



# Appendix:

## Methodology and questionnaire



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# Methodology

The methodology designed for data collection is formed by three different questionnaires related to the main topics of the Theoretical Background built to define a good practice in the foreign language teaching. Questionnaires with open questions and Likert-scale questionnaires have been identified as the most adequate tool to gather information considering the following factors: facilitate the collection of data in the different countries, without the need to send someone to conduct interviews or focus groups; make easier the translation of the questionnaires if necessary for the participants, to ease data analysis processes avoiding the need for transcribing the data and then translate it from L1 to English.

# Questionnaire 1: PTDL questions for Teachers

The first questionnaire aims to find out how familiar are the teachers with the Pluriliteracies Teaching for Deeper Learning (PTDL). To gather this information, open questions related to this approach, the dimensions defined in the model and the different factors are formulated. The questionnaire will be handed in a format where teachers do not need to give all the answers in one go. These are the questions that will be included in **Questionnaire 1**.

## Introductory questions:

1. What foreign language do you teach?
  - a) English
  - b) French
  - c) German
  - d) Spanish
  - e) Other: \_\_\_\_\_
2. How long have you been teaching a FL?
  - a) 0-5 years
  - b) 5-10 years
  - c) 10-15 years
  - d) 15-20 years
  - e) 20 years or more
3. What approach do you use in the FL classroom?
  - a) Grammar oriented
  - b) Task based Language Learning
  - c) Topic Based Learning
  - d) Project Based Learning
  - e) Content and Language Integrated Learning (CLIL)
  - f) Other: \_\_\_\_\_

4. Which is your main objective as FL teacher?
- a) To promote linguistic competence among the pupils (acquisition of grammar and lexical knowledge)
  - b) To promote communicative competence among learners (development of the ability to communicate meaning in discourse)
  - c) To promote language and content learning to achieve deeper learning and better communicative skills (achieving language and conceptual knowledge to communicate meaning in discourse)
  - d) Other: \_\_\_\_\_
5. How familiar are you with the following concepts? Pluriliteracy Teaching, Deeper learning, Cognitive Discourse Functions.
- (Likert Scale: 1-I am not familiar, 2- They sound a bit familiar 3- I could relate them to FL teaching 4- I am familiar with these concepts)

## Demonstrating understanding

### Purpose

6. Is the purpose of the task or activity transmitted and explained to the pupils?
- a) I make sure I discuss the purpose/objectives of the task with my pupils in the beginning of the FL lesson
  - b) I give them written objectives for the FL lesson
  - c) We discuss in the end of the lesson the objectives we dealt with in the FL lesson
  - d) Other: \_\_\_\_\_
7. Do your tasks and activities focus more on reception (reading and listening), production (writing and speaking) or interaction activities?
- a) Mostly reception
  - b) Mostly production
  - c) Mostly interaction
  - d) Mostly reception and production
  - e) I focus on all of them in the same way
  - f) Other: \_\_\_\_\_

8. Have a look at the FL curriculum attainment targets and give one example of an objective or task you propose in your FL classroom. Also tell us how you transmit this objective or task to your pupils.

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## Genre

9. What kind of text do you use in your FL classroom?
- a) Authentic text in the FL (newspapers, literature, magazines, articles, advertisements, song lyrics, social media...)
  - b) Text created for pedagogical objectives to teach the FL.
  - c) Both: authentic text and text created with pedagogical objectives.
10. If we understand “text” as language manifestations in all modalities (spoken, written, audio, video, graphic or plurimodal), what modalities do you use in your FL lessons?
- a) Song lyrics
  - b) Audio message
  - c) Podcasts
  - d) Videoclip
  - e) Videos
  - f) Newspaper articles
  - g) Magazine articles
  - h) Book fragment
  - i) Audio interviews
  - j) Video interviews
  - k) TV News
  - l) Storybooks
  - m) Other: \_\_\_\_\_
11. What do you take into account when choosing the “text” you will be working on in the FL lesson? Check all that apply.
- a) The lexical and grammatical level of the text.

