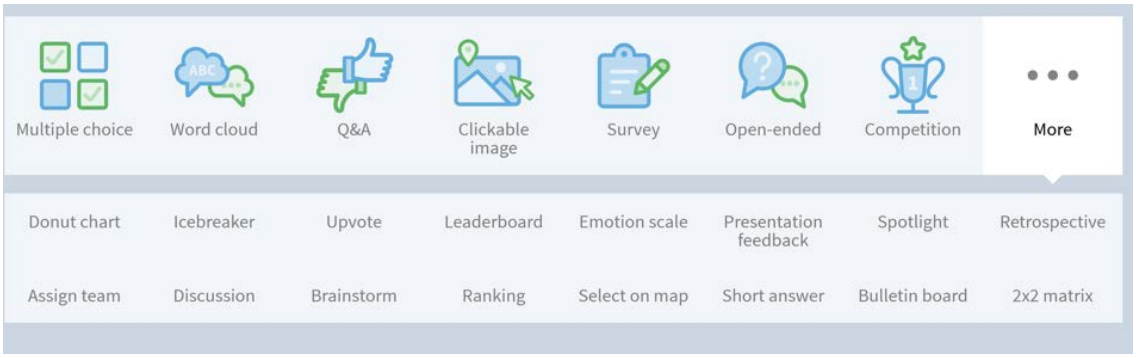


The following question types can be selected:

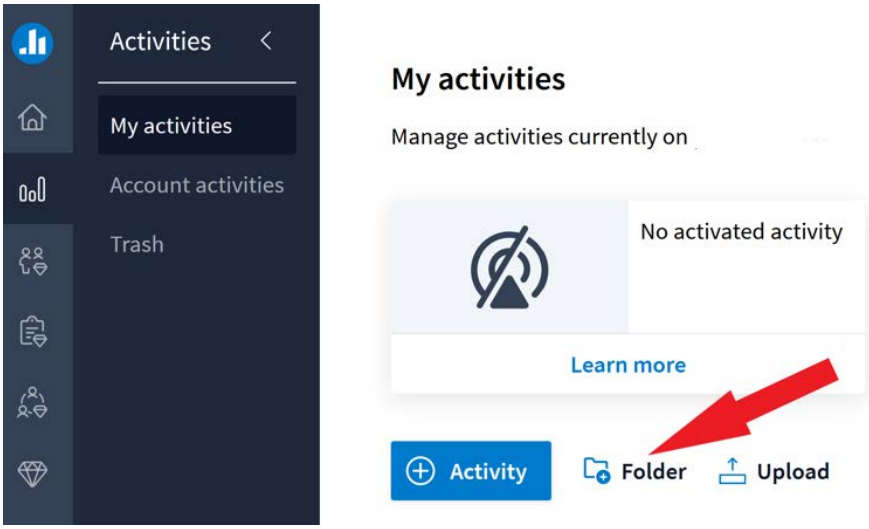


1) Multiple choice: participants can choose from several answer options.
2) Word Cloud: the answers given are visualised in the form of a word cloud.
3) Q&A: Learners answer a question and then can vote on each other's answers. This type of question is good for reaching consensus.
4) Clickable Image: An image can be selected or uploaded and participants can click anywhere on the image.
5) Survey: You can ask a series of questions that the participants answer at their own pace.
6) Open-Ended: a question with an open-ended short answer.
7) Competition: You can create a series of questions and have the participants compete against each other to see who can answer the questions the fastest.

Under “More”, there are more possible question types with pre-set questions (but only in English, but you can replace them with your own):



The surveys created can be grouped together in one or more folders under Activities.



Advantages and disadvantages of the tool

Advantages

- With the free version you can create as many surveys as you like.
- Many options for question types.

Disadvantages

- Participants can only be registered in the paid versions and their activities recorded, as well as reports on them.

Description of the tool by *Virginija* Masiulionytė

QRCode Monkey

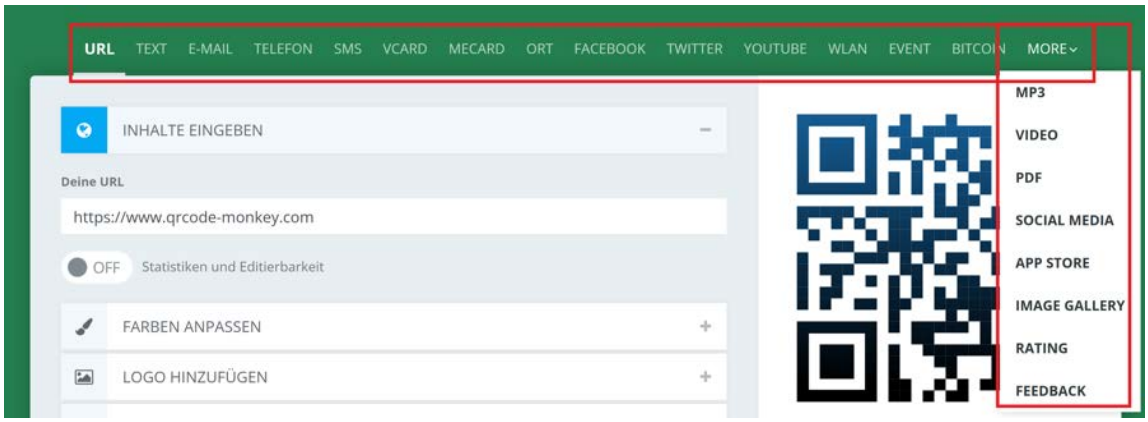
Link: https://www.qrcode-monkey.com/de/#url

Access / Registration / Availability

The app can be used without registration. The QR codes created for URL, text, email etc. are free of charge and have an unlimited lifetime. However, the data types MP3, video, PDF, social media and some more (under "More" - see below) require registration and are chargeable.

