Attitudes towards digital culture and technology in the Modern Languages

REPORT

lānguãgë âçts and worldmãkîng

Arts & Humanities Research Council

OPEN WORLD RESEARCH INITIATIVE

Acknowledgements

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Foreword

As educational practices naturally evolve, it can be argued that the last two decades have brought about changes that have affected their form more than they have affected their content. All but gone are the 'blackboard and chalk' days: enter WiFi, digital archives, interactive whiteboards, apps, VLEs and active student engagement. The Languages sector has been particularly responsive to the broader advances in technology and digital culture, encompassing all aspects of research, teaching and learning by creating a new user-friendly landscape with the potential to fulfil the needs of the most diverse users/learners – extending from primary to tertiary education and beyond.

Evidence suggests that the Languages community is engaging with digital formats very successfully as new technology-themed conferences, projects, publications and Twitter feeds continue to emerge. The extent to which such engagement is taking place, however, remains largely speculative and is mostly evinced anecdotally from individual or group practices.

One of the objectives of the *Language Acts and Worldmaking* strand of the OWRI project addresses such issue directly. The Digital Mediations strand explores the extent to which digital culture is embedded in everyday research and teaching practices in Languages, nationally and internationally, at all levels of education. This ambitious project, the first of its kind in terms of scope and vision, provides the Languages sector with relevant data sets that start mapping user attitudes towards digital culture and technology in our field.

The relevance of such project is exceptionally timely. By exploring the sector's general engagement with 'digital', digital methods and platforms used, attitudes towards digital literacies and pedagogy, and experiences with digital publishing / digital research materials, this report provides an insight into the cultural changes that are currently affecting language research and teaching. Interestingly, the data collected from a wide pool of practitioners suggests that the sector is characterised by similar digital hopes and concerns internationally. Results from the survey indeed indicate that a digital (r)evolution is under way and that such process has permanently altered our attitude towards the study of Languages as 90% of respondents admit to using digital tools in their work.

The exponential growth of digital culture points to an ever digitally-preponderant panorama which requires further investigation on the perceptions of how Languages and technology interact. More research is needed to support, and make the case for, the benefits of digital technology in our conventional education-related and research practices. This report initiates a much-needed debate on current practices; it also sets the ball rolling to inform, and start a conversation on, future initiatives by bringing issues relating to users' attitudes and engagement with the *language digital* to the fore. There is no doubt in thinking that this work will be of benefit to many practitioners and policy makers who are planning to, or already engage with, languages digitally.

Dr Elena Polisca

Executive Summary

In summer 2018, a questionnaire survey was carried out by the AHRC-funded research project *Language Acts & Worldmaking* into attitudes towards digital culture & technology in the Modern Languages (ML). It surveyed four broad areas: general engagement with 'digital'; digital methods and platforms used; attitudes towards digital literacies and pedagogy; and experiences with digital publishing / digital research materials. This research was part of a wider landscaping research project to explore digital mediations of language education and research.

- *Survey respondents.* **The survey provides a snapshot of people engaged with ML who have high levels of engagement with digital overall.** The survey was international in scope, but with a high percentage of respondents working in the UK. There was a clear Western European language emphasis to the responses. The survey population was predominantly female, and well-balanced across different age groups and career stages. A large proportion of respondents identified as academic researchers working with ML, although ML teaching/learning roles were also prominent. Active researchers worked on contemporary periods and European themes in particular.

- *General engagement.* **There was strong consensus that digital culture & technology have had a significant effect**, both on the personal education and research experiences of survey respondents and on ML education and research in general. Key themes included: access to tools and authentic content; greater connection to target language and culture; new multilingual habits; opportunities for active, collaborative learning; impact on pedagogical environment; uncertain institutional responses to digital opportunities; the potential of emerging technologies, including Virtual Reality, Augmented Reality and Artificial Intelligence; advanced data-driven methods; and risks and dangers of digital engagement.

- *Digital methods.* **An overwhelming majority reported that they use digital tools in their ML education and research practice**, but general activities (such as communication and teaching/learning) were more common than advanced methods (such as modelling data or geospatial analysis). Incentives for adoption included new expectations about learning environments, career benefits, inclusivity and institutional pressure. Barriers included accessibility problems, lack of technical support, cultural bias against digital culture, ethical concerns and the speed of change.

- *Digital literacies and pedagogy*. **There was strong support for greater training in digital competences in ML**, with slightly more support for competence acquisition through formal education routes as part of the curriculum or specialist training. Respondents felt that general digital competences/literacies (such as information and media literacy) were more important for ML right now than advanced literacies (such as coding), although their personal preferences were sometimes inverted (perhaps reflecting their own high level of average digital engagement).

- *Digital publishing and research materials.* **There was not strong evidence that people's publishing practices in ML are being fundamentally transformed by digital**, and people were not clear about the evaluation and credit mechanisms for digitally mediated publication, or indeed research more generally. Few researchers worked with quantitative materials alone, (although a small majority worked with both qualitative and quantitative). ML researchers work with a wide variety of materials, which is both an opportunity and a challenge in methodological terms.

ML education and research collectively encompass a wide range of roles and organisational settings, and it is a complex task to analyse across domains. That said, what was striking about some of the responses was how similar some of the concerns were, and how well many of the opportunities map across educational levels.

We recommend that further, and more detailed, research be carried out into evolving attitudes towards digital engagement, ideally within broader ML surveys (such as those carried out by ML professional associations or language policy organisations).

We will summarise our wider recommendations on completion of the larger landscaping exercise.

1. Introduction

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We conducted this Survey of Attitudes towards Digital Culture & Technology in the Modern (Foreign) Languages (ML, or sometimes MFL) as part of a series of studies into digital mediations of the modern languages, with attention to both theory and practice. The survey was aimed at people with any level of digital expertise, and whose work involves modern languages in any role (whether that be, for example, as researcher, learner, teacher, funder, policy-maker, digital practitioner, cultural practitioner or other). It was designed, distributed and analysed by the 'Digital Mediations' strand of the *Language Acts & Worldmaking* project, funded by the Arts and Humanities Research Council (AHRC) under its *Open World Research Initiative* (OWRI).

We believe that this survey is the first to study the connection between modern languages and digital culture & technology in this way. While attitudes to digital have been studied within specific domains (especially in relation to language learning), we lack data about the contrasting attitudes and experiences of language teachers, learners and researchers at school, in higher education and in the commercial world to digital mediations. Meanwhile, general language surveys or policy reports on ML tend to privilege digital 'technology' and instrumental views on the topic, where they mention it at all.

We therefore wished to compare and contrast the nature of digital engagement across both language education and research. Our aim was to survey attitudes across different educational levels of language provision - including both 'language' and 'culture' focused content at schools and in higher education – and across different kinds of language research, including engagement outside historic language structures.

In practice, this survey has somewhat of a UK focus due to the way in which it was distributed, although our intention was always to gauge attitudes internationally for comparison, and in any case notions of location are unsettled by digital in ways that make a narrow geographic focus problematic. Terminology is also tricky here. The disciplines and areas of discourse we were interested in here have multiple terms and definitions, including 'languages', 'modern languages' and 'modern foreign languages'. For the survey itself, we chose the longer term to clarify that we were not interested, for example, in the study of English in English-speaking environments, which would have skewed our results. In doing so, we do not wish to take sides in arguments for and against particular terms or definitions, and in this report we have opted to use 'Modern Languages' as the preferred term, except where we directly quote survey questions and responses.

While the breadth of the survey presented some challenges, we feel that it offers useful evidence for future research and policy-based initiatives looking at digital literacies and pedagogies, digital methods and algorithmic, augmented, virtual, mobile or data-driven approaches to language education and research.

2. Method

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The survey was designed to capture responses from a wide variety of respondents and to capture their attitudes towards digital culture & technology across a number of different themes. It was part of a research study called 'Modern Foreign Languages Research: Digital Mediations' which was submitted to, and approved by, the King's College Research Ethics committee under its Minimal Ethical Risk Registration Process (REC Reference Number: MR/17/18-280).

The questionnaire was posted as an online survey, open to anyone with the web link, but we were aiming for a balance of respondents across:

- *Language roles* – including teacher, student, researcher, policy-maker, funder, cultural sector, private sector and digital practitioner;

- *Age, gender & levels of study/career seniority*;

- *Organisational/institutional context* – including school, university, policy-making organisation, cultural heritage institution, commercial organisation;

- *Both language education and language research*;

- *Different kinds of language focus* – language-learning and 'content' or 'culture'-based education and research;

- *Languages* – including balance between European and non-European languages;

- *Country in which people work* – although one key focus was UK-based experience or languages.

Notions of 'home' and 'secondary' or 'foreign' language are problematic, not least given our increasingly transcultural engagement with language and the growing calls for recognition of 'community' or 'heritage' languages, but as noted earlier we wanted to avoid submissions about English in English-speaking environments (at least one Anglophone Modern Language association includes English as a discipline), or indeed any other 'home' language (while recognising the contradictions this brings up).

Crucially, we were interested in responses from people of *all levels of digital engagement*, from almost none to advanced/experienced. While the survey organises work carried out in a 'digital humanities' research context, we tried to avoid favouring particular approaches to digital study.

Questionnaire design

The questionnaire was designed in order to capture numerous ML perspectives, as described above.

It consisted of 49 questions in five sections:

- *About the respondent* – demographic information, information about their ML role(s), and (where appropriate) their research areas;

- *General engagement with 'digital'* – their personal involvement with digital theory and practice, and their views on how digital has affected – and will affect in future – ML education and research;

- *Digital methods and platforms used* – the digital methods, tools or platforms respondents use, and the incentives and barriers which influence their adoption;

- *Attitudes towards digital literacies and pedagogy* – what kind of competences they thought would benefit them, or ML as a whole, and how they thought these were best achieved;

- *Outputs, credit and research materials* – experiences with digital publishing, evaluation mechanisms for digital research/outputs and the kinds of digital research materials used.

The survey collected both quantitative data (including sort and category ranking metrics) and qualitative data (including participant comments). We offered a combination of obligatory/optional and open/closed questions in order to maximise the level of response.

We deliberately did not provide definitions of digital culture and technology, or digital literacies/competences, in order to avoid influencing responses, although we did aim to subtly move responses away from a purely technical focus by using the formula 'digital culture and technology' in the title and frequently throughout the survey.

There were three questions which influenced the pathways respondents took through the survey:

- Were they actively involved in ML-related research?

