ERASMUS + PROJECT DIGITAL CITIZENSHIP EDUCATION AND FOREIGN LANGUAGE LEARNING

REPORT ON SURVEY AND INTERVIEW RESULTS

Authors of report:
Dr. Ireta Čekse, senior researcher
Kaspars Kiris, researcher
Anita Auziņa, senior expert
Agita Klempere-Sipjagina, senior expert
Diāna Liepa, senior expert

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Overview

About the project. The aim of the three-year ERASMUS+ project: "Digital Citizenship Education and Foreign Language Learning" is to strengthen the profile of Digital Citizenship Education (DCE) vis-à-vis foreign language education. Digital Citizenship Education seeks to empower younger citizens to participate actively and responsibly in a digital society and to foster their skills of using digital technologies effectively and critically. In order to facilitate the implementation of the DCE in curricula across Europe, subject-specific solutions are required which currently are still lacking. Therefore, the DiCE. Lang project brings together partners from Germany, Ireland, Italy, Latvia and Portugal to discuss the DCE principles and objectives and search for opportunities to implement them into foreign language education.

The DiCE. Lang project aims to conceptualise how the DCE can best be implemented in foreign language education by developing four intellectual outputs in total:

(1) a survey to research teachers' knowledge, skills and attitudes related to the DCE, which are planned to contribute to the development of a tool for teachers' professional self-reflection;

(2) a comprehensive set of open educational resources available in English and in additional European languages;

(3) a teacher training package for the DCE in foreign language education providing various scalable opportunities for teachers' continuing professional development;

(4) a new policy framework serving to guide adaptable implementations of the DCE in foreign language education in local and national educational contexts across Europe.

Within **the survey as the Intellectual Output 1** of the DiCE. Lang project three research questions were addressed for examination:

1. To what extent do teachers already implement DCE practices in their foreign language classes, and to what extent are teachers not yet informed about the DCE in their professional scope?

2. What are the attitudes of teachers towards the DCE in particular and the digital transformation of education in general?

3. What are teachers' needs and wishes when it comes to implementing the DCE in foreign language education?

Target group. There were 627 foreign language teachers (312 pre-service teachers and 315 in-service teachers) in total who participated in the online survey representing Germany, Ireland, Italy, Latvia and Portugal. Besides, the online survey was piloted beforehand collecting and analysing the responses from 6 respondents from each partner country. The interviews were carried out with 16 interviewees in total, i.e. 4 interviews from each partner country, Germany, Italy, Latvia and Portugal, with exception of Ireland.

The work on the Intellectual Output 1 of the DiCE. Lang project lasted from the end of 2020 until the middle of 2021. The online survey and face to face interviews were carried out during the spring semester of 2021.

The survey was be run according to Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) (https://eur-lex.europa.eu/eli/reg/2016/679/oj).

This report presents the main results of online survey and face to face interviews with the aim to highlight the foreign language pre-service and in-service teachers views and practices related to the DCE.

The definitions of the key concepts, digital citizenship and a digital citizen, are based on the Richardson and Milovidov (2019)[1]:
Digital citizenship and engagement involves a wide range of activities, from creating, consuming, sharing, playing and socialising, to investigating, communicating, learning and working. Competent digital citizens are able to respond to new and everyday challenges related to learning, work, employability, leisure, inclusion and participation in society, respecting human rights and intercultural differences (Richardson and Milovidov 2019; 12).
A digital citizen is someone who, through the development of a broad range of competences, is able to engage actively, positively and responsibly in both on- and offline communities, whether local, national or global. As digital technologies are disruptive in nature and constantly evolving, competence building is a lifelong process that should begin from earliest childhood at home and at school, in formal, informal and non-formal educational settings ((Richardson and Milovidov, 2019; 11-12).

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[1] Richardson, J., & Milovidov, E. (2019). *Digital Citizenship Education Handbook. Being Online. Well-being Online. Rights Online.* Strasbourg: Council of Europe.

1. Results of Online Survey

1.1. Background of Respondents

There were 627 foreign language teachers (312 pre-service teachers and 315 in-service teachers) from Germany, Ireland, Italy, Latvia and Portugal in total who participate in the online survey. 244 respondents were from Germany, 146 were from Portugal, 121 were from Latvia, 76 were from Italy and 40 were from Ireland (see Figure 1.1.1.).
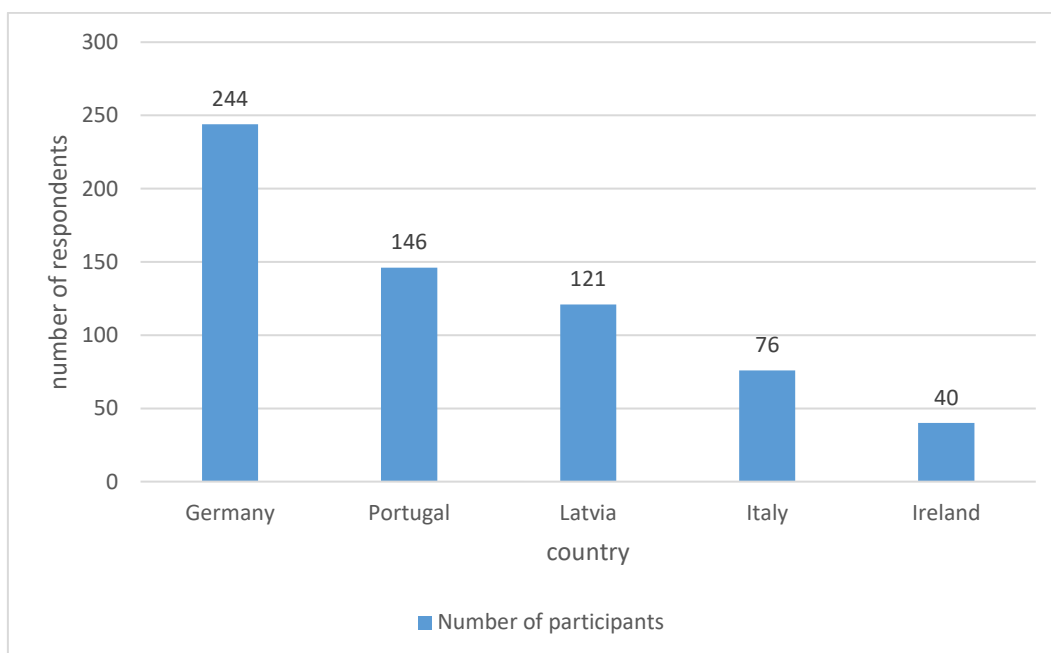

Figure 1.1.1. Total Number of Participants in the Online Survey by Country (N=627)

The largest group of respondents were from Germany, 39 % of all (see Figure 1.1.2.). Using weights according to the number of inhabitants in each country, Latvia had the highest weight value with about 75% advantage over other countries.
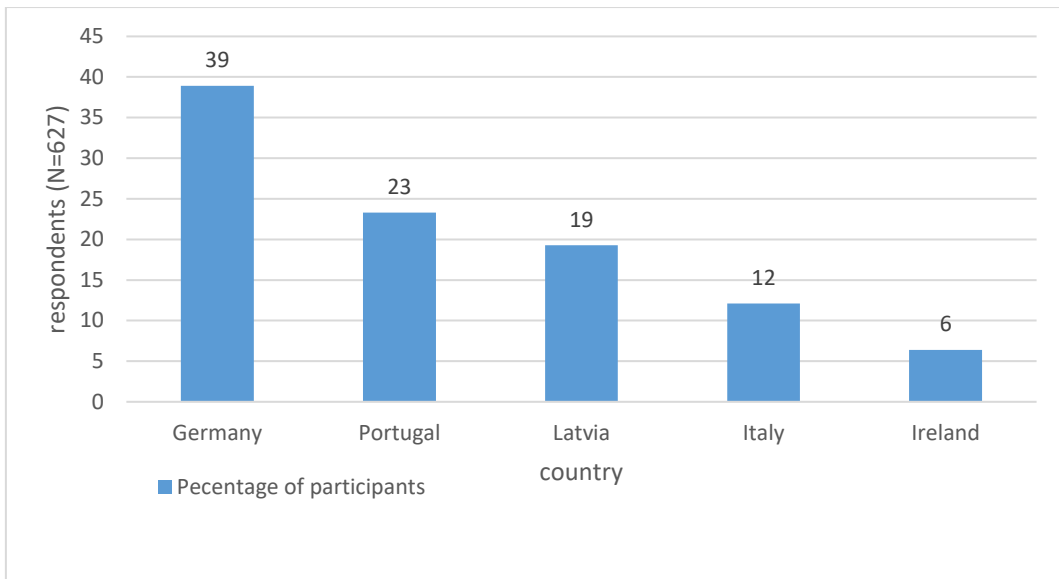
Figure 1.1.2. Percentage of Participants in the Online Survey by Country (N=627)

Among the online survey respondents there were mostly female English teachers, they varied from 79% to 90% of all the teachers (see Figure 1.1.3.). The major proportion of male foreign language teachers was in Germany, but the least one was in Latvia.
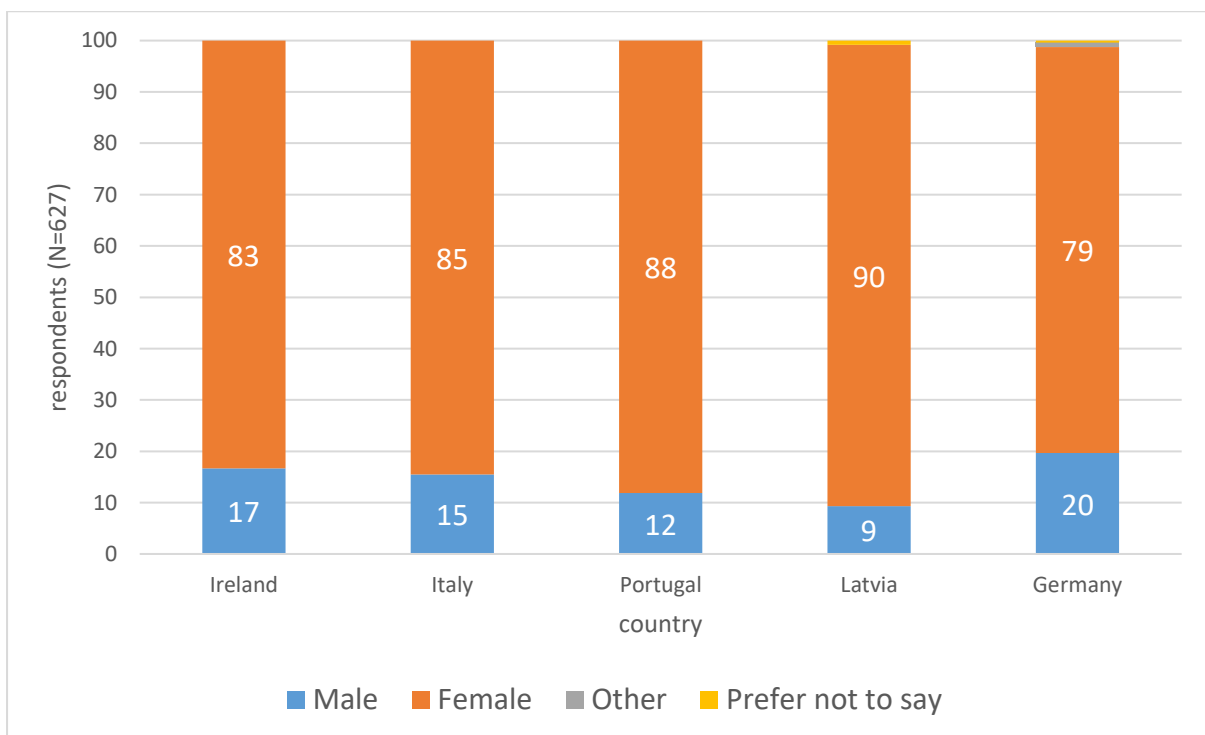

Figure 1.1.3. Respondent Compared by Gender per Country (N=627).

When examining the respondents' age groups represented in the online survey, it was found out that mostly there were foreign language teachers of the age from 41 to 60 years (see Figure 1.1.4.). Italy was the only country among the partners with an increasing trend line for the experienced teachers. Overall, other partner countries had a great majority of teachers in the age group of 21-30 years (see Figures 1.1.5 - 1.1.8): around 45% in Ireland, Portugal and Latvia, but 80% in Germany.
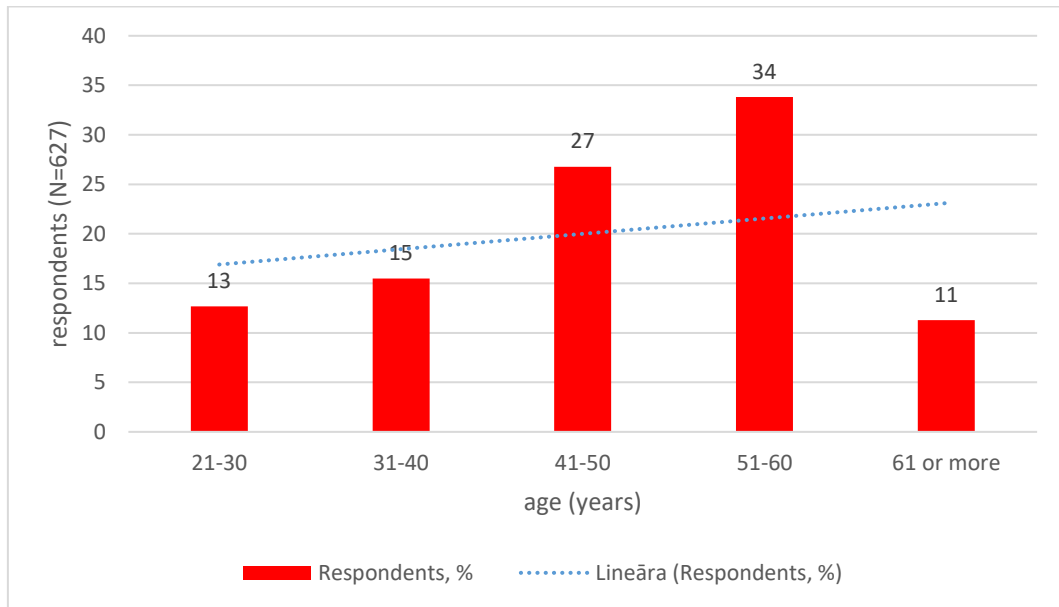

Figure 1.1.4. Comparison of Respondents' Age from Italy (n=71).
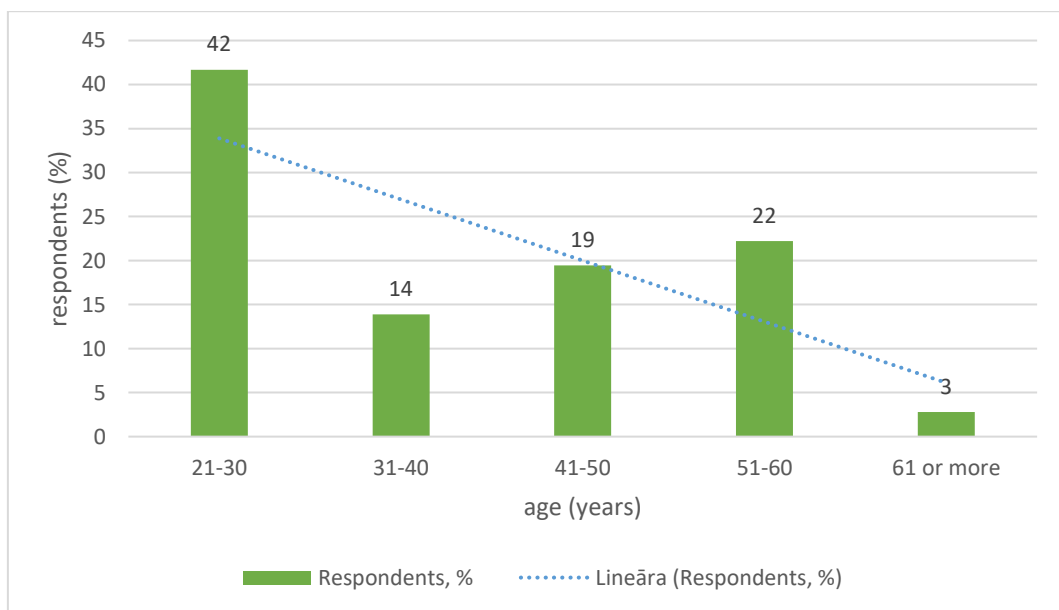

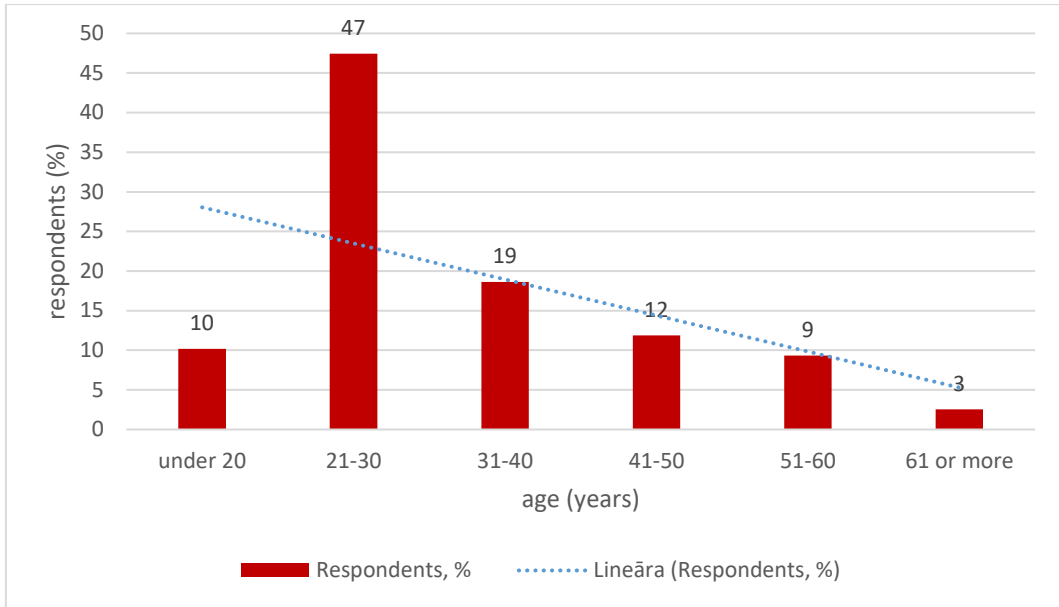Figure 1.1.5. Comparison of Respondents' Age from Ireland (n=36).