Functions / instruments of the tool

This app can be used to generate QR codes with logo, colour and other features. QR codes allow linking between content in different media forms, e.g. between a poster printed on paper and online content. You can create QR codes for the following types of data:



The QR codes can be scanned either with the camera app or with other apps suitable for this purpose.
As can be seen from the description on the website, you can generate an individual QR code in four simple steps:

1. Specify QR code content.
2. Individualise design.
3. Generate QR code.
4. Download QR code.

These steps are also explained in a video tutorial:
https://www.youtube.com/watch?v=D1PRTVg2R0w&ab_channel=SebastianStoll

Use in lessons (skills, goals, possible exercises)

In class, the teacher can use QR codes to supplement printed materials with audio-visual content (e.g. YouTube videos), or the learners can use QR codes themselves, for example when they have to prepare a presentation or participate in a project. Outside the classroom, QR codes can be used to explore specific areas or places of interest.

Advantages and disadvantages of the tool

Advantages

- User-friendly.
- High resolution QR codes.
- Extensive design possibilities.
- Numerous data types.

Disadvantages

- Basically, a single function - linking content.
- The use depends on the creativity of the teacher.

Description of the tool by *Virginija Masiulionytė*

Scrumblr

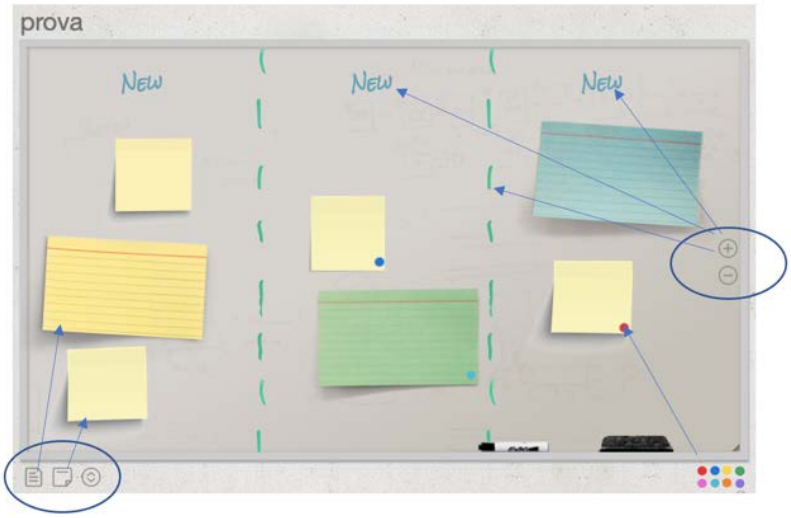
Link: http://www.scrumblr.ca

Access / Registration / Availability

This digital tool is accessible without registration and extremely user-friendly. One enters one's name (or nickname/group name/...) in the field and creates one's own pinboard under this name, which can be shared with others. Access is only via a link.

Functions / instruments of the tool

Scrumblr is a virtual whiteboard suitable for collaborative learning. There are two ways to add things to the whiteboard. One is on the right-hand side and allows the teacher to structure the whiteboard according to need, the other is at the bottom left, where when clicked, an index card appears that can be dragged to the appropriate area of the whiteboard. In this way the pupils can "write" all kinds of ideas on the pinboard.



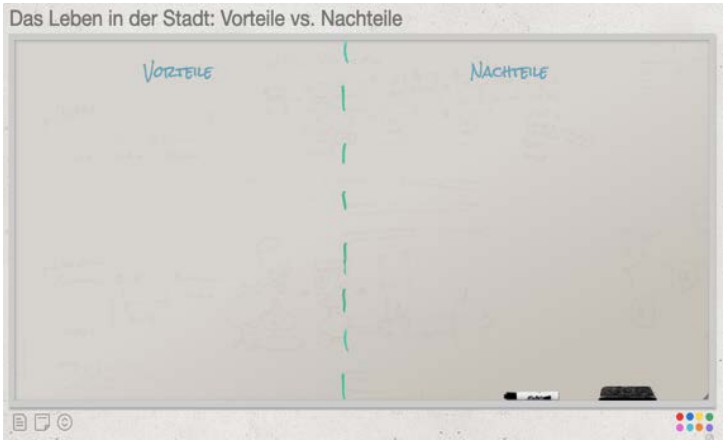
Use in lessons (skills, goals, possible exercises)

Scrumblr can be used in a variety of ways in class, but it is particularly dominated by collecting, processing and comparing content of different kinds (mind mapping, brainstorming, collecting prior knowledge, research results and solutions, etc.). In class, it can be used independently of other learning materials (e.g. to create a mind map on a specific topic to be discussed as a speaking skill activity; as well as in connection with other learning materials or in combination with other digital tools (e.g. pro/con arguments when processing text content as a listening and reading comprehension activity).

Example exercises

Example exercise 1: Collect views before discussion
Should mobile phones be used everywhere? Where yes and where no? Why? Collect ideas and views.

Sample exercise 2: Identifying essential content in reading/listening texts.
What are the advantages and disadvantages of living in the city. Write down.



Advantages and disadvantages of the tool

Advantages

- The pupils can work in parallel.
- Each addition can be followed directly from different computers.
- Therefore, (self-)control also takes place at the same time.

Disadvantages

- It is only about a digital version of the whiteboard or blackboard in the classroom.
- It does not have other functions such as inserting pictures, texts, graphics, songs, etc.
- The possibilities for creative visualisation of tasks are very limited.

