

E-learning and Higher Education in the Action Lines of the European Union: Digital and Methodological Competence of the Foreign Language Teacher

E-formación y educación superior en las líneas de actuación de la Unión Europea. Competencia digital y metodológica del docente de lenguas extranjeras

E-formação e ensino superior nas linhas de atuação da União Europeia. Competência digital e metodológica do professor de línguas estrangeiras

欧盟行动计划中的电子化培训及高等教育，外语教师的数字化能力和方法论能力

التدريب الإلكتروني والتعليم العالي في مسارات عمل الاتحاد الأوروبي. الكفاءة الرقمية والمنهجية لمعلم اللغة الأجنبية

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Abstract

Teacher training is one of the fundamental aspects for the quality of higher education, an essential tool for innovating teaching methods and, in the case of language teachers, for bringing students closer to the other language and culture. The objective of this research, on the one hand descriptive-analytical and on the other qualitative, is to review the European Union's action line regarding the training requirements, both methodological and digital, of university teachers, and to analyse the e-training courses proposed by German and Spanish universities included in the 2016 Shanghai Ranking, taking into account a set of variables such as the characteristics of the courses and who they are aimed at. Additionally, a survey was conducted among university foreign language teachers, collecting data on the training offered by their university, the integration of ICT in language teaching and its didactic application, as well as the ICT training needs of this group. It is concluded that very few German and Spanish universities - even after the COVID-19 health crisis - design specific courses for the development of the methodological-digital competence of language teachers; most of them are exclusively aimed at the acquisition of digital competences. Another result, extracted from the survey analysis, is that training cannot be standardised, and a specific plan must be developed for each professional group, especially for language teachers due to the uniqueness of each language and culture.

Keywords: Foreign languages, ICT, e-learning, e-teaching, methodological competences.

Resumen

La formación docente es uno de los aspectos fundamentales para la calidad de la educación superior, una herramienta imprescindible para innovar en los métodos de enseñanza y, en el caso del profesorado de idiomas, acercar al estudiante a la otra lengua y cultura. El objetivo de esta investigación, por un lado, de tipo descriptivo-analítico y por otro, cualitativo, es revisar la línea de actuación de la Unión Europea en materia de exigencia formativa, metodológica y digital, del profesorado universitario, y analizar los cursos de e-formación propuestos por universidades alemanas y españolas incluidas en el Ranking de Shanghai de 2016 teniendo en cuenta un conjunto de variables como las características de los cursos y a quiénes van dirigidos. Por otra parte, se realiza una encuesta a profesores universitarios de lenguas extranjeras en la que se recopilan datos sobre la formación ofertada por su universidad, la integración de las TIC en la docencia de idiomas y su aplicación didáctica, así como las necesidades formativas de este colectivo en TIC. Se concluye que muy pocas universidades alemanas y españolas - incluso después de la crisis sanitaria por COVID19 - diseñan cursos específicos para el desarrollo de la competencia metodológica-digital del docente de idiomas, la mayoría están dirigidos exclusivamente a la adquisición de competencias digitales. Otro resultado, extraído del análisis de la encuesta, es que no se puede estandarizar la formación, que ha de elaborarse un plan específico para cada colectivo profesional, especialmente para los profesores de idiomas por la singularidad de cada lengua y cultura.

Palabras clave: Lenguas extranjeras, TIC, e-learning, e-teaching, competencias metodológicas.

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Resumo

A formação de professores é um dos aspetos fundamentais para a qualidade do ensino superior, uma ferramenta imprescindível para inovar nos métodos de ensino e, no caso dos professores de línguas, para aproximar os estudantes da outra língua e cultura. O objetivo desta investigação, por um lado, de tipo descritivo-analítico e, por outro, qualitativo, é rever a linha de atuação da União Europeia em termos de exigência formativa, metodológica e digital do pessoal docente universitário, e analisar os cursos de e-formação propostos por universidades alemãs e espanholas incluídas no Ranking de Xangai de 2016, tendo em conta um conjunto de variáveis como as características dos cursos e a quem se destinam. Por outro lado, foi realizado um inquérito a professores universitários de línguas estrangeiras, no qual foram recolhidos dados sobre a formação oferecida pela sua universidade, a integração das TIC no ensino de idiomas e a sua aplicação didática, bem como as necessidades de formação deste coletivo em TIC. Conclui-se que muito poucas universidades alemãs e espanholas – até mesmo depois da crise sanitária provocada pelo COVID-19 – concebem cursos específicos para o desenvolvimento da competência metodológica-digital dos professores de línguas, sendo que a maior parte visa exclusivamente a aquisição de competências digitais. Outro resultado, obtido pela análise do inquérito, é que a formação não pode ser uniformizada, que deve ser elaborado um plano específico para cada coletivo profissional, especialmente para os professores de línguas, devido à singularidade de cada língua e cultura.

Palavras-chave: Línguas estrangeiras, TIC, e-learning, e-teaching, competências metodológicas.