- Did they use digital tools in their ML practice (education or research)?

- Did their role involve a significant level of engagement with digital competencies and technology?

The questionnaire was tested extensively.

Distribution

The questionnaire was posted online using the Bristol Online Survey (BOS) tool run by Jisc (https://www.jisc.ac.uk/), as a survey open to anyone with the link. The survey was open from April 2018 until June 2018. Respondents were told that the responses were anonymous.

An email announcing the survey, and asking people to participate using the open web link was sent to the following distribution lists:

- The University Council of Modern Languages (UCML) and its member (subject) organisations;

- Over 60 other language-related distribution lists, harvested from language policy reports and other sources (including some affiliated with professional associations in the UCML list).

In total, the email was sent to 37 distribution lists. We do not have data on how many times the email was actually distributed, but many associations responded favourably, although in some cases they have non-distribution policies in place.

The email was also sent to:

- School language associations;

- 100 linguistics and language-related departments and centres, harvested from the UK's Research Excellence Framework (REF) and other sources;
- Various policy organisations which have lobbied for and/or published on ML in the recent past;
- Various Anglophone funders who have funded ML activity in the past;
- Linguist associations;
- Digital Research Infrastructure for the Arts and Humanities (DARIAH), CLARIN - European Research Infrastructure for Language Resources and Technology and Global Outlook::Digital Humanities;
- Digital practitioners and language software companies;
- *Language Acts & Worldmaking* project partners and contacts (over 200);
- The other three projects funded by the AHRC under its OWRI initiative;
- Numerous personal contacts.

We made a concerted effort to reach beyond European languages and beyond formal institutions/spaces for ML education/research (although this provided to be quite a challenge, as some of the results proved).

We did not distribute to digital humanities lists or resources such as the Association of Internet Researchers (AoIR) list, as we did not wish to skew the results in favour of particular kinds of digital engagement.

Information about the survey was posted on our project website (https://languageacts.org/) and on social media, using project and personal Twitter accounts and including hashtags such as #ModernLanguages and #MFLTwitterati

Participation/respondents

Once we had removed one spam submission, we were left with 158 responses. We analyse the breakdown of these respondents in the main body of the report.

Data processing for analysis

We removed the single spam submission and, in some cases, categorised responses (in particular for free text questions). We used SPSS for descriptive statistics (including frequency and crosstab statistics) custom tables and graphs which were then exported to Numbers to be redesigned (change colour, etc). We used R to analyse qualitative data, using the "stringr" and "wordcloud" packages to run sentiment analysis (although this did not produce useful results). We used Voyant to perform text analysis on responses to individual questions and to visualise patterns.

Data analysis and visualisation

The data was exported via JISC Online Surveys into .sav and .csv formats. It was coded and zero indexed data was produced from multiple choice, multiple answer, selection list and scale questions.

The visualisations and graphics in this study were constructed using a combination of Numbers, version 5.3, Voyant and R. These allowed for an accurate representation of responses, based on datasets created.

Data processing for publication

For quotations used in the report, we performed minor edits in the report itself, but not in the underlying data. For the published dataset, we randomly mixed the order of responses and in a few rare cases we edited data lightly, in both cases to avoid identification of respondents.

Open Dataset

We have made survey data available under an Open Data Commons Attribution License: https://opendatacommons.org/licenses/by/1.0/index.html.

The full dataset version can be found on PURE (https://kclpure.kcl.ac.uk/portal/en/publications/attitudes-towards-digital-culture-and-technology-in-the-modern-languages(cf43a369-e1d2-4091-9738-4b65df80f115).html). The data has been lightly edited to ensure complete anonymisation, and responses have been re-arranged by random order in order to avoid identification of respondents by reconstruction of individual responses.

The data presented allow users to freely use, modify, and share it with anyone according to their needs. The package consists of five CSV files, repeating the information contained here.

Please get in touch with us by email at paul.spence@kcl.ac.uk if you are planning to publish a report / produce an analysis of the data. We may be able to support follow-on research through promotion of the work.

Please include the following disclaimer when using the data:

- "The *Language Acts and Worldmaking* project does not automatically endorse the findings of secondary analysis of the Attitudes towards Digital Culture & Technology in the Modern Languages survey data by third parties."

Please refer to the data as:

- "*Language Acts and Worldmaking* Attitudes towards Digital Culture & Technology in the Modern Languages survey data"

Repository: Dataset. Attitudes towards Digital Culture & Technology in the Modern Languages. http://doi.org/doi: 10.18742/RDM01-433

Limitations

There is understandable resistance in some quarters in ML to focusing on 'digital', due to the dangers of technopositivism and the *digital sublime* (Mosco 2004). Although we accept that, ultimately, digital practice is best understood within wider education and research practices, at this moment in time the lack of generalised understanding around many aspects of digital engagement in ML (confirmed by our study) warrant a focused approach.

While designed to be short for general respondents, the survey proved to be quite long for those with high levels of engagement with digital in ML. As in any questionnaire survey distributed in this manner, there is a self-selection bias (which quite likely influenced the high level of digital engagement reported). The survey was targeted at a broad

audience, which brought both benefits and limitations: while it allowed us to contrast responses according to role/perspective, it has made it harder to make firm statistical claims based on the evidence. While the figure of 158 respondents is quite respectable for a survey of this nature (and matches response levels for many language surveys), some caution needs to be used in interpreting some of the statistical figures. In spite of our best efforts, the responses showed some biases towards people with strong digital engagement and towards European languages, although in other areas the survey was well-balanced. These concerns notwithstanding, we feel that the survey has significant value, both as an experimental exercise in tracing a complex education and research landscape beyond traditional definitions and structures, and as a snapshot of current practice, mapping patterns of digital engagement across different language perspectives.

3. Findings

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> " Now, thankfully, there are so many different ways to learn and practice new languages and maintain fluency in languages. It is possible to engage diverse learning styles and support multi-cultural and multi-lingual practices. "
>
> (Early career researcher in ML)

> " Technology has enabled me to transform my classroom from a setting in which students are taught into one in which students are active participants in their own learning. "
>
> (Digital practitioner)

> " [Digital might transform ML education in future] through a more integrated use of digital technologies in teaching practice and self-study, including visualisation of data, access to resources, forms of presentation. Also, through a broader understanding of 'languages', where modern foreign languages and digital languages collaborate to develop synergies and spaces of linguistic diversity, digital creativity and intercultural dialogue. "
>
> (Early career researcher in ML)

> " Digital culture is also an interesting subject of MFL research, prompting us to question the limits of our discipline, existing canons etc. "
>
> (Lecturer/academic researcher in ML)

> " The scope of the context that can be analyzed through digital humanities and corpus linguistics methods is changing what questions we can ask. "
>
> (Lecturer/academic researcher in ML)

3.1. About the Participants

Overall Response

There were 158 valid responses in total (excluding spam).

Origin of respondent

The survey was intended to be international in scope but was produced in English (only) and particularly targeted Anglophone institutions and individuals active in the field of Modern Languages UK, due to the nature of our project. This helps to explain the geographic shape of the survey population, with a high percentage of respondents from the UK (36.7%) or from other European countries (41.8%).

The highest percentage of responses from non-Europeans came from people whose country of origin is in North America (U.S., Canada and Mexico).

There were few respondents from countries outside the so-called Global North.

Others include: Argentina, Austria, Belgium, Brazil, Bulgaria, Colombia, Cuba, Egypt, El Salvador, Finland, Hungary, Lebanon, Malta, Philippines, Poland, Puerto Rico, Romania, Sweden, Switzerland, Thailand, Vietnam, Yemen, Zambia.

Which country they live in now

57% of respondents reported that they live in the UK. Remembering that only 36.7% are originally from the UK, this would suggest that inward mobility is a key feature of ML in the UK.

Others include: Argentina, Austria, Bosnia & Herzegovina, Bulgaria, Finland, Greece, Lebanon, Malaysia, Netherlands, Sweden, Thailand and Turkey.

What is your country of origin?

	Frequency	Percent
United Kingdom	58	36.7
Italy	14	8.8
Germany	13	8.2
Spain	11	6.9
USA	11	7
Australia	4	2.5
France	4	2.5
Russian Federation	4	2.5
Ireland, Republic of	3	1.9
Norway	3	1.9
Canada	2	1.3
Greece	2	1.3
Mexico	2	1.3
Peru	2	1.3
Portugal	2	1.3
Others	23	14.5

Which country do you currently live in?

	Frequency	Percent
United Kingdom	90	57
USA	10	6.3
France	6	3.8
Germany	6	3.8
Italy	6	3.8
Canada	5	3.1
Australia	4	2.5
Ireland, Republic of	4	2.5
Norway	3	1.9
Spain	3	1.9
Switzerland	3	1.9
Egypt	2	1.3
Malta	2	1.3
Portugal	2	1.3
Others	12	7.6

Languages

We asked people three questions about language: the main languages they use at work, other languages they speak, and (if they were actively involved in ML research) what languages they worked with on a regular basis in their research. As our target audience had a number of different roles (not all recognisably part of the ML field), and we did not wish to limit the sample exclusively to the UK or other English-speaking countries, it cannot be assumed that the languages listed are 'home' or 'foreign' languages necessarily, nor that they are necessarily encountered purely in traditional ML modes.

Main languages used at work

What the responses do show is a clear European language bias to the sample (94.7% of the main languages used at work were European). The main languages used at work were English, German, French, Spanish and Italian.

What main language(s) do you use at work?