Alternative tools with similar functions

- Padlet: https://sk.padlet.com/ (more functions than Scrumblr., registration necessary, free access only with basic version)
- Trello: https://trello.com/ (more functions than Scrumblr., registration necessary, free access only to certain functions)
- Miro: https://miro.com/ (more functions than Scrumblr., registration necessary)
- Lucidspark: https://lucidspark.com/ (more functions than Scrumblr., registration required, free access only to a limited number of functions)
- Jamboard (Google Tool): https://edu.google.com/products/jamboard/ (more functions than Scrumblr., registration not necessary)
- Bitpaper: https://bitpaper.io/ (more functions than Scrumblr., registration not necessary)

Description of the tool by *Simona Fraštíková*

Socrative

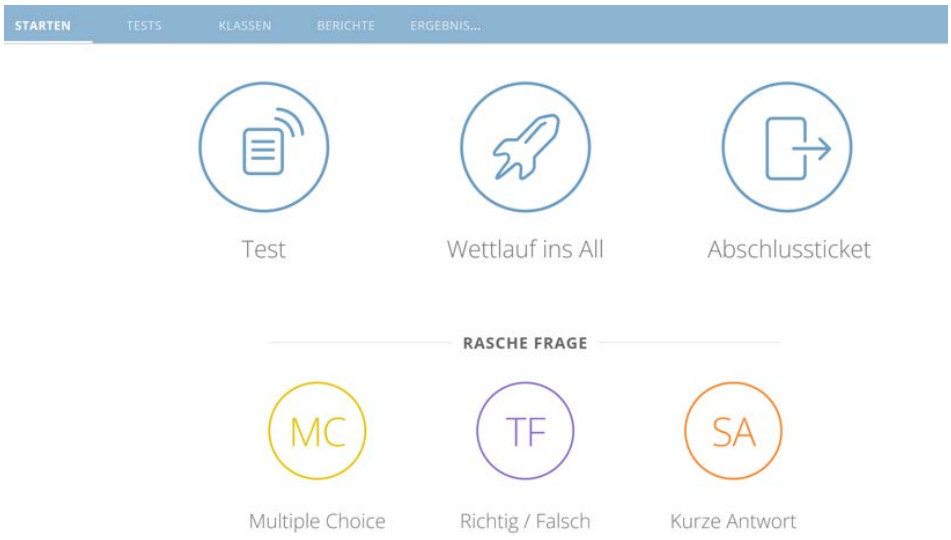
Link: https://www.socrative.com/

Access / Registration / Availability

Registration is required, registration with Google ID also works.

Functions / instruments of the tool

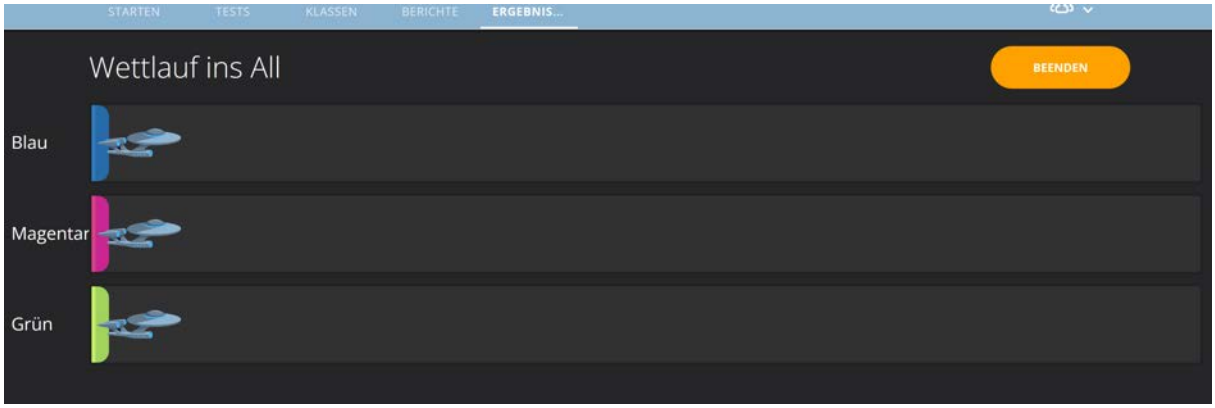
Socrative is a classroom app that basically offers three activities: Test (Quiz), Quick Question and Exit Ticket.



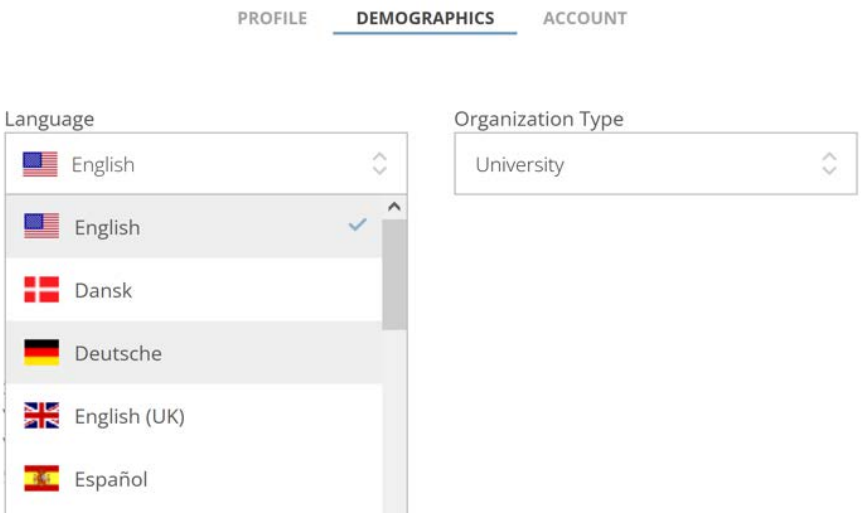
Test allows you to create tests and view instant reports on learner performance. Test includes multiple-choice, true-false and open-ended questions with short answers. You can also add pictures.

If necessary, one can supplement a question with explanations (possibly with pictures):

The quiz can also be done in space race mode: Learners can then compete against each other in teams:



“Quick Question” is good for quick surveys.
“Exit Ticket” is designed for feedback and learning assessment: At the end of the lesson, the teacher can check whether the lesson objectives have been met, whether the learners have understood the material, etc.
You can set up your own classes and view the learners' performance under Reports.
The German language is supported: You can select it under Profile -> Demographics -> Language.



Under the help topics there are numerous blogs (in English) in which certain features of the app are explained and helpful tips are given.

Use in lessons (skills, goals, possible exercises)

This app seems to be best suited for performance monitoring, but also for practice, discussion and sharing.

Advantages and disadvantages of the tool

Advantages

- Easy to understand and very simple to use.
- There is a mobile version of the app.
- Teachers can share the created tests with each other and modify the shared tests according to their own needs.
- When starting a test, one can choose many different settings, such as Immediate Feedback, Free Navigation or Pace indicated by the teacher, Shuffle Questions, Shuffle Answers etc.