Figure 1.1.6. Comparison of Respondents' Age from Latvia (n=118).
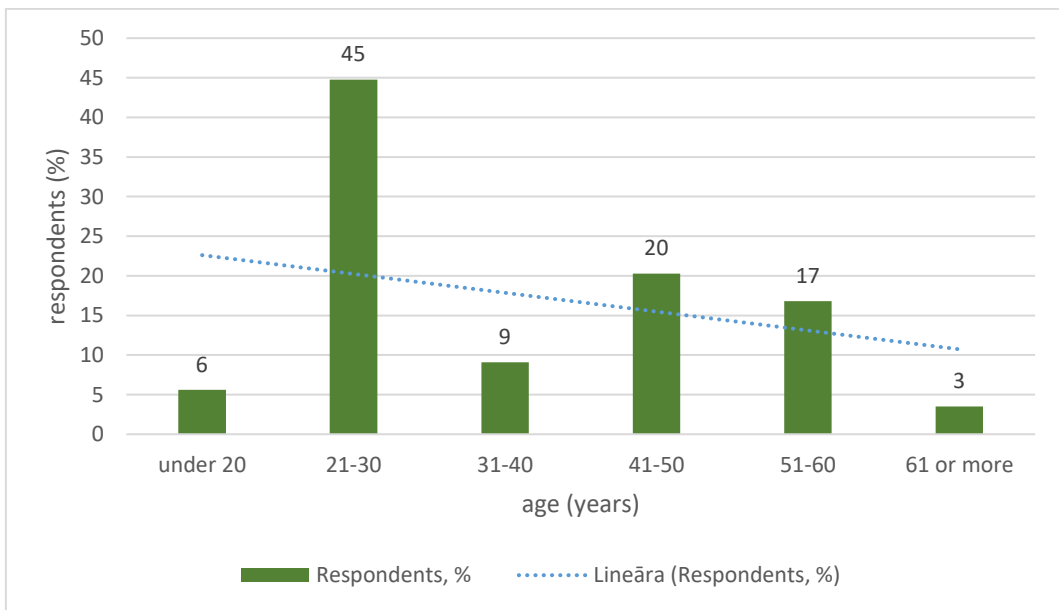

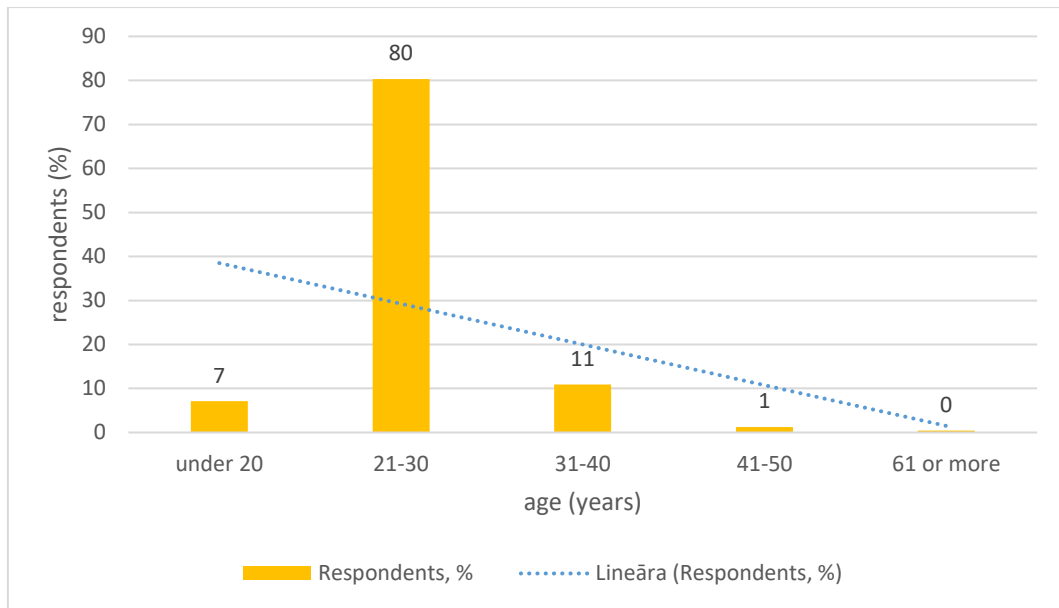Figure 1.1.7. Comparison of Respondents' Age from Portugal (n=143).

Figure 1.1.8. Comparison of Respondents' Age from Germany (n=239).

According to the results that show the respondents' represented school locations, i.e. in villages, towns and cities, it was found out that the most balanced country was Latvia in respect of the school locations where the foreign language teachers worked, with all school area groups being represented from 8% to 36% (see Figure 1.1.9.). Italy had a great majority of foreign language teachers working in towns (66%), but Germany had 47% of respondents from large cities that consisted of more than 1 million inhabitants.
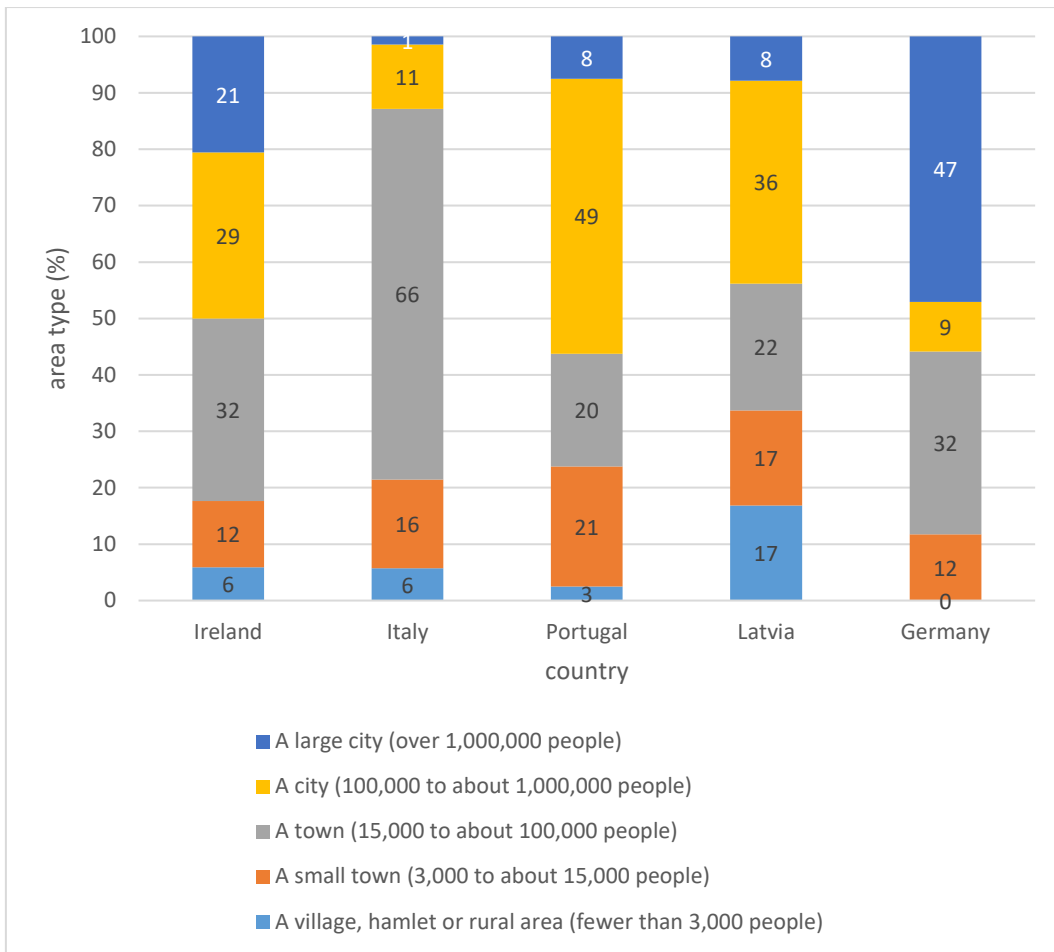
Figure 1.1.9. Description of School Area, Comparison by Countries (N=627).

The results showed that most of teachers represented large size schools. By the data regarding the enrollment rate of schools, the respondents were working at, the results showed that most of the foreign language teachers worked in schools with a student size between 3001-500 and 901-1100 students per school.
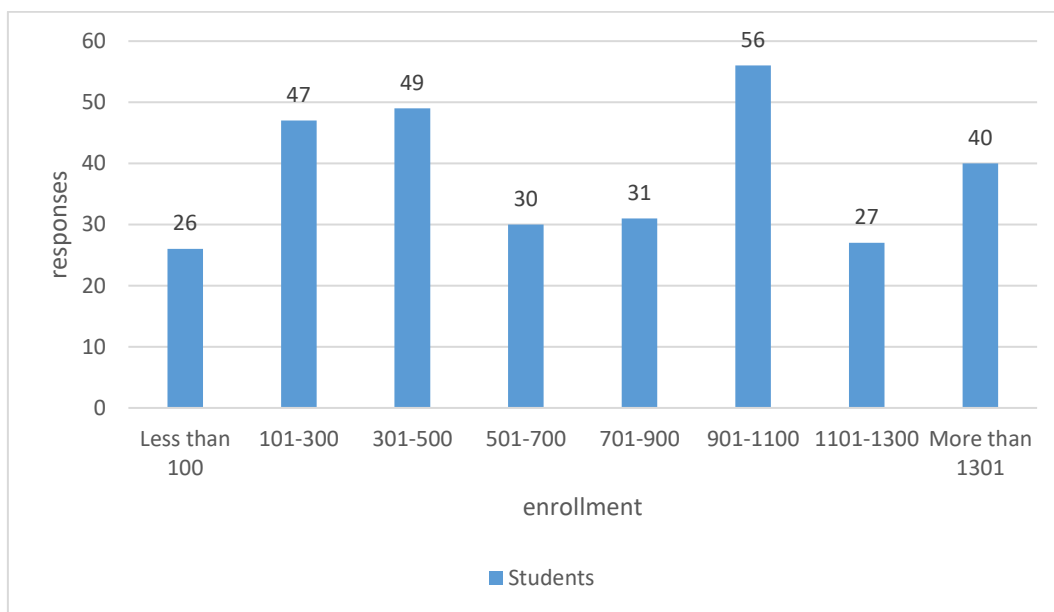

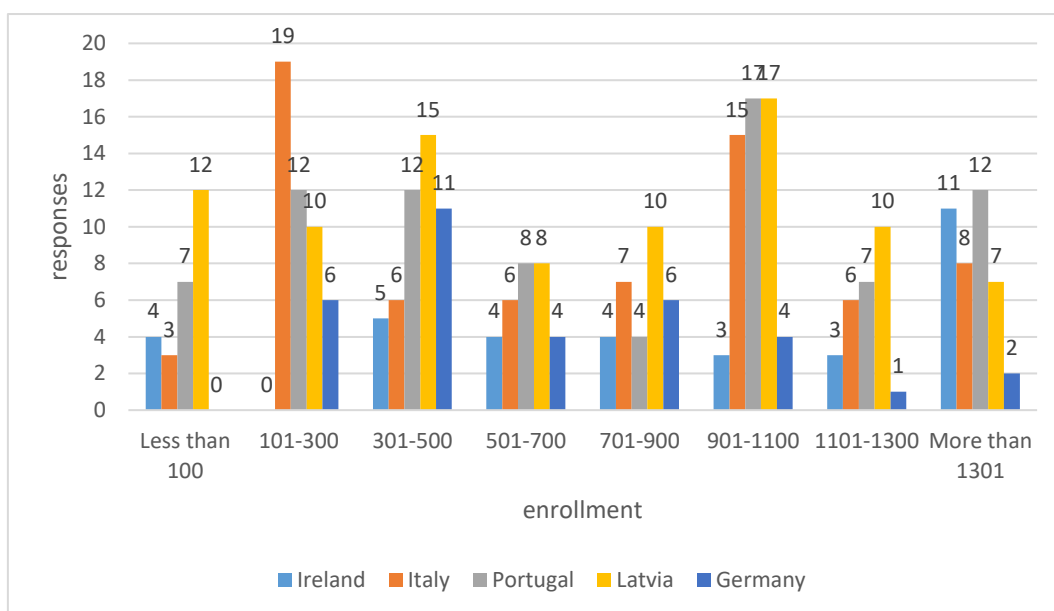Figure 1.1.10. Student Enrollment Rate in the Respondents' Schools/Institutions (N=307)

Figure 1.1.11. Student Enrollment Rate in the Respondents' Schools/Institutions by countries (N=307)

1.2. Language of Teaching
1.1.1. Pre-service Teachers

The question "What language/s do you plan to teach?" was asked to pre-service foreign language teachers to find out their professional intentions. There were 312 pre-service teachers in total who provided their answers (see Figures 1.2.1.1 - 1.2.1.5). Among the partner countries, the most diverse language teaching plans were stated in Germany where there were 7 different foreign languages indicated by respondents; but in Ireland the choice of foreign languages to teach was minimal. Three foreign languages, which was the smallest number of languages to teach, were chosen by the respondents in Italy.

Figure 1.2.1.1. Languages the Pre-Service Teachers Plan to Teach in Ireland (n=7).

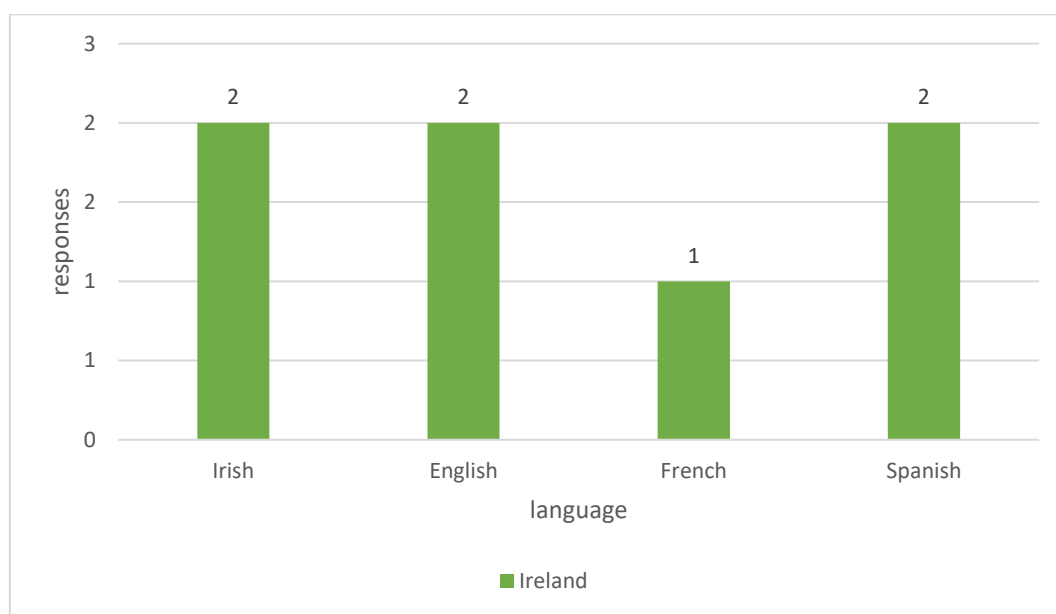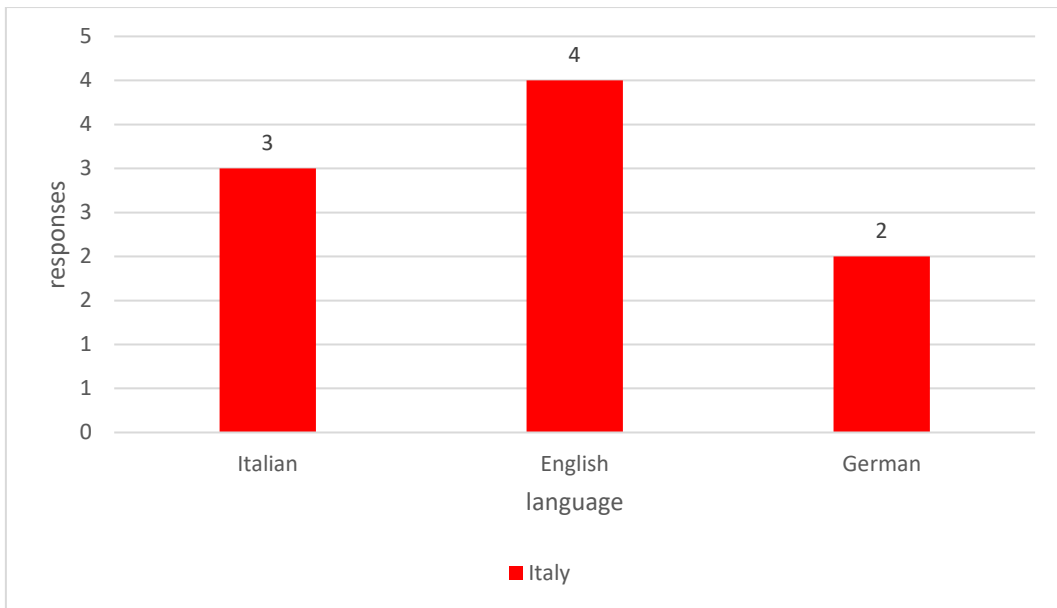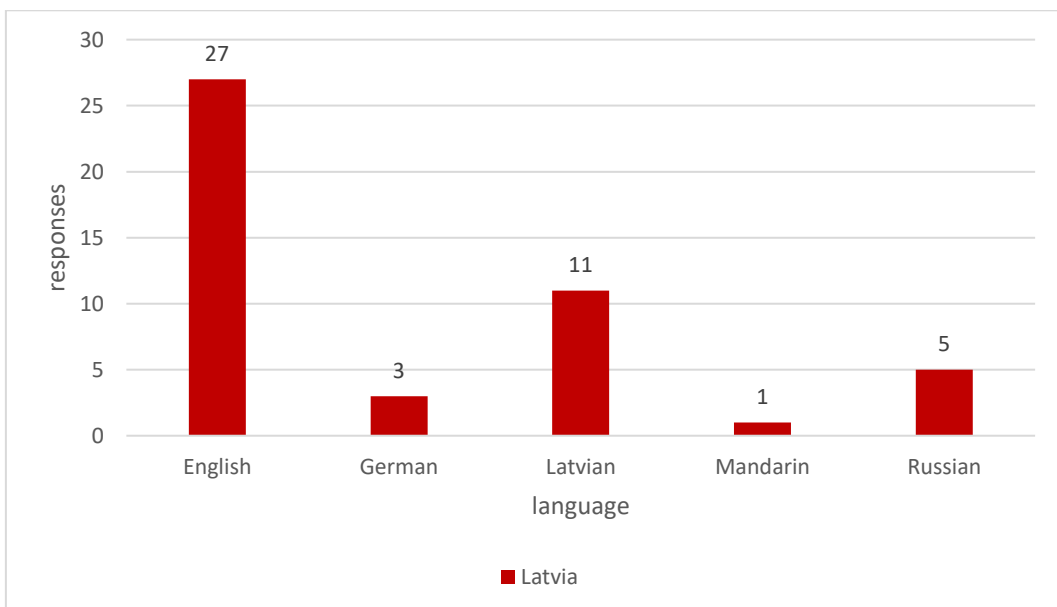Figure 1.2.1.2. Languages the Pre-Service Teachers Plan to Teach in Italy (n=9).

Figure 1.2.1.3. Languages the Pre-Service Teachers Plan to Teach in Latvia (n=47).
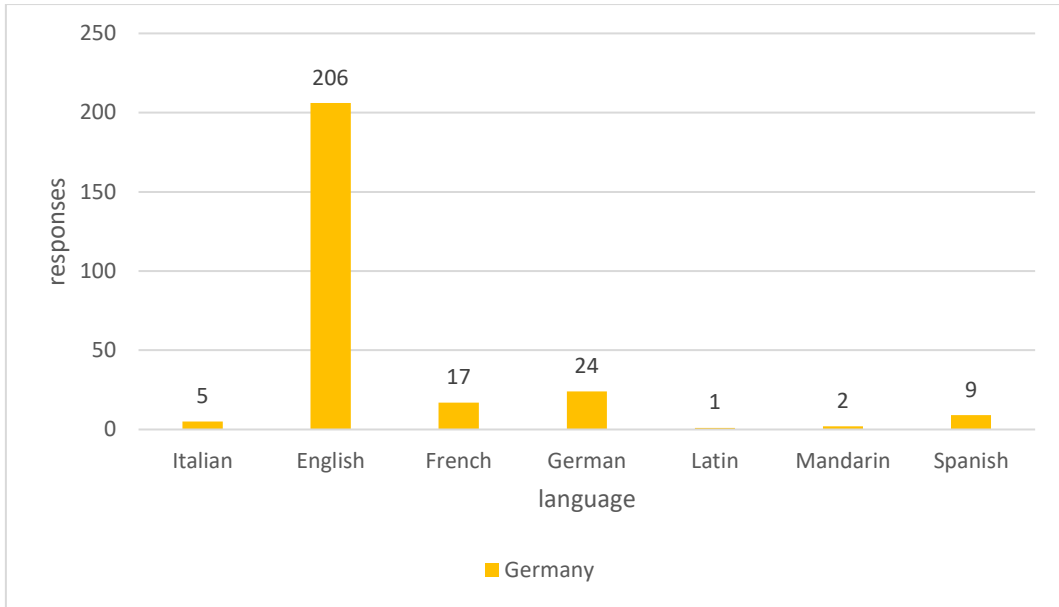
Figure 1.2.1.4. Languages the Pre-Service Teachers Plan to Teach in Germany (n=264).
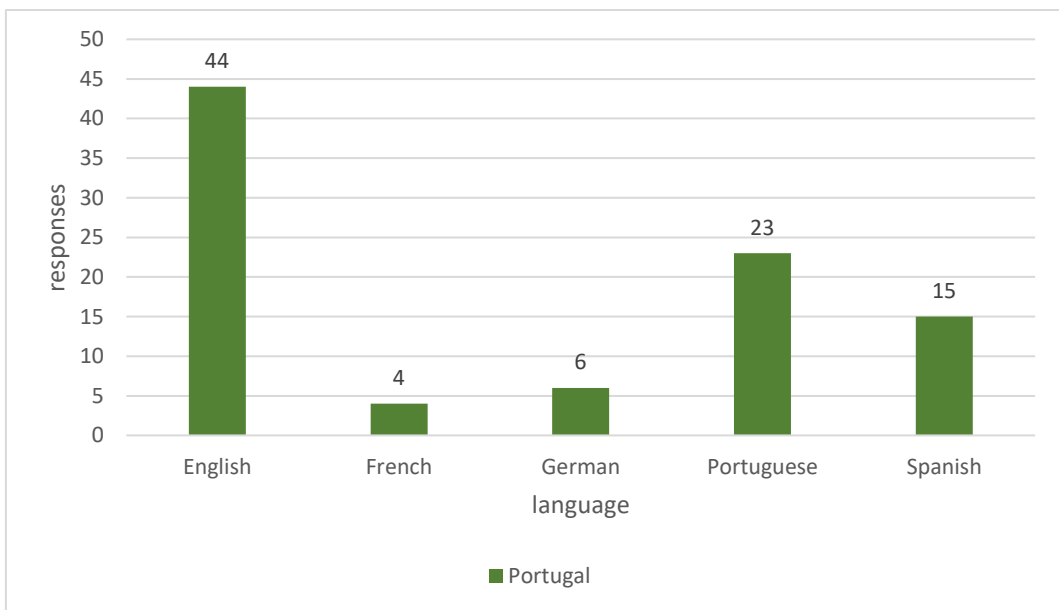
Figure 1.2.1.5. Languages the Pre-Service Teachers Plan to Teach in Portugal (n=92).