Language	Percentage
English	89.2%
German	21.5%
French	19%
Spanish	18.4%
Italian	10.8%
Others	6.3%
Russian	4.4%
Portuguese	3.8%
Arabic	1.9%
Norwegian	1.9%
Catalan	1.3%
Latin	1.3%
None or N/A	0.6%
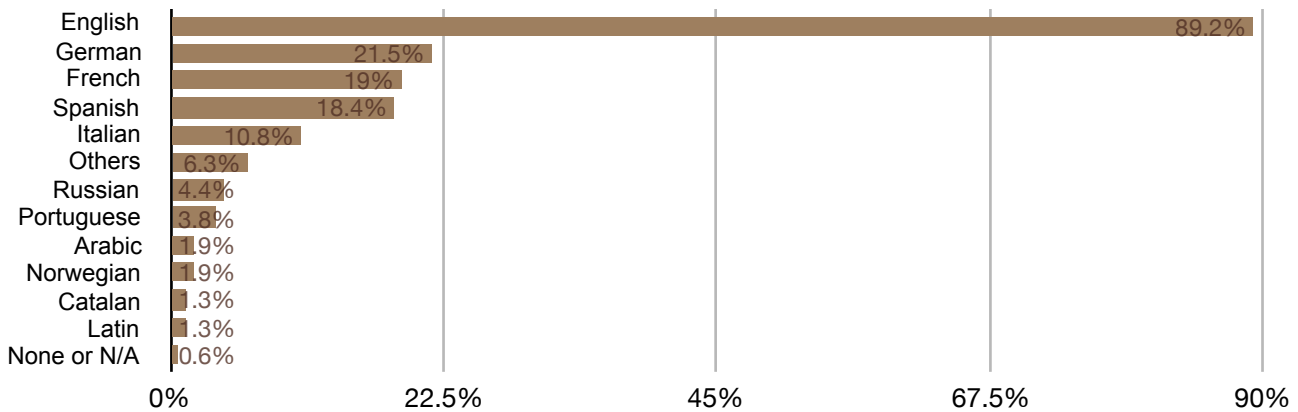
Other languages spoken

Over 50 languages were mentioned when respondents were asked what other languages they spoke, including: French, American sign language, Ancient greek, Arabic, Bicolano, Breton, Bulgarian, Catalan, Chinese, Crimean Tatar, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, Friulian, Gaelic, Galician, German, Greek, Gujarati, Hungarian, Italian, Japanese, Latin, Luga, Macedonian, Maltese, Mirese, Persian, Polish, Portuguese, Romanian, Russian, Scottish Gaelic, Serbian, Slovene, Spanish, Swahili, Swedish, Tagalog, Thai, Turkish, Urdu, Uzbek, Vietnamese, Welsh.
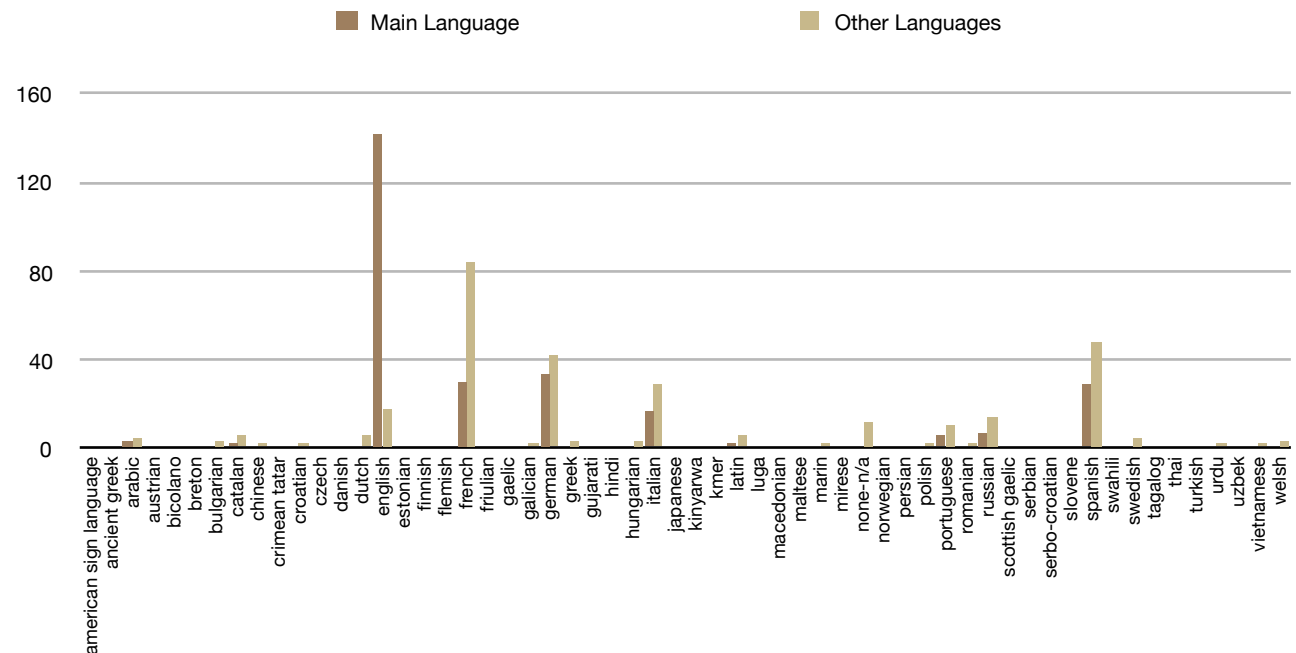
Due to the sample size, it is not possible to make general statements about the balance of languages, although the fact that French is listed as 'other' language so frequently is interesting.

ML languages worked with on a regular basis

This was a more specialised question, aimed at finding languages studied by those specifically in active research contexts, but as in the other two questions about language, the responses predominantly include European languages, although the order was slightly different (Spanish is now in second place).

Top 5 Modern Foreign Languages you work with on a regular basis

	Frequency	Percentage
English	48	30.4%
Spanish	34	21.5%
French	32	20.3%
German	30	19.0%
Italian	16	10.1%

Age

The survey population was fairly evenly spread in terms of age overall, with perhaps relative under-representation from people under the age of 25 or over 65.

- 15-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+
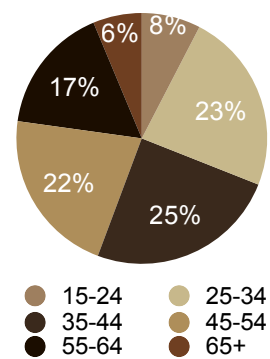
Gender

A clear majority of respondents identified their gender as female (70.3%) as opposed to male (25.3%), self-describing, or non-responses.

- Female
- Male
- Prefer to self-describe
- Prefer not to say
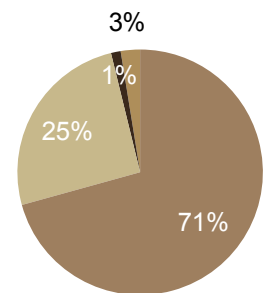
Roles

The survey allowed for the fact that people might have multiple roles (both academic researcher and policy maker, for example), so the graph shows the number of times a particular role was chosen as a percentage of all *responses* in all categories.
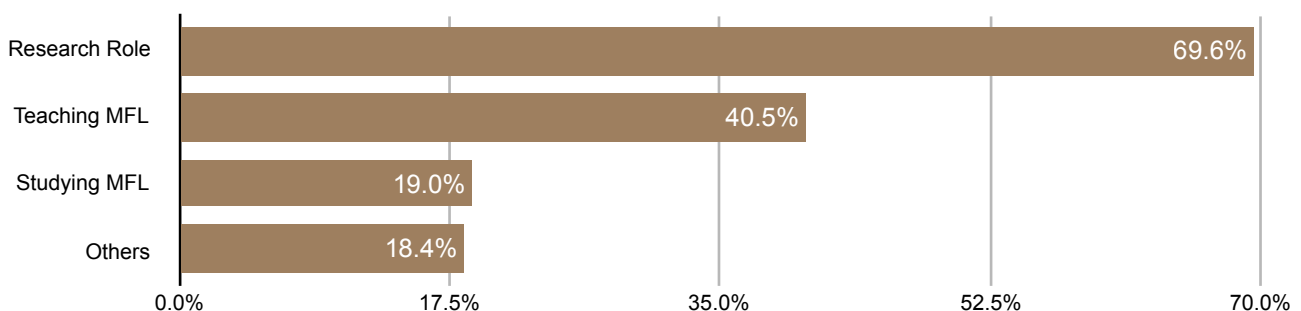
Research roles

- The largest category was 'Academic': 46.8% of *respondents* identified with this role, and 22.8% identified themselves as early career researchers. If we group responses by roles, 69.6% of respondents identified with the research role.

- This strong research focus is not surprising, given the focus of the survey.

Teaching

- Very few respondents were marked as studying ML at school (1.3%, just 2 people) and overall, the percentage of people studying ML at any level came to 19%.

- The figure for people teaching ML (at any level) was significantly higher, at 40.5%.

Other roles

- Few respondents (in total just 18.4%) identified with 'Other roles':
  - Gallery, Museum, archive or library professional 1.9%;
  - Cultural and creative industries 2.5%;
  - Private sector 2.5%;
  - Digital practitioners 4.4% (or 7 people);
  - No funders responded;
  - No people identified with the role 'policy maker'.
- Other roles mentioned in free text field included:
  - Translator;
  - Interpreter;
  - Student support;
  - Retired;
  - Administrative director of a research institute;
  - Freelance worker;
  - Founder/ Teacher Trainer of an ESL Community for promoting Professional Development among teachers.

We used roles as one of the key criteria for comparing to other questions in the survey. This chart shows the distribution of people corresponding to different roles by age band (as a percentage of total responses).
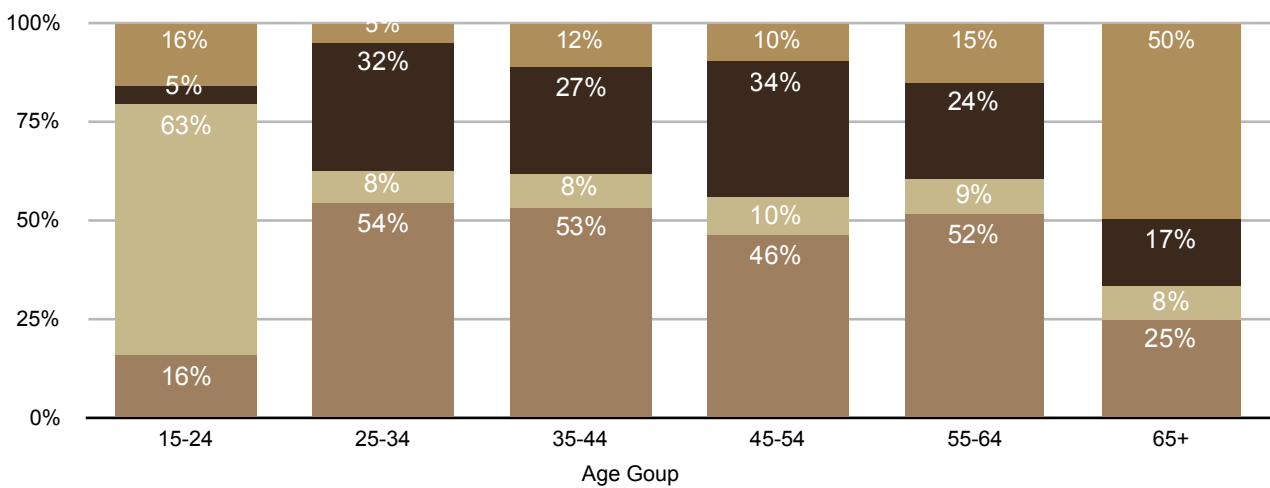
Their Research

● Yes ● No

Active ML research involvement

67.1% (106 people) declared that they were actively involved in research relating to the Modern Foreign Languages at present. This was perhaps not surprising, given the way that the study was framed.
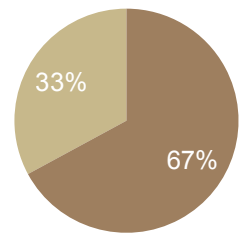
It is worth noting that a not insignificant proportion of these defined their role under one of the 'non-research' categories - this underlines the fact that ML research happens in many different roles both inside and outside universities, although this fact is not always recognised sufficiently.