Disadvantages

- The free version offers relatively little: only 5 tests, 1 class and max. 50 learners per class. The Pro version is relatively expensive: 90 USD per year.
- The range of task types or activities is limited to the three questions mentioned: multiple choice, short answer and true-false.

Description of the tool by *Virginija Masiulionytė*

Symbaloo

Link: https://www.symbaloo.com/

Access / Registration / Availability

Registration is required (Google ID works). There is a free plan and some plans for a fee.

Functions / instruments of the tool

Symbaloo is a visual bookmarking tool that connects favourite websites with an account and is at hand on any device. The teacher simply gives the learners the corresponding address of their Symbaloo page, and the learners only have to click on the corresponding icon to open a desired link.

Use in lessons (skills, goals, possible exercises)

With Symbaloo it is possible to make exercises, Youtube videos, materials from a cloud, etc. accessible to learners.

Advantages and disadvantages of the tool

Advantages

- Very easy to operate.
- Symbaloo can be used directly in any browser.

Disadvantages

- To use more functions, you need to buy a plan.

Description of the tool by *Aina Būdvytytė*

tweedback

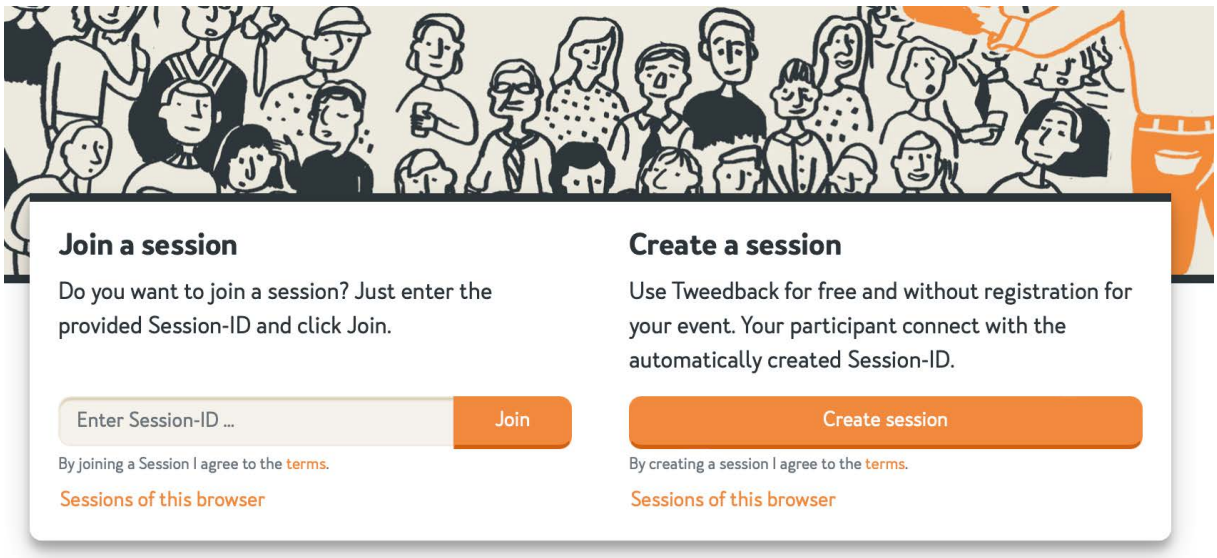
Link: https://tweedback.de/?l=en

Access / Registration / Availability

Access to the basic version is free. The tool can be used directly without registration. A paid version is also available.

Functions / instruments of the tool

The introduction page is simple and clear. Two options are offered at the bottom: *Join a session* or *Create a session*.