The English language was chosen for teaching the most as 68 % of all the pre-service respondents indicated that (see Figure 1.2.1.6).
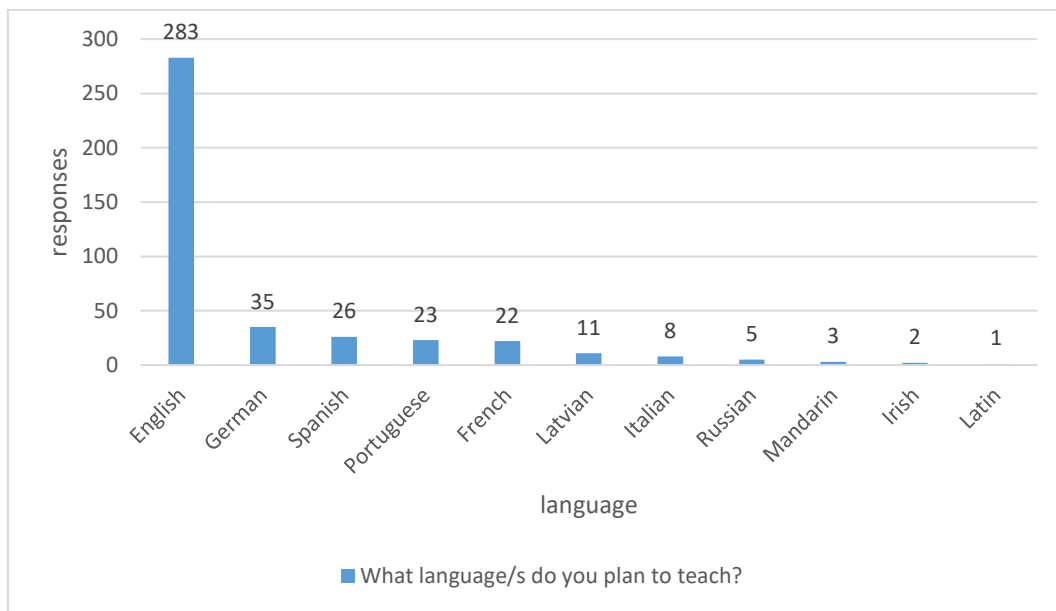
Figure 1.2.1.6. Overview of the Language the Pre-Service Teachers Plan to Teach (n=419).

1.1.2. Teaching Language of In-Service Teachers

The in-service teachers were invited to indicate the foreign language or languages they taught. The scope of languages the subject teacher teach professionally can be seen in Figures 1.2.2.1 - 1.2.2.6. The most represented group are the English language teachers from Latvia (n=80), Portugal (n=65), Germany (n=32), Italy (n=48) and Ireland (n=10). Other respondents are teachers of the native language of the country, respectively, Latvian, Portuguese, German, Italian, Irish, and such popular foreign languages in Europe and globally as Spanish, German, French, Italian and Russian.
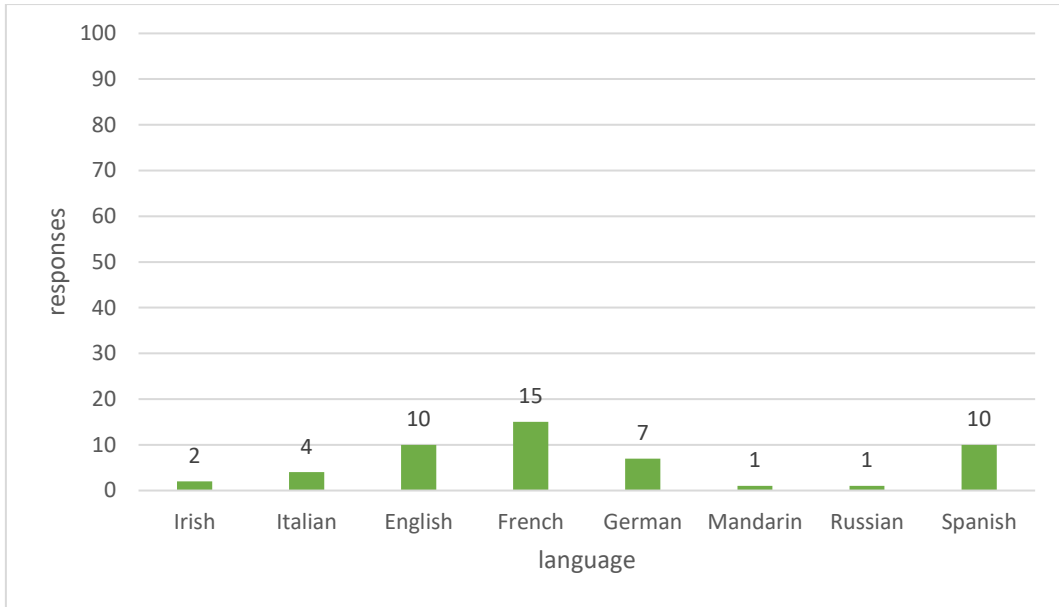
Figure 1.2.2.1. Languages Taught by In-Service Teachers in Ireland (n=50)
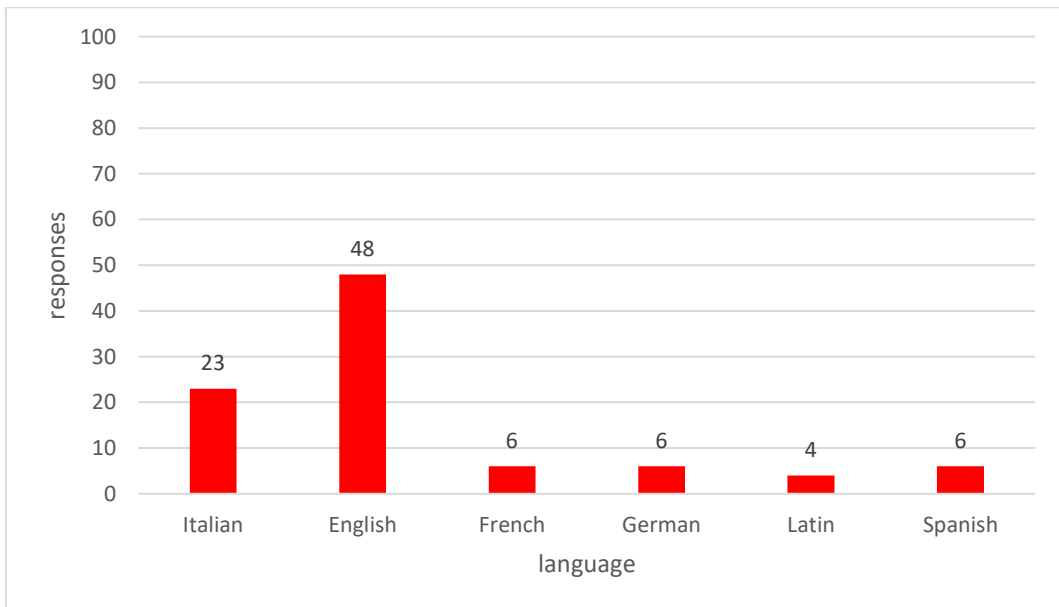
Figure 1.2.2.2. Languages Taught by In-Service Teachers in Italy (n=93)
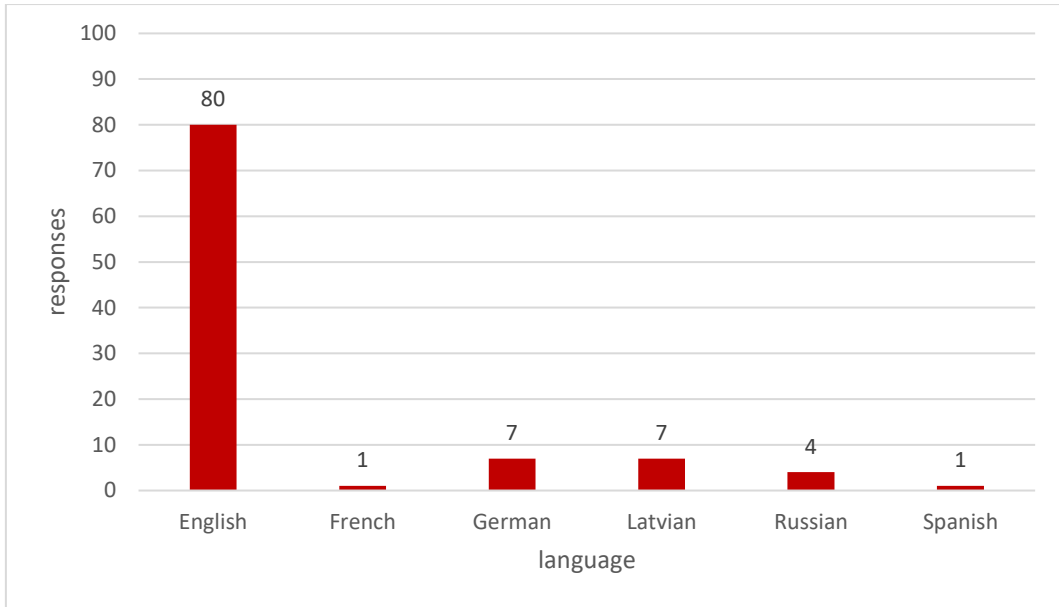
Figure 1.2.2.3. Languages Taught by In-Service Teachers in Latvia (n=100)
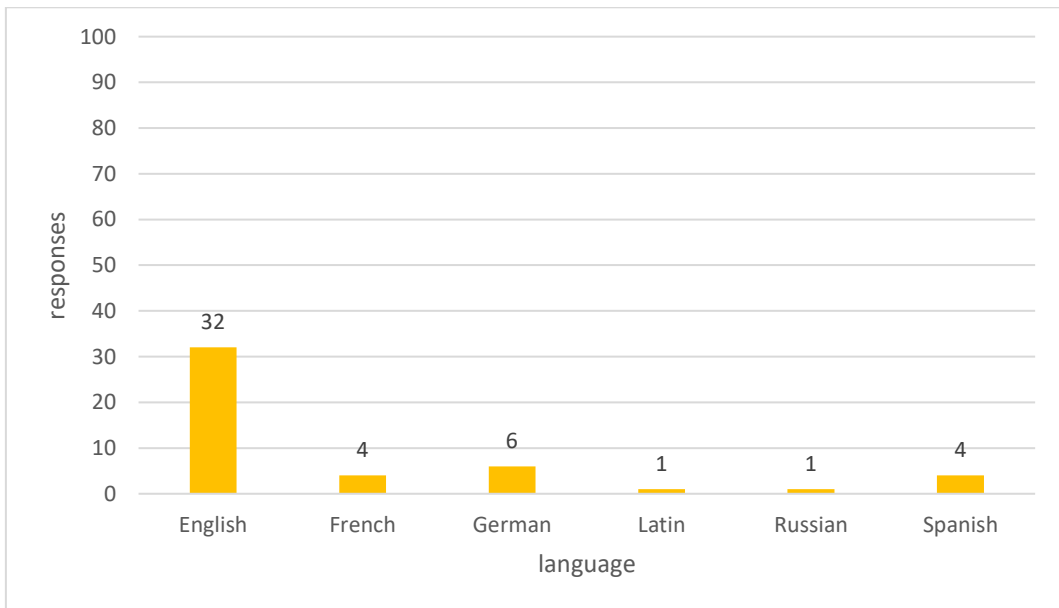
Figure 1.2.2.4. Languages Taught by In-Service Teachers in Germany (n=48)
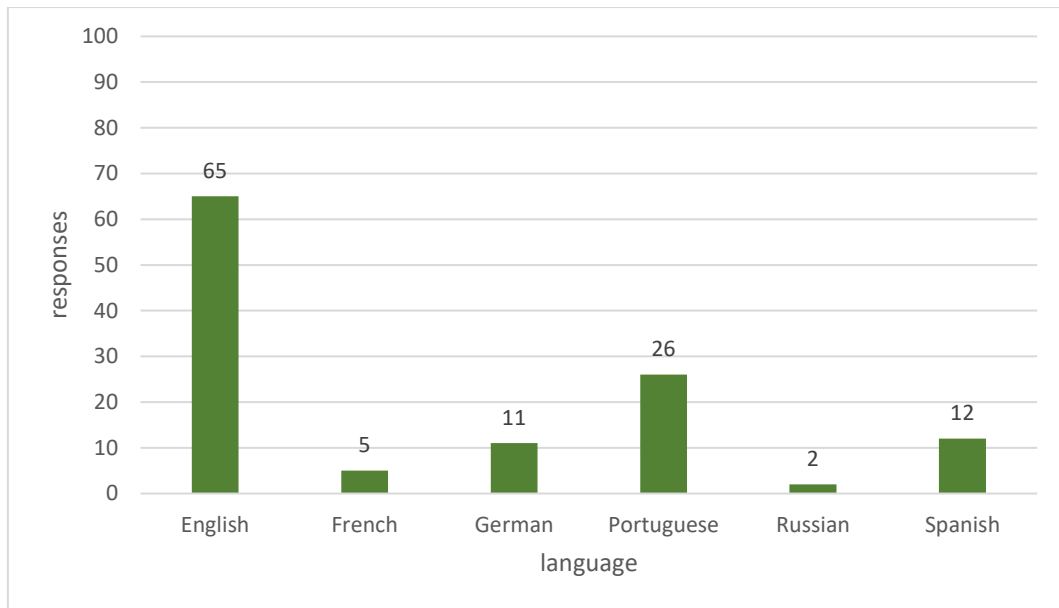
Figure 1.2.2.5. Languages Taught by In-Service Teachers in Portugal (n=121)

There is not a huge difference between the choice of foreign languages the pre-service teachers planned to teach, and the foreign languages in-service teachers taught, except for Italy where only 8% of respondents wanted to teach Italian, but 27% already taught it. As the English language is a global language, also the survey data revealed that 283 of the pre-service respondents planned to teach this language; besides, there were 235 in-service teachers who already taught the English language (see Figure 1.2.2.6).
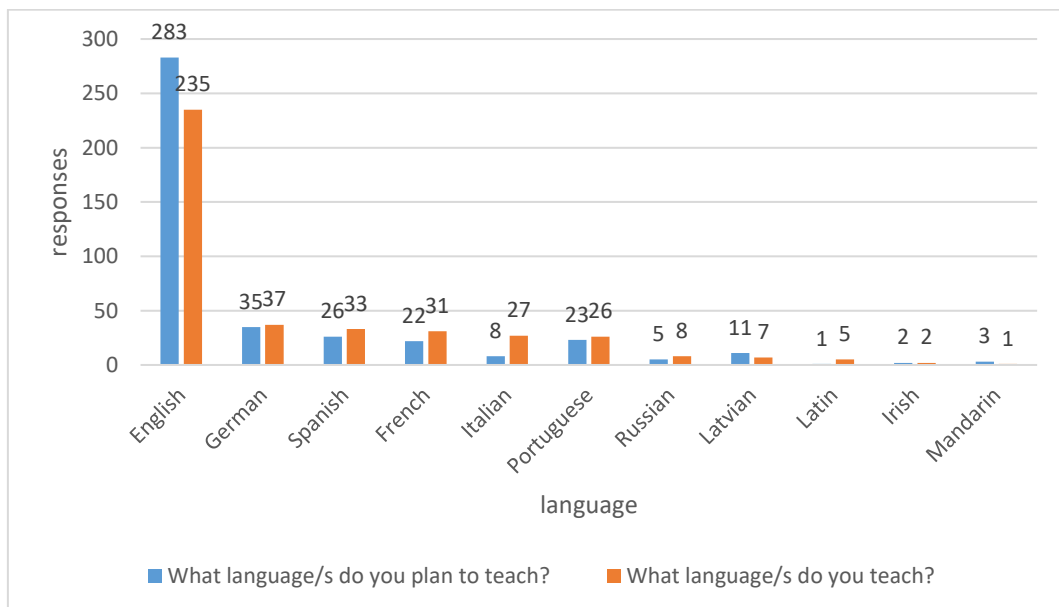
Figure 1.2.2.6. Comparison Between Languages Planned to Teach by Pre-Service Teachers and Languages Taught by In-Service Teachers (n=412)

1.3. Teacher Experience

Countries with the most experienced and active teachers to participate in the online survey were in Portugal and Italy (see Figure 1.3.1 and Figure 1.3.3). Other partner countries were represented by teachers being mostly of 1-5 years of experience; there was observed a tendency of respondents having less years of in-service experience. The most critical disproportion was for in-service teachers from Germany; the gained experience from 0 to 10 years was for 88% of all teachers. The majority of active teachers of Ireland, Latvia and Germany were 21-30 years old with their experience lasting from 1 to 5 years. Thus, it can be stated that there is an evidence of new generation foreign language teachers entering the profession.