Respondents answering 'yes' to this question were then asked about their main research areas, as well as the languages, periods and geographies covered by their research.

Main research areas

The survey asked people who said that they were research active to select their main research areas from a closed list.
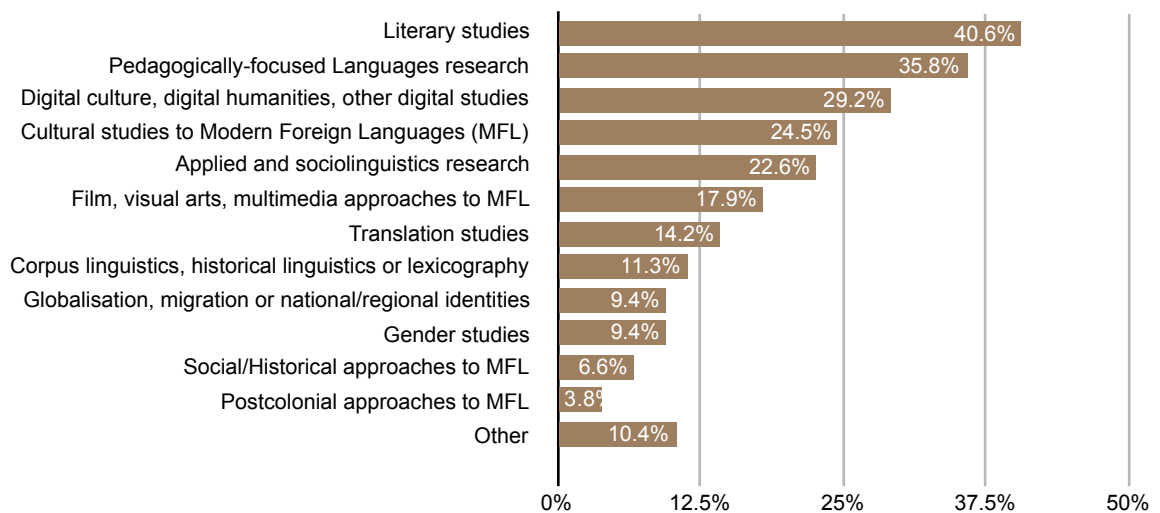
They could select multiple options or choose the 'Other' option and add their own terms.

Of the main research areas selected, it is worth noting the following:

- The highest percentage was for 'Literary studies' (40.6%), as might be expected given the historic nature of the field.

- Interestingly, this was closely followed by 'Pedagogically-focused Languages research' (35.8%).

- The 'Digital culture, digital humanities, other digital studies' research area featured very highly, in third place. 29.2% of those responding chose this, but it is likely that this simply shows the high level of digital engagement of respondents to this survey.

- 'Film, visual arts, multimedia approaches to MFL' also appeared prominently, with 17.9% of respondents identifying with the theme.

In the free text box, respondents also identified: general linguistics and syntax; language policy; 'digital learning technologies for MFL'; 'Social Networking Sites & MFL'; and 'using technology in language teaching, technology in teacher training', among other topics.

Periods
Periods researched
Research active respondents were asked which periods they worked with (they could choose multiple options).

A high proportion of those responding worked with C20 (28.3% or n=30) or contemporary periods (66% or n=70).
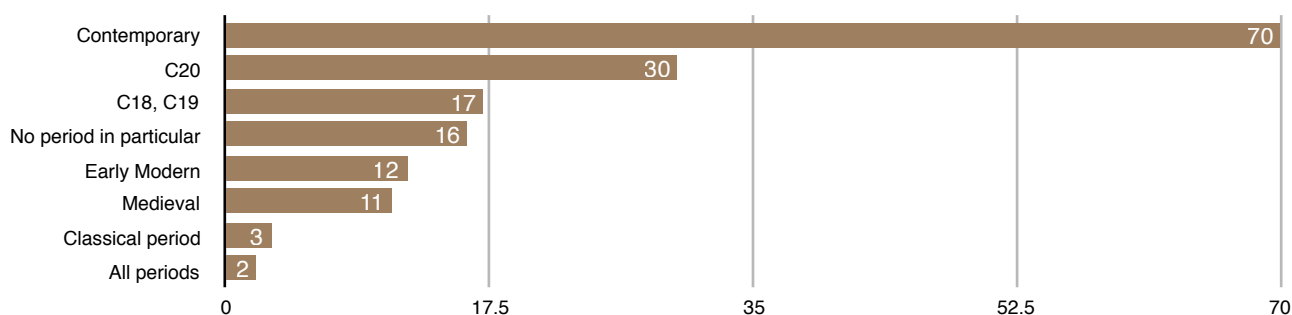
Geography
Continents and Countries researched

Continents Researched

Europe	85
North America	22
South America	15
Asia	13
Africa	7
Australia	4
Global	1
Other	4

Countries Researched

UK	33
France	25
Germany	24
Spain	24
Italy	15
USA	15
Austria	11
Switzerland	10
Belgium	7
Others	44

Others included: Mexico, Russia, South and Central America, Australia, Britain, Norway, Algeria, Brazil, Chile, Greece, Netherlands, Portugal, Africa, Argentina, Canada, Colombia. Europe, Finland, Hungary, Ireland, Korea, Morocco, Senegal, Sweden, Thailand, Vietnam, Angola, Armenia, China, Cuba, Denmark, Guinea, Iceland, Japan, London, Malta, Mozambique, Myanmar, New Caledonia, Peru Rwanda, Tunisia, United Arab Emirates and Venezuela.

3.2. Digital Engagement

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Their involvement with 'digital' theory and practice

This section in the survey asked the respondents a series of qualitative and quantitative questions about:

- The extent to which digital culture and technology had affected their personal engagement with ML education and research;

- The extent to which they thought that digital culture and technology had affected ML education and research (in general);

- How digital culture and technology might affect ML education and research in the future.

Responses were collected separately for education and research.

We group first qualitative, and then quantitative responses for comparative purposes.

Digital transformations in Education

Education (quantitative responses)

Two questions dealt with people's perceptions of the effect of digital culture and technology on (1) their personal engagement with ML education, and (2) that of the field as a whole:

- To what extent have digital culture and technology affected your engagement with Modern Foreign Languages education?

- To what extent have digital culture and technology affected Modern Foreign Languages education, in your view?
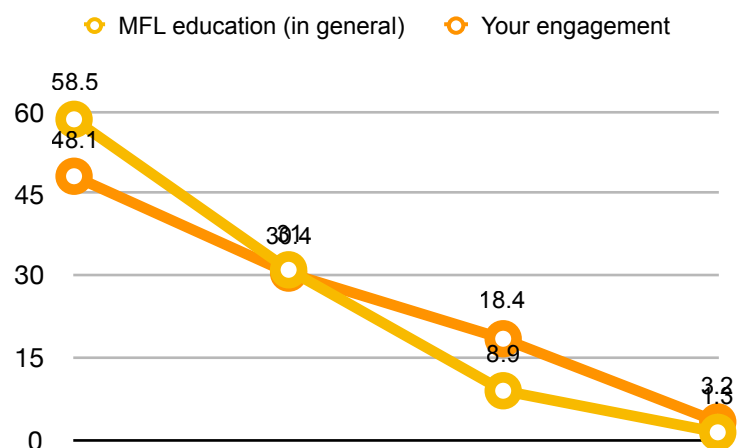
In both cases, a clear majority believe that digital culture and technology have had a moderate or significant impact on both their personal engagement with ML education and with ML education in general. Given the nature of the sample, caution should be shown in using this sample to extrapolate wider conclusions about the field, but it is interesting to note (especially given their general high level of engagement with digital) that respondents seem to think the impact of digital has been higher in ML education as a whole than on their own practice.

There is no major fluctuation in attitude towards this by age range.

MFL education (in general)   Your engagement

58.5
48.1
30.14
18.4
8.9
3.3
1.3

Education (qualitative responses)

In addition to asking respondents about the extent to which digital culture and technology had transformed engagement with ML education, we asked what the nature of these transformations were. We asked three questions:

- [Education 1] - How have digital culture and technology affected your engagement with Modern Foreign Languages education, principally?

- [Education 2] - What have been the most important effects of digital culture and technology on Modern Foreign Languageseducation, in your view?

- [Education 3] - How might 'digital' further transform Modern Foreign Languageseducation in the future, do you think?

In analysing responses, we have identified the most prominent themes for each question, extracting salient quotes from respondents under each heading.

Detail: Education 1 (personal engagement)

The first question concentrated on their personal engagement:

- How have digital culture and technology affected your engagement with Modern Foreign Languages education, principally?

The principle effects of digital culture & technology on ML education highlighted by respondents were that:

We have new (digital) tools at our disposal

"I get my classes to use apps for their homework eg Memrise and Duolingo. Homework is always set online. We also watch a lot of target language videos on YouTube."

"I actively encourage smartphone/tablet use in the classroom for WordReference, Linguee, audio pronunciation dictionaries etc - and that it is an entirely normal way of being a linguist in the twentieth century."

We have access to a wider set of content through archives, databases, corpora and social media

"I use digital culture in my content classes e.g. showing students responses on Twitter to a recent political event."

It can enable easier connection to the target language and culture

"[It has] made it much more varied [watching soaps/films/news in target language]; given me a wider range of registers; increased my enjoyment."

"I find it easier to learn new languages because of the resources out there. Much easier and sometimes, because of lifestyle, better than having a teacher. Skype allows me to talk with other people native speakers so I can improve my language."