- b)** Pupil's interest, identity and the civic value of the text.
- c)** I follow the textbook or readymade material for the course.
- d)** Other: \_\_\_\_\_

**12.** When working on the texts selected for the lesson, how is this text treated in the classroom?

- a)** The texts are interpreted and the general understanding of the text is the aim.
- b)** Specific details of the text are targeted and understood.
- c)** The texts are seen as complex cultural discourses and besides interpreting the text, critical thinking is encouraged.
- d)** The FL curriculum attainment targets decide how I treat the text in my classroom
- e)** Other: \_\_\_\_\_

**13.** What text genres do you use in your FL lessons? Check all that apply.

- a)** Expository (description, report, explanation, procedure, protocol)
- b)** Arguments (exposition, discussion, argument, persuasion)
- c)** Other: \_\_\_\_\_

**14.** When introducing a genre to the pupils, do you work explicitly on the conceptualisation of the content (understanding the content dealt with in the text) and the genre specific language forms?

- a)** Pupils should only work on the language forms
- b)** Pupils should have understanding of the content
- c)** Pupils should work on the language forms and acquire understanding of the concepts.

**15.** Give one concrete example of a text genre you recently worked with in your FL class and please tell us why you've chosen this particular text.

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**16.** Are you familiar with the concept of Cognitive Discourse Function?

(Likert Scale: 1-I am not familiar, 2- it sounds a bit familiar 3- I am familiar with the concepts)

## Mentoring, Learning and Personal Growth

### Design

- 17.** Pupils take part in the design of the FL lessons  
(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 18.** Can you give an example of what you consider when designing your FL lessons?
- a)** Following the textbook
  - b)** Communicative purposes
  - c)** Grammatical Purposes
  - d)** Pupils' interests
  - e)** Curriculum attainment targets
  - f)** Pupils' socio-cultural and linguistic background
  - g)** Pupils' motivation and engagement
  - h)** Other: \_\_\_\_\_

### Scaffolding

*\*Scaffolding is understood as guiding, assisting pupils in the learning process*

- 19.** Do you create opportunities in the FL lessons to scaffold (guide, assist) the learning process of the pupils?  
(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 20.** Do you use the same materials to support all the pupils?  
(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 21.** Do you use digital tools to scaffold (guide, assist) pupils' learning process?  
(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 22.** Can you give examples of scaffolding strategies you use in the FL lessons?
- a)** Use digital tools
  - b)** Use visual aids
  - c)** Pause, ask questions, pause review
  - d)** Give enough time for pupils to answer

- e) Activate previous knowledge
- f) Modelling
- g) Incorporating collaborative work in a lesson
- h) Providing glossaries or key concepts before the lesson
- i) Flipped-classroom
- j) Other: \_\_\_\_\_

**23.** Do you think you promote students' engagement in the FL lessons? Engagement refers to the level of active involvement of the student in activities created for learning.

(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)

**24.** What strategies do you use to engage students in learning? Please, give two examples:

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**25.** Do you provide pupils with opportunities to develop self-regulation skills in the FL lessons? Self-regulation refers to the process that helps learners with their thought, behaviour and emotional management in order to successfully achieve the goals set by the learning process. Thus, do you give pupils opportunities to plan (analysing tasks and setting goals), perform (practice strategies to carry out the task) and reflect (assess their own performance) on their learning?

(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)

## Assessment and feedback

**26.** What kind of assessment do you do in your FL classroom?

- a) Summative (test in the end of the unit or term)
- b) Formative assessment (evaluating process in daily basis)
- c) Diagnostic Assessment (identifying what a student knows or does not know in relation to a specific learning objective)
- d) Both: summative and formative assessment.
- e) Other: \_\_\_\_\_

**27.** What instruments do you use for evaluation and assessment?

- a) Rubrics
- b) Portfolio

c) Other: \_\_\_\_\_

**28.** Do you co-design with pupils the evaluation criteria that will be used in the evaluation process?

(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)

**29.** Who takes part in the evaluation process?

- a) Self-evaluation (personal evaluation)
- b) Co-evaluation (peer evaluation)
- c) Hetero-evaluation (teacher evaluation)
- d) Other: \_\_\_\_\_

**30.** What kind of “feed” do you give in your FL lessons?

- a) Feed-forward (Where to next?)
- b) Feed- up (Where am I going?)
- c) Feedback (How am I going?)
- d) Other: \_\_\_\_\_

**31.** Can you give one example of how you assess pupils' learning process?

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## Building Knowledge and refining skills

**32.** What language specific strategies do you intentionally practice with pupils so that they can achieve the task goals? Check all that apply.