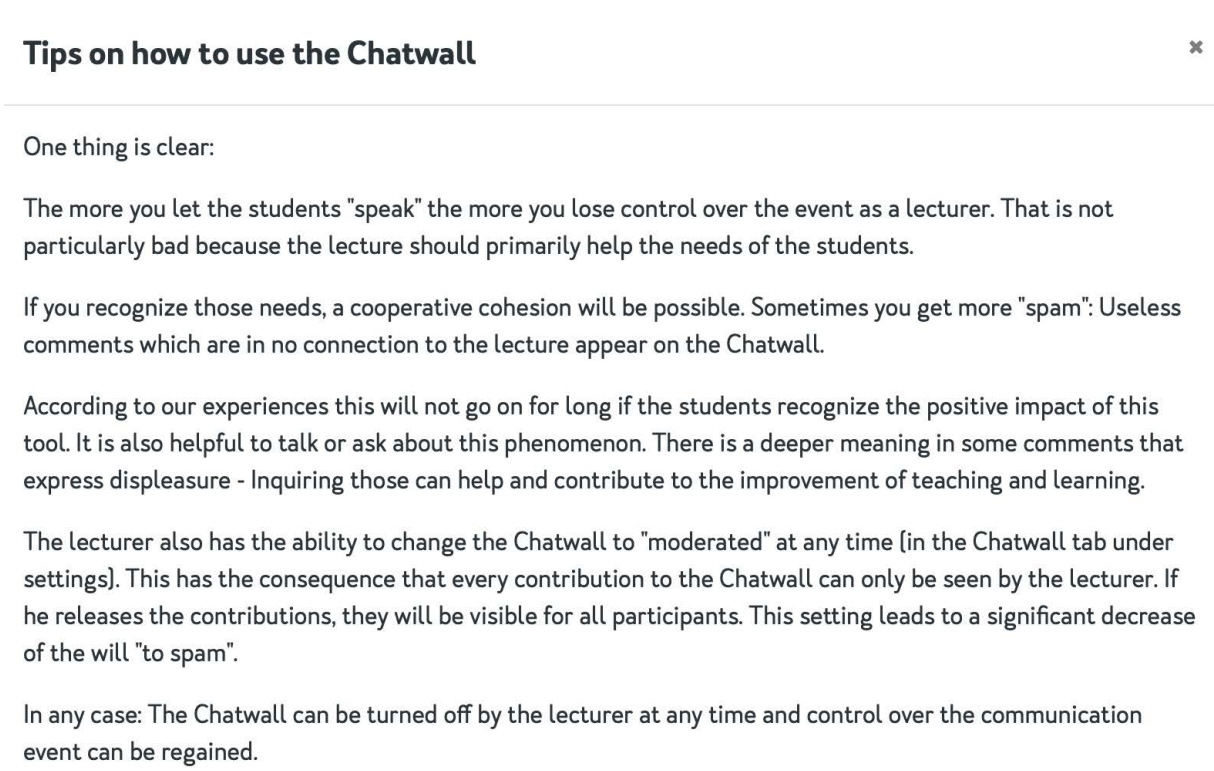


The application is relatively easy and intuitive to use. By clicking on "Create session", you can immediately access the 3 options for accompanying or enriching the course:

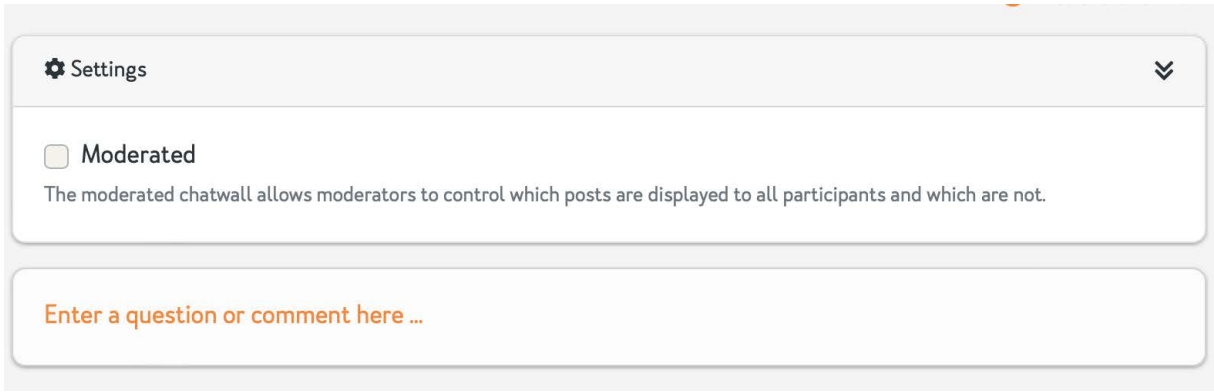
1. Chatwall.
2. Quiz.
3. Panic buttons.

Chatwall

Chattwall is primarily for chatting. The makers of the app take great care to use it correctly in the teaching process, often offering helpful recommendations:



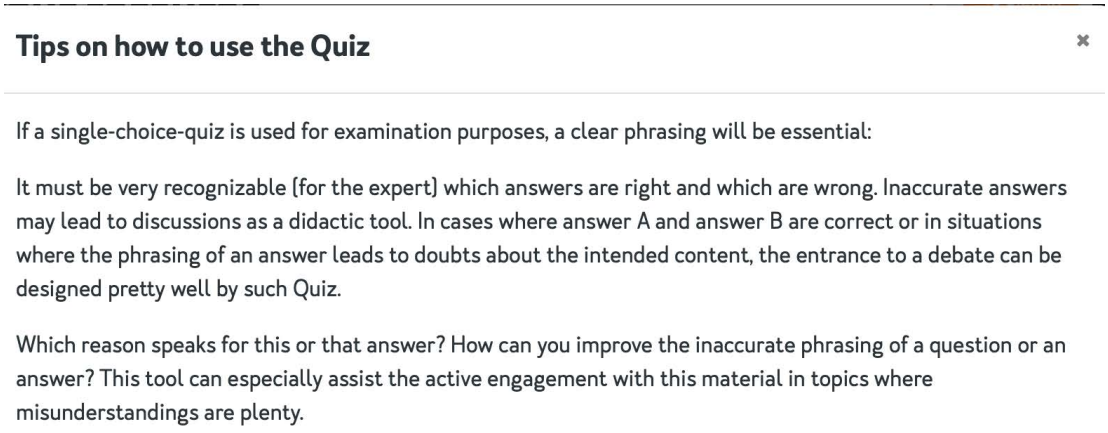
Clicking on this option takes you to the creation of the respective option. One can chat freely, also take on the role of moderator as a teacher:



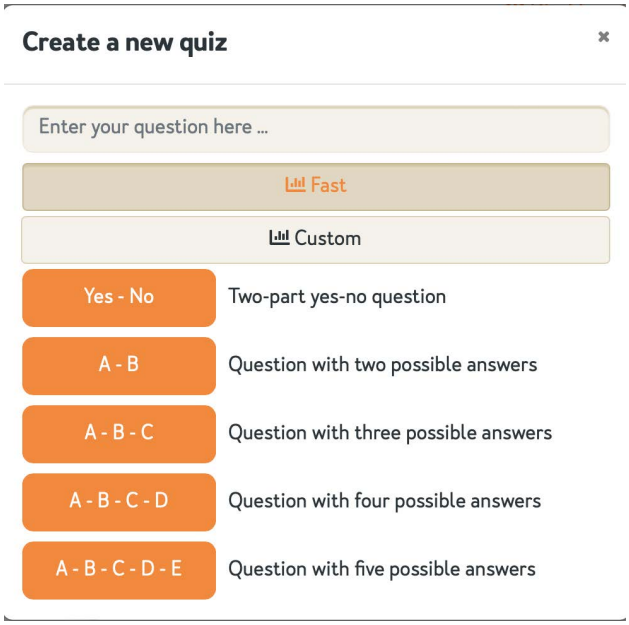
If you are not registered, you are simply given the name "user" with a certain numbering. You can also choose the option "anonymous".
Apart from chatting, weightings can be built in here, i.e. certain questions can be voted up by placing the most important question at the top.