There are greater opportunities for active multilingual and multicultural learning

"Now, thankfully, there are so many different ways to learn and practice new languages and maintain fluency in languages. It is possible to engage diverse learning styles and support multi-cultural and multi-lingual practices."

"[Digital culture and technology] have added a dimension that was not there, especially when you teach in a mono-lingual country that is very distant from the country of the language taught."

Access to authentic content is easier

"It is now much easier to see MFL in use in [Target Language] countries - teachers no longer have to teach 'c'est chouette' because that was the term used when they did year abroad in 1963. They can keep up to date with modern usage of language via the internet and internet broadcasts of TV/films etc."

"You can be quite spontaneous and include references to TV programmes, interviews, accents etc, just one click away in the classroom, makes teaching more lively, interesting and informative through instant access to a wealth of authentic material."

They may transform pedagogy (one of the more popular themes)

"Technology has enabled me to transform my classroom from a setting in which students are taught into on[e] in which students are active participants in their own learning."

"It has made me a better teacher. It has enabled be to engage students better, I am able to cover more material quicker, it helps all types of learners, it encourages me to undertake professional development because I am constantly interacting with material from abroad."

"BYOD [Bring Your Own Device] has liberated my teaching from the language lab to be used anywhere on campus and during fieldwork."

They require new approaches to critical thinking (e.g. about digital culture)

"I am teaching more about best practices in identifying reliable sources in [an] effort to give students tools to deal with [a] flood of digital misinformation and falsehoods."

They facilitate routine language practice and drills

"being able to study anywhere and practice drills online."

Some digital effects are of concern

Detail: Education 2 (ML education in general)

The next question asked for their opinion on the impact of digital on the field as a whole:

- What have been the most important effects of digital culture and technology on Modern Foreign Languages education, in your view?

The broader perceived impact on ML education as a whole followed a very similar pattern to the answers regarding respondents' personal engagement. While perhaps not surprising given the nature of the survey, it is worth noting that in both of these questions, the comments are favourable to 'digital' overall, and focus a lot on pedagogical impacts. The dominant themes included:

Pedagogical changes

This was a prominent theme, covering a wide range of issues, but notably more focused on language learning than on ML teaching of target language cultures.

"Thanks to technologies students can be at the centre of their own learning and teachers assume the role of facilitators."

"Greater ability to cater to different students' learning needs."

"Facilitating independent work, self-assessment and self-monitoring of progress."

"Ability for students to study language at their own pace and in any place where there's wifi."

"Opportunity to join language exchange meetings through social media."

"maintaining a level of communication with students outside the classroom."

"The increased 'gamification' of language acquisition, through grammar and vocabulary apps such as Duolingo."

Increased opportunities for access

"Ready access to native speaker audio and video."

"Access to primary and secondary sources in their original language (e.g. untranslated)."

Authenticity of materials/interactions

"There is […] more access to "real material" (i.e. videos, blog posts, social media), so we can see the language that native speakers actually use."

"Online radio/podcasts so students can hear native speakers' accent and intonation."

Concerns and negative perceptions of 'digital'

"Students have become unable to handle any material that does not appear on a screen and can be accessed and discarded in seconds."

"Erosion of student ability to recognize credible sources; erosion of student ability to interact face to face."

The effects of online translation tools

"Lack of desire to learn a language (students think that machines can translate everything)."

"The digital translation process is evolving too fast with too much acceptance on the 'well it was understood' as opposed to it was really understood."

Doubts about the current state of digital adoption/integration

"At Higher Education level, digital culture is essential to open up debates around contentious topics more appropriate to their linguistic capability, and is being done so across more and more languages, but sometimes, lecturers may not feel as capable with them as others, and stick to tried and tested methods."

"I'm not convinced they are embedded in an real way in university education yet."

Detail: Education 3 (Future transformations)

The final question in this section asked respondents about the future:

- How might 'digital' further transform Modern Foreign Languages education in the future, do you think?

Some themes from the previous two questions were repeated:

Pedagogy

This features very prominently again.

"May encourage a move towards more creative and less text-based approaches to learning and assessment."

"Further applications in the classroom, such as incorporating group projects working on producing videos."

"Capitalising on the ability to record and immediately play back videos to learners of conversations, thereby creating teaching opportunities around pronunciation and fluency."

Authenticity and diversity in ML content

"Computational research methods and data visualization practices have a role to play in pro-social MFL pedagogy by presenting multiple communities of language users and their perspectives at once (instead of the stereotypical tourist view)."

Multilingual habits

"The habit of the digital will mean working multilingually on a highly regular basis and learning by habit/ absorption (eg smartphone keyboards/apps capable of switching in and out of another language)."

Integration of digital and ML

"Through a more integrated use of digital technologies in teaching practice and self-study, including visualisation of data, access to resources, forms of presentation. Also, through a broader understanding of 'languages', where modern foreign languages and digital languages collaborate to develop synergies and spaces of linguistic diversity, digital creativity and intercultural dialogue."

"Students could/should be encouraged further to think of digital culture as a way of learning about the culture studied."

Digital dangers

While the number of negative comments for this section was not greater for this section, they were more specific in nature.

"Educators need to spend a lot more time addressing the negative effects of digital knowledge, educating about research ethics and about credible, sound sources. The gap between educators and current students is alarming and not sufficiently addressed."

"Sometimes I think my job is in, or will be in jeopardy. When you can hover your phone over a text and translate it instantly, or have instant interpretations on skype conversations, people wonder why you need to learn foreign languages. The translations are getting better and better."

"More and more apps and online resources, and more and more devices (like the earpiece which translates MFLs) will further serve to deter applicants from studying a MFL. Sadly, it means languages are reduced to linguistics, and by doing so, people will not learn about different cultures, different ways of constructing realities and there will not only be a loss in terms of knowledge but possibly in terms of tolerance, understanding and open-mindedness."

New themes also emerged:

Assessment

"[The] nature of assessments will need to be rethought."

Challenging foreignness

"Challenging the meaning of the word 'foreign' and the way students are described and classified."

Virtual reality (VR)

"Virtual reality is the future for MFL teaching. Being able to put students in the actual situations and get them to deal with issues there and then."

Artificial Intelligence (AI) and automation

"The possibilities of AI-generated translation and instruction come to mind..."

"Language teaching should not be dissociated from the context in which people communicate. Hence, if we take into account the current media ecology and tech developments, it will dramatically change mainly through the use of AI in educational settings - tutor bots, chatbots, learning analytics..."

Other technologies

"Use of wearables eg smart watches."

"Using Voice technology to improve accent."

Liaison, strategy

"It won't [transform MFL education] without more comprehensive and better thought out strategies and liaison between teachers, the institution and the digital facilities and applications involved. Better integration is needed. Some teachers are involved, many not."

Digital transformations in Research

Research (quantitative responses)
Two questions dealt with people's perceptions of the effect of digital culture and technology on (1) their personal engagement with ML research, and (2) that of the field as a whole:

- To what extent have digital culture and technology affected your engagement with Modern Foreign Languages research?
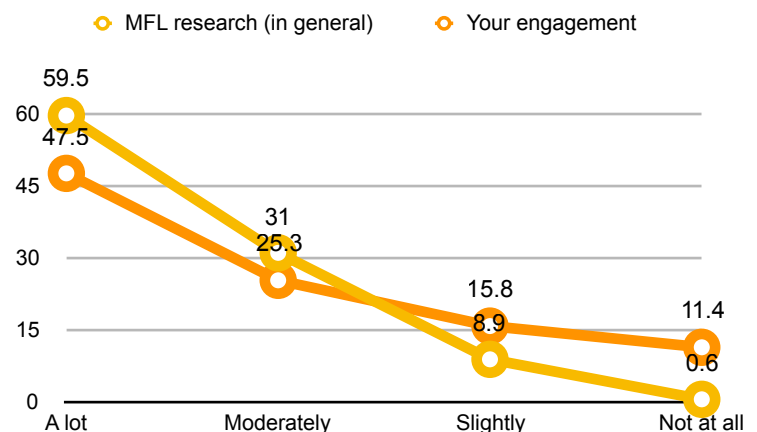
- To what extent have digital culture and technology affected Modern Foreign Languages research, in your view?

As occurred when the questions were about education, a clear majority believe that digital culture and technology have had a moderate or significant impact on both their personal engagement with ML research and with ML research in

general. Again, it is interesting to note (especially given the high level of engagement with digital) that respondents seem to think the impact of digital has been higher on the ML research as a whole than on their own practice.

We also see clear correlation in responses to questions about the level of digital engagement/impact, both on respondents' own work and on the field of ML as a whole.

There is no major fluctuation in attitude towards this by age range.

Research (qualitative responses)

In addition to asking respondents about the extent to which digital culture and technology had transformed engagement with ML research, we asked what the nature of these transformations were. We asked three questions:

- [Research 1] - How have digital culture and technology affected your engagement with Modern Foreign Languages research, principally?

- [Research 2] - What have been the most important effects of digital culture and technology on Modern Foreign Languages research, in your view?

- [Research 3] - How might 'digital' further transform Modern Foreign Languages research in the future, do you think?

As with the responses to questions about education, we have identified the most prominent themes for each question about research, extracting salient quotes from respondents under each heading.

Detail: Research 1 (Personal engagement)

The first question concentrated on their personal engagement:

- How have digital culture and technology affected your engagement with Modern Foreign Languages research, principally?

We have largely avoided repeating themes which emerged under education, and these were the main areas which were specific to research:

General comments about the impact on research

> *"I've been able to uncover features of language & its deep/complex interaction with other media through coded archival data - and use these to explicate everyday human experiences of languages."*

> *"A lot more research is being carried out in completely new areas."*

Communication

> *"As well as researching on digital culture occasionally, the digital (particularly in terms of social media) has been invaluable for my research. Without it, I would not have been able to connect with the Latin American writers, publishers and reviewers I work with."*

"Following trends on social media platforms such as Twitter to observe public reactions to contemporary events in Spain. Improved ability to discover MFL research events nationwide (and internationally). Ability to discuss research topics with the research community remotely, rather than only at conferences."

Geographic/cultural coverage

"I focus mainly on exploring conceptions of literacy. Whilst my research has focused on North American and Central European populations, digital methods and ICTs have made it possible to expand my research to include Arab cultures."

Research which focuses on digital

"My research project is totally about technology and education, second language learning."

Greater linguistic scope

"Made it possible to address languages where my knowledge is little more than being able to spell out the alphabet."

Digital methods

"computational or computer-aided processing of text."