- a) Memory strategies (creating mental linkages with sound, image, action)
- b) Cognitive strategies (repetition, resourcing, translation, grouping, note-taking, deduction, contextualization, note taking, auditory representation, elaboration)
- c) Compensation strategies (Guessing intelligently and overcoming limitation in speaking and writing)
- d) Metacognitive strategies (planning learning, monitoring learning and evaluating the process)
- e) Affective strategies (lowering anxiety, encouraging oneself, emotion management)
- f) Social strategies (asking questions, cooperating with others)

## Generating and sustaining commitment and achievement

**33.** Do you include pupils' interest and linguistic and cultural background in your FL lessons?

(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)

**34.** Do you promote the active participation of pupils in the FL lessons?

(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)

**35.** Do you provide pupils with learning environments (learning situation, tasks, activities and resources) and feedback that allows the students to be aware of their progress and achievements?

(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)

**36.** Do you consider the different mastery levels (some pupils struggle and others excel) in your FL classroom when planning, scaffolding and assessing your students?

(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)

**37.** We are sure your pupils are motivated by the learning environments and language tasks you give. With the learning environment, we refer to the combination of: topic, content, resources, strategies, tasks, activities, teacher role and student role designed for the lesson. How do you motivate your pupils? Check all that apply.

**a)** I use topics of their interest

**b)** I use authentic material rather than material pedagogically designed

**c)** I design communicative tasks and activities

**d)** I promote the active role of the pupils

**e)** I use different formats of input: written, video, audio...

**f)** I use different scaffolding strategies (visual aids, examples...)

**g)** Other: \_\_\_\_\_

# Questionnaire 1: PTDL questions for Students

Please indicate your country: \_\_\_\_\_

Region: \_\_\_\_\_

Name of school/education centre: \_\_\_\_\_

1. What foreign language (FL) are you learning? Check all that apply.
  - a) English
  - b) French
  - c) German
  - d) Spanish
  - e) Other: \_\_\_\_\_
2. How long have you been learning the FL?
  - a) 0-5 years
  - b) 5-10 years
  - c) 10-15 years
  - d) 15-20 years
  - e) 20 years or more
3. How is the FL taught?
  - a) It is focused on learning grammar.
  - b) It is based on language tasks
  - c) I learn the language through different topics
  - d) I carry out projects to learn the language
  - e) I learn the language and content related to other subjects, for example, science.
  - f) Other: \_\_\_\_\_
4. What do you think is the objective of your FL teacher when teaching this subject?
  - a) To teach grammar.
  - b) To teach me to communicate in the FL.

- c)** To teach me language and content
- d)** Other: \_\_\_\_\_
- 5.** Do you think the teacher discusses with you the purpose/objective of the tasks?  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 6.** What kind of activities do you practice more in the FL lessons?
- a)** Mostly reading and listening
- b)** Mostly speaking and writing
- c)** Mostly conversation
- d)** All of them in the same way
- e)** Other: \_\_\_\_\_
- 7.** What kind of texts does the FL teacher use in the lessons?
- a)** Authentic texts (newspapers, stories, magazines, articles, advertisements, song lyrics)
- b)** Text written for FL textbook and materials.
- c)** Both.
- d)** Other: \_\_\_\_\_
- 8.** Do you think your teacher takes into account your interests, identity and culture when choosing the text you work with in the FL lessons?  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 9.** Do you take part in deciding what to learn and how to learn it in the FL lessons?  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 10.** During the FL lessons, the teacher mostly...
- a)** Gives explanations and tells as information.
- b)** Help us if we need it but let us deal with the information and carry out the task.
- c)** Both: gives explanations and helps us if needed
- d)** Other: \_\_\_\_\_
- 11.** Does the FL teacher provide digital tools to help you with the learning of the FL?  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 12.** Do you actively take part in the FL lessons?  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)

- 13.** Does the teacher give you opportunities to plan your work, monitor your work, practice the strategies needed to fulfil the task and assess your performance?

(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)

- 14.** What kind of assessment does the FL teacher do?