However, Portugal did not show the same tendency between the teachers' age and experience. Besides, the gained data from Italy highlighted the highest number of very experienced teachers in the age group over 40 years.
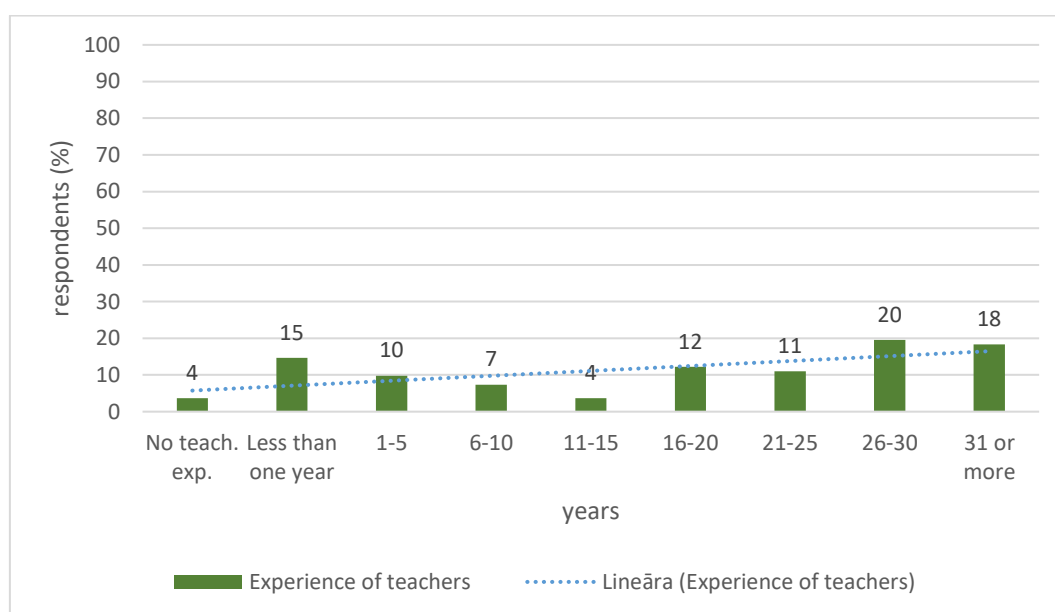
Figure 1.3.1. Teacher Experience in Years: Respondents of Portugal (n=82)
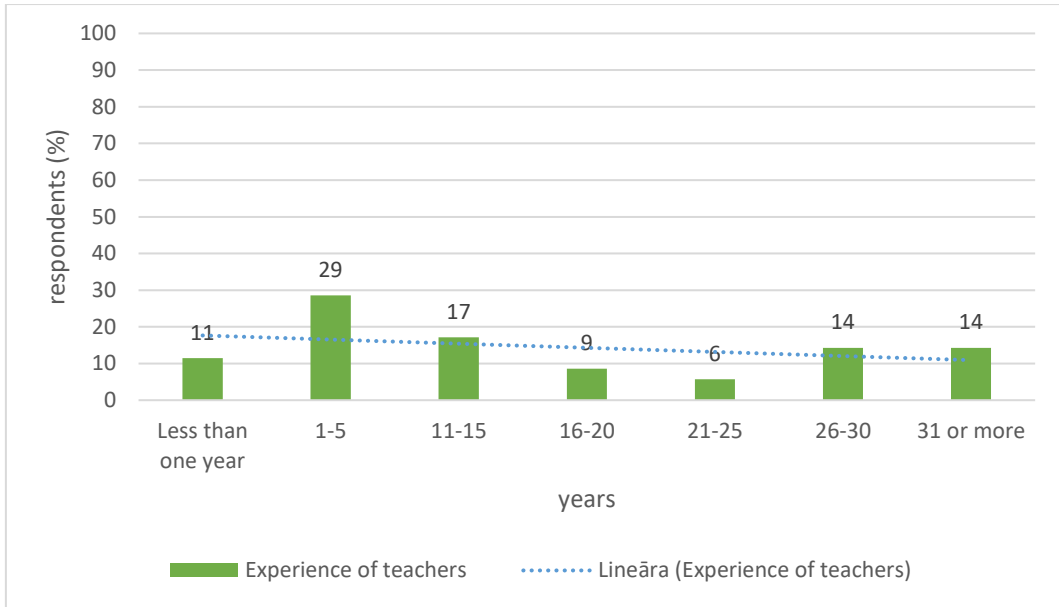
Figure 1.3.2. Teacher Experience in Years: Respondents of Ireland (n=35)
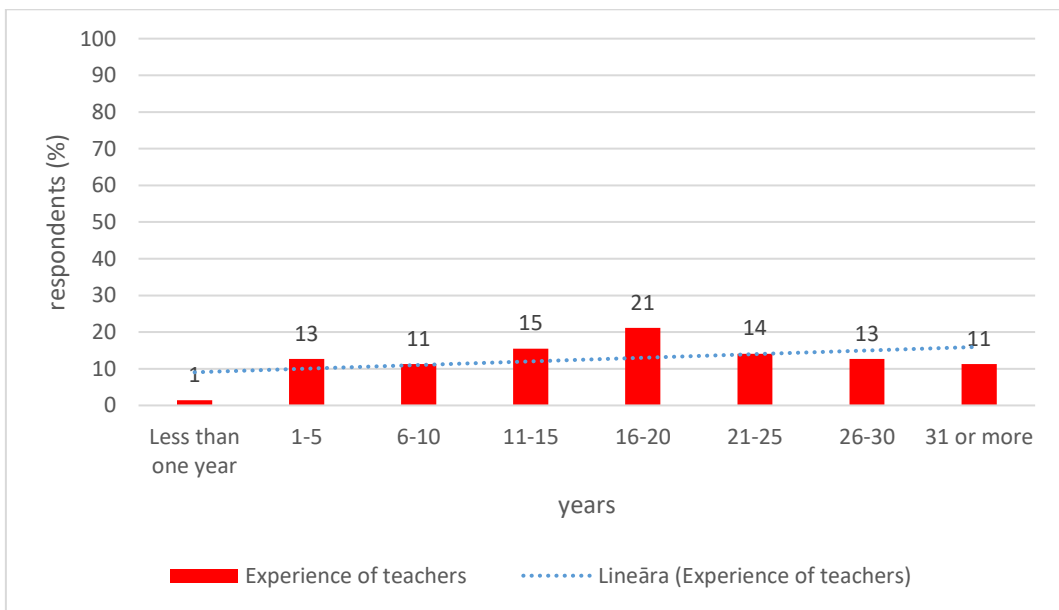
Figure 1.3.3. Teacher Experience in Years: Respondents of Italy (n=71)
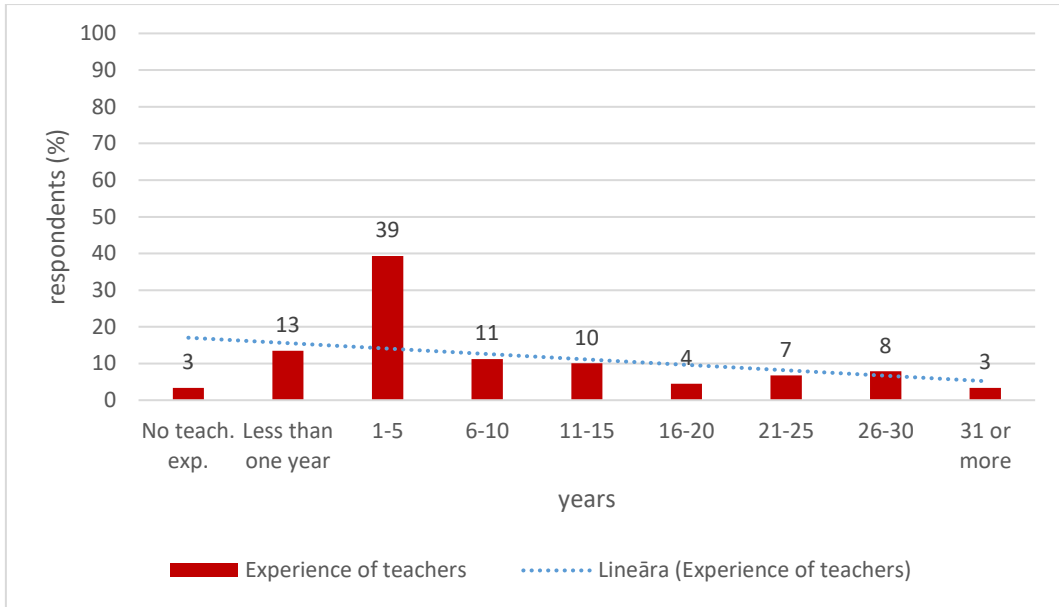
Figure 1.3.4. Teacher Experience in Years: Respondents of Latvia (n=89)
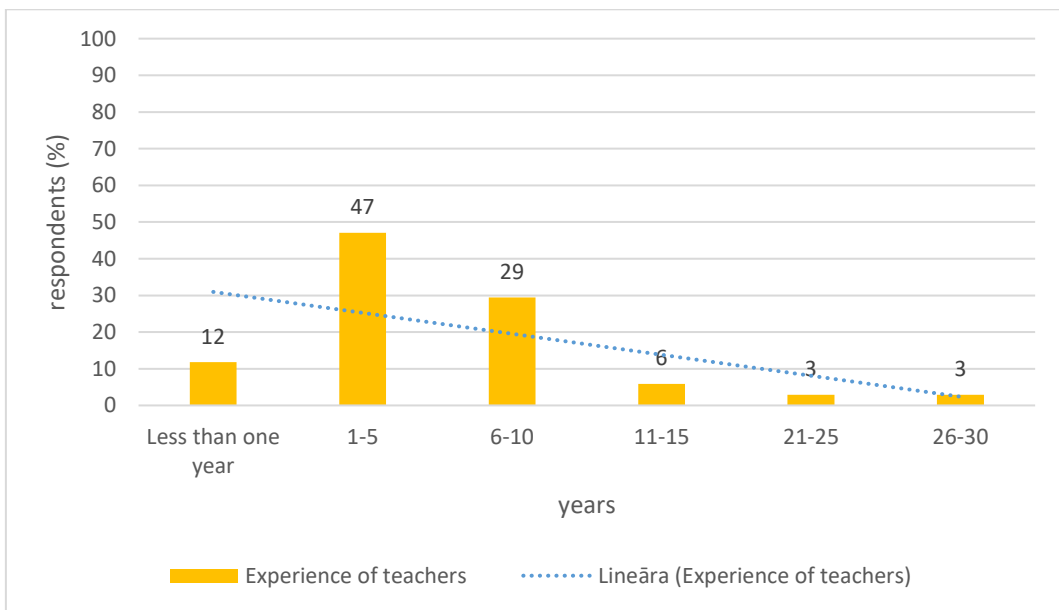
Figure 1.3.5. Teacher Experience in Years: Respondents of Germany (n=34)

1.4. School Year Levels the Surveyed In-Service Teachers Represent

The gained data show that the reached in-service teachers worked the most with Grade 3 and Grade 8 students in all the participant countries. As the German in-service teachers made the majority of the surveyed respondents, Grade 3 turned out to be the school level which was the most taught grade at the time when the survey was carried out, although the percentage seems to be invisible. Grade 8 was the other widely taught grade, significantly in Latvia and Portugal, where in Germany this particular school year was less represented by in-service teachers.
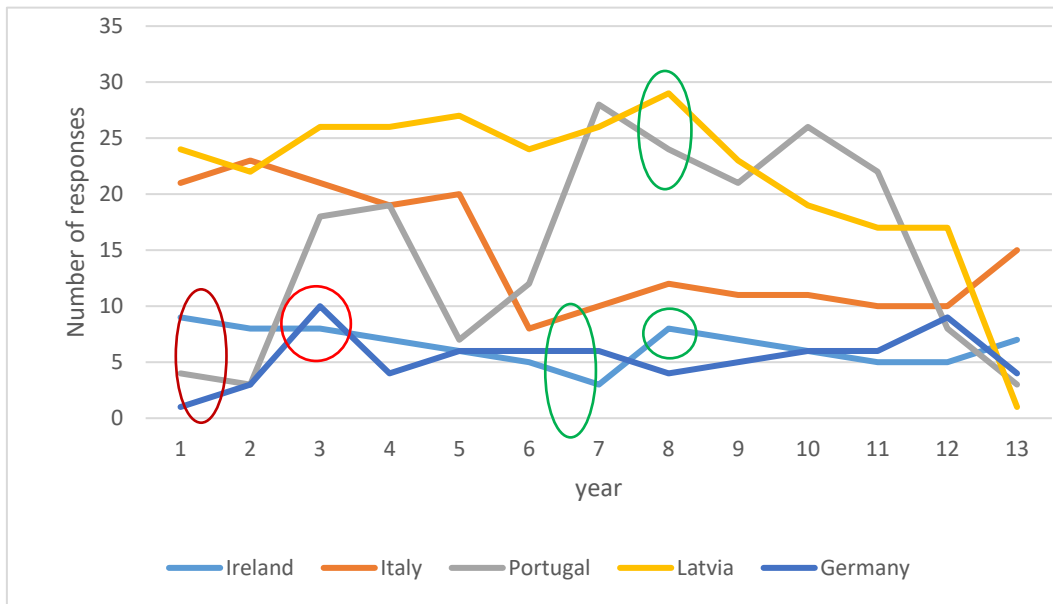
Figure 1.4.1. Country Comparison of School Year Levels the In-Service Teachers Represent (n=315)
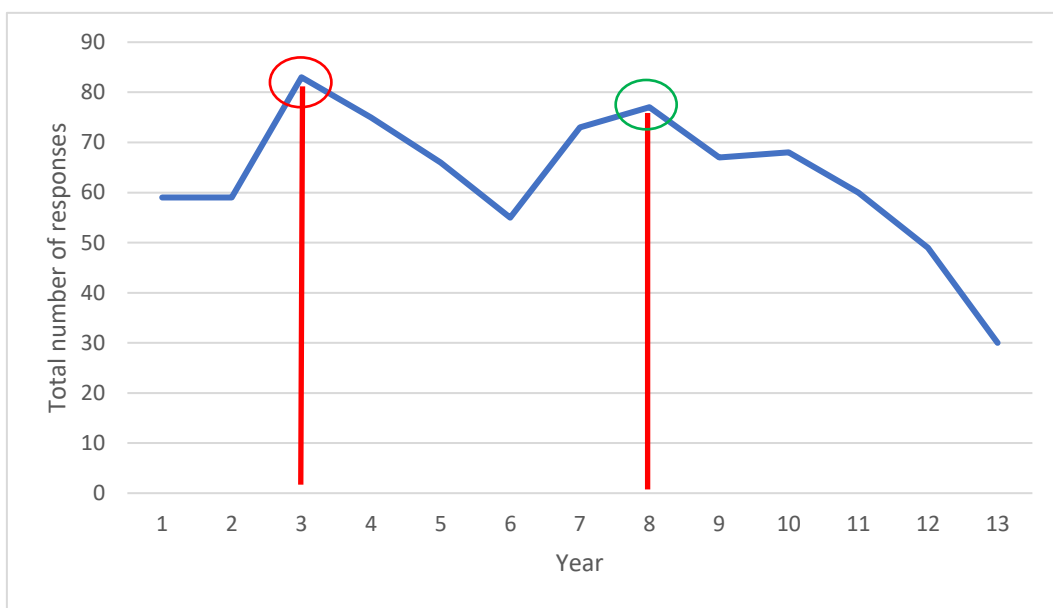
Figure 1.4.2. Comparison of School Year Levels the In-Service Teachers Represent (n=315)

1.5. Sources of Information about the Contents and Teaching Methods to Teach Using Online and Digital Resources in the Language Classroom

To find out the respondents' practice when researching and collecting ideas for their foreign language lessons, the language teachers were inquired to specify those sources of information which they examined and consulted in their lesson planning process in order to introduce certain online and digital resources. The respondents could choose among the listed sources, for example, specialised websites, virtual databases and libraries, resources shared by professional associations, networks and their community of practice, including teacher professional development courses, social media and informal networks, e.g. in WhatsApp or Messenger. The respondents of every country indicated a similar tendency of the most popular sources of information, online and digital resources to be implemented in their language lessons, they were as follows: specialised websites, teacher professional development courses and governmental digital platforms (see Figures 1.5.1 and 1.5.2). Notably, the language teachers from Germany used less teacher professional development courses and online resources offered by professional associations.
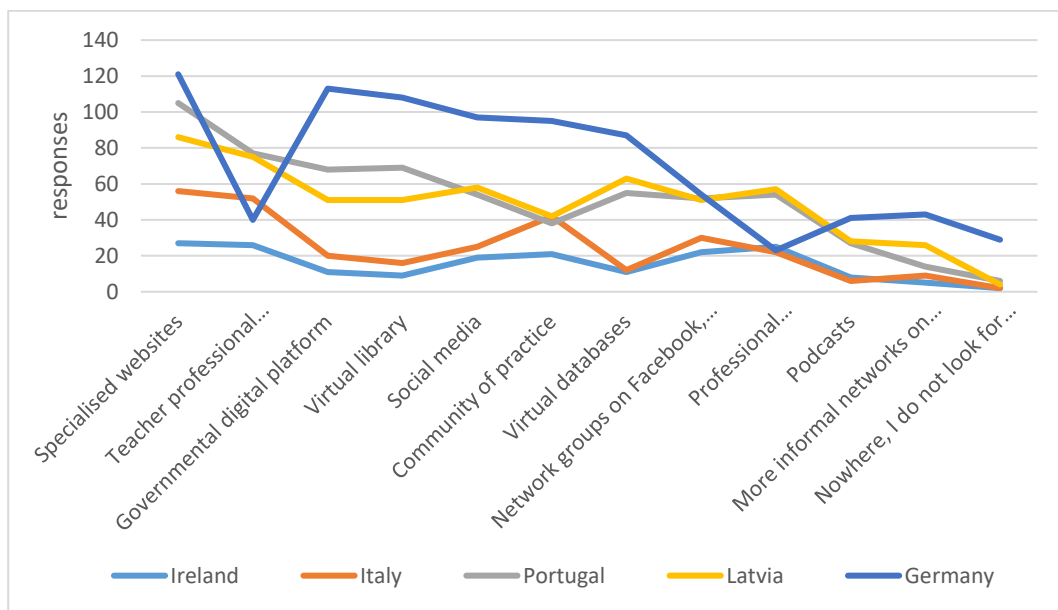
Figure 1.5.1. Sources of Information, Comparison by Country (N=627).

Figure 1.5.2. Sources of Information (N=627).

1.6. Main Activity of Respondents

The most of pre-service teachers, students still studying to become foreign language teachers, were from Germany, due to a great number of German respondents being the majority of all the online survey participants. Thus, this made a considerable impact on the total results produced. Over 92% of respondents were in-service teachers representing Italy. Besides, this correlates with the age and experience of respondents. As a results, there were 50% of pre-service teachers and 50% of in-service teachers reached with the online survey of the project.
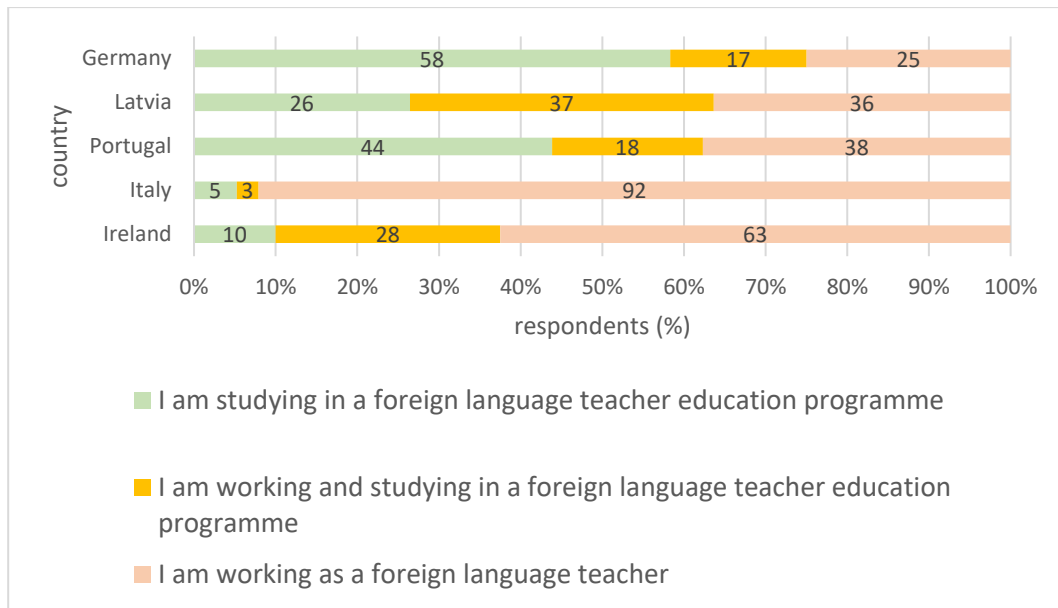
Figure 1.6.1. Main Activity of Respondents, Comparison by Country (N=627)

1.7. Online Activities of Teachers

The online survey was carried out in Spring 2021 which coincide with the period when there was a global outbreak of COVID-19 pandemic and lockdown. As a result, teachers had to do their professional activities, including teaching, remotely. The respondents reported the frequency of their time devoted to working, consuming information online, communicating, socialising and researching (see Figure 1.7.1).
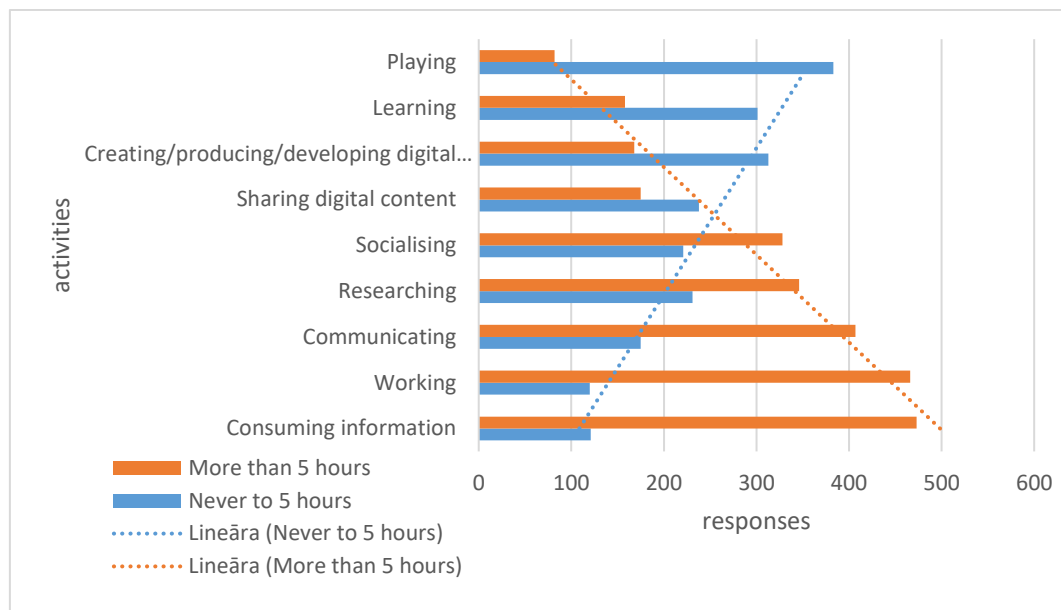
Figure 1.7.1. Time Spent on Online Activities (n=320).