Data, archives, corpora

"Use of big data (Twitter data for example)."

"digital corpora, social networks, access to e-resources."

Detail: Research 2 (ML research in general)

The next question concentrated on their view of wider digital engagement in ML research:

- What have been the most important effects of digital culture and technology on Modern Foreign Languages research, in your view?

These were some of the main themes to emerge for this question:

General impact on research communication

"Easy comms with regions under study via email."

"Interviewing participants living in Vietnam from England via Skype or Facebook Messenger."

"Major effects on circulation of research and development of new academic communities through social media."

Access

This theme was particularly prominent, and included general advantages:

"Opening up access to streamed and archived visual media and to text archives and e-books."

"More material to study (corpus), easier access, wider readership, fastened pace."

And language-specific advantages:

"Availability of language corpora and language data."

"Big volumes of data, use of corpora."

Authenticity

"The capacity to capture native speaker audio and video and utilize it for analysis."

"As […] happens with MFL education, thanks to technology we get more access to "real material" (i.e. videos, blog posts, social media), so we can see the language that native speakers actually use."

Collaboration

"ICTs have made it possible to collaborate with a wider range of researchers and practitioners, which can help diversify perspectives on digital culture."

Datasets

"Ability to build & analyse significant datasets in multiple languages."

Digital culture as an object of study

"Digital culture is also an interesting subject of MFL research, prompting us to question the limits of our discipline, existing canons etc."

"new understanding of 'contemporary culture.'"

Digital humanities

"There have been some very exciting digital humanities research projects which have transformed our understanding."

Digital methods

Digital methods are mentioned prominently, but it is worth noting that they seem to congregate around particular areas (e.g. linguistics or large-scale approaches which sometimes favour quantitative approaches).

"Since I work in the field of corpus linguistics, I have noticed the increasing development of linguistic-oriented digital resources, like electronic corpora, for the investigation in how a language works and the ways in which it can be taught and learnt."

"The establishment of distant reading as an equal partner to close reading."

"Digital language processing. Machine translation."

"Ability to manipulate and analyse large corpora of language."

One respondent notes problems of acceptance:

"digital workflows are commonplace now, but I have not seen compelling evidence of the acceptance of new research methods."

Dissemination

While there are few comments about the impact on publishing, a number of respondents highlight impacts on dissemination in a broader sense.

"New writing and reading practices; blogging for dissemination and criticism."

"Social media circulate information on new studies and allow researchers to keep up to date easily with their research. It is also easier to learn who cited your work, e.g. Google Scholar."

"Peer contact and evaluation."

Concerns

Numerous concerns were also raised:

[Access] "On the other hand digital access is not completely free because it depends on the resources available in your institution."

[Digital Divides] "Disadvantage of working off-campus when speeds are so much slower than JANET and broadband may be unreliable."

[Keeping focus] "lack of ability to work meticulously and in a sustained way; publishing is now a nightmare, technology is ancillary to research but dominates all processes."

[Superficiliality] "superficiality and randomness in accessing and evaluating sources."

[Quality of content] "easier to publish junk and harder for the novice to parse which is junk and which is not."

[Hypercentrality of English] "But: ubiquity of English as the medium of [digital culture & technology], slow awareness of software (eg Microsoft) in making diacritical characters easily available--still cumbersome to type in Spanish on an English keyboard."

[Threat to ML as a field] "This area may become extinct."

Detail: Research 3 (Future transformations)
The last question concentrated on the future:

- How might 'digital' further transform Modern Foreign Languages research in the future, do you think?

The answers to this question showed the difficulties in analysing ML research in a systematic way, since ML research as a whole covers numerous languages, various levels of language education and different branches of the research itself, not to mention inter/intra-national variation. There is important difference in focus, for example, between language

learning as a research topic (overlapping with earlier questions) and the strands of ML research which focus on the culture and history of the target language. The comments are presented in aggregate, but these differences need to be borne in mind in analysing the responses.

Some of the main themes include:

Erosion of boundaries

"national boundaries of cultures become less and less relevant."

"Increasing ease of bringing people together digitally (video links, perhaps virtual reality in the future)."

"More opportunities to work beyond and across boundaries (cultural, linguistic, technological, etc)."

Scale, large data sets

This topic featured much more prominently in this question, suggesting that scale and big data approaches are not currently as important as they may be in the future.

"It will open up the possibilities of dealing with bigger data, especially important in comparative studies of reception, influence, analysis. It will also increase the reliance on percentages, statistics and numbers of the discipline."

"Enabling individuals to address many more languages, and comparative studies across many languages."

One respondent expresses concern about the possible impact of these approaches:

"There might be a predominance of quantitative research, qualitative research might be regarded as somewhat outdated."

Collaboration and interdisciplinarity

This is only a small selection of what were numerous responses under this theme, demonstrating that many respondents to this survey believe that collaboration and research across disciplinary boundaries will become more important in the future.

"Potentially allow for much more collaborative, international research and a move away from printed journals to more dynamic ways of sharing research."

"It might become easier to cooperate in projects to people who [live] in different parts of the world."

Dissemination / publication

"Diminishing value of printed books and journals, except as archival objects or for their physical status."

"Increasing incorporation of visual and audiovisual media (or text media including visual and audiovisual components) into publications."

Difficulties in generalising about ML

"I don't think this can be meaningfully separated from the larger discipline—eg literary study will be changed and is changing because of digital communication and the ephemerality of contemporary literary culture; linguistics is an utterly different matter and I have no idea what new things they are up to because of 'the digital'."

Corpora and archives

"There is a relevant interest in linguistic corpora, especially in the case of currently spoken languages, so I think that, in the future, corpora may represent a great source of data for the development of investigations and studies about […] cognitive implications of language usage."

"Through the establishment of extensively tagged and searchable corpora, including historical and digitized content."

"Data mining of archival materials to use corpus approaches to verify previous claims made with much less data."

Digital as research object

"Another strand will be the recognition of the 'digital' as constitutive of modern and contemporary cultures. Recognising cultural specificities, including how digital technologies have transformed various arts such as literature, cinema, visual arts across decades (digital cultural histories). Also, recognising how digital platforms give voice to local communities, thus linguistic and cultural differences, as well as counter-cultural forms of expression."

Interaction

This comment was an 'outlier' but deserves attention since it gives thought to how 'digital' affects the research process.

"interactional studies will increasingly include online/digital interaction and artificial intelligence."

Digital methods

It is hard to generalise here about what constituted a varied set of responses, but there was greater attention to transformations in how digital methods will become part of the ML research landscape, than there was to which methods are significant.

"Digital methods of research will become more widely available, with less technical expertise required. More source material will be available digitally."

"Closer attention to data visualisation."

"One strand will be the development of DH projects in ML towards a more articulated and diverse application of digital tools to texts and other cultural materials."

"The consistent integration of close and distant reading as standard practice."

"the scope of the context that can be analyzed through digital humanities and corpus linguistics methods is changing what questions we can ask and what patterns we can evaluate."

Digital more closely integrated into ML research

One respondent gives an opinion about adoption/integration of digital research approaches in ML:

"I think it will become integrated into most researchers' work, rather than being isolated primarily to those who identify as 'digital' researchers."

Five words
- Please give five words to describe the nature of the interaction between digital culture/technology and Modern Foreign Languages research.

Here we were asking people to think of words which might give another insight into the way people see digital engagement in ML research. The most popular words are 'access' (and its variants), 'data' and 'collaboration', and there are also a number of other words which express aspects of the overall process or functionality ('communication', 'speed'), but perhaps the most interesting words are those which express how people value or feel about the engagement.

Access	21
Data	14
Accessible	12
Collaboration	10
Digital	8
Accessibility	7
Communication	7
Research	7
Availability	6
Immediate	6

Various terms express value judgements about the effects of digital: 'useful', 'relevant', 'exciting', 'innovative'. Some words seem to suggest arguments for digital approaches 'authentic', 'convenient', 'enabling', whereas other words address perceptions about how easy it is to adopt them: 'complex', 'easier', 'challenging', 'unsure'.

3.3. Digital Methods

This section asked a series of questions about the practicalities of people's digital engagement:

- the digital tools they used and the activities they were engaged with when using them
- the learning platforms they used
- what they saw as the main incentives or barriers to using digital tools.

Extent of usage of digital tools
- Do you use digital tools?

This was quite a broad question, but the overwhelming majority (90.6%) said that they do use digital tools in their ML practice (education/research). There was no major variation by age or gender, although women were slightly more likely to use digital tools than men.
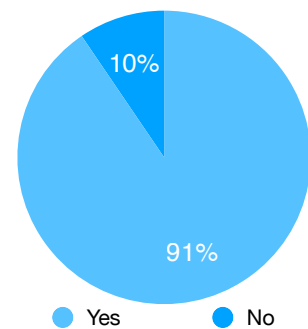
Figures in the rest of this section relate only to those who said they use digital tools in their ML practice.

10%
91%
Yes   No

Activities with digital tools
- What activities do you use digital tools for in your own Modern Foreign Languages practice (education/research) (tick all that apply)?

Some points to note in interpreting these results:

- This question did not make a distinction between education and research

- We provided a closed list for this section. We broadly based the options provided on common taxonomies used in the digital humanities, in particular TaDiRAH (Taxonomy of Digital Research Activities in the Humanities) (http://tadirah.dariah.eu/vocab/index.php) and the DIRT (Digital Research Tools) registry (http://dirtdirectory.org/), although we were also influenced by responses from participants in workshops on digital methods in Modern Languages that we have run.

Main observations:

- General activities (such as 'Communication', 'Teaching/learning' and 'Collaborating') appeared at the top of the list

- Activities involving multimedia usage ('Working with audio-visual materials' and 'Working with images') also ranked highly

- Activities such as 'Search/discovery', 'Publishing', 'Translation', 'Annotation' and 'Dissemination' were also in the top half

- 'Data analysis or processing' and other data activities (capture, visualisation) concentrated around the middle of the ranking

- 'Modelling data/information' and 'Theorising' scored low

- More practical activities such as 'Crowdsourcing', 'Programming/coding' and 'Network analysis' were also ranked low

- 'Geospatial analysis' featured at the bottom of the list, which is striking in a field where the geography of language and culture is often of interest: this does not appear to be happening digitally, at least in a formal sense, for this sample.