摘要

教师培训是保证高等教育质量的基本要素之一，也是推动教学方法创新、帮助外语教师拉近学生与另一语言文化距离不可或缺的重要工具。研究一方面通过描述性分析，另一方面通过定性分析，对涵盖在欧盟行动计划中的大学教师培训、方法论及数字化要求进行查验，同时也对2016年上海软科发布的世界大学学术排行榜中的德国与西班牙大学所提倡的培训课程进行分析。培训课程特点及培训目标群体等一系列变量是分析考量在内的因素。除此之外，研究也对大学外语教师进行了一项问卷调查，收集他们所在大学的培训内容、信息通讯技术在外语教学中的融合和应用以及教师群体对信息通信技术的培训需求等信息。研究结论发现即使在2019冠状病毒疫情后，也只有少数的西班牙和德国大学会设计特殊的培训课程来提高外语教师的数字化及方法论能力，其中大部分的培训课程都只是针对数字化能力设计的。通过问卷调查得到的另一项结果显示教师对培训标准化的反对，他们认为有必要考虑到每个语言及文化的特殊性，并针对不同的外语教师群体设计特殊的培训计划。

关键词: 外语、信息通讯技术、电子化学习、电子化教学、方法论能力

ملخص

يعد تدريب المعلمين أحد الجوانب الأساسية لجودة التعليم العالي، وأداة أساسية للابتكار في أساليب التدريس، وفي حالة معلمي اللغة، تقرب الطالب من اللغة والثقافة الأخرى. الهدف من هذا البحث، من ناحية، من النوع الوصفي التحليلي ومن ناحية أخرى، النوعي، هو مراجعة خطط عمل الاتحاد الأوروبي من حيث التدريب والمتطلبات المنهجية والرقمية لأعضاء هيئة التدريس بالجامعة، وتحليل دورات التدريب الإلكتروني المقترحة من قبلتم إدراج الجامعات الألمانية والإسبانية في تصنيف شنغهاي لعام مع الأخذ بعين الاعتبار مجموعة من المتغيرات مثل خصائص الدورات والجهة التي تستهدفها. من ناحية أخرى، يتم إجراء مسح على 2016 معلمي اللغات الأجنبية بالجامعات حيث يتم جمع البيانات حول التدريب الذي تقدمه جامعتهم، ودمج تكنولوجيا المعلومات والاتصالات في تدريس اللغة وتطبيقها التعليمي. وكذلك الاحتياجات التدريبية لتكنولوجيا المعلومات والاتصالات الجماعية. وخلص إلى أن عدد قليل جداً من تصمم دورات محددة لتطوير الكفاءة المنهجية الرقمية لمعلم اللغة - COVID19 الجامعات الألمانية والإسبانية - حتى بعد الأزمة الصحية لـ وتهدف الأغلبية حصرياً إلى اكتساب المهارات الرقمية. والنتيجة الأخرى المستخرجة من تحليل الاستطلاع هي أنه لا يمكن توحيد التدريب، وأنه يجب وضع خطة محددة لكل مجموعة مهنية، وخاصة لمدرسي اللغة بسبب تفرد كل لغة وثقافة.

الكلمات الدالة: اللغات الأجنبية، تكنولوجيا المعلومات والاتصالات، التعلم الإلكتروني، التدريس الإلكتروني، المهارات المنهجية

Introduction and objectives

Since the beginning of the century, the European Commission has developed action plans aimed at improving the quality of education through the use of ICT. In 2000, it adopted the initiative "eLearning - Designing tomorrow's education", which highlights the role of "**digital literacy**" and "the general availability of appropriate training for teachers and trainers, including technology training as well as courses on the educational use of technology and management of change" (Commission of the European Communities (CEC), 2001, p. 3). In this new paradigm, the so-called "new basic skills" (CEC, 2001, p.11) come into play, confirmed by the European Parliament and the Council of the European Union, including foreign languages and digital competence (2006, p.13). This document, later cited, was revised and adapted in 2018. Action plans for the digitalization of the different socio-economic scenarios of the EU are practically published every year (CEC, 2000, 2001, 2005, 2007; European Commission, 2000, 2010, 2018; Expert Group on New Skills, 2010; INTEF, 2017). There are also many documents on multilingualism and language policy of the EU, such as *European Year of Languages 2001* (European Parliament, 2000); *Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006* (CEC, 2003). Krzyżanowski and Wodak (2011, pp.25-131) analyse in their research of political strategies and language policies 24 key EU-documents published between 1997 and 2010 and focused on languages and multilingualism. However, few official documents relate ICT training to foreign languages, and even fewer contemplate the incorporation of ICT as an integral part of the language teaching program. The joint report of 2015 by the Council and the Commission refers to the use of innovative pedagogies related to ICT only at a general level: "Education and training should reap the benefits of new ICT developments and adopt innovative and active pedagogies, based on participatory and project-based methods" (European Commission, 2015, p.29).

Nonetheless, the lack of systematic implementation of this type of methodology is evident: "Today eLearning is not sufficiently present in Member States' education and training policies. However, the benefits of eLearning are enormous" (European Commission, n.d.).

Efforts continue, but "EU education is failing to keep pace with the digital society and economy..." (European Commission, 2013, p.2); "the right policy framework and a stimulus to introduce innovative learning and teaching practices" (p.3) are called for. However, many teachers do not possess the necessary competencies for the pedagogical use of ICT, partly due to a lack of training "on how to use ICT in the classroom" (p.5). In the face of the need for an integrated and transformative approach, it is proposed that Member States and educational institutions leave the implementation of initiatives in the hands of volunteer teachers, digital communities, and ICT experts and create "teachers' awards for the good pedagogical use of ICT" (p.12). In 2014, Gaebel et al. published the study *E-learning in European Higher Education Institutions*, presenting the results of a research project in which 249 higher education institutions from 38 European systems participated. Almost all of the institutions in the sample had started to engage in online training, but implementation still did not cover the entire institution (pp.7-8). While it is claimed that two-thirds of the institutions use e-learning for language teaching (p.34), there is no specific data on e-learning for foreign language learning. Only 56% of the participants agree that online learning promotes foreign language learning (p.45).