Quiz

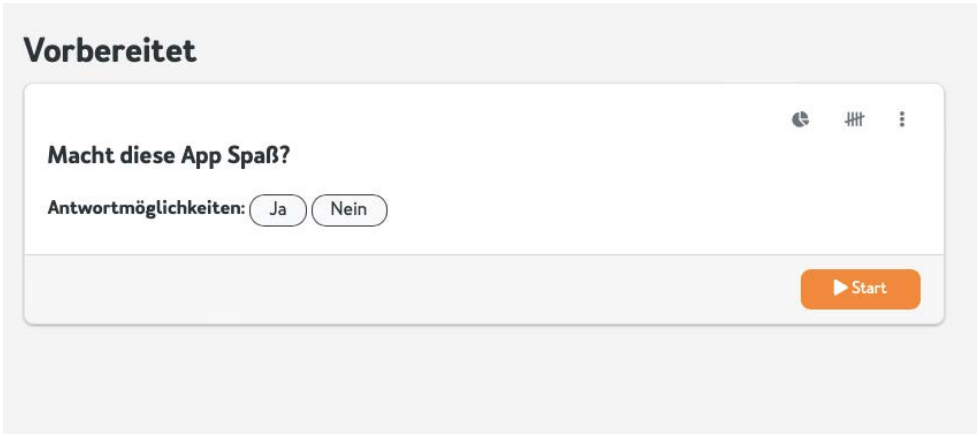
Quiz allows you to ask a single-choice question. Afterwards, you can decide on an answer option and vote. Again, the manufacturers offer good tips so that the question does not go wrong:



When creating a quiz, you have several options, YES-NO question or question with several answer options:

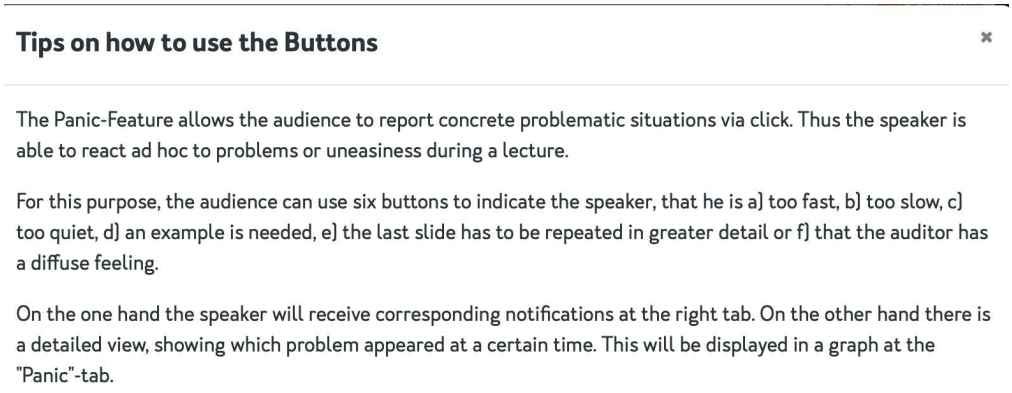


Then it is enough to ask the question and wait for the vote:

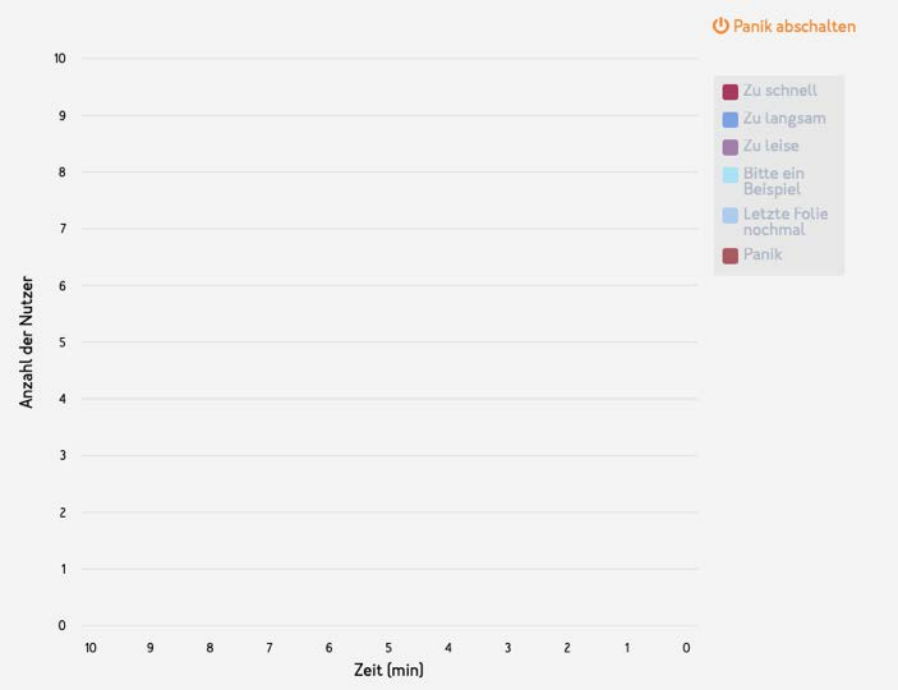


When you click on "Start", you already get the overview of the voting. The ID of the session is always displayed in the right-hand corner and can be sent to the participants.
If you choose "create manually", you can define the answers yourself, they are not predefined as with the "quick dial" option.