	Frequency	Percent
Communication	116	81.1%
Teaching/learning	115	80.4%
Collaborating	92	64.3%
Working with audiovisual materials	85	59.4%
Working with images	73	51.0%
Search/discovery	72	50.3%
Publishing	71	49.7%
Translation	68	47.6%
Annotation	57	39.9%
Dissemination	57	39.9%
Content analysis	52	36.4%
Data analysis or processing	52	36.4%
Linguistic analysis	51	35.7%
Blogging	46	32.2%
Research management	46	32.2%
Data capture	44	30.8%
Data visualisation	41	28.7%
Transcription	39	27.3%
Contextualising/creating associations	31	21.7%
Production of digitally mediated art/ cultural objects	26	18.2%
Programming, coding	22	15.4%
Preservation	21	14.7%
Metadata management	20	14.0%
Network analysis	16	11.2%
Theorising	15	10.5%
Modelling data/information	12	8.4%
Structural analysis	11	7.7%
Crowdsourcing	8	5.6%
Other	4	2.8%
Geospatial analysis	3	2.1%

Which tools?

- Which actual tools do you use?

The tools used were largely general (commercial) digital tools, with a few language learning tools but very little evidence of ML-specific tools in research.

Tools included: Moodle (n=11), Microsoft Office (n=10), Social Media (n=9), Internet (n=9), Websites (n=8), Quizlet (n=8), Wordpress (n=7), Twitter (n=7), Email (n=7), Apps (n=7), Word (n=6), Skype (n=6), Google Docs (n=6), Blackboard (n=6), Audacity (n=6), Online Dictionaries (n=6), Powerpoint (n=5), Kahoot (n=5), Google (n=5), Facebook (n=5), Excel (n=5), YouTube (n=4), VLE (n=4), R (n=4), Prezi (n=4), Nvivo (n=4), Linguee (n=4), Zotero (n=4), Wordreference (n=3), Survey Monkey (n=3), Socrative (n=3), Research Gate (n=3), Python (n=3), Podcasts (n=3), Padlet (n=3), Oxygen (n=3), Microsoft (n=3), Mendeley (n=3), Google Translate (n=3), Google Scholar (n=3), Google Classroom (n=3), Google books (n=3), Duolingo (n=3), Databases (n=3), Corpora (n=3), Blog (n=3), Archive (n=3), Zoom (n=2), Wiki (n=2), Whatsapp (n=2), Voicethread (n=2), Videos (n=2), Turnitin (n=2), Software (n=2), Search Engines (n=2), Scrivener (n=2), Online Search Engines (n=2), Online journals (n=2), MOOCS (n=2), Memrise (n=2), Library catalogues (n=2), JSTOR (n=2), Instagram (n=2), Hot potatoes (n=2), Google Drive (n=2), Google apps (n=2), Evernote (n=2), Endnote (n=2), Edmodo (n=2), Dropbox (n=2), Dictionaries (n=2), Corpus tools (n=2), Corpus (n=2), Concordancers (n=2), Computer (n=2), Books (n=2), Blogs (n=2), Academia.edu (n=2).
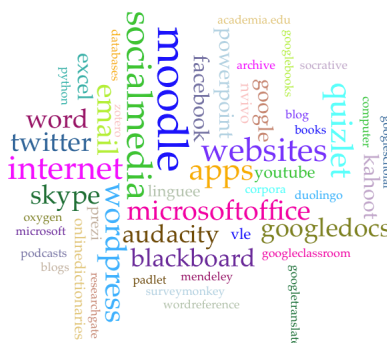
We have left the list unedited, and excluded single mentions of tools, which can be viewed in the raw data published alongside the report.

Digital learning platforms

- Which digital learning platforms do you use?

A clear majority (46.8%) (n=74) use Moodle (n=55) or Blackboard (n=38), but a number of other platforms are mentioned. There is mention of online learning frameworks (Futurelearn, edX and Coursera) and many commercial and/or app-based platforms such as DuoLingo, Babbel, Quizlet or Memrise.
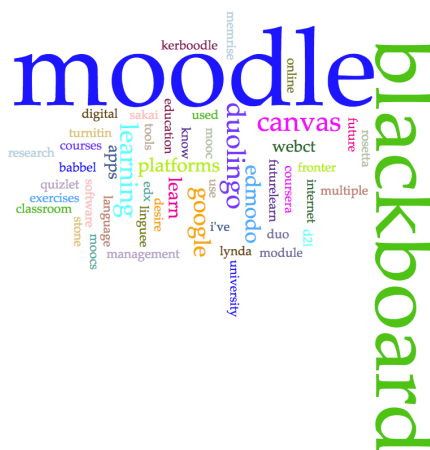
Incentives for digital tool usage

- What are the incentives for people to use digital tools in Modern Foreign Languages practice (education/research)?

Access	28
Learning	25
Students	18
Research	16
Easy	14
Time	14
Ease	13

Using Voyant tools (http://voyant-tools.org/) we carried out text analysis on responses to the question:

Looking at terms most commonly used, 'access' (with 'speed', 'information' and 'ease/easy' as most common collocates) and 'learning' feature prominently. Many of the arguments included themes such as authenticity, personalisation, new research modes and learner agency which have already been covered by other questions.

Some other arguments/themes worth noting:

The use of digital tools is a 'must' for some areas of ML

> *"They are pretty much a requirement just to keep up with the pace of research and L&T expectations."*

They have career benefits

> *"[they] help [you] keep a job, though not the one we trained for."*

Inclusivity

> *"Technology is inclusive. People with difficulties can use it, people who live far from school or towns can use it to learn and study."*

Institutional pressure

> *"difficult not to get involved if your institution expects [or] encourages the use of such digital tools or platform."*

They may align with learner expectations

> *"It is motivating especially for teenagers and young adults."*

Barriers to digital tool usage
- What are the barriers?

Using Voyant tools (http://voyant-tools.org/) we carried out text analysis on responses to the question:

- 'lack' was the most common term: as in 'lack of time', 'lack of training' or 'lack of digital literacy';

- 'time' was the next most common term (often describing the time needed to learn technologies);

Other top-ranked terms included:

- 'access' (an interesting counter-point to access used in a positive sense, and including 'access to technology/devices/ internet');

- 'use' (concerns about 'learning how to use', for example);

- and 'training' (especially in the phrase 'lack of training').

Some other themes worth noting include:

Digital/web accessibility

"As someone with a learning disability as a student I found some of the platforms, especially the discussion forums, very difficult to use."

Not all digital channels have equal weight

"Sharing research in informal ways is less respected/rewarded than sharing through blogs/social media - people have limited time and they may choose what can keep management happy."

Lack of support

"Speaking as a teacher in a state-run school, the use of technology is left to a teacher's means (both in terms of money and time)."

Bias against studying digital culture

"The digital as an object of study comes up against resistance from those who still insist on a more traditional literary/film canon."

Ethical concerns

"Concerns with privacy and security of data."

Hype

"for me, the impression that 'digital' has been an opportunity for some opportunists and bandwaggon-jumpers which has not contributed as substantially to the wider academic community, let alone the long-term public good, as it might have done."

Institutional strategies

"Lack of integrated or coherent approach from the institution, if they buy in a lot of software or hardware without sufficient strategy or integration."

The speed of change

"technology changes too fast (both externally ad within institutions, transferring or updating created materials might not be possible."

3.4. Digital Literacies

A lot of different terms are used to describe the knowledge and skills required to critically engage with digital culture, tools and technology: digital skills, digital competences and digital literacies. This section explores how people learn new critical and practical (digital) skills and how important they think they are for different aspects of ML.

What kinds of digital competence would most benefit the Modern Foreign Languages as a field right now (tick all that apply)?
Respondents favoured general competencies/literacies, such as:

- Digital communication, collaboration and participation

- Information and media literacy

- Basic understanding of digital theory and practice

… over more advanced competencies/literacies:

- Coding/programming for MFL

- Advanced understanding of digital theory and practice
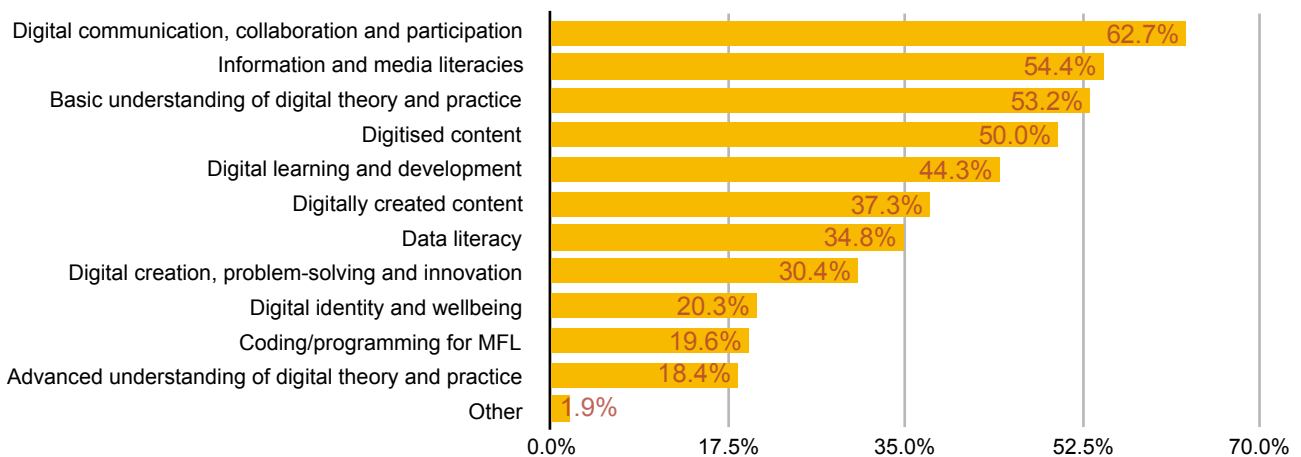
This finding should be tempered by the fact that the respondents came from a wide-ranging set of ML backgrounds, but it does indicate a feeling that the field of ML as a whole needs to engage further with basic digital literacies before it can engage with more advanced modes of digital competence.

Under 'other', one person also had this to say:

> *"Understanding the opportunity that digital technology offers. But that's not possible if you adhere to the currently accepted method of language learning. The question assumes that the current method is the correct one. That digital technology should be used as a way of delivering the same learning content, only more effectively. In my mind this approach - which seems to be overwhelmingly accepted - is missing a key point about language*

learning. The most effective way of learning a language is by moving to a country where the language is spoken. Why? Because you are immersed in the language 14 hours per day. Dismissing this fact by saying "not everyone can move to a foreign country "does not make it untrue. We should focus on using digital technology to try and replicate the actual conditions in which human beings learn language."