The report *The first European Survey on Language Competences* (2012), neither provides specific information on e-language teaching nor new pedagogies. Instead, it mainly gathers data on the equipment in schools and their degree of use, which is generally low and has little significant effects (European Commission, 2012, pp. 67, 79). The pedagogical aspect is, nonetheless, practically neglected. The document *Competencias y*

estándares TIC desde la dimensión pedagógica (Valencia-Molina et al., 2016) offers a generalist response with its tripartite model "know-use-transform", based on the reflective use of ICT and the premise that teachers are capable of developing knowledge about them, their instrumental use, and adapting them to their educational practices (p.11). The authors do not provide further details or thematize the teaching of foreign languages, but they agree with those of the *European Profile for Language Teacher Education* in that the use of ICT is not an end in itself and requires continuous reflection: "Training in ICT includes an ongoing reflection on its pedagogical values and is not focused merely on technical competence. It benefits from being linked with communication skills" (Kelly & Grenfell, 2004, p.21). Bottom-up initiatives have undeniable importance (European Commission, 2013, p.12). An example of this is the interdisciplinary project carried out at the University of Trier (Germany) between 2002 and 2007, which aimed to implement e-learning scenarios for foreign language learning through online tutoring ("Fremdsprachenlernen über Online-Tutorien"), with the collaboration of students from the German as a Foreign Language and Applied Linguistics in Computer Science programs who were incorporating new technologies into these learning programs and creating new "Tele-Tutoring" scenarios. They did not question language learning through the computer, but sought to reasonably integrate it into the teaching-learning process from a cognitive-communicative perspective, taking advantage of opportunities for authentic communication (Universität Trier). However, the European University Association has confirmed the need for a paradigm shift:

Change in learning and teaching depends on the right combination of top-down guidance and structural support and bottom-up dynamism. The innovation push comes mainly from individual teachers, departments, and faculties. But institutional leadership, in particular vice-

rectors and their teams, and dedicated structures, such as learning centres, have an important role to play in upscaling tested learning and teaching approaches, and making sure they become mainstream (Gaebel & Zang, 2018, p.53).

It is essential, thus, to provide institutionalized training, integrated (discipline and pedagogy) from the beginning of the teacher's professional practice. European universities are called upon to respond to the challenges of the new digital paradigm, and for this they have the support of their respective ministries of education:

Digitalisation plays a role in all areas of society and we recognise its potential to transform how higher education is delivered and how people learn at different stages of their lives. We call on our higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment. We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences (Conférence ministérielle, 2018, p.3).

Therefore, virtual training scenarios (e-training) or e-learning, defined as "the design and implementation of training processes developed through digital environments on the Web" (Area-Moreira, 2020, p.129), are essential. There are many models of e-learning analysed by various authors, including García Marcos and Cabero, who highlight three basic dimensions as a common denominator in all of them: pedagogical, technological, and organizational (2016, p.169). However, in the context of this research, we will also talk about e-teaching for two reasons: a) to emphasize the perspective of the teacher who receives training on how to develop their activity in this virtual scenario, understood as "an essential prerequisite for e-learning" (Guri-Rosenblit, 2018, p.93); and b) several of the courses

offered by German universities are named as such.

The convenience of this study is threefold: firstly, due to the little attention given to the essential role of teachers in the most relevant literature on online education and, therefore, the need to complement research on e-learning with studies on e-teaching (Guri-Rosenblit, 2018, pp. 93-94); secondly, it is essential to have a thorough understanding of the existing training offer aimed at university teachers and their possible shortcomings in order to adapt it to the current needs of teacher training in virtual or mixed (blended learning) environments, with a clear distinction between digital competence and methodological competence, two variables that have been applied to our object of study and will be presented in the following section. Thirdly, to analyse the institutional and the teaching staff perspectives in the research, it has been deemed appropriate to understand first-hand the training needs of foreign language university teachers. To this end, a survey has been designed as a data collection instrument.

Given these premises, this article is based on the following objectives: in light of the official documents generated by the European Union regarding teacher training in ICT, to determine if German and Spanish universities comply satisfactorily with European regulations on methodological and digital competencies. Additionally, to know the opinions of university teachers of foreign languages regarding the suitability of training courses related to digital and methodological competence. For this purpose, a survey is developed whose discussion could inspire an in-depth debate and new training proposals.

Method

The methodology used in this research is, in part, descriptive-analytical, which involves, as a preliminary step, studying and reviewing European regulations on ICT training requirements for language teachers. The descriptors of the courses offered on the websites of German and Spanish universities

are analysed (objectives, content, methodology, and participants), paying attention to the type of digital and/or methodological training offered.

For the classification of the courses, the conceptual description of digital competence (DC) and methodological competence (MC) was the starting point. The first, one of the eight key competences of the EU's lifelong learning program, was defined, after a thorough review, as follows:

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety [...], intellectual property related questions, problem solving and critical thinking. (Council, 2018, p. C189/9).

To determine if a specific training course is aimed at digital competence, the previously cited the Council's definition and its descriptors were taken into account, as well as other aspects such as innovation in office systems, clearly aimed at the technical field. Methodological and/or pedagogical aspects that many authors incorporate into the so-called teacher digital competence (INTEF, 2017; Redecker & Punie, 2017; Padilla-Hernández et al., 2019, etc.) are treated separately and constitute the second parameter: A course is considered oriented towards MC when it trains in aspects related to one of the following descriptors: design, methodology, social context, knowledge construction, network participation, emotions in experiences, innovation in educational improvement, etc. To these descriptors, Cabero-Almenara et al. (2020, pp.28-29) also incorporate other competencies such as affective, emotional, and social, which are very necessary in the era of the pandemic due to the confusion generated by the new context of social distance learning and online platforms.