Panic buttons
During the event, the participants can submit certain types of problems ("too fast", "an example please") to the teacher. Recommendation:

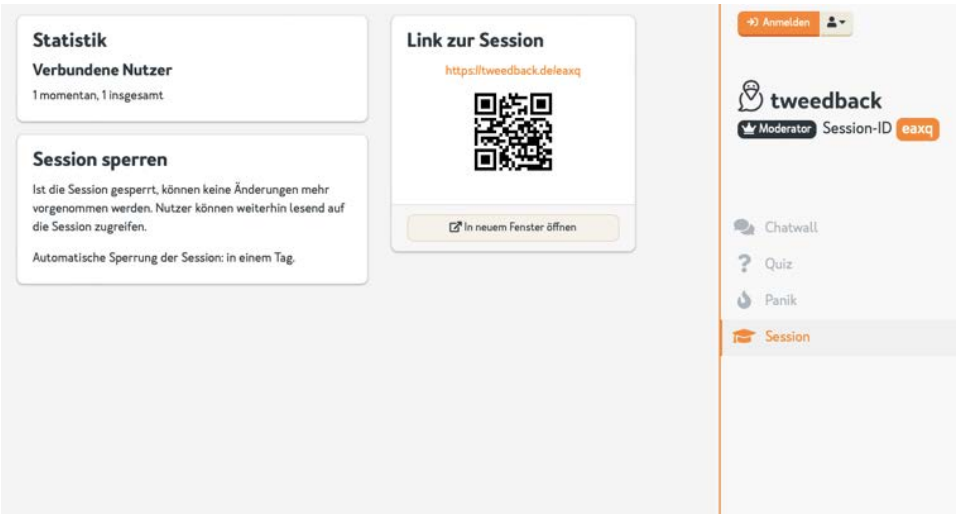


In this option, students can respond immediately. There is a range of responses:



These are then mapped graphically in "number of users" and "time". If the student presses "too fast", for example, then this message remains for one minute. The students have a cool-down time, they cannot keep sending reactions and spamming the messages to the teacher.

The current range of options is always displayed in the list on the left. If you select "Session" (right), you get the statistical information and a QR code for sharing in the left-hand list. The session ID is always displayed on the right-hand side. This ID number or created QR code is used to enable students to register as participants with the help of this information.



The main advantage of this tool is that you can create a quiz or a chat very quickly and easily. One remains anonymous, so voting can be realised without restraint. However, the students can get the feeling that they have a say in the lesson.

Use in lessons (skills, goals, possible exercises)

Some possibilities for using the tool in class have already been described.
In online classes, this app gives the opportunity to chat and vote anonymously.
The quiz is used when students' answers are needed, so it can be applied in different situations:

- Reading or listening comprehension questions.
- Vocabulary exercises.
- Orthographic exercises (with multiple choice).
- Grammar exercises.
- Create (have created) quizzes on different topics,
- Create surveys (you get the evaluation right away).

Advantages and disadvantages of the tool

Advantages

- In online classes, this app gives the opportunity to chat anonymously.
- The quiz is also used when you need the answers from students, you get the evaluation and statistical information immediately.

- The tasks created can be distributed relatively easily to all participants (ID or QR code), the registration of participants and participation is also very simple and clearly/ intuitively structured.