- a)** Test
- b)** Evaluates the whole learning process
- c)** Helps you identify the changes and personal growth achieved during the learning process.
- d)** Test and evaluating the whole learning process.
- e)** Other: \_\_\_\_\_

- 15.** What language specific strategies does my FL teacher teach me?

- a)** Memory strategies (creating mental linkages with sound, image, action)
- b)** Cognitive strategies (repetition, resourcing, translation, grouping, note-taking, deduction, contextualization, note taking, auditory representation, elaboration)
- c)** Compensation strategies (Guessing intelligently and overcoming limitation in speaking and writing)
- d)** Metacognitive strategies (planning learning, monitoring learning and evaluating the process)
- e)** Affective strategies (lowering anxiety, encouraging oneself, emotion management)
- f)** Social strategies (asking questions, cooperating with others)

- 16.** Does your FL teacher tell you about your progress in FL learning?

(Likert scale 1- never, 2- rarely 3- sometimes 4- often 5- always)

# Questionnaire 2: Intercultural Competence Questions for Teachers

**Questionnaire 2** is based on the theoretical framework developed for the Digi-Lingo project and aims to find out about the international dimension in the FL teaching and learning. There will be two versions of Questionnaire 2, one for teachers and another one for students. We believe it is important to get to know both perspectives in order to evaluate the current situation of Intercultural Competence in the FL classroom.

1. How do you understand intercultural communication in your FL classroom practice?
  - a) I understand intercultural competence as transmitting information about different countries and nationalities to students.
  - b) I understand intercultural competence as creating a context/activity that allows the students to have an intercultural conversation
  - c) Other: \_\_\_\_\_
2. Could you give one example of intercultural competence in your FL classroom practice?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. I include social and cultural identities in my foreign language classes  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
4. What kind of contexts/activities do you design to create conversations about identity and culture among students? Please name one.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. How do you do to get to know your pupils' linguistic and cultural background? Check all that apply.
  - a) I ask them in the beginning of the year what languages they master in one way or another and what their cultural background is.
  - b) I find out which languages they master and what their cultural background is during the lessons that I teach
  - c) The school has a system which describes what the pup

- d)** I haven't really been able to put time and effort into getting their linguistic and cultural background because of the workload
- e)** it's mother tongue is and what other languages the pupil uses on a regular basis
- f)** I haven't really been able to put time and effort into getting their linguistic and cultural background because of the workload
- g)** Getting to know my pupils' linguistic and cultural background is not valuable because it would influence the way I teach too much, my expectations might be lower for certain pupils
- h)** Other: \_\_\_\_\_

**6.** What opportunities do you provide your students to explore their identity in the classroom?

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# Questionnaire 2: Intercultural Competence for Students

The following questionnaire presents the same questions made above but adapted for students.

- 1.** Does your FL teacher tell you about your progress in FL learning?  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 2.** I have the opportunity to talk about different identities and cultures in my foreign language classroom.  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 3.** I have the opportunity to include my own identity and culture in the foreign language classroom conversations  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 4.** I feel my foreign language teacher takes time to get know my linguistic and cultural background  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 5.** I have the opportunity to explore my own identity in the foreign language classroom  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)
- 6.** I think that my foreign language teacher makes me feel like I belong in the group  
(Likert Scale: 1- never, 2- rarely 3- sometimes 4- often 5- always)

# Questionnaire 3: Digital Tools for Teachers

In order to address the various aspects of foreign language teaching and use of digital tools mentioned above, the current project is going to employ the Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies or most known as the SELFIE tool. SELFIE is a free diagnosis tool, funded by the Erasmus program and designed by the European Education Area to assess the use of digital tools in schools for teaching and learning.

SELFIE tool is an already validated set of questionnaires that originated from research conducted by the European Commission [framework on promoting digital-age learning in educational organizations](#) (European Education Area, n.d.). Many scholars, schools, partners and research institutions across Europe participated in the design of this apparatus. Some of them include the European Training Foundation, the European Centre for the Development of Vocational Training (CEDEFOP) and UNESCO's Institute for Information Technologies in Education.

SELFIE presents some variations in their questionnaires and target groups in order to adapt itself to different purposes. The two main variations are the SELFIE and the SELFIE for teachers. A global SELFIE anonymously addresses the whole school targeting groups of teachers, students and school leaders. Given the purpose of the current study and the need to focus on foreign language teachers and students, this project will adapt the SELFIE for teachers in order to address foreign language teachers and students. Since the amount of schools, students and teachers are rather big and diverse, it has been decided that the global SELFIE could embrace too much, resulting in fewer implication and collaboration of the potential participants in the schools.