No subcategorization of DC and MC is made in this general context as it would be an excessive classification of conceptualizations.

In the research, individual advisory services and software or data management courses were not included unless they were clearly aimed at the digital and methodological training of language teachers. When several courses offered the same content, but with different names, they were counted as a single course.

The universities selected for this study are included in the Shanghai Ranking for offering recognized quality standards (Academic Ranking, 2016), which is the starting date of this research. The list includes the top 500 institutions of higher education in the world, ranked according to certain quality parameters. The 12 universities in Spain included in this ranking were taken into account, and to maintain numerical balance with the German universities, the courses of the top 12 universities in Germany, out of the 38 included in the ranking, were analysed.

The data collected in all tables refers to the academic years 2016-2017, 2017-2018, and 2018-2019. The courses from 2017-2018 are not presented as there were no significant differences from the previous year. Although the study covers the years 2016 to 2019, limited information will be provided for the second semester of 2022 in order to guide future research lines.

Additionally, a survey was designed for university language teachers. To validate it, the questionnaire was tested in five teachers from different languages (English, French, and German) with experience in the use and training courses in ICT, which contributed to the reformulation of some items and changes in the format of others. According to Krause (1995), validation in research with a qualitative methodology is sufficient if two researchers, based on the same documents, verify or arrive at the same or similar conclusions. The only criterion for selecting participants in the research was that they taught language courses, so the survey was sent during the first week of

the 2017 academic year to 92 members from various philological areas at the University of Oviedo. 56 completed questionnaires were received.

The survey consists of six open and closed questions. The analysis of the open questions is conducted from a qualitative approach, starting from a theoretical framework as a conceptual basis and proceeding to the interpretation of the data. Following Sandín (2010), qualitative research allows for the extraction of results that are impossible to obtain through statistical procedures or other types of quantification, and although this data can be quantified, the analysis itself is qualitative. The structure of the survey is as follows:

1. Surveyed population: males (17), females (39)
2. Years of experience: novices (16) with 1 to 10 years of experience, experienced (22) with 10 to 20 years of experience, and veteran (18) with more than 20 years of experience
3. Languages taught: English, French, German, Italian
4. (A) Digital training of the teacher; (B) Adequacy of teacher training offerings; (C) Frequency of attendance to training courses; (D) Type of training course considered necessary; (E) Variety of resources used in the classroom; (F) Impact of ICTs in the classroom: observed changes.

In each item, a space was left for the teacher to elaborate on their response.

Data processing was carried out with the ATLAS.Ti7 software, which provides both quantitative and qualitative data. The analysis requires coding, categorization, and sub-categorization of the open responses.

Results

The following tables collect all the courses, in a synthesized way, that could contribute to the e-training of foreign language teachers, even if they were from very diverse fields. The information marked in gray refers to the 2018-2019 academic year, the unmarked to the 2016-2017 academic year.

Table 1. E-training courses for teachers, German universities, website information

University	Courses: e-learning/e-teaching	Development of digital competence	Development of methodological competence
Heidelberg	Basic Moodle	X	
	Advanced Moodle (self-assessment and surveys)	X	
	Advanced Moodle (Blended Learning in higher education)	X	X
	Class recording	X	X
	Adobe Connect	X	
	Digitalisation in higher education	X	
	OER in higher education - Get started	X	
	Augmented Reality (AR) and Virtual Reality (VR) in higher education	X	
Technical of Munich	Moodle: Brief Introduction	X	
	Classroom Interaction	X	
	Professional Communication in Moodle	X	
	Webinars with Adobe Connect	X	
	Structuring Courses in Moodle	X	
	Integrating Materials and Activities in Moodle	X	
	Peer Review with Moodle	X	
	Online Tutoring with Adobe Connect	X	
	Exams with Moodle	X	
	Setting Up Groups in Moodle	X	
	Teaching with Educational Technology	X	
	Concepts of Teaching and Learning II	X	
	Digital Teaching: Didactic Concepts, Tools, Application Scenarios	X	X
Drawing and Visualizing with the Tablet	X	X	
LM (Ludwig Maximilian) Munich	Courses, On-demand consulting		
	Blended learning in education	X	X
	BYOD Bring Your Own Device: motivating students through their electronic devices	X	X
	Using digital tools in teaching	X	X
	Blended learning: didactics and methods	X	X
	Clicker-PINGO-Prezi-Powerpoint-Screencasts-Tablets-Visualizer-Videos-Smartphones	X	X
Bonn	E-Teaching introduction (innovation)		X
	E-Teaching: e-Assessment (innovation)		X
	Advanced E-Teaching (innovation)		X
	E-Teaching: Inverted Classroom (advanced) (innovation)	X	X
	E-Teaching: media production	X	
Frankfurt (on the Main)	E-Learning introduction	X	
	Didactics of e-learning - digital learning media	X	
	Didactics of e-learning: lesson planning		X
	E-learning coaching (advice for projects developed by teachers themselves)		X
	E-learning: final module workshop		X
	Basic Moodle platform	X	
	Basic OLAT platform	X	
	Advanced Moodle platform	X	
	Online cooperation - tools	X	
	Online cooperation - concepts and methods	X	X
	Design of exams and assignments	X	X
	Interactive digital whiteboard in the classroom	X	
	Mind maps, concept maps, Prezi	X	
	Flipped Classroom		X
	Audience Response Systems (Voting, TED)	X	
	Open Educational Resources	X	
	LernBar - authoring tool	X	
	Digital video production and editing	X	
	Screencast production	X	
	Design of interactive learning modules	X	X
	Creating digital content for people with physical limitations	X	X
	Creating digital content	X	
	Creating video tutorials	X	
Creating "scanner" exams with EvaExam	X		
E-portfolios as a tool for reflection and evaluation	X	X	
Creating video tutorials with Stop-Motion technique	X		
Creating questionnaires with EvaSys	X		

