E-learning, home-schooling, remote-working and digital communication - all these issues have taken on a new role and meaning across Europe. The current Covid-19-situation has intensified transformational learning and required to move from face-to face to online environments.

In the field of language learning, the use of digital technologies has already gained a foothold. However, the use of digital tools in daily teaching practice for many teachers is still a challenge as it requires a broader set of competences from teachers. Language teachers have to improve their own digital competences in education to perform on a contemporary and competitive level and enhance the experience of their learners. But how is language teaching staff prepared to face this challenge?

Six adult education institutions from Germany, Ireland, Spain, Italy, France and Poland invited more than 150 language teachers within the Eramus+ Project „IDEAL" to self-assess their digital competences for teaching purposes with a view towards the Digital Competence Framework for Educators (DigCompEdu, 2017, https://ec.europa.eu/jrc/en/dig-compedu).

The survey results, as well as the focus groups conducted with professionals, showed that the teachers generally possess ICT functional skills between beginner and intermediate levels, as opposed to ICT skills for teaching purposes. The results of the findings demonstrate that there is:

☐ A lack of awareness about what can or cannot be done for teaching and learning using digital tools

☐ A lack of awareness about what digital tools are available (and preferable)

☐ A lack of guidelines around how best to implement digital tools for effective language teaching and learning
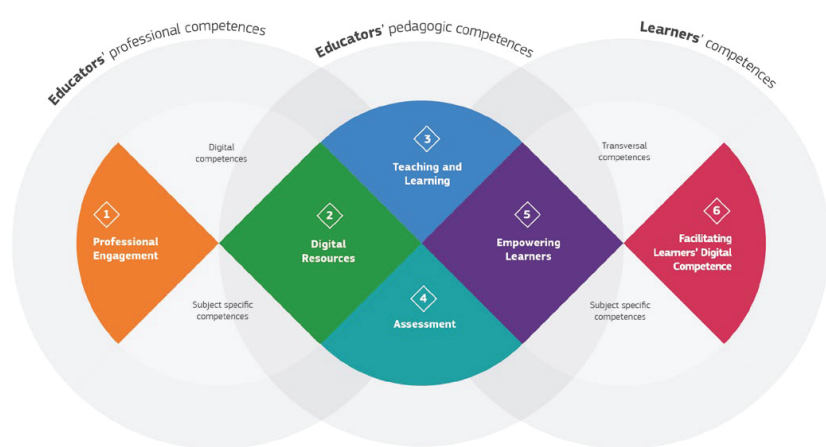
As part of the IDEAL project, the need for the development of the digital competences in language teaching in the context of current language education policy, considering the updated CEFR with new descriptors, including those for online interaction and mediation. Language requires interaction which can be combined and supported during lessons with digital tools, such as videos, podcasts, social media and audio tracks.

The IDEAL project, therefore, intends to support language teachers in systematically using new digital media and tools for language teaching and simultaneously successfully transmitting the required competences to learners. The desired impact of IDEAL-project is to raise active participation of language teachers to strive towards becoming more digitally competent and to make use of digital pedagogical approaches and methodologies, as well as innovative tools and resources developed to effectively face the emerging trends in the education process.

For more information, please visit **http://ideal-project.eu/**