As a result, the current article is going to adapt question items taken from the SELFIE tool to create a questionnaire set that seems adequate, doable and not excessive in length. Most of the SELFIE questions are answered on a five-point Likert scale where the participants will choose depending on their level of agreement being 1. Strongly disagree, 2. Disagree, 3. Slightly agree, 4. Agree and 5. Strongly agree. In this case, “General lower and upper secondary education” was selected to pick question-items from it.

# Questionnaire 3: SELFIE questions for teachers

## Area A: Leadership

1. In our school, we have a digital strategy
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
2. Our school leaders involve us teachers in the development of the school's digital strategy
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
3. Our school leaders support me in trying out new ways of teaching with digital technologies
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
4. In our school, I have time to explore how to improve my teaching with digital technologies
  - a) Strongly disagree

- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

**5.** In our school, we apply copyright and licensing rules when using digital technologies for teaching and learning

- a)** Strongly disagree
- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

## **Area B: Collaboration and Networking**

**1.** In our school, we review our progress in teaching and learning with digital technologies

- a)** Strongly disagree
- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

**2.** In our school, we discuss the advantages and disadvantages of teaching and learning with digital technologies

- a)** Strongly disagree
- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree

**f)** Not applicable

**3.** In our school, we use digital technologies in our partnerships with other organisations

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**4.** In our school, we collaborate with other schools or organisations to support the use of digital technologies

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

### Area C: Infrastructure and Equipment

**1.** In our school, the digital infrastructure supports teaching and learning with digital technologies

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**2.** In our school, there are digital devices for me to use for teaching

**a)** Strongly disagree

**b)** Disagree

- c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 3.** In our school, there is access to the Internet for teaching and learning
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 4.** In our school, technical support is available in case of problems with digital technologies
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 5.** In our school, there are data protection systems in place
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 6.** In our school, there are school-owned/managed digital devices for students to use when they need them
  - a)** Strongly disagree
  - b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**7.** In our school, there are school owned and managed portable devices that students can take home when needed

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**8.** In our school we have measures in place to identify challenges that arise with blended learning, related to students' learning needs and socio-economic background

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**9.** In our school we have a plan in place to help teachers deal with challenges that arise with blended learning, related to students' learning needs and socio-economic background

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

- 10.** In our school, students bring and use their own portable devices during lessons
- a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 11.** In our school, physical spaces support teaching and learning with digital technologies
- a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 12.** In our school, students in need of special support have access to assistive technologies
- a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 13.** In our school, there are online libraries or repositories with teaching and learning materials
- a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable

- 14.** I believe the blended approach (combination of face-to-face and online learning) promotes learning autonomy, time-management, flexibility of interaction and innovation
- a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 15.** The e-platform used for the blended approach is clear and helps the student develop study strategies and habits
- a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable

## **Area D: Continuing Professional Development – Part 1**

- 1.** Our school leaders discuss with us our CPD needs for teaching with digital technologies
- a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 2.** I have opportunities to participate in CPD for teaching and learning with digital technologies
- a)** Strongly disagree
  - b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**3.** Our school leaders support us to share experiences within school about teaching with digital technologies

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

## **D: Continuing Professional Development - Part 2**

**1.** If you have participated within the last year in any of the following CPD activities on the pedagogical use of digital technologies, please indicate their usefulness to you

**a)** Not at all useful

**b)** Not useful

**c)** A little bit useful

**d)** Useful

**e)** Very useful

**f)** Did not participate

**2.** Face-to-face courses, seminars or conferences outside school

**a)** Not at all useful

**b)** Not useful

**c)** A little bit useful

**d)** Useful

**e)** Very useful

**f)** Did not participate

3. Online courses, webinars or online conferences
  - a) Not at all useful
  - b) Not useful
  - c) A little bit useful
  - d) Useful
  - e) Very useful
  - f) Did not participate
4. Learning from other teachers within your school through online or offline collaboration
  - a) Not at all useful
  - b) Not useful
  - c) A little bit useful
  - d) Useful
  - e) Very useful
  - f) Did not participate
5. Learning from other teachers through online teachers' networks or communities of practice (such as eTwinning)
  - a) Not at all useful
  - b) Not useful
  - c) A little bit useful
  - d) Useful
  - e) Very useful
  - f) Did not participate
6. In-house mentoring or coaching, as part of a formal school arrangement
  - a) Not at all useful
  - b) Not useful
  - c) A little bit useful
  - d) Useful
  - e) Very useful
  - f) Did not participate