University	Courses: e-learning/e-teaching	Development of digital competence	Development of methodological competence
Freiburg	ILIAS Platform (basic)	X	
	ILIAS Platform (advanced)	X	
	Content Authoring: creation of interactive teaching materials (advanced)	X	
	ILIAS Platform: Design of online exams and surveys	X	X
	The virtual classroom: online meetings and communication	X	
	E-Portfolios with the ILIAS platform	X	X
	Blended Learning	X	X
	Implementation module (development and implementation of own teaching projects for e-learning)	X	X
	Wikis	X	
	Collaborative teaching scenarios	X	X
	Constructive Alignment		X
	Blended Learning in large groups	X	X
	Designing videos for different teaching-learning scenarios	X	X
	Activating student participation	X	X
	Digital Literacy		X
	Flipped Classroom in higher education	X	
	Göttingen	Stud.IP Platform - Basic / Consultancy	X
Stud.IP Platform - Workshop for Teachers		X	X
ILIAS Platform - Basic: Creation of learning modules and exams		X	X
ILIAS Platform - Advanced		X	
ILIAS Platform: e-examination system		X	
Design of Multiple Choice Questions			X
Digital Whiteboard: Introduction / Consultancy		X	
Record with Camtasia		X	
Create tutorial videos with Camtasia		X	
Mobile learning: using smartphones in the classroom		X	
Adobe Connect		X	
Digital whiteboard - advanced level		X	
Multimedia techniques - question-based course		X	
Create tutorial videos with Camtasia - post-production		X	
Interactive videos - introduction		X	X
eCult webinars (series of conferences)		X	
Virtual & Augmented Reality: introduction workshop		X	
"Audio & Video Production" - basic workshop	X		
"Audio & Video Post-Production" - workshop	X		
Münster	Learnweb platform - basic	X	
	Electronic exam creation	X	
	Video and short film production	X	
	Other offerings (internal)		
Technical of Dresden	Web-CMS	X	
	Adobe InDesign (Desktop Publishing)	X	
	ONYX (Testsuite)	X	X
	OPAL Platform	X	
	E-Assessment	X	X
	E-Teaching in higher education (blended learning)	X	X
	E-Learning design	X	
	E-Learning projects	X	X
	SOOPAL (Open Online Course on OPAL)	X	X
	KEEBtraining (design and development of training offers based on e-Learning)	X	X
Webinars & Co: Use of virtual classrooms in higher education	X		
Erlangen-Nuremberg	E-Learning: StudOn platform	X	
	E-Learning: design of learning modules (StudOn)	X	X
	E-exams with StudOn	X	
	Interactive videos in higher education	X	X
Kiel	OpenOLAT platform	X	X
	Individualized training	X	X
Leipzig	MOODLE	X	
	E-Assessment with ILIAS	X	
	Mahara (Software for e-Portfolio)	X	
	Class recording	X	

Table 2. E-training courses for teachers, Spanish universities, website information

University	Courses: e-learning/e-teaching	Development of digital competence	Development of methodological competence
Barcelona	The connected classroom. Didactic strategies for networked work in the Moodle environment.	X	X
	Collaborative learning and work in the network and with the Moodle environment	X	X
	Mobile devices in the classroom: from enemies to friends.	X	X
	Design and production of educational videos.	X	
	Learning: Introduction to mobile devices in the classroom.		X
	How to take advantage of your virtual classroom: design and configure a "lesson" in Moodle.		X
	Invisible ICTs. Didactic strategies for using ICTs in the classroom.		X
Autonomous University of Madrid	Gamelex: gamification in foreign language teaching.	X	X
	Teaching in front of the camera: Effective presentation for "SPOC" or "MOOC" courses.		X
	Design and create your own "SPOC", "MOOC" course in Open edX.	X	
Granada	Online teaching and intellectual property: Practical aspects for teaching staff.	X	X
	Successful presentations: Effective presentation in the classroom.		X
	UGR Email: Webmail, Thunderbird [...] Google Drive and other applications	X	X
	Working with different devices and synchronization: laptops, tablets, Mac, smartphones.	X	
Autonomous University of Barcelona	Tips on maintenance and security of our device. Connecting from home to work. Private and public clouds.	X	
	Our device in electronic administration.	X	
	Social networks in educational environments: Facebook, Twitter.	X	X
	IP telephony at UGR.	X	
	Autonomous work management. Mahara platform.		X
Complutense	Digital tools to improve teaching practice		X
	Virtual campus. Moodle platform	X	
	Film and Video in Language Teaching	X	X
	Digital tools in the classroom	X	X
Catalonia Polytechnic	Keys to being great presenters mastering Power Point	X	X
	Creating websites with HTML5	X	
	Learning and Service in the University (ApS)	X	
	Teaching and research in virtual environments	X	
	Introduction to the Flipped Learning methodology: tools for its development	X	X
Valencia Polytechnic	The Wikipedia project at UPC	X	
	Using social networks in education	X	
	Digital writing and pencasts for teaching innovation	X	
	Introduction to podcasting for teaching	X	
	What is done in UPC for smartphones, etc.?	X	
	Interactive response systems	X	
Pompeu Fabra	Creating content with the LESSONS tool	X	X
	Teacher training program 2019 (advisory: use of ICT for teaching and learning)	X	X
Santiago de Compostela	Instrumental module/Global Classroom: designing software programs in Moodle; Photoshop, Prezi, advanced Excel and Gmail, etc.	X	
	Innovation module (new technologies, web 2.0, digital skills, Wiki, Blog, Twitter, etc.)	X	
	Experiences module: on the educational uses of Moodle, mobile technology and creating a Facebook group for a subject,...		X
	ICTs in the design of activities for CLIL: resources and sources	X	
Basque Country	No specific courses found for ICT and the teaching process		
	Introduction to ApS at the University	X	X
Valencia	Creating multimedia content	X	X
	Four editions presented: eGela: fundamental tools. Three in Basque.	X	
	Task and questionnaire management and configuration of Moodle UV grades.	X	
	Introduction to Moodle-UV for teaching and research staff	X	
	Creating websites, online courses with ambeXelearning.	X	X
	Technological and pedagogical resources in the digital era: innovations in teaching methodology	X	
Rovira y Virgili	Creating multimedia resources for teaching: screencast videos	X	
	Creating multimedia resources for teaching: quality presentations	X	X
	Introduction to URV Moodle	X	
Rovira y Virgili	Outlook 2013. Self-learning course.	X	
	101 Introduction to URV Moodle.	X	
	Moodle I. Tools for teaching.	X	
	Production of educational and research capsules at the CRAI of URV.	X	X
	SciVal: the tool that will allow you to analyse and position your search	X	

