► Practices of Online Language Teaching and Learning: A Survey in Lithuania

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Purpose: The findings of the Commission's public consultation observed that the COVID-19 crisis and the subsequent shift to online content have caused an unprecedented move towards digital teaching and learning practices. However, the situation has also revealed a gap in digital technologies fully supporting creative and collaborative student-centered learning and facilitating inclusive education. It should be stressed that language teaching and learning mainly take place through interaction and usage, so the question arises as to how efficient teaching/learning interactions can be maintained at distance. It was observed by White (2006) that the use of digital technology provides a shift away from the classroom and makes the learner experience central as well as digital transition blends in a diverse range of formal and informal practices.

In this context, this research aims to identify good practices of taking up digital technologies and open pedagogies in language teaching and learning. This is related to the goal of the DIAL4U project to co-develop an innovative approach and digital tools in order to: facilitate mediation in all dimensions of the language learning process (taking into account both formal and informal situations); build the capacity and autonomy of all language learners; and develop the digital/blended pedagogy competences of language educators.

Approach: Within the framework of the DIAL4U project, questionnaires for teachers and students were designed, reviewed, and sent to research participants after finalization. This research particularly targeted two of the most important groups of research participants: teachers working as language instructors and students learning languages. The target groups were diverse in terms of age, language training, position, CEFR level, studied language, and, most importantly, digital literacy level.

Findings: The two sets of questionnaires allowed for good practices in foreign language teaching and learning methods to be collected; they also helped to indicate

trends regarding the digitalization of teaching processes and allowed the evaluation of the manner in which language teachers employ strategies of metacognitive and politeness. The results revealed that good practices encourage creative thinking skills and student/teacher engagement. In addition, the analysis of the survey results allowed the identification of the key elements and issues regarding online politeness and metacognitive strategies.

Value: The impact of this research could be of interest to various organizations (i.e., academic institutions, language centers, etc.). It provides a better understanding of the process of online academic learning/teaching of languages with reference to the apps used, their integration into language classes, associated advantages and possible challenges, as well as the strategies (pedagogical/metacognitive/politeness) that could be used for beneficial training in online language classes. IO1 deliverables are well thought out, innovative, and they encourage creative thinking skills and student/teacher engagement.

Keywords: *language teaching and learning, digital technology, questionnaires, metacognitive strategies, open pedagogies.*

Research type: Research paper

References

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