Alternative tools with similar functions

- Kahoot: https://kahoot.com
- Quizlet: https://quizlet.com

Description of the tool by *Monika Horňáček Banášová*

WORDWALL

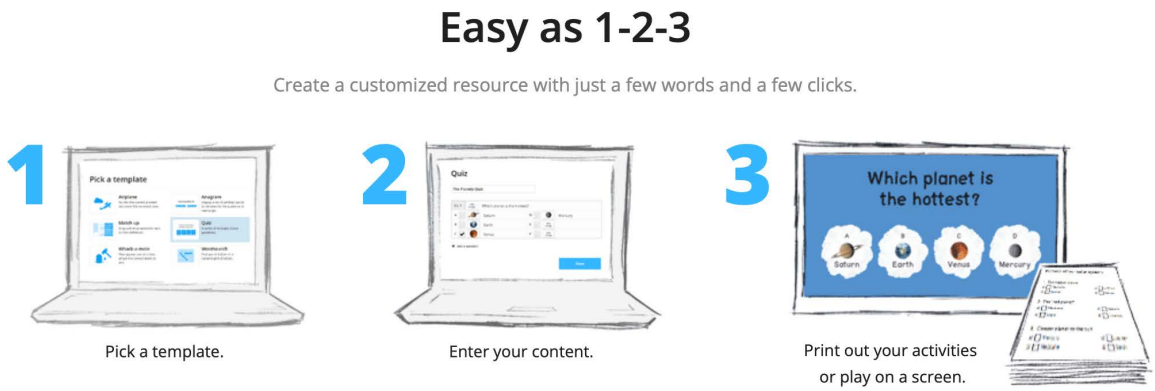
Link: https://wordwall.net/

Access / Registration / Availability

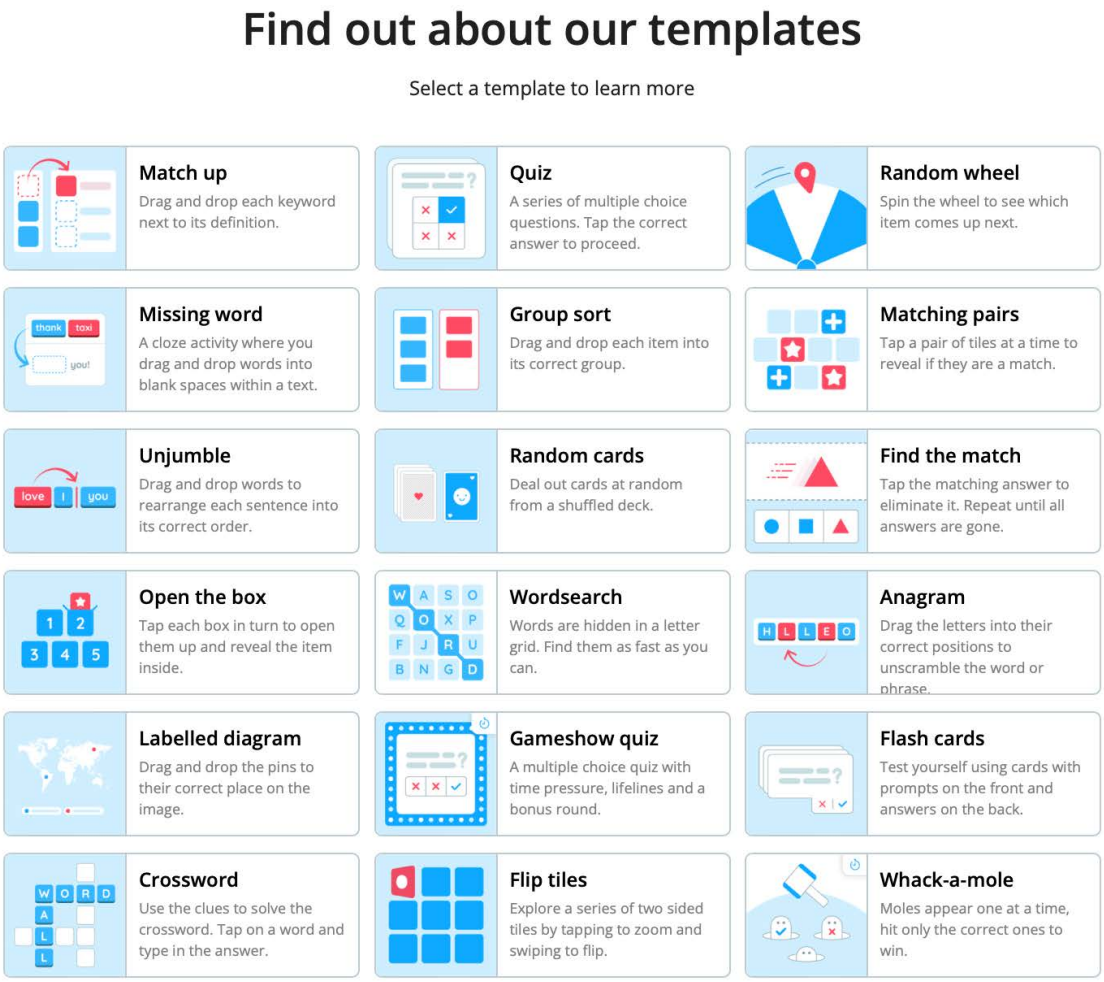
Registration is required, Google ID also works. There is a free subscription and two individual subscriptions or a school subscription for a fee.

Functions / instruments of the tool

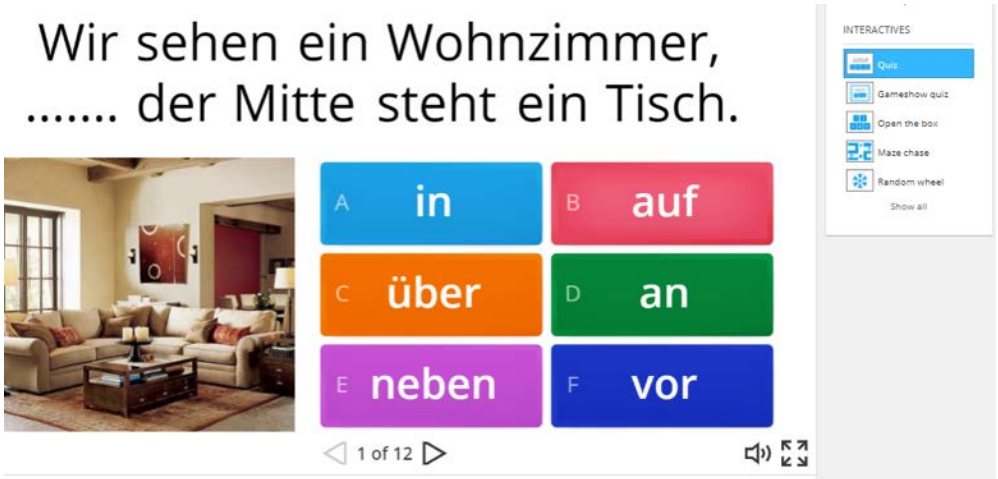
Wordwall is a website that offers the many possibilities for designing individual teaching material. It can be used to create both interactive and printable activities**.**



Interactive activities can be used on any internet-enabled device such as a computer, tablet, mobile phone or interactive whiteboard.
Printable activities can be printed directly or downloaded as a PDF file. They can be used as an addition to the interactive ones or as stand-alone activities.
The activities are created with a template system: you choose a template and enter your own content. The possible templates are quiz, crossword, anagram, word search, whack-a-mole, wheel of fortune, etc.



When the learners have completed the task, they and the teacher get feedback and can check whether the lesson objectives have been achieved, whether the learners have understood the material they have gone through, etc. The German language is supported.
One can easily transfer the template to the other with one click.



Example exercises

Several sample exercises can be found in the exercise database of the DUO project. Here are some examples:

- https://duo.germanistik-ucm.eu/product/sk040/
- https://duo.germanistik-ucm.eu/product/lt103/
- https://duo.germanistik-ucm.eu/product/lt102/
- https://duo.germanistik-ucm.eu/product/lt047/
- https://duo.germanistik-ucm.eu/product/lt043/

Advantages and disadvantages of the tool

Advantages

- You can change the activities pre-made by other teachers and easily adapt them to the needs of your own teaching style and class. Teachers can share the tests they create with each other.
- You can customise motifs, graphics, fonts or tones.
- Wordwall activities can be placed on another website using an HTML code snippet.

Disadvantages

- The number of templates is limited and depends on the type of subscription. A group of people can take out a school subscription and use benefits from Wordwall activities.
- Some templates such as: Anagram, Wheel of Fortune, require a minimum amount of content and simple structures.

Description of the tool by *Aina Būdvytytė*

Online learning and open educational resources are enabling fundamental changes in the world of education, expanding its offer beyond traditional forms and possibilities. However, schools and participants in foreign language education need not only the tools and learning materials themselves, but also the appropriate methodological competences to select, use and develop them effectively. This publication seeks to be a guide in this environment, offering theoretical background, practical examples and a selection of online tools for foreign language teaching, using German as a foreign language as an example.It complements the freely accessible online database of exercises for German: https://duo.germanistik-ucm.eu/uebungen .

Deutsch Unterricht Online

Projekt Erasmus+

This publication is part of the project
Practical and methodical handbook for teaching German online
2020-1-SK01-KA226-SCH-094410

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

Published by
University of Ss. Cyril and Methodius in Trnava, 2023
ISBN 978-80-572-0301-8