With respect to the analysis of the surveys, university teachers highlight similar features. Below, for space reasons, the most important aspects are summarized.

Regarding the *digital training of teachers* (A), the results of the survey analysis present a not very optimistic panorama. None of the respondents consider it "very adequate", 10% consider it "adequate", 65% "not very adequate", 20% "not at all adequate", and 5% did not answer. It is significant that no new teacher responds to having "not very adequate" training. This group specifies that they carry out training autonomously or acquire it in other training centres. These results are in line with question B, where 70% of respondents answer that *the university's training offer* (B) is "not very adequate", only 3% consider the offer to be "very adequate". Only 10% are satisfied with the university's offer, considering it "adequate" training. Regarding the *frequency with which they attend training courses* (C), 65% state that "no courses are offered", 25% find the courses "not interesting", and 10% attend with very little frequency. New teachers specify that no specific courses are offered, only those directed towards research are considered of special interest. Although in this sense, 15% of this group demand a greater offer and two of them also specify training in psychosocial and emotional aspects. 60% of the respondents demand (question D), "specialized courses for the application of ICT in the foreign language classroom" and courses on the "virtual campus". Regarding the *variety of resources used in the classroom* (E), the obtained responses do not provide very novel information, most of the technological

resources to which they refer have been used for over a decade.

Another of the results of the survey analysis, according to 100% of the respondents, is that the *impact of ICT in the classroom* (F) is positive, with the following changes observed:

- Establishment of a new relationship between teacher and student.
- Greater dynamism in classes due to the variety of resources.
- Ease of approaching other cultures.
- Internationalization of teachers and students.
- Recovery and renewal of materials.
- Monitoring of students.
- Students with a more positive self-esteem.

Discussion

The analysis of the data results in Germany shows that the types of courses offered in 2016-2017 mainly focus on platforms such as Moodle, OLAT, ILIAS, StudOn, etc., and their different proposals for use (integration of materials and activities, wikis, surveys, self-assessment, peer review, exams), but also introduce e-teaching, online learning didactics, class recording, and video tutorial production. A few courses focus on mobile learning (smartphones in the classroom), Adobe Connect, and blended learning (see Table 1.).

The following table (Table 3) presents the results of the analysis of the training offer for teachers at German universities (see Table 1).

Table 3. German universities, website information

University	Different types of courses (N.)	Develop digital competence (%)	Develop methodological competence (%)	Develop both competences (%)
Heidelberg	6	100	33.33	33.33
	3	100	0	0
Technical of Munich	10	100	0	0
	4	100	50	50
LM Munich	-	-	-	-
	5	100	100	100
Bonn	6	33.33	66.67	33.33
Frankfurt (on the Main)	24	84.33	33.33	33.33
	3	100	33.33	33.33
Freiburg	9	100	44.44	44.44
	7	71.43	85.71	57.14
Göttingen	10	90.91	27.27	18.18
	7	62.5	37.5	12.5
Münster	4	100	0	0
Technical of Dresden	10	100	60	60
	1	100	100	100
Erlangen-Nuremberg	3	100	33.33	33.33
	1	100	100	100
Kiel	2	100	100	100
Leipzig	4	100	0	0
TOTAL	119	89.08	40.34	30.25

The data extracted from the analysis of the training offer in Germany (Table 3) indicates that most courses focus on the development of the teachers' digital competence, less than half on methodological competence, and barely a third on both. Of the 88 courses identified in 2016-2017, only eight (9.09%) exclusively teach methodological competence (see Table 1). Another 22 courses teach both competencies simultaneously, a figure that increases to 32 in 2018-2019.