1.8. Awareness of Online Activities

The gained results showed that the majority of respondents chose the option *always* to indicate the frequency of their performed sense of responsibility in online activities and when following the ethical rules (see Figure 1.8.1). Most of the language teachers stated that they *always* followed privacy and security issues and data protection rules. Most diversity within the respondents' answers can be seen when analysing the language teachers' perormance of active participants in digital space and reporters of inappropriate contents. The latter could be considered for wider and detailed discussion in the other intellectual outputs of the project to raise teachers' awareness of the issue.
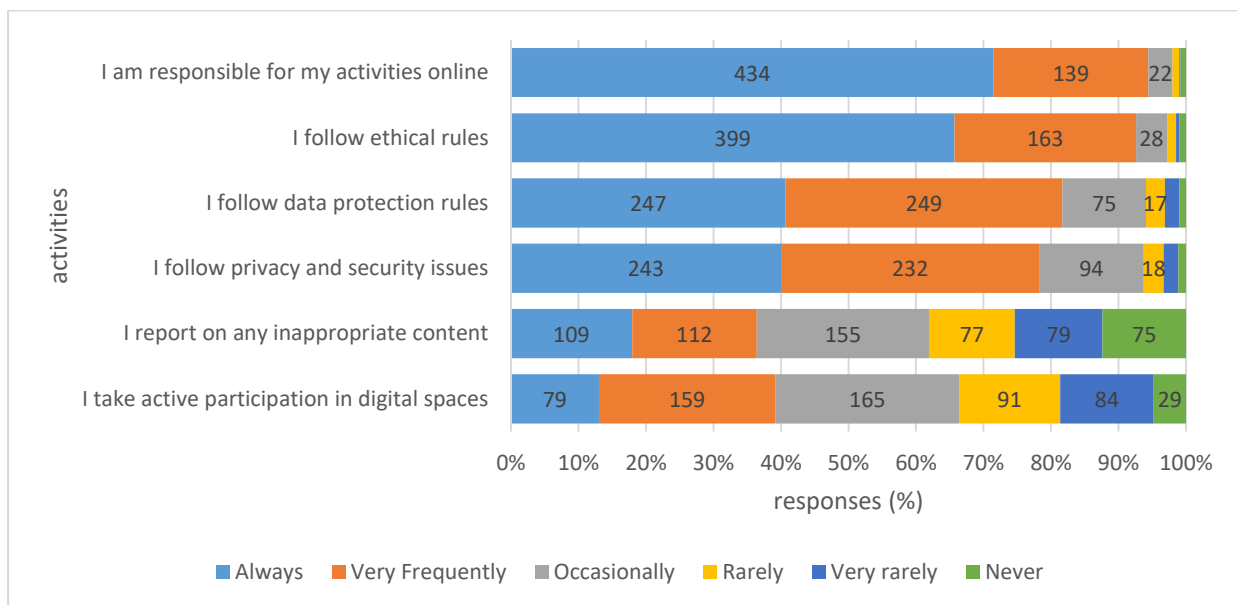
Figure 1.8.1. Frequency of Respondents' Performed Online Activities (N=627)