- 7.** Other in-house training sessions organised by the school (for instance workshops by the ICT Coordinator or observing colleagues teaching)
  - a)** Not at all useful
  - b)** Not useful
  - c)** A little bit useful
  - d)** Useful
  - e)** Very useful
  - f)** Did not participate
- 8.** Study visits (for instance to other schools, businesses or organisations)
  - a)** Not at all useful
  - b)** Not useful
  - c)** A little bit useful
  - d)** Useful
  - e)** Very useful
  - f)** Did not participate
- 9.** Accredited programmes (for instance short accredited courses, degree programmes)
  - a)** Not at all useful
  - b)** Not useful
  - c)** A little bit useful
  - d)** Useful
  - e)** Very useful
  - f)** Did not participate
- 10.** Other CPD opportunities related to teaching with digital technologies (please specify) [text box]
  - a)** Not at all useful
  - b)** Not useful
  - c)** A little bit useful
  - d)** Useful
  - e)** Very useful

**f)** Did not participate

**11.** Please give an example of a CPD activity on the pedagogical use of digital technologies you found particularly effective for you

**a)** Not at all useful

**b)** Not useful

**c)** A little bit useful

**d)** Useful

**e)** Very useful

**f)** Did not participate

## Area E: Pedagogy: Supports and Resources

**1.** I search online for digital educational resources

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**2.** I create digital resources to support my teaching

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**3.** I use virtual learning environments with students

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**4.** I use digital technologies for school-related communication

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**5.** I use open educational resources

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**6.** Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for teaching

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

## **Area F: Pedagogy: Implementation in the classroom**

**1.** I use digital technologies to tailor my teaching to students' individual needs

**a)** Strongly disagree

- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

**2.** I use digital technologies to foster students' creativity

- a)** Strongly disagree
- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

**3.** I set digital learning activities that engage students

- a)** Strongly disagree
- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

**4.** I use digital technologies to facilitate student collaboration

- a)** Strongly disagree
- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

**5.** I engage students in using digital technologies in cross-curricular projects

- a)** Strongly disagree

- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

**6.** I use gamification as a strategy to engage students in the learning process

- a)** Strongly disagree
- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

**7.** I use the flipped classroom to scaffold and support students learning process

- a)** Strongly disagree
- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

**8.** I use virtual exchange platforms (eTwinning) to promote authentic interaction

- a)** Strongly disagree
- b)** Disagree
- c)** Slightly agree
- d)** Agree
- e)** Strongly agree
- f)** Not applicable

## Area G: Assessment Practices

1. I use digital technologies to assess students' skills
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
2. I use digital technologies to provide timely feedback to students
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
3. I use digital technologies to enable students to reflect on their own learning
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
4. I use digital technologies to enable students to provide feedback on other students' work
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree

- f)** Not applicable
- 5.** Our school leaders support me in using digital technologies for assessment
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 6.** I enable students to use digital technologies to document their learning
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 7.** I use digital data about individual students to improve their learning experience
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 8.** I value digital skills that students have developed outside school
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree

**f)** Not applicable

## Area H: Student Digital Competence

- 1.** In our school, students learn how to behave safely online
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
  
- 2.** In our school, students learn how to behave responsibly when they are online
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
  
- 3.** In our school, students learn how to check that the information they find online is reliable and accurate
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
  
- 4.** In our school, students learn how to give credit to others' work they have found online
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**5.** In our school, students learn to create digital content

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**6.** In our school, students learn to communicate using digital technologies

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**7.** Our school leaders ensure that students develop their digital skills across subjects

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**8.** In our school, students learn coding or programming

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**9.** In our school, students learn how to solve technical problems when using digital technologies

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**10.** In our school, we use digital tools to overcome language barriers (not sharing the same language)