It is noted that in 2016-2017, 63.64% of the training offer focuses solely on the use of digital tools. Although since 2010 the European Commission has given priority to teacher training in digital competence and digital culture, the results of this research demonstrate very slow progress in this regard. Likewise, that data corroborates the findings of the *E-learning in European Higher Education Institutions* research, conducted in the fall of 2013, which showed that the commitment of European universities to the implementation of e-learning was not the same in all institutions, and that many were still in the experimental phase (Gaebel et al., 2014, pp.7-8). In the introduction to the content of a course on "E-

Teaching: Inverted Classroom" at the University of Frankfurt, teaching is compared to "a sick patient, who needs urgent therapy" (Goethe University Frankfurt on the Main, 2017). It is then specified that in almost "every area of public life, a dizzying paradigm shift has taken place due to the use of digital media and forms of communication. Only teaching has barely changed in comparison to the 20th century." [Original citation in German]. Nevertheless, in the 2018-2019 academic year, there is a slight improvement: the percentage of courses that focus exclusively on digital competence decreases and stands at 58.82%, while those oriented exclusively towards methodological competence increase (10.08%), and those oriented towards both reach 26.89% compared to 18.49% in 2016-2017, a trend that the trainer of the previously mentioned course confirms, but, according to him, the digitalisation of higher education still advances at a much slower pace than the aforementioned changes (Deutscher Hochschulverband, 2019).

The following table (Table 4) presents the results of the analysis of the training offer for teachers in Spanish universities (see Table 2).

Table 4. Spanish universities, website information.

University	Different types of courses (N.)	Develop digital competence (%)	Develop methodological competence (%)	Develop both competences (%)
Barcelona	6	66.6	83	66.6
	2	50	100	50
Autonomous University of Madrid	2	50	50	50
	2	50	100	50
Granada	6	100	33.3	66.6
Autonomous University of Barcelona	4	50	75	50
	1	100	100	50
Complutense	3	66.6	33.3	66.6
	2	100	50	50
Catalonia Polytechnic	6	100	100	100
	3	100	66.6	66.6
Valencia Polytechnic	1	100	100	100
	1	100	100	100
Pompeu Fabra	3	66.6	33.3	66.6
	1	100	0	0
Santiago de Compostela	-	-	-	-
	1	100	100	100
Basque Country	2	100	50	50
Valencia	4	100	50	75
	2	100	50	50
Rovira y Virgili	6	100	50	83.3
TOTAL	58	84.48	55.17	67.24

Regarding the training offer for teachers in Spanish universities (Table 2), we find a slight difference compared to the training offer in Germany. 67.24% of the courses develop both competencies (Table 4), a figure that doubles the number of courses offered in Germany, where both competencies are developed in only 30.25% of the courses (Table 3).

The results of the study reveal that out of the 58 different types of courses, 84.48% offer digital training to teachers while 55.17% focus on the development of methodological competence. 10 of the latter are newly created, designed for the 2018-19 academic year.

Another of the results extracted from the research is that neither in the German universities nor in the Spanish universities there is specific digital and methodological training for foreign language teachers. This data is in line with some research, such as that of Pareja-Lora et al. (Eds.) (2016), where in most of the chapters the application of ICT in foreign language learning programs or

environments is shown through concrete examples, and only in two (García Esteban et al., 2016, pp.105-113; Vinagre Laranjeira, 2016, pp.129-140) is there a reference to language teachers' training in some aspect. It is noteworthy that in their volume *-New perspectives on teaching and working with languages in the digital era-*, the adjective "new" is still used in several chapters and sections: "new scenarios and environments for teaching and learning, such as blended learning, e-learning, ubiquitous learning or incidental learning" (Pareja-Lora et al., 2016, p.1).

In all German and Spanish universities, we have found training aimed at handling the Moodle, Stud.IP, ILIAS, OPAL platforms, etc. Its objective is, in most cases, the development of digital competence when taught at basic levels. On the contrary, in some advanced courses, attention is also paid to the training of the methodological competence of the faculty.

Similarly, in universities in both countries, courses are offered for the development of multimedia resources for teaching, Blended Learning, Digital whiteboard, or online teaching. The course "Interactive Digital Whiteboard in the Classroom" offered by the University of Frankfurt in 2016-2017 is no longer among those offered in 2019. It is not clear why it has been discarded, despite its multiple possibilities for application in current language teaching methodologies, without ignoring the need for "development of training models and examples of good practice, which can support teachers in developing the necessary competencies for exploiting the IWB [interactive whiteboards] pedagogically" (Cutrim Schmid & van Hazebrouk, 2012, p.119).

This call for good practices and training models still exists in 2018-2019. Several universities, both in Germany (Ludwig Maximilian University of Munich) and in Spain (University of Granada), offer innovative courses for the management of "IP Telephony" - laptops, tablets, Mac, smartphones - aimed at the development of digital competence. Kannan and Munday (2018, p.15) confirm a positive influence on teaching and learning through ICT, but in their literature review focused on the evolution of Computer Assisted Language Learning (CALL), they also collect voices that warn about the need for strong harmonization between pedagogical objectives and the suitability of the tools used to achieve these objectives, and in fact point to initiatives that take this requirement into account (pp.16-17). The discovery of new programs and electronic devices for foreign language learning, not restricted to classroom use and related to greater learner autonomy, also does not provide an answer to how to achieve harmonization in the teaching practice of higher education. On the contrary, the challenge is once again highlighted: "The challenge for the education system, and for instructors in particular, is to develop a pedagogical design for integrating these tools" (p.18).