1.9. Activities Performed by Foreign Language Teachers

In the survey, there were 298 respondents, in-service foreign language teachers, who were asked to indicate the frequency of various activities they accomplished in their foreign language lessons (see Figures 1.9.8 - 1.9.14) and they values and attitudes (see Figures 1.9.15 - 1.9.17).
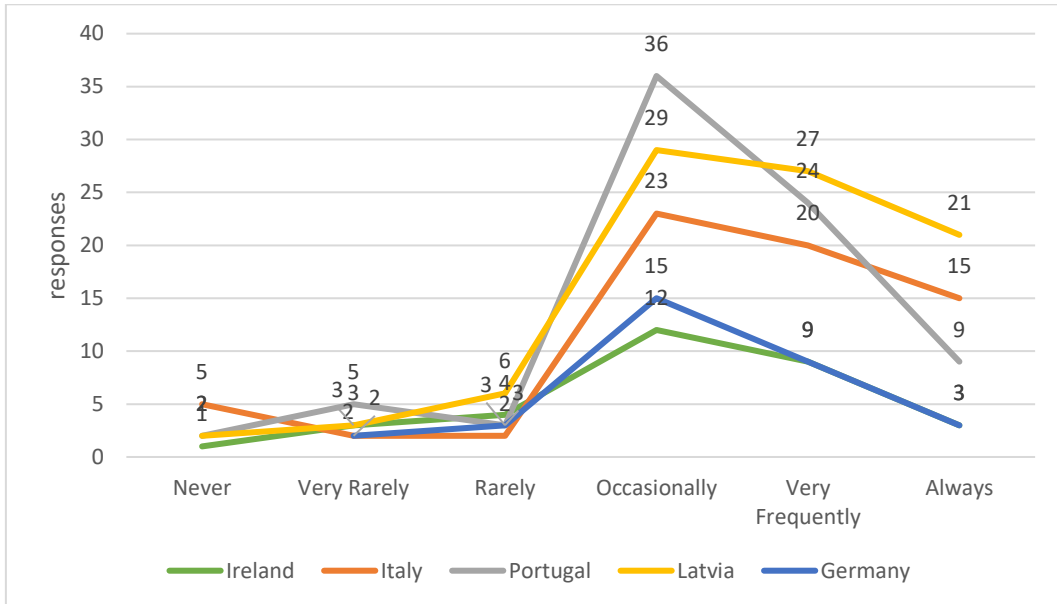
Figure 1.9.1. Frequency of Teachers' Activities to Encourage Students to Become Responsible Digital Citizens, Comparison by Country (n=298).
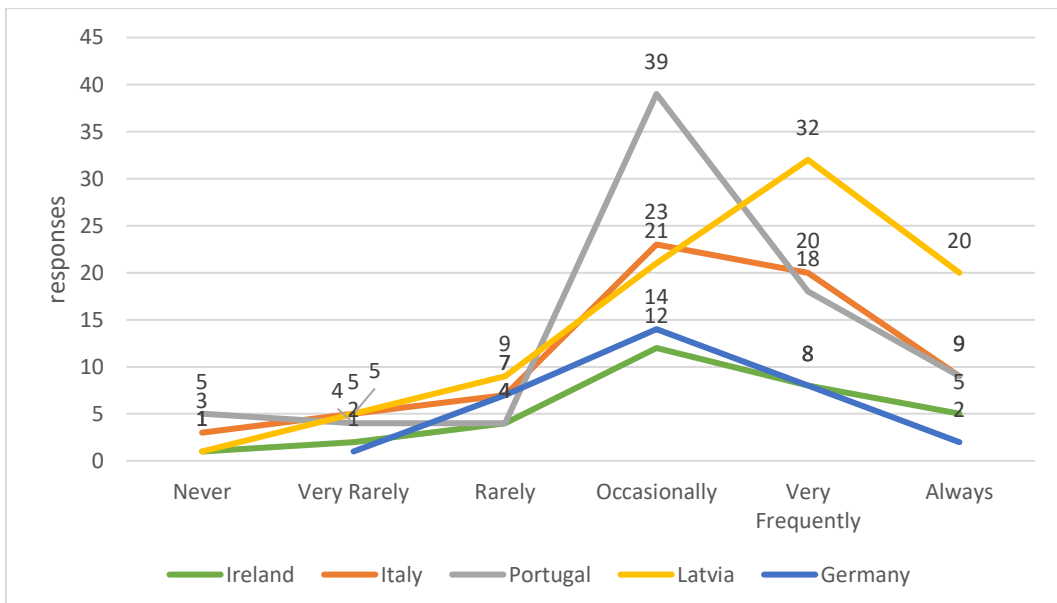
Figure 1.9.2. Frequency of Teachers' Activities to Develop Students' Knowledge on Mindful Communication in Online Activities, Comparison by Country (n=298).
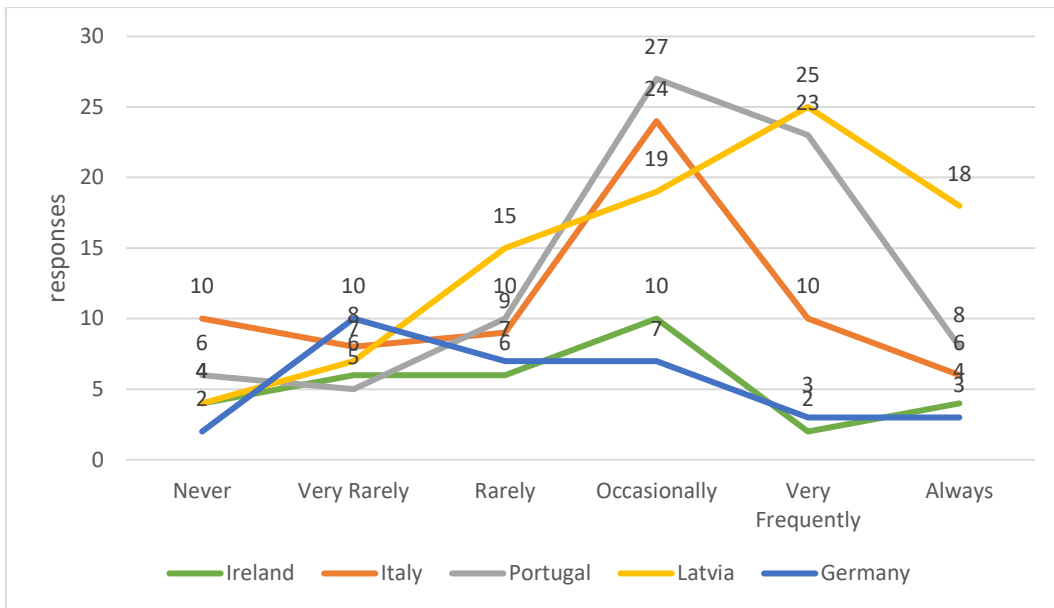
Figure 1.9.3. Frequency of Teachers' Activities to Expand Students' Knowledge on Copyright-Friendly Materials, Comparison by Country (n=298).
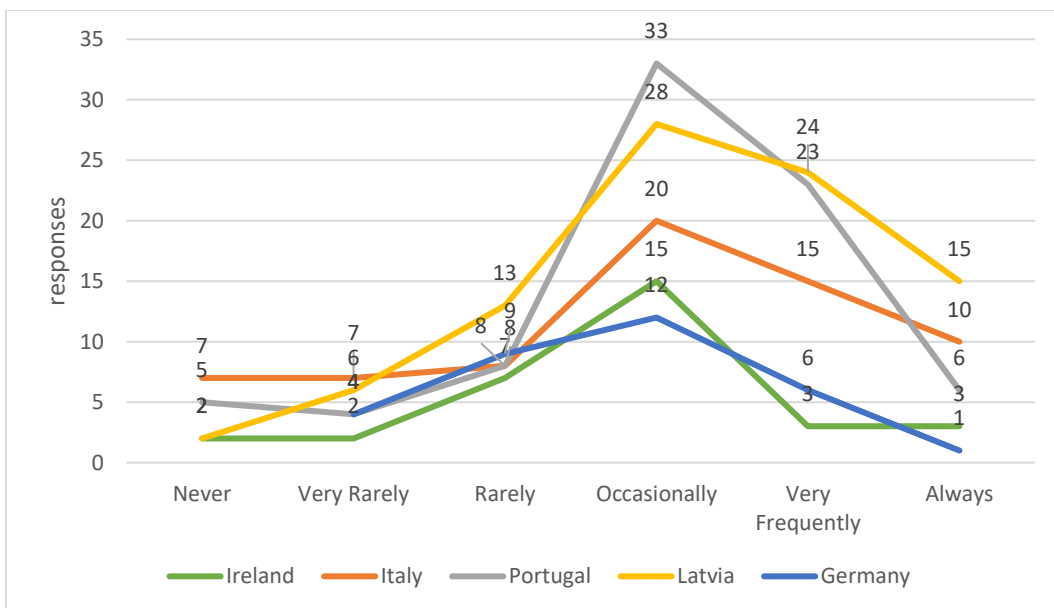
Figure 1.9.4. Frequency of Teachers' Activities to Expand Students' Knowledge on Mindful Participation in the Online Society, Comparison by Country (n=298).
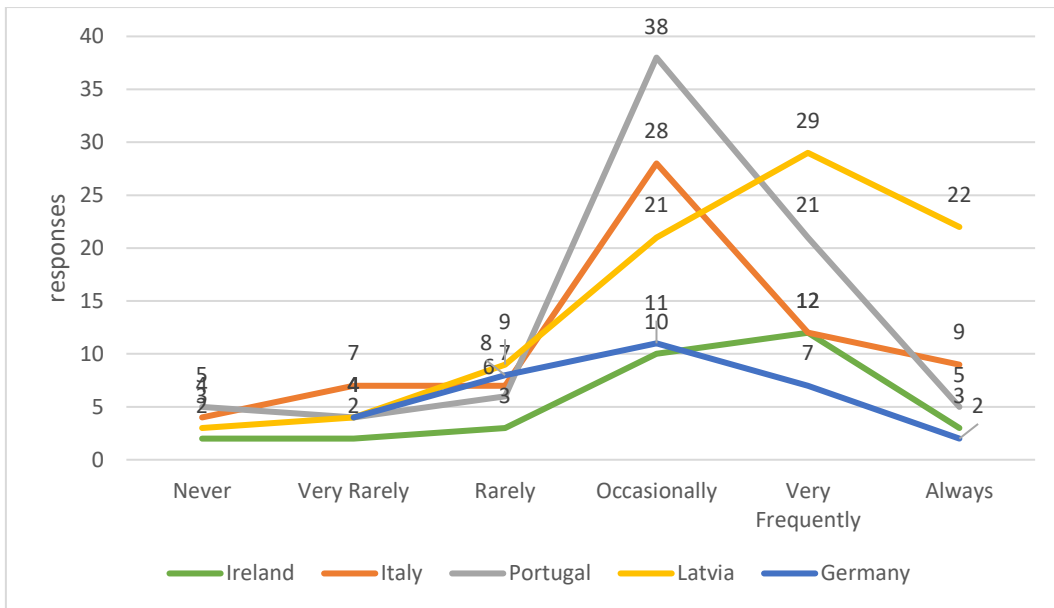
Figure 1.9.5. Frequency of Teachers' Support to Develop Students' Communication Skills When Participating in Online Activities, Comparison by Country (n=298).
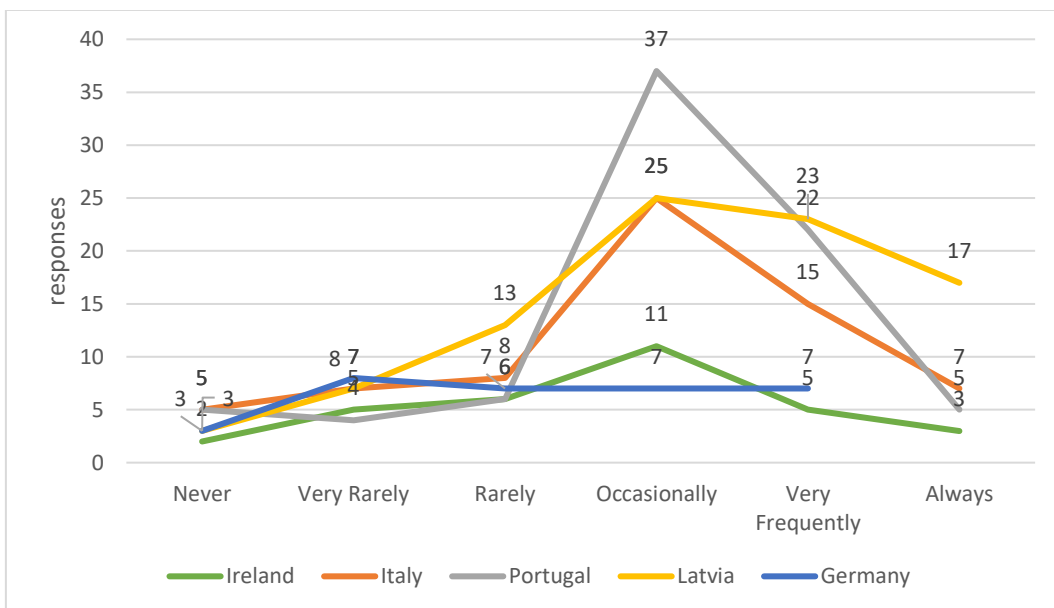
Figure 1.9.6. Frequency of Teachers' Activities to Develop Skills for Active Engagement in Students' Online Civic Life, Comparison by Country (n=298).
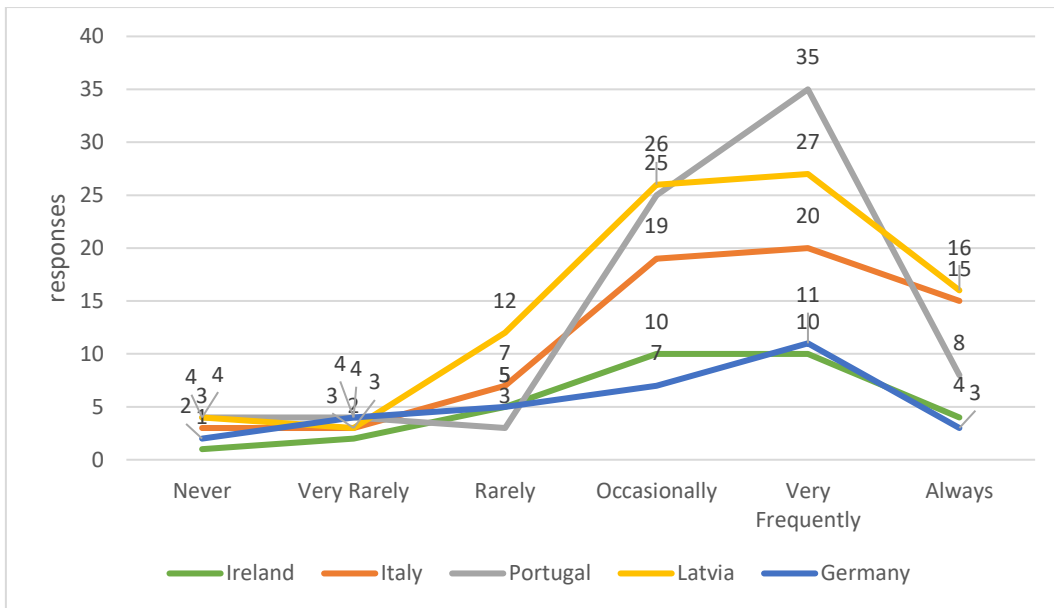
Figure 1.9.7. Frequency of Teachers' Activities to Develop Skills for Active Engagement in Students' Offline Civic Life, Comparison by Country (n=298).
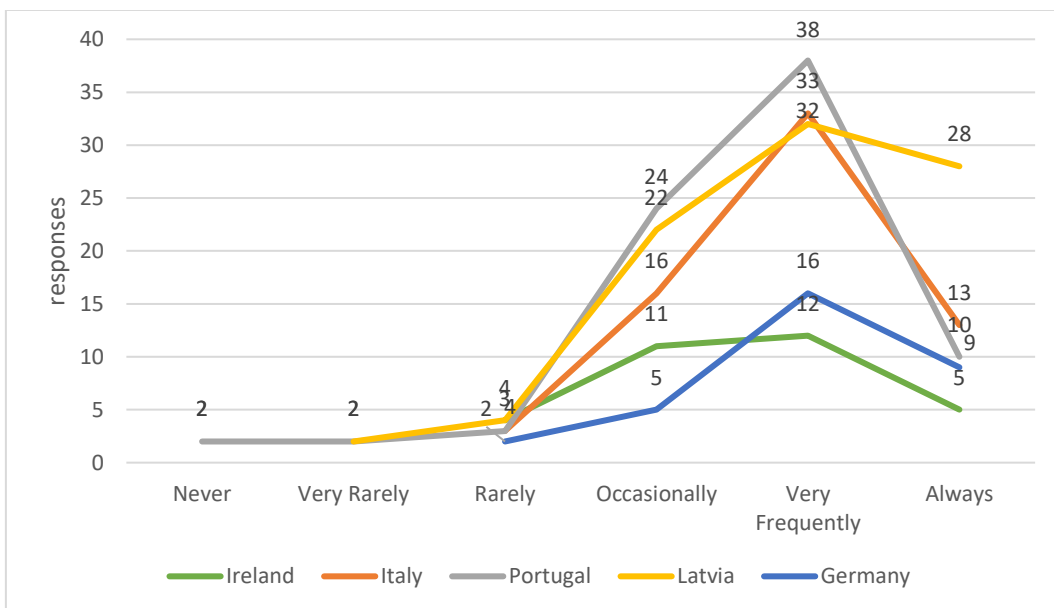
Figure 1.9.8. Frequency of Integrating New Information Technologies in Respondents' Classroom Activities, Comparison by Country (n=298).
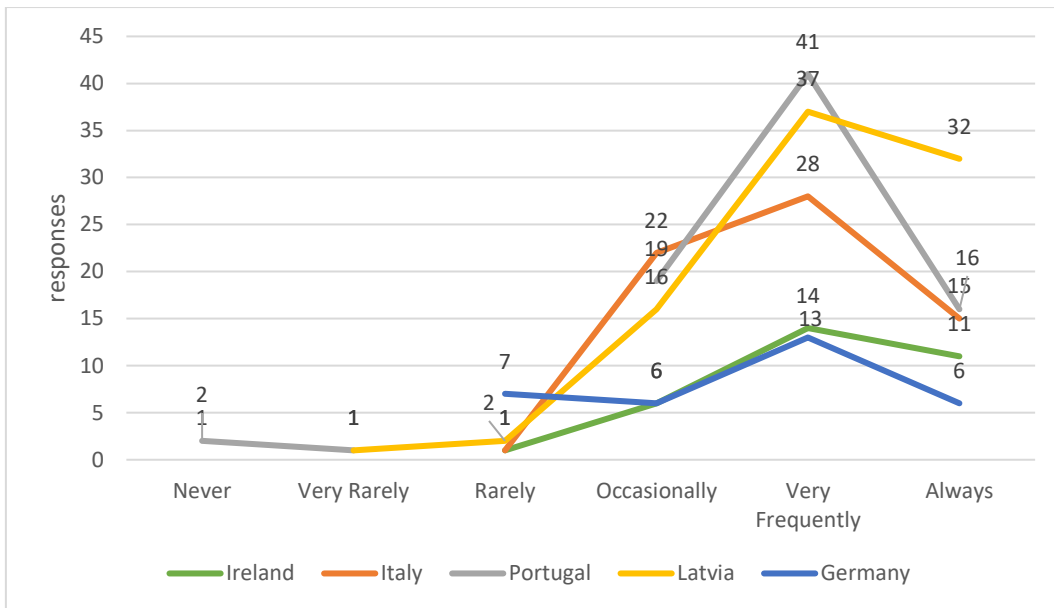
Figure 1.9.9. Frequency of Teachers' Activities to Encourage Students Use Relevant Online Resources for Foreign Language Learning, Comparison by Country (n=298).
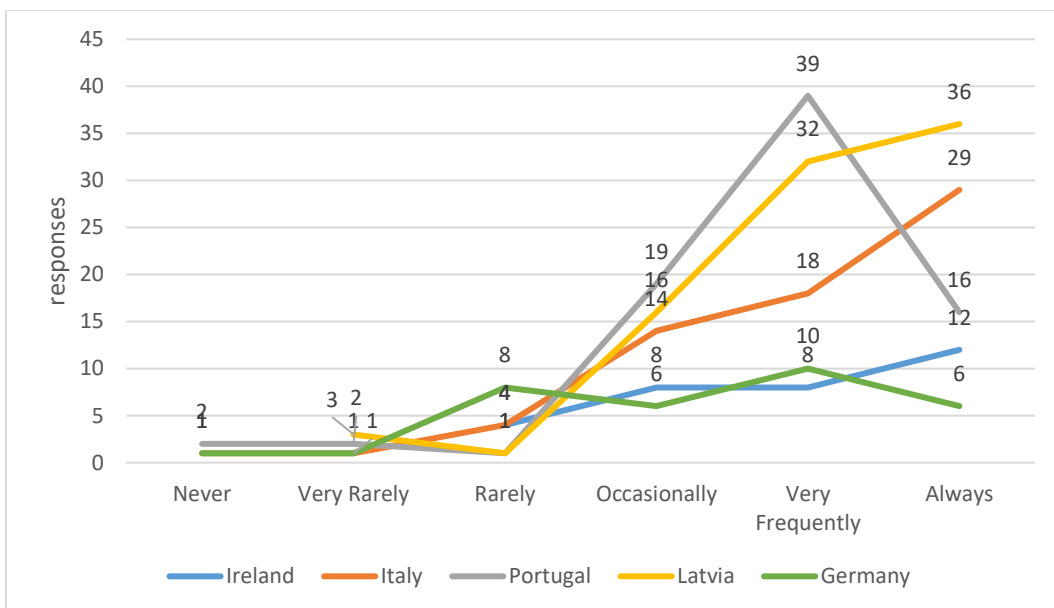
Figure 1.9.10. Frequency of Teachers' Activities to Encourage Students Think Critically When Using Online Resources for Foreign Language Learning, Comparison by Country (n=298).
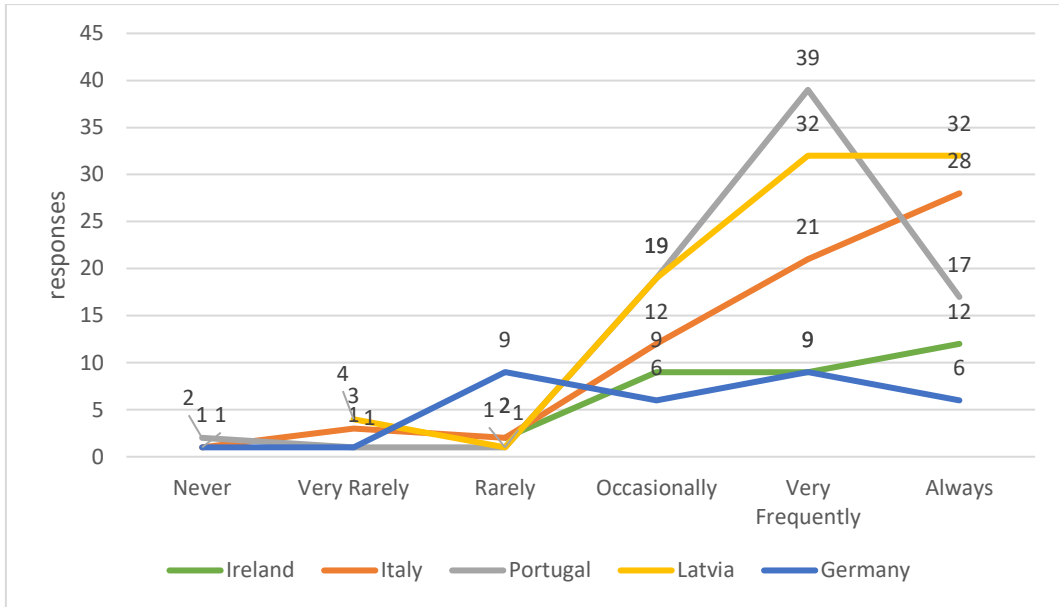
Figure 1.9.11. Frequency of Teachers' Activities to Encourage Students Act Responsibly When Using Online Resources for Foreign Language Learning, Comparison by Country (n=298).
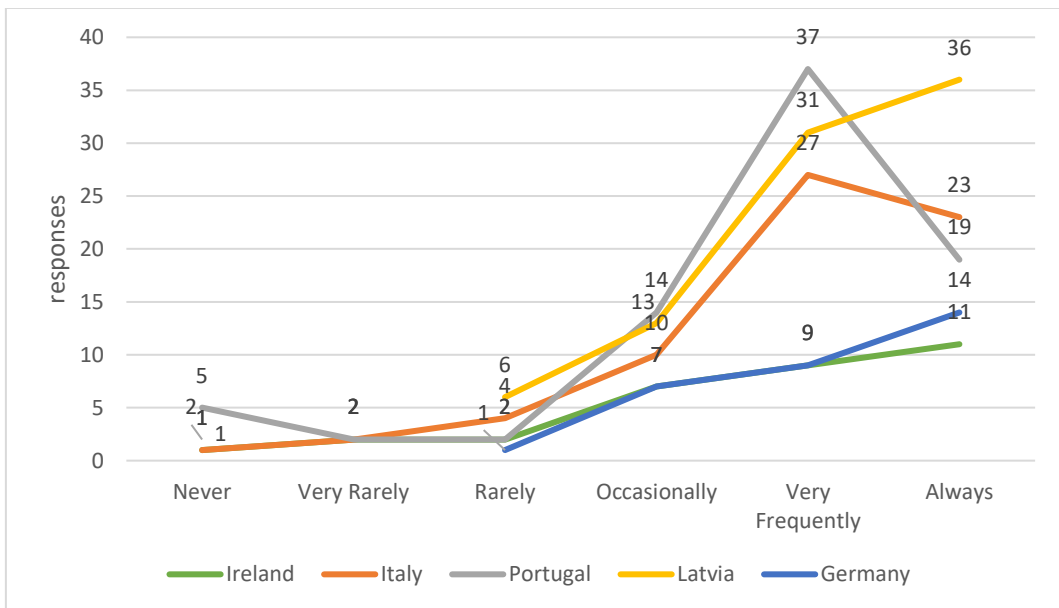
Figure 1.9.12. Frequency of Teachers' Activities to Encourage Students' Critical Thinking When Using Social Media for Foreign Language Learning, Comparison by Country (n=298).
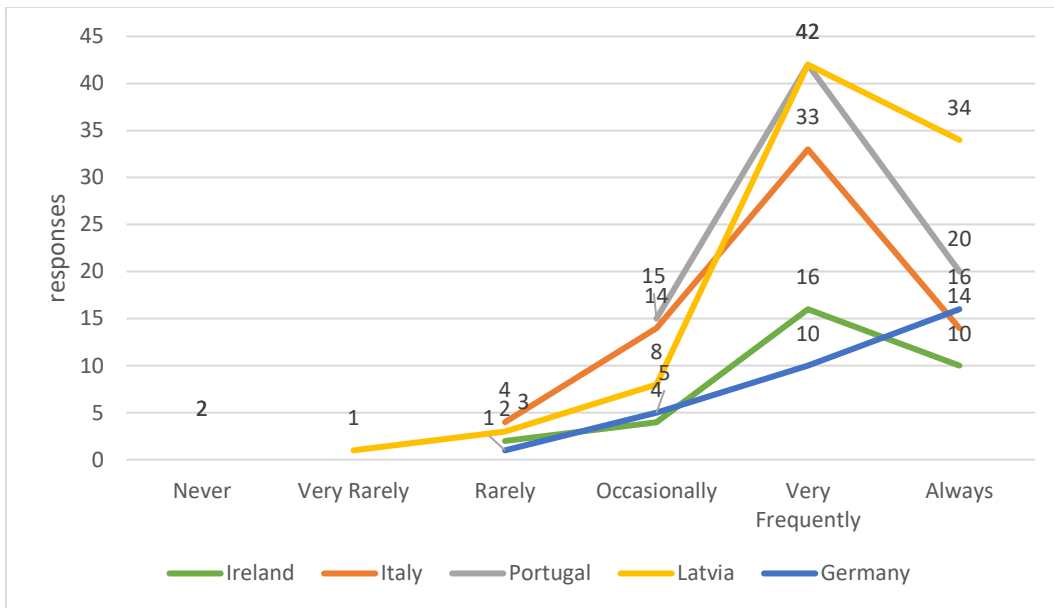
Figure 1.9.13. Frequency of Teachers' Use of Digital Resources for Planning and Designing Foreign Language Lessons, Comparison by Country (n=298).
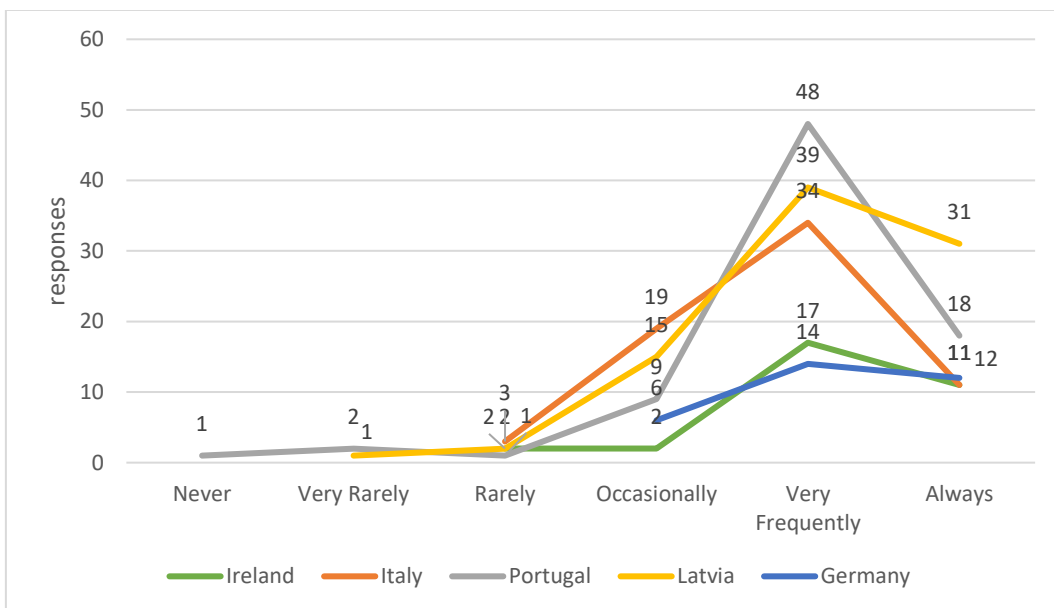
Figure 1.9.14. Frequency of Teachers' Activities to Integrate Digital Resources in Foreign Language Lessons, Comparison by Country (n=298).
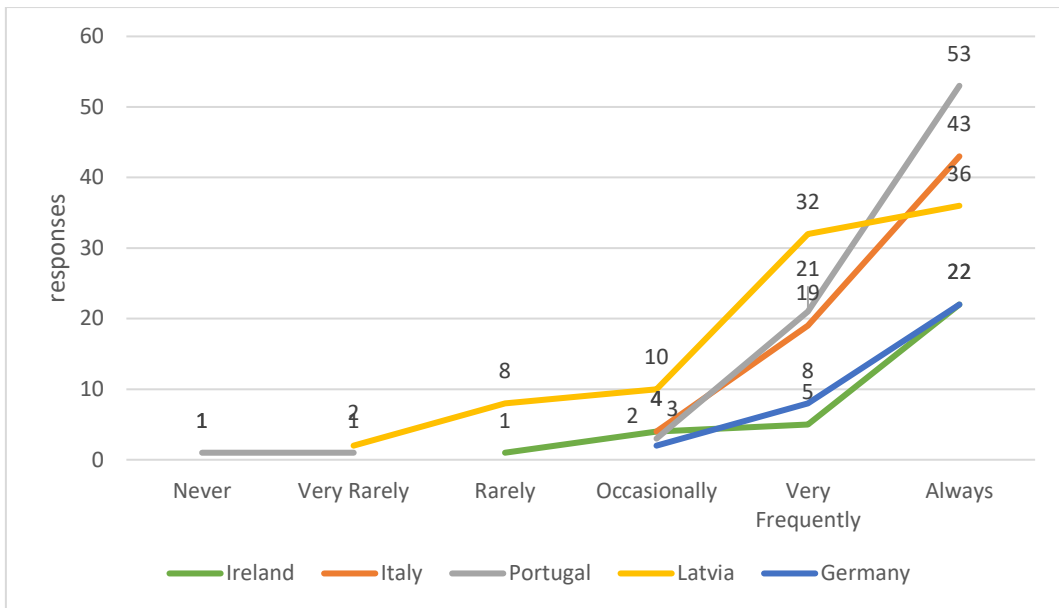
Figure 1.9.15. Frequency of Teachers' Activities to Encourage Cultural Diversity as a Value, Comparison by Country (n=298).
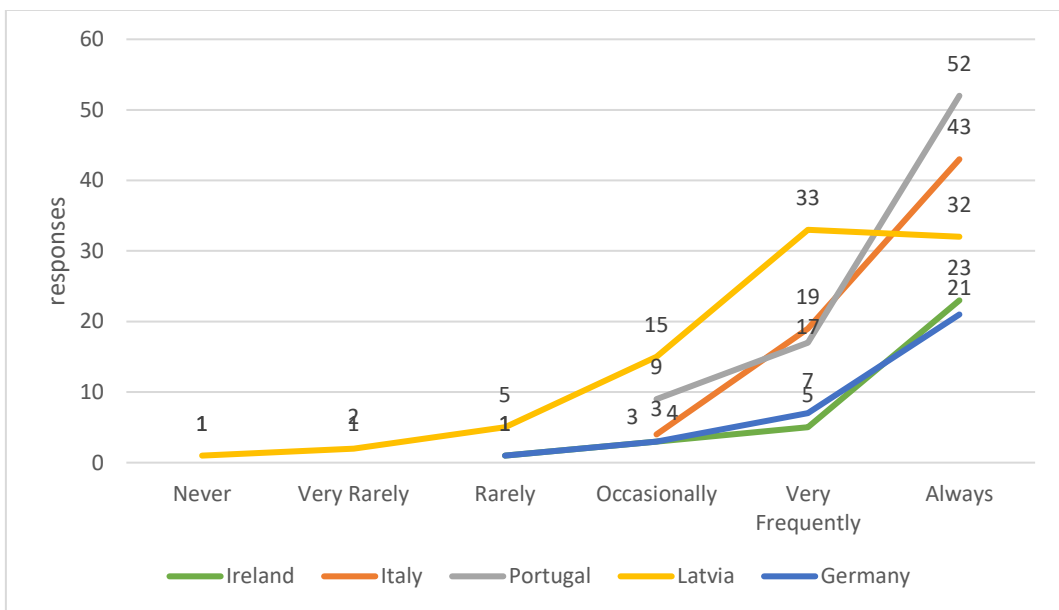
Figure 1.9.16. Frequency of Teachers' Activities to Develop Students' Openness to Cultural Otherness, Comparison by Country (n=298).
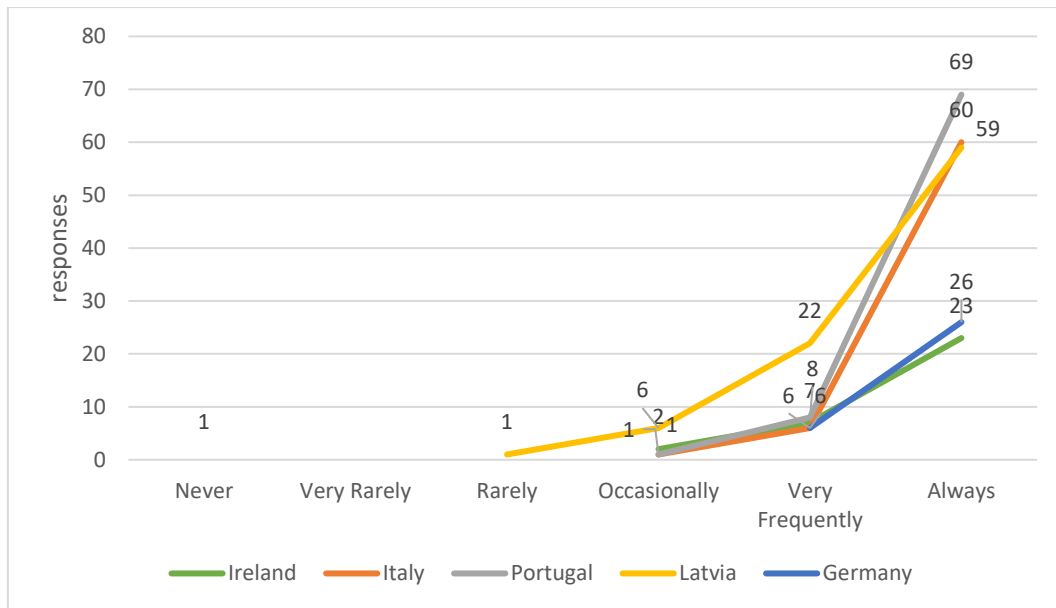
Figure 1.9.17. Frequency of Teachers' Activities to Encourage Students' Respectful Behaviour, Comparison by Country (n=298).