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

## A bit about you

**1.** Age:

**a)** Under 25

**b)** 25-29

**c)** 30-39

**d)** 40-49

**e)** 50-59

**f)** 60 or more

**2.** Gender: \_\_\_\_\_

- 3.** Including this school year, how many years of work experience do you have in education in total?
- a)** Less than 1 year
  - b)** 1-2 years
  - c)** 3-5 years
  - d)** 6-10 years
  - e)** 11-15 years
  - f)** 16-20 years
  - g)** More than 20 years
- 4.** Which best describes your approach to using digital technologies for teaching and learning?
- a)** I tend to use digital technologies after the majority of my colleagues
  - b)** I tend to use digital technologies at the pace of the majority of my colleagues
  - c)** I tend to be an early adopter where I see clear benefits
  - d)** I am usually among the innovators who try out new technologies
- 5.** Is teaching and learning with digital technologies in your school negatively affected by the following factors?
- a)** Lack of funding
  - b)** Insufficient digital equipment
  - c)** Unreliable or slow internet connection
  - d)** School space restrictions
  - e)** Limited or no technical support
  - f)** Lack of time for teachers
  - g)** Low digital competence of teachers
  - h)** Low digital competence of students
  - i)** Other: \_\_\_\_\_
- 6.** Is remote teaching and learning with digital technologies negatively affected by the following factors?
- a)** Limited student access to digital devices
  - b)** Limited student access to reliable internet connection

- c)** Low digital competence of families
  - d)** Teachers lacking time to develop material for remote teaching
  - e)** Teachers lacking time to provide feedback to students
  - f)** Difficulties in engaging students
  - g)** Difficulties in supporting families and/or guardians in helping students with blended learning
  - h)** Other: \_\_\_\_\_
- 7.** Is blended learning with digital technologies affected positively by the following factors?
- a)** School experience in the use of Virtual Learning Environments
  - b)** School access to well organised online of digital resources
  - c)** “Bring Your Own Device” policy
  - d)** Teachers’ participation in professional networks
  - e)** Teachers’ participation in professional development programs
  - f)** Teachers collaborate within the school on digital technology use and creation of resources
  - g)** School collaborations with other schools and organisations
  - h)** School has a digital strategy
  - i)** Well-organised, regular communication with families and/or guardians
  - j)** Other: \_\_\_\_\_
- 8.** How confident are you in the use of digital technologies in the following areas?
- 9.** How confident are you in the use of digital technologies when preparing lessons by editing or creating a variety of digital resources (for instance slide show, images, audio or video)?
- a)** Not at all confident
  - b)** Not confident
  - c)** A little bit confident
  - d)** Confident
  - e)** Very confident

- 10.** How confident are you in the use of digital technologies when teaching your class using a variety of devices (such as interactive whiteboards, video projectors) and resources (for instance online quizzes, mind maps, simulations)?
- a)** Not at all confident
  - b)** Not confident
  - c)** A little bit confident
  - d)** Confident
  - e)** Very confident
- 11.** How confident are you in the use of digital technologies when assessing or providing personal feedback and support to students?
- a)** Not at all confident
  - b)** Not confident
  - c)** A little bit confident
  - d)** Confident
  - e)** Very confident
- 12.** How confident are you in the use of digital technologies when communicating with students and parents?
- a)** Not at all confident
  - b)** Not confident
  - c)** A little bit confident
  - d)** Confident
  - e)** Very confident
- 13.** For what percentage of teaching time have you used digital technologies in class in the past 3 months?
- a)** 0-10%
  - b)** 11-25%
  - c)** 26-50%
  - d)** 51-75%
  - e)** 76-100%

# SELFIE questions for students

## Area B: Collaboration and Networking

1. In our school, we talk with teachers about the advantages and disadvantages of using technology for learning
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable

## Area C: Infrastructure and Equipment

1. In our school, I have access to the Internet for learning
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
2. In our school, technical support is available when I face problems with technology
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable

3. In our school, there are computers or tablets for me to use
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
4. In our school there are portable devices for me to take home when needed
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
5. In our school, I can bring and use my own portable device during lessons
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
6. In our school, there are online libraries with learning materials for my schoolwork
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable

## Area E: Pedagogy: Supports and Resources

1. Our teachers use online platforms, to which we can also contribute, to facilitate our learning
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
2. Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for learning:

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## Area F: Pedagogy: Implementation in the classroom

1. In our school, teachers give us different activities to do using technology that suit our needs
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
2. In our school, I use technology for creative activities
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable

3. In our school, I participate more when we use technology
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
4. In our school, we use technology for group work
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
5. In our school, we use technology for projects that combine different subjects
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable

### Area G: Assessment Practices

1. In our school, we use technology to get timely feedback on our learning
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree

- e)** Strongly agree
  - f)** Not applicable
- 2.** In our school, I use technology to understand my strengths and weaknesses as a learner
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 3.** In our school, I use technology to provide feedback to other students
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 4.** In our school, I use technology to keep a record of my learning
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree
  - e)** Strongly agree
  - f)** Not applicable
- 5.** Our teachers value digital skills that I have developed outside school
  - a)** Strongly disagree
  - b)** Disagree
  - c)** Slightly agree
  - d)** Agree

- e) Strongly agree
- f) Not applicable

## Area H: Student Digital Competence

1. In our school, I learn how to behave safely online
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
2. In our school, I learn how to behave responsibly and respect others when I am online
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
3. In our school, I learn how to check that the information I find online is reliable and accurate
  - a) Strongly disagree
  - b) Disagree
  - c) Slightly agree
  - d) Agree
  - e) Strongly agree
  - f) Not applicable
4. In our school, I learn how to use others' work I have found online
  - a) Strongly disagree
  - b) Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**5.** In our school, I learn how to create digital content

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**6.** In our school, I learn how to communicate using technology

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**7.** In our school, I use technology in different subjects

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**8.** In our school, I learn coding or programming

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

**9.** In our school, I learn how to solve technical problems when using technology

**a)** Strongly disagree

**b)** Disagree

**c)** Slightly agree

**d)** Agree

**e)** Strongly agree

**f)** Not applicable

## A bit about you

**1.** What year were you born? \_\_\_\_\_

**2.** Gender: \_\_\_\_\_

**3.** How often do you do the following (At school; Outside school)?

**a)** Never or hardly ever

**b)** At least once a month but not every week

**c)** At least once a week but not every day

**d)** Up to one hour every day

**e)** More than one hour every day

**4.** Use technology at school for school-related work?

**a)** Never or hardly ever

**b)** At least once a month but not every week

**c)** At least once a week but not every day

**d)** Up to one hour every day

**e)** More than one hour every day

**5.** Use technology at home for school-related work

- a) Never or hardly ever
  - b) At least once a month but not every week
  - c) At least once a week but not every day
  - d) Up to one hour every day
  - e) More than one hour every day
6. Use technology outside school for learning activities not related to school
- a) Never or hardly ever
  - b) At least once a month but not every week
  - c) At least once a week but not every day
  - d) Up to one hour every day
  - e) More than one hour every day
7. Use technology at home for fun activities
- a) Never or hardly ever
  - b) At least once a month but not every week
  - c) At least once a week but not every day
  - d) Up to one hour every day
  - e) More than one hour every day
8. Take part in activities outside school in which no technology is used
- a) Never or hardly ever
  - b) At least once a month but not every week
  - c) At least once a week but not every day
  - d) Up to one hour every day
  - e) More than one hour every day
9. Are you able to access digital devices (computer, laptop, tablet, mobile phone) at home?
- a) I don't have access to a digital device to use for my school work
  - b) I have access to a digital device but it is not suitable to use for my school work
  - c) There is a shared digital device at home which I can use for my school work but it is not always available when I need it

**d)** There is a shared digital device at home which I can use for my school work when I need it

**e)** I have access to a digital device that is suitable to use for my school work

**10.** When lessons take place at home with digital technologies...

**a)** I know how to use the software/apps without help

**b)** I ask my family/and or guardian to help me use the software/apps

**c)** I ask friends to help me use the software/apps

**d)** I ask my teachers or the school to help me use of the software/apps; I don't have anyone who can help me with the software/apps

**e)** I don't ask for help even if I need it

**f)** I find help on the internet

**g)** I have connectivity problems

**h)** I would like to use digital technologies to have more contact with my fellow students

**i)** I have been given information on how I should use digital devices

**j)** It is difficult to find a quiet space when using digital devices for learning



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