A new analysis of the training offerings for the second semester of 2022, aimed at faculty at the selected German universities, shows that several of them (Münster, Leipzig, Nuremberg-Erlangen, Kiel) do not present significant changes compared to the courses offered before the health emergency; in others, however, three trends can be observed: first, the availability of digital tools for teachers has multiplied, such as the Dresden and Munich Technical Universities, which are explained in part through video tutorials. The University of Heidelberg also offers self-learning materials (Moodle). Secondly, several universities have also increased the number of courses focused almost exclusively on digital competence (33 at the University of Göttingen, 19 at the University of Bonn); and thirdly, all of them are committed to individualized technical advice and support from a team of experts. However, no increase in courses aimed at methodological competence is observed.

At Spanish universities, we also did not find specific training programs for foreign language university teachers, in order to train them technologically and methodologically in all phases of the didactic process (design, teaching, digital resources, evaluation, etc.). The majority are teacher digital training programs such as those offered by the University of Granada or the Autonomous University of Barcelona, which in 2022 offered nine courses for the acquisition of "digital competencies", aimed at updating knowledge of applications for office automation, or the University of Valencia with the development of multimedia resources such as high-quality presentations and screencast videos, without emphasizing methodological applications for foreign language teaching and learning. Similarly, the Complutense University of Madrid offers 29 courses aimed mostly at the use of ICTs in teaching. In all of them, we found trainings to bring faculty closer to audiovisual techniques applied in the classroom, but not specific to foreign language teachers.

The lack of ICT training for teachers and the limited offerings provided by universities are

also mentioned by the surveyed teachers. This gap can have negative consequences for students, as stated by the Special Study Commission for the Development of the Information Society, this lack of knowledge "causes society to lag behind in its uptake of new technologies and therefore lower performance in its use" (Comisión Especial, 2003, p.15).

As a novelty, the survey refers, in comparison to courses, to emotional aspects. The importance of emotions in learning in general, and in foreign language learning in particular, is highlighted by different studies (Acevedo, 2018; Bisquerra & Guiu, 2018), which show that the evolution and success in the language learning process depends on the affective environment created by the teacher.

It has been demonstrated that without the adequate training in digital and methodological competence of language teachers, the motivation of the learner, the development of communicative skills, and their approach to the other cultural reality fail. Embarking on a teaching based on digital tools without the guarantees of solid training in these aspects is counterproductive (Heinsch & Rodríguez Pérez, 2015).

Conclusions

It is concluded that both German and Spanish universities offer few courses on ICT focused on foreign language teaching-learning, although it is possible, in most of them, to get personalized advice. The sample is large enough to confirm the presence of an incipient digital culture in these institutions, but they still have deficiencies in methodological training in e-teaching in the selected universities. The data contradicts the recommendations of the European Commission (2013, p.3), which require teachers to acquire the necessary competencies for the pedagogical use of ICT. Other documents, such as those mentioned in the first section, emphasize the importance of digital competences, as they promote socioeconomic changes while generating new knowledge that

contributes to increasing the competitiveness of the EU at a global level. Educational systems in general are still lagging behind a digital culture that is permeating the functioning of all areas of society. One of the challenges lies in adapting digital media to teaching-learning scenarios through new methodologies. While the *European Framework for the Digital Competence of Educators* focuses on the development of teachers' digital competences, there are general recommendations related to pedagogical strategies and methods, as in the following quote: "To reflect on the effectiveness and appropriateness of the digital pedagogical strategies chosen and flexibly adjust methods and strategies. To experiment with and develop new formats and pedagogical methods for instruction (e.g. flipped classroom)." (Redecker & Punie, 2017, p.52)

These references to pedagogy are surprising because they suggest that teachers are solely responsible for their digital and methodological training, and that because they are experts in their subject matter, are able to independently generate new content based on technological media and moreover adapt it to the needs of their students, particularly those arising from new cultural and migratory movements that are changing the landscape of higher education in Europe. Nothing could be further from the truth, as in 2018 the European Commission again emphasized its priority of "making better use of digital technology for teaching and learning" and the need for an institutional approach: "To bring innovation and technology into the classroom, educators need the right environment, infrastructure, devices and leadership support" (p.5), in short, "from lagging behind to anticipating change." (p.10).

The data collected in the survey shows that in the construction of a professional identity, the emphasis should not only be placed on theoretical knowledge of digital-pedagogical competencies, but also, as stated by 80% of respondents, on how to develop, among others, skills to strengthen communicative

competence in the language and to create learning environments.

Other aspects to consider are the affective-emotional component in virtual environments, particularly in foreign language teaching and learning. The learning process through the Internet is still on the rise, and online language teaching requires teaching skills that are different from those developed in the classroom and in other subjects. The fact that only two teachers have referred to emotional factors leads to the conclusion that these aspects are still undervalued. The language teacher of the 21st century must be able to develop educational resources that allow students to perform tasks based on multiple intelligences in general and emotional intelligence in particular (Bartolomei & Aguaded, 2018).

For the categorization of training courses, the descriptors from the Web pages of each university were used, however, due to access restrictions in some institutions, it was not possible to collect all the information, which may be a limitation of this study. Nevertheless, we believe that the analysed sample is sufficient to illustrate the training offerings of universities.

Finally, this study opens two lines of research on teacher training in e-learning/e-teaching environments: the first, incorporating emotions and their influence on online foreign language teaching-learning processes and designing a methodological application taking into account the student's opinion; the second, a new analysis of the courses offered after the pandemic, focused on specific subcategories of DC and MC.

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