To plan and introduce any educational initiative to facilitate the implementation of the DCE in curricula across Europe, especially in foreign language related school subjects, it was essential to find out the respondents' views on their understanding of the key concepts: citizenship and digital citizenship. The gain results and their comparison by country can be seen in Figures 1.9.18 - 1.9.22. As the figures demonstrate, the respondents have pointed out that they understand the concept of citizenship in all partner countries, however, the language teachers' full awareness was not evidenced in the data regarding the concept of digital citizenship and its characteristics in comparison with the concept of citizenship. Hence, the opportunities to enhance and scaffold teachers' understanding could be examined closer and considered in the upcoming stages of the project.
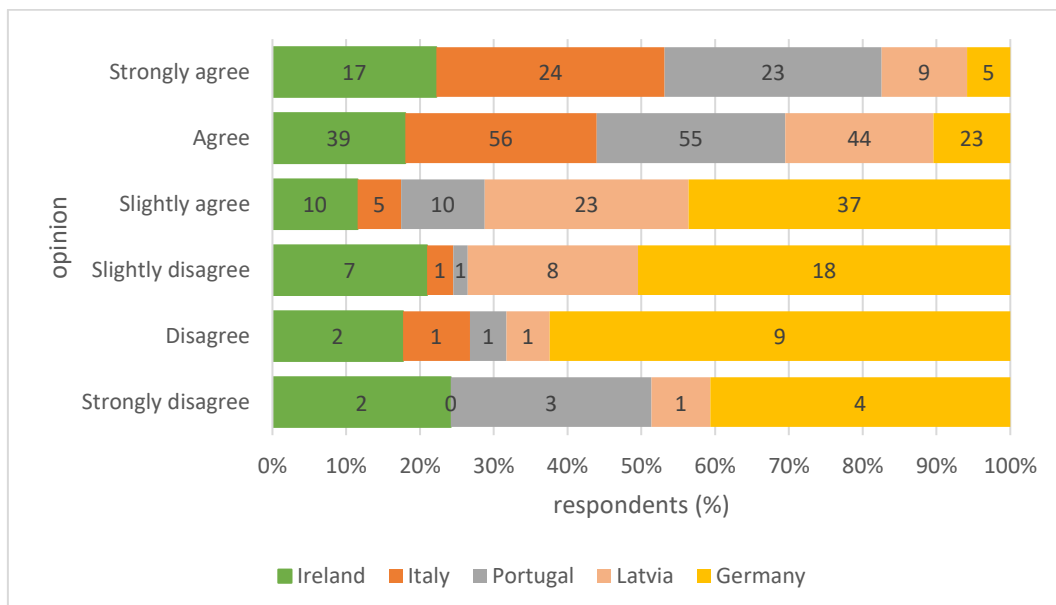
Figure 1.9.18. Respondents' Opinion on Their Understanding of the Concept of Citizenship (n=437).
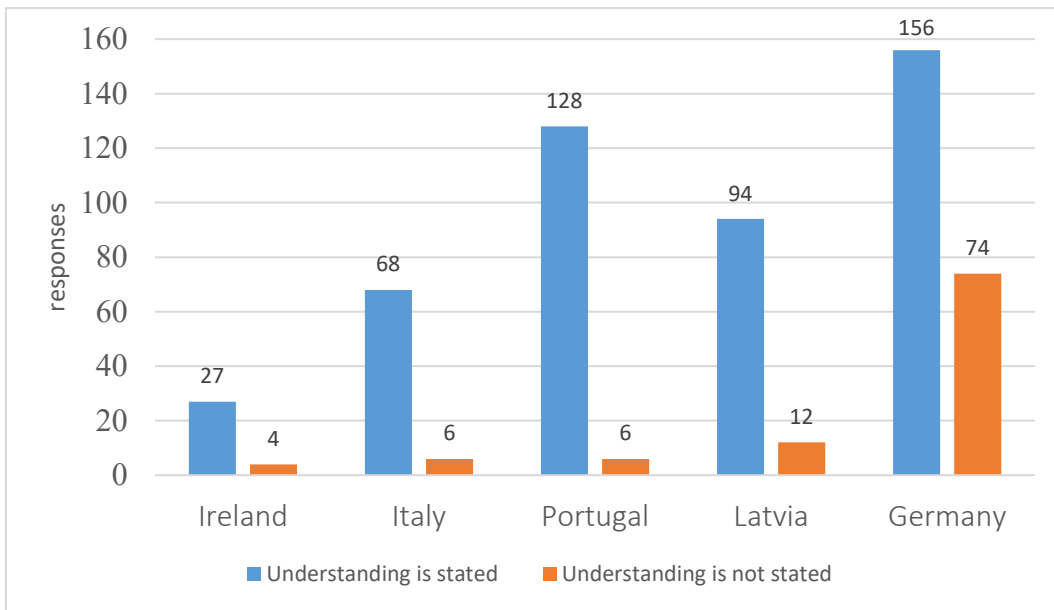
Figure 1.9.19. Respondents' Opinion on Their Understanding of the Concept of Citizenship, Comparison by Country (n=575).
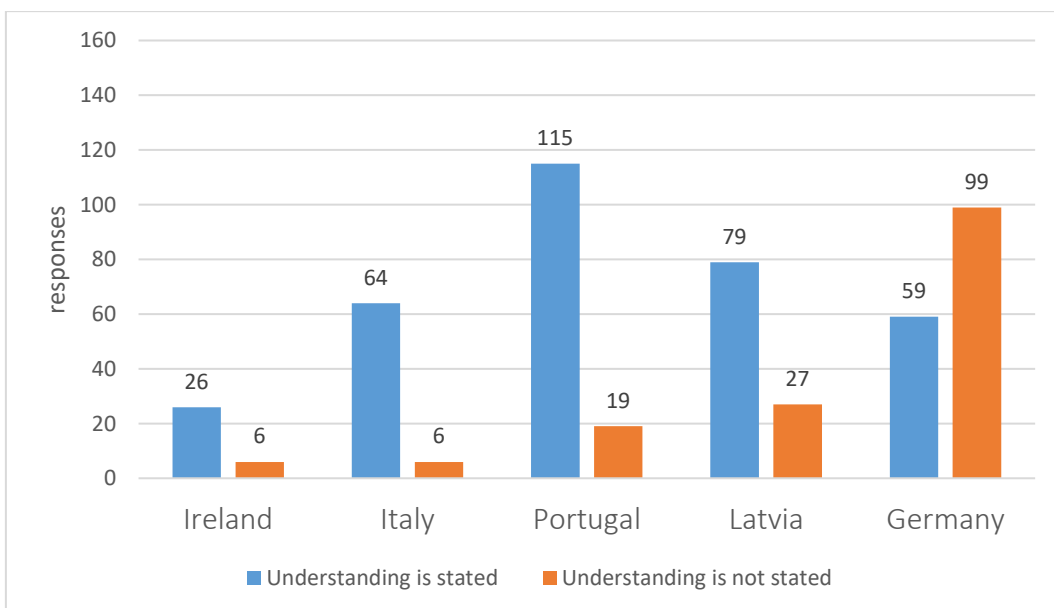
Figure 1.9.20. Respondents' Opinion on Their Understanding of the Concept of Digital Citizenship, Comparison by Country (n=500).
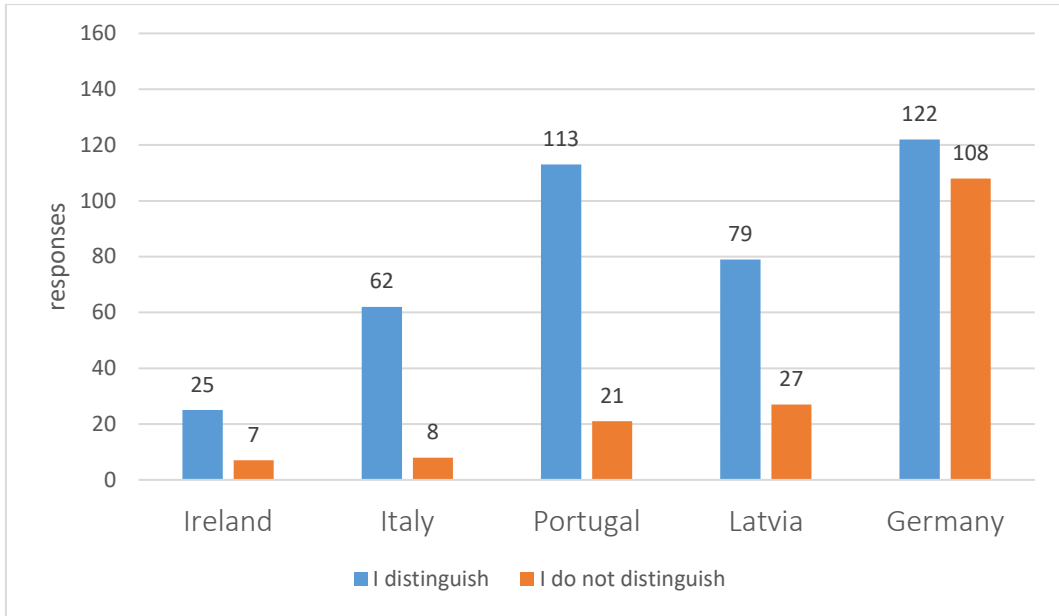
Figure 1.9.21. Respondents' Opinion on Their Awareness to Distinguish Between the Concepts of Citizenship and Digital Citizenship, Comparison by Country (n=572).
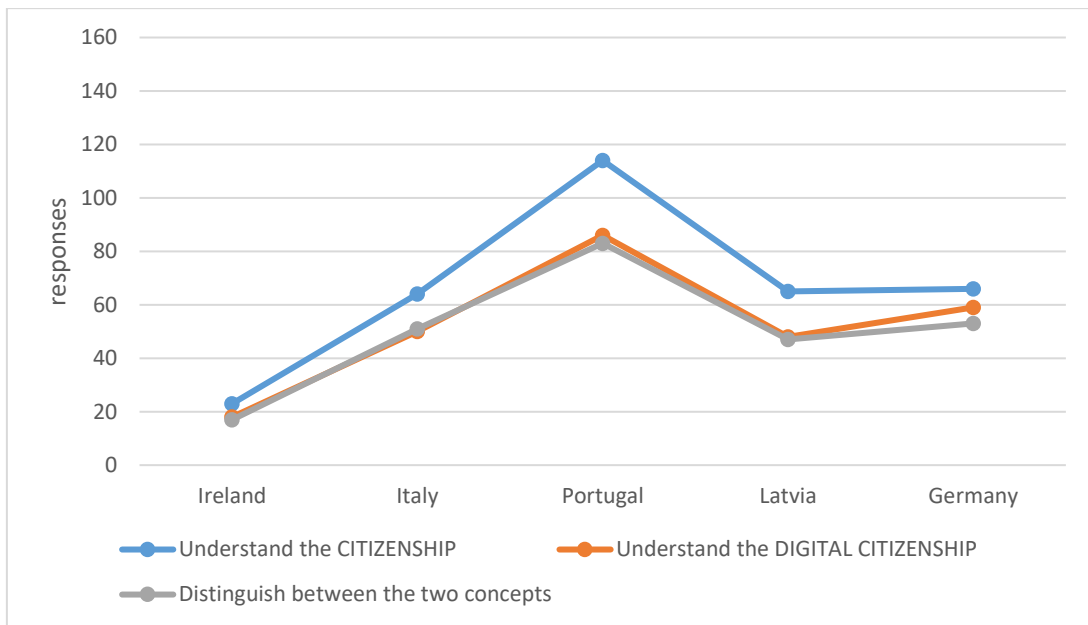
Figure 1.9.22. Comparison of the Respondents' Opinions with Responses "Agree" and "Strongly agree" out of Total Number of Respondents (n=844).

1.10.   Online Issues Introduced in Foreign Language Lessons

Foreign language is a school subject which helps to achieve many of the set language development aims, intellectual development aims, personality development aims, meanwhile developing students' transversal skills and virtues. In this context any theme and issue, relevant to the target group and its level of language proficiency, can be introduced for closer examination, discussion, even a debate, including various online issues. Therefore, the respondents were invited to point out certain online issues they explored with their language learners in foreign language lessons. The listed online issues were as follows: cyberbullying, hacker attack, identity theft, impersonation, inappropriate content, inappropriate content, marketing, advertising and spam, virus attack, taking part in online petitions, commenting on a social topic in online media, excessive media usage, and etiquette in social media. The frequency of online issues which are less covered by respondents in their language lessons can be seen in Figure 1.10.1.
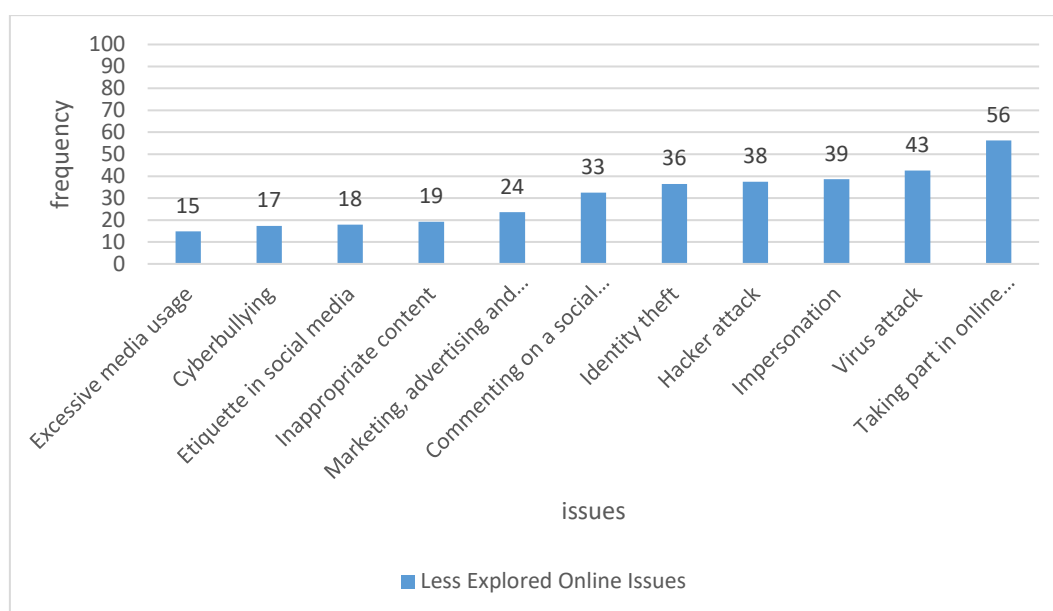
1.10.1. Frequency of Less Explored Online Issues in Respondents' Foreign Language Lessons.

The figure shows that although there are language teachers who devote their lessons to the forementioned online issues occasionally, there is a number of issues that are never introduced by respondents. Consequently, a teacher training package for the DCE in foreign language education could include such sample lessons which highlighted how to introduce cyberbullying, etiquette in social media, inappropriate content, marketing, advertising and spam, and commenting on a social topic in online media in the language teaching and learning process.

1.11.   Main Outcome from the Online Survey

The analysis of results from the quantitative online survey let to formulate the following main outcomes for the upcoming stages of the project:

- Although the respondents stated that they understood the concept of citizenship in all partner countries, the data showed that their full awareness was not evidenced regarding the concept of digital citizenship and its characteristics in comparison with the concept of citizenship; thus, the project partners should consider the need to design different reference and presentation materials about the concepts of citizenship and digital citizenship to support foreign language teachers and increase their awareness of the key concepts from intuitive one to deep and strong.

- When developing the other sequential intellectual outputs of the project, i.e. a comprehensive set of open educational resources and a teacher training package for the DCE in foreign language education, the project partners should focus particularly on ideas how to highlight the opportunities to develop, first, values of democracy, equality and rules of law in foreign language lessons; and second, attitudes of civic-mindedness, self-efficacy and tolerance to ambiguity in foreign language lessons for different language proficiency levels.

- Foreign language teachers are responsible participants in their online activities; however, there is a need to strengthen their active participation and encourage for action to report any inappropriate content more and do it together with their students, thus a set of lesson modules on this topic could be designed as sample lessons. In addition, there is a need for sample lessons on less covered online issues in foreign language lessons: cyberbullying, etiquette in social media, inappropriate content, marketing, advertising and spam, and commenting on a social topic in online media.

2. Results of Interviews

2.1.   General Information

In spring semester of 2021, the quantitative research in the form of an online survey was followed by qualitative research. There where 16 structured in-depth interviews carried out, selecting those in-service foreign language teachers from Germany, Italy, Latvia and Portugal who indicated in their questionnaires the readiness to contribute with their participation further in the study that let to explore the foreign language teachers' viewpoints and practices.

Each partner country carried out four interviews in total. The interviewers and interviewees could agree upon the language of the interviews; the native language was chosen in the case of Germany, Italy and Portugal, and the English language was agreed to be the language of interviews in Latvia. During the data processing all the recorded interviews were translated in the English language and transcribed for further work and data analysis. The gained interview data were analysed with the software *AQUAD*.

The structure of interviews. All the interview data contained a set of background information that referred to the interview date, place, total time of the interview, interviewee's name, age, country, language of teaching, and the name of interviewer who carried out the interview.

In the beginning of each interview, the respondents were informed about the details of the DiCE. Lang project: "This interview is part of the Erasmus+ project "Digital Citizenship Education and Foreign Language Learning (DiCE. Lang)" carried out by five European research groups from Germany, Ireland, Italy, Latvia and Portugal. This project aims at strengthening the profile of DCE in FLE, and this questionnaire will contribute to this aim by investigating teachers' viewpoints and practices. Your participation in this interview is voluntary. Your data will be kept secure on the institution's online data storage system. The team will have access to the data but any identifying information you provide will be excluded from publications. Your data will be securely stored for 7 years after which it will be destroyed. If you have any questions about the DiCE. Lang project, please feel free to contact the deputy project coordinator Thorsten Merse, t.merse@lmu.de or ask question to me."

