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### **Conference Abstract**

Educational technologies for language teaching are constantly evolving, but we need a clearer picture of the tools available for second and foreign language K-12 and university educators (Mora-Cantalops, et al., 2022). Before we introduce any interventions to enhance educators' digital competence, we need to understand the technological resources available in their settings and their current level of digital competence, not merely as consumers of technology but as facilitators who leverage technology for pedagogical purposes.

To gain this understanding, I conducted a two-phase study. The initial phase of this study involved K-12 and university-level second and foreign language instructors completing the Digital Competence for Educators self-reflection scale (Economou, 2023). Mann-Whitney U tests were facilitated to compare diverse groups, such as educators of less-commonly-taught languages and those of more-commonly-taught languages, as well as K-12 teachers and university instructors. Initial quantitative findings revealed that a lack of technological resources negatively affects language educators' digital competence, an issue that particularly impacts K-12 teachers and instructors of less-commonly-taught languages.

In the subsequent qualitative phase, a cohort of K-12 and university-level second and foreign language educators engaged in a collaborative professional development series without a designated leader. This series facilitated an environment for peer learning among educators. Initial qualitative findings obtained via session recordings and interviews demonstrated that educators gained new proficiencies in guiding their students to create cost-effective digital projects.

Overall results show that organically structured, budget-friendly programs yield improvements in digital competence, a system that offers a model for various global contexts.