There were nine main questions formulated after the analysis of the online survey results, the questions were as follows:

1. What kind of support would you like to receive concerning teaching DCE topics (from university, your headmaster, …)?
2. What shortcomings should be tackled so that DCE teaching might become more interesting to you? Provide some examples.
3. Do you collaborate with your colleagues in DCE teaching? If yes, how?
4. Explain your motivation and your goals for teaching DCE.
5. Give examples of successful DCE practices in your own classroom.

6. What lessons or sequences did not go well? Why do you think that they were not successful? How did you and your students deal with that situation?
7. What motivates you to teach DCE even though the topic is not too important to you?
8. Name conditions that would have to change for DCE to be more interesting to you.
9. What traditions or structures at your school make you engage in DCE education?

At the end of each interview the interviewers summarised in brief what the respondent had stated. To finalise the interview, a question "Do you want to add anything? Or is there anything what I did not ask?" had to be presented by the interviewer. Then a response from the interviewee was received. The interviewers also thanked the participants of the interview, agreeing upon the date when to present the transcription of the interview.

2.2. Teachers' Viewpoints and Practices

When analysing the data, the content of interviews was divided into four categories: learning, teaching, values and habits (see Table 2.2.1.). Besides, there were identified three different types of teachers, they were as follows:

Type 1: Teachers who were willing to use technologies and digital online tools but lacked experience OR teachers who were sceptics and disappointed ones about the use of ICT in foreign language lessons.

Type 2: Teachers as Trial Blazers were open and responsive to try out various digital technologies, online resources, implemented digital tools in their foreign language lessons and shared their experience with other subject teachers.

Type 3: Teachers as Duty Performers implemented online resources and digital tools because that was a requirement from their schools, educational institutions, but these teachers lacked high motivation to show pioneering initiative themselves.

All the content categories are presented in detail according to the teachers' type (see in Appendix: Type 1 as WBCDOS; Type 2 as TrB; and Type 3 as DutyPerf).

Table 2.2.1. Categories and Sub-Categories: Results of the Analysed In-Service Foreign Language Teacher Interviews.

Category	Learning	Teaching	Values	Habits
Sub-category	L_Collaboration L_Involvement L_LPlatform L_MatRes L_SocMed L_Support L_Lessons L_Openness L_Motivation L_InfResources L_Involvement	T_Goals T_Examples T_Activities T_IntResources T_Copyright T_OnlineCom T_Responsibility T_Critical T_Civic	V_CE V_CP V_CultPart V_Important V_Openness V_Diverse V_Ethical V_Safety V_Critical V_Respect V_Wellbeing	H_Expand H_LookingfInf H_Support H_Develop H_Encourage

Figure 2.2.1. shows an overview of the gained results from all sixteen teachers' interviews. The findings present that the in-service teachers from all four partner countries typically focused on the learning and teaching process, less considering their school and work routine. Teachers also mentioned values, but those values were not highlighted as the main theme what they thought about when working in the digital space.
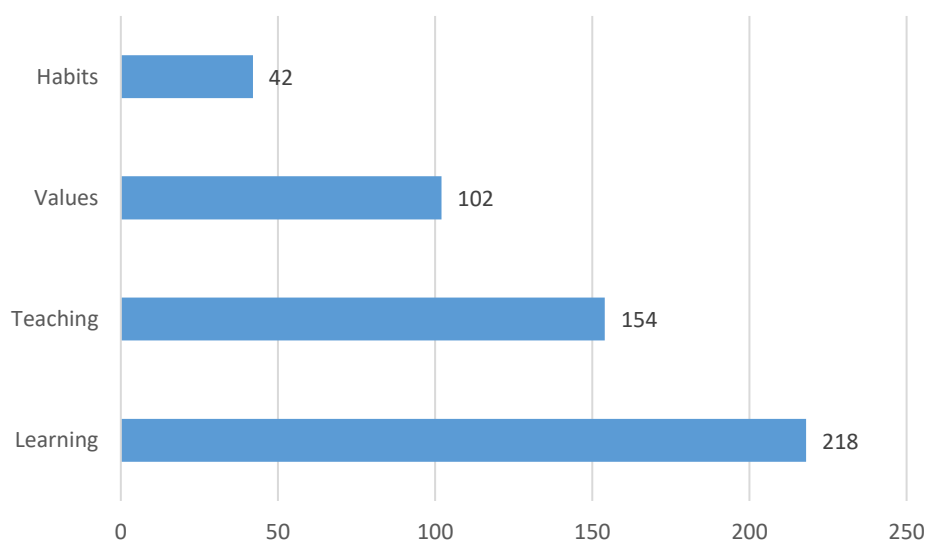
Figure 2.2.1. Results of Teacher Interviews for the Content Categories: Learning, Teaching, Values and Habits.

LEARNING

Teachers were open to talk about their learning process. There were teachers who stated that they learnt from Internet resources, social media and professional collaboration in digital space (see Figure 2.2.2).
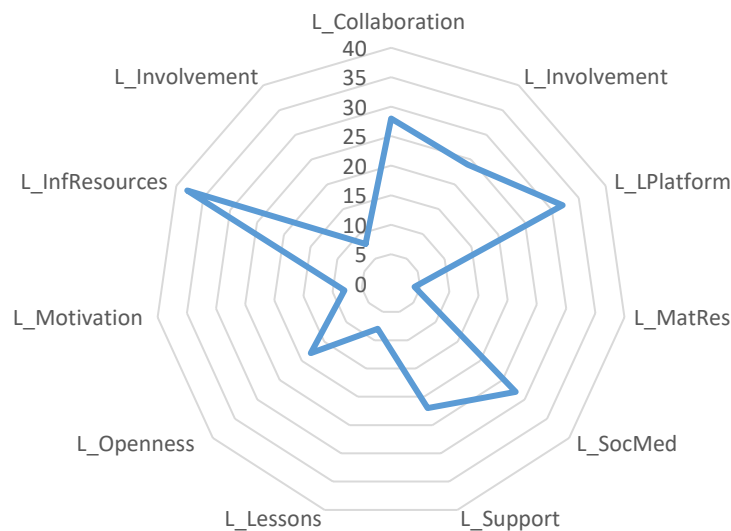
Figure 2.2.2. Teacher Interviews Results: Subcategories for the Category of Learning (N=12 Interviews)

In general, the interviewed teachers indicated that in-service teachers were to learn all the time because "students are changing so much", "technology is around us, and students are very keen on their gadgets", and one had to "be aware of all the advantages but also be aware of the disadvantages". In addition, in all the teachers' answers it was stated that they devoted a lot of their time to think about the learning process and its details.

Those in-service teachers which were recognised as Duty Performers very often used Internet resources, different learning environments and digital support in the language teaching and learning process. The following example from an interview show clearly the teacher's experience of using Internet resources and learning platforms in language lessons:

> *"For example, we did an activity recently where they had to go and do research on other countries' customs and what is acceptable and what isn't in other cultures, even about online practices. They had to do the research, we gave them some links to help them along, but they did the research and then they had to present it to class. They used several means to present it. That was an online activity we did, I don't know if that's acceptable, if that's what you want."*

One more proof of the use of social media in the foreign language learning process can be illustrated with the following quote:

"And in one of the language lessons, we watch Dhar Mann's video story, do you know this Dhar Mann this man, he makes these video stories where it's like they are popular on Facebook as well he makes these video stories, so we watched his Dhar Mann video story about mobbing. And this mobbing was directed at one of the students because of his cultural background."

The gained results showed that the interviewed Portuguese in-service teachers, although demonstrated themselves as Type 1 teachers, i.e. "Willing but clueless & Disappointed Ones & Sceptics", stated also their liking and never-ending interest for learning and improving their own knowledge, and they often used technologies and digital space for the teaching process. However, the teachers of Type 2 and 3, i.e. "Trial Blazers" and "Duty Performers", representing Italy, Germany and Latvia, highlighted their highly developed digital skills and, being well-prepared, more often used Internet and digital technologies as a tool and platform for teaching and learning.

TEACHING

When considering ideas how to teach in the digital space and how teachers used the digital space for their teaching process, the interviewed foreign language teachers mostly talked about clearly defined goals, implementing examples found online, using Internet resources for their language lessons and highlighting the need to apply critical thinking as the key subcategories (see Figure 2.2.3).
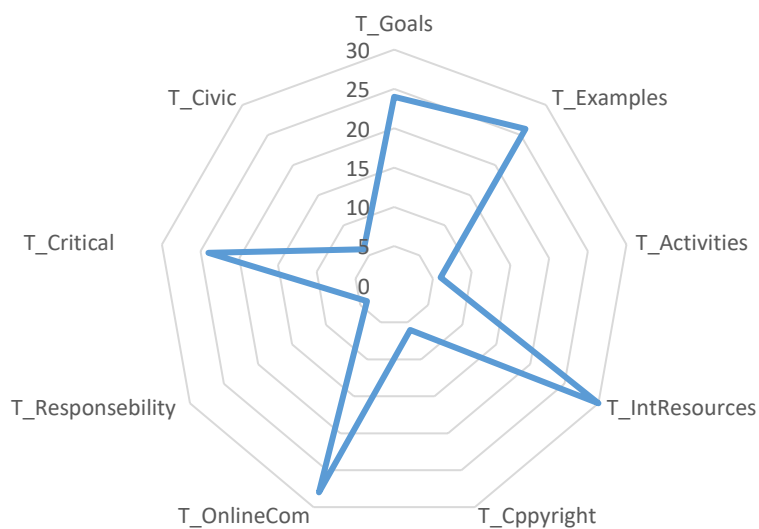
Figure 2.2.3. Teacher Interviews Results: Subcategories for the Category of Teaching (N=12 Interviews)

45

Moreover, social media as an important space that can be used for language learning purposes was very often mentioned by the teachers. Some of the in-service teachers stressed how language teachers could use the digital space in their teaching process:

> *"We as teachers should also try to explain how to research properly online by projecting it to the class. We would decide on a topic, and then we would project to the class how we can search, which databases we can use legally to collect and show the difference between doing research and googling some topic or ending up in Wikipedia and all that unregulated search."*

VALUES

Talking about values, the interviewed teachers often presented their general views on citizenship education, citizen participation, and being online when participating in cultural events (see Figure 2.2.4.). Such values as openness, well-being online and critical thinking were less evidenced in the responses of the in-service teachers.
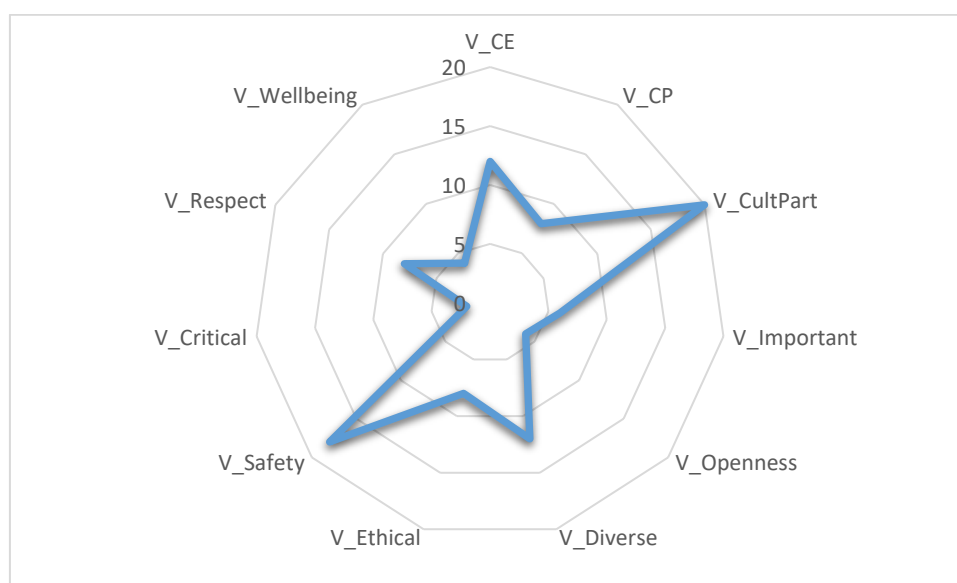
Figure 2.2.4. Teacher Interviews Results: Subcategories for the Category of Values (N=12 Interviews)

To illustrate with a quote, one language teacher described the learning and teaching and learning process, emphasising future plans regarding the DCE and being a citizen:

> *"And these activities were about to motivate my students to recognize the important values of this kind of education. It feels now, I would like to improve more their awareness to be global citizens, to be international citizens, to respect others, to respect our precious environment (..)."*

It was observed that the teachers of Type 1, "Willing but clueless & Disappointed Ones & Sceptics", talked less about values. On the other hand, the teachers of Type 2, Trail Blazers, often mentioned values. Above all, the teachers of Type 3, i.e. Duty Performers, were the ones who, in comparison with other teachers, talked even more often about values, social media and critical thinking in the digital space. For example, one of the teachers said:

> "*I would say one of the best methods I have used is Edwards de Bono 6 thinking hat, and why, because this method gives you six different perspectives to look at. For example, four at one subject. So, if we discuss social media, we can look, look at it from 6 different perspectives and this also is good for those who are in different levels. So, for example, one can say a lot about positive aspects or negative aspects, then another can express their emotions towards this topic. So, I believe that I believe that this is one of the best methods to use and a lot of topics actually*.*"

Also, teachers highlighted the importance of school to develop values of students:

> "*I have noticed that students learn more about ethical norms and citizenship in the school environment, then they're receiving the family.*"

The results show the importance of digital citizenship competence, well-being in the digital space and skills to use technologies professionally for in-service teachers.

HABITS

Teachers seldom talk about their habits of using digital space in their daily life and teaching and learning process. It can be noted that teachers are not aware of their habits in the digital space, and they do activities randomly without certain sequence (see Figure 2.2.5).
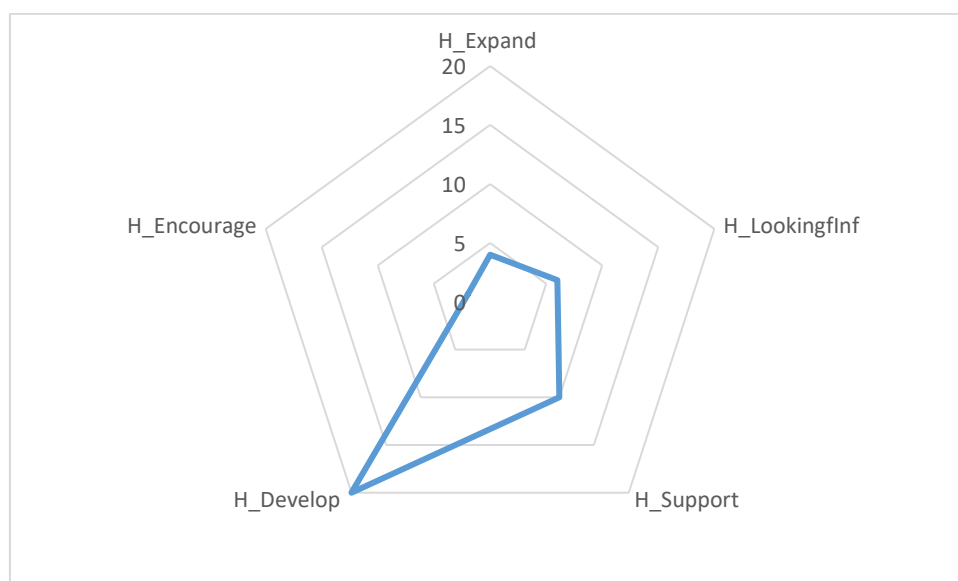
Figure 2.2.5. Teacher Interviews Results: Subcategories for the Category of Habits (N=12 Interviews)

More often Duty Performers talked about their habits using technologies and Internet. One of respondent who determined oneself as Trial Blazer said that "(..) if you're not comfortable with it [technologies], you're not comfortable with being a teacher in 2021 (..)".

Looking at the results of teachers' habits it needs to be highlighted that teachers in general have not developed any specific habits of using Internet and technologies in daily life and work. That is the weak point and to some extent show possibility that teachers do not feel well in being online, and it can have an impact on their teaching process and students' well-being, too.

2.3.   Main Outcome from Interviews

The gained results of interviews highlighted the following three outcomes for the upcoming stages of the project:

- teachers need more support to understand the importance of well-being online;

- teaching and learning materials about the DCE and CE might improve teachers' digital competence and encourage their confidence when performing online activities;

- support materials and examples of good practices could help to understand easier and better the digital environment and implementation of technologies, especially for those in-service teachers who are sceptic about the added value of digital technologies.

Appendix

Content analyze (interviews N=16)

Code	WBCDOS LV	WBCDOS IT	WBCDOS GE	WBCDOS PT	WBCDOS Total	TrB LV	TrB IT	TrB GE	TrB PT	TrB Total	Duty Perf LV	Duty Perf IT	Duty Perf GE	Duty Perf PT	Duty Perf total	total
Learning	**0**	**0**	**5**	**19**	**24**	**0**	**6**	**1**	**10**	**17**	**40**	**21**	**7**	**0**	**68**	**218**
L_Collaboration			1	4	**5**						5	4			**9**	28
L_Involvement			1	1	**2**						7	1	2		**10**	24
L_LPlatform				3	**3**		2		1	**3**	5	4	1		**10**	32
L_MatRes					**0**					**0**	2				**2**	4
L_SocMed			1	4	**5**				3	**3**	5		1		**6**	28
L_Support			1	2	**3**			1		**1**	6		1		**7**	22
L_Lessons				1	**1**					**0**	2	1			**3**	8
L_Openness					**0**		1		1	**2**	4	3			**7**	18
L_Motivation			1		**1**					**0**	1	1	1		**3**	8
L_InfResources				4	**4**		2		5	**7**	2	5	1		**8**	38
L_Involvement					**0**		1			**1**	1	2			**3**	8
Teaching	**0**	**0**	**2**	**10**	**12**	**0**	**3**	**3**	**21**	**27**	**16**	**16**	**6**	**0**	**38**	**154**
T_Goals				2	**2**		1	1	2	**4**	2	3	1		**6**	24
T_Examples				1	**1**				2	**2**	4	5	1		**10**	26
T_Activities					**-**		1			**1**		1	1		**2**	6
T_IntResources			1	3	**4**				5	**5**	1	4	1		**6**	30
T_Copyright				1	**1**			2		**2**					**-**	6
T_OnlineCom			1	2	**3**		1		4	**5**	2	2	2		**6**	28
T_Responsibility					**-**					**-**	1	1			**2**	4

Code	WBCDOS LV	WBCDOS IT	WBCDOS GE	WBCDOS PT	WBC DOS Total	TrB LV	TrB IT	TrB GE	TrB PT	TrB Total	Duty Perf LV	Duty Perf IT	Duty Perf GE	Duty Perf PT	Duty Perf total	total
T_Critical				1	**1**				7	**7**	4				**4**	**24**
T_Civic					-				1	**1**	2				**2**	**6**
Values	0	0	0	9	9	0	1	5	8	14	17	6	5	0	28	**102**
V_CE				3	**3**				1	**1**		1	1		**2**	**12**
V_CP				3	**3**				1	**1**					-	**8**
V_CultPart					-				1	**1**	7		2		**9**	**20**
V_Important					-		1			**1**		1	1		**2**	**6**
V_Openness					-					-		1	1		**2**	**4**
V_Diverse				1	**1**				1	**1**	3	1			**4**	**12**
V_Ethical					-			3		**3**		1			**1**	**8**
V_Safety				2	**2**			1	2	**3**	2	2			**4**	**18**
V_Critical					-			1		**1**					-	**2**
V_Respect					-					-	-	4			**4**	**8**
V_Wellbeing					-				2	**2**					-	**4**
Habits	0	0	0	5	5	0	0	0	2	2	7	4	3	0	14	**42**
H_Expand				1	**1**					-		1			**1**	**4**
H_LookingfInf				1	**1**					-		1	1		**2**	**6**
H_Support				1	**1**					-		2	1	1	**4**	**10**
H_Develop				1	**1**				2	**2**	5	1	1		**7**	**20**
H_Encourage				1	**1**					-					-	**2**
Total	-	-	7	43	50	-	10	9	41	60	80	47	21	-	148	**516**