What kinds of digital competence(s) would you personally like to develop in future, in relation to your Modern Foreign Languages education/research (tick all that apply)?
Ranking here is, in some cases, inverted from that which arose in the previous question:

- 'Advanced understanding of digital theory and practice' tops the list;

- 'Coding/programming for MFL' appears in third;

- 'Basic understanding …', which scored well when the question was about the field as a whole – scores poorly here;

- 'Digital identity and wellbeing' rank low in both lists – given transcultural identities focus in some areas of MFL this is perhaps surprising, although the inclusion of the word 'wellbeing' may influence this;

- This seems to confirm that the general profile for respondents to this survey showed a strong engagement with digital;

- But the inclusion of coding/programming, which is a relatively specialised and technical topic, high up the rankings is interesting.

Legend:
- ■ (yellow) Would you personally like to develop in future
- ■ (orange) Modern Foreign Languages as a field

Categories (top to bottom):
Digital communication, collaboration and participation
Information and media literacies
Basic understanding of digital theory and practice
Digitised content
Digital learning and development
Digitally created content
Data literacy
Digital creation, problem-solving and innovation
Digital identity and wellbeing
Coding/programming for MFL
Advanced understanding of digital theory and practice
Other

X-axis: 0, 17.5, 35, 52.5, 70

Greater training in competences

This question aimed to find out who, in the views of our sample, would most benefit from digital competencies: teachers, learners or researchers.

Greater training in digital competences would benefit Modern Foreign Languages learners
Greater training in digital competences would benefit Modern Foreign Languages teachers
Greater training in digital competences would benefit Modern Foreign Languages researchers
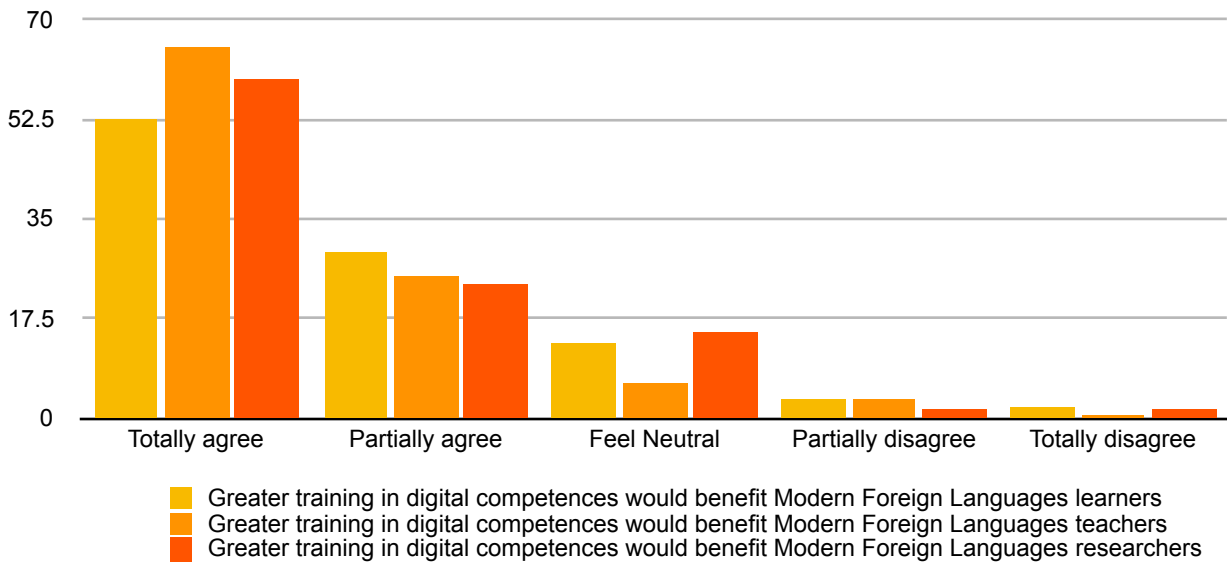
There was strong agreement that greater training in digital competences would benefit all three cases (less than 20% disagreed or felt neutral). There was slightly stronger feeling that ML teachers would benefit (where, for example, 65.2% totally agree) than learners (where 52.2% totally agree). Respondents offered similar views about the benefits for researchers, although the feeling was slightly more neutral.

Rank methods for acquisition of digital competences

The final question in this section asked respondents how best to acquire digital competences.

Please rank (using a scale of 1-5, where 1 is 'not at all important' and 5 is 'very important') the following methods for acquiring digital competencies in Modern Foreign Language research/education?
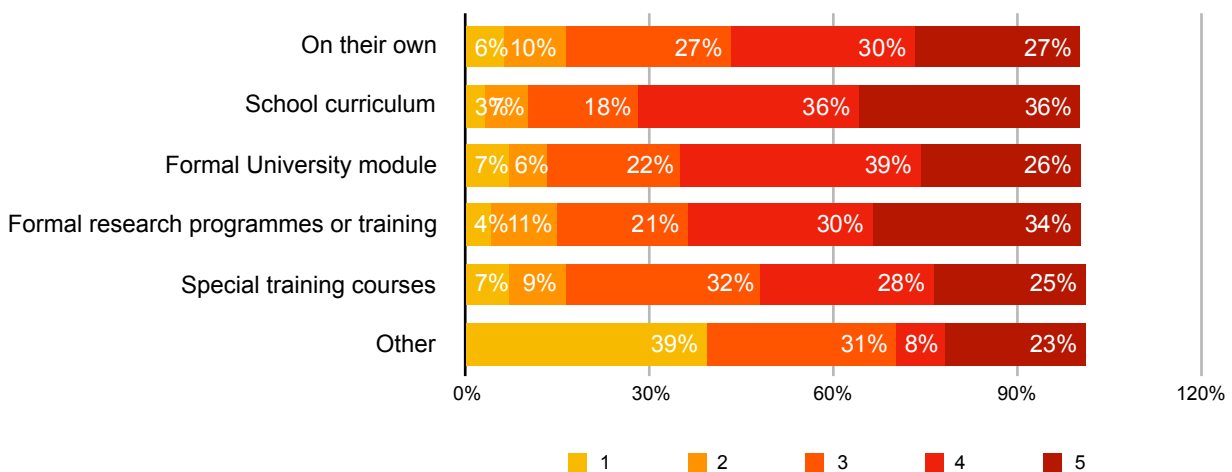
The five scenarios for acquiring digital competences were generally viewed favourably by respondents, but the formal routes ('as part of the school curriculum' or 'as part of formally credited/managed research programmes or training') were ranked more highly than informal routes ('on their own' or 'on special training courses outside of normal teaching and research programmes').

3.5. Digital Outputs

The final section focused on those with a relatively high engagement with digital culture and technology. It aimed to get a sense of their attitudes towards publication/credit and of what kinds of materials/languages they were working with.

Significant engagement with digital culture and technology
- Does your role involve digital culture and technology in Research and Education in Modern Foreign Language to a significant degree?

● Yes   ● No

This question aimed to filter out people with high levels of digital engagement, so that we could ask them a few more final questions. 44.9% said 'Yes', which indicates that this sample has a higher level of engagement than is probably typical in ML as a whole.

55% / 45%
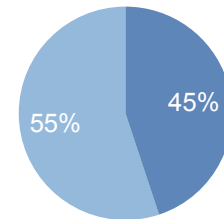
The rest of the questions were only answered by people who answered 'Yes' to this question.

Information about methods/tools
- How do you find out about new digital research methods and tools?
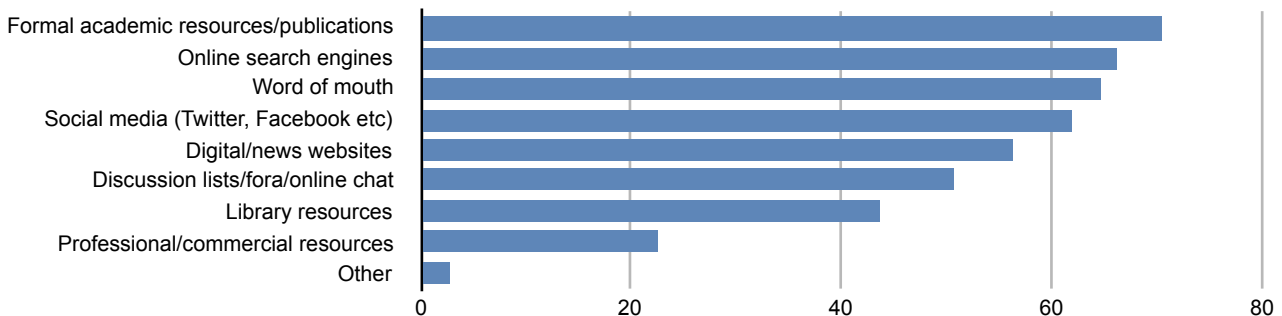
The fact that 'formal academic resources/publications' is ranked top here is perhaps surprising. That aside, formal/traditional modes of discovery rank low, whereas online search, word of mouth and social media score highly.

Publishing venues for digital research
- Where do people typically publish research with a digital component in your field?

Journals	30
Academic	7
Books	6
Blogs	4
Calico	4

Influence of digital research on publication venue
- Does the choice of publication venue change when the research has a digital component?

52% / 48%
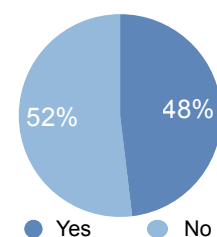
There were not many responses to this question, (around a third of total cohort), but the

● Yes   ● No

answer was evenly split, with a tiny majority (52%) saying 'No'.

Those that agreed with the statement gave the following reasons

Limitations in traditional journals

"Traditional journals have been slow to build in screen grabs, web links etc."

Features of digital component and/or digital publication

"More links and images."

"I prefer to publish online when I include a digital component."

"need to use a specialized journal if there is digital material, since it cannot be hosted in a printed journal."

"Many venues are not equipped to publish interactive data visualizations."

"Although as stated previously most digital research in my field is still published in the same journals, some additional options are available such as general Digital Humanities journals and more focused journals such as 'Social Media and Society' and 'Internet Histories'."

Journal digital policy

"It is important to identify publishers with appropriate data protection and deposit practices."

Research reasons

"If the focus of the work is on applications of digital technology to language learning, then I would first target a specialized journal in that field."

"it gets often published in journals specializing on X and technology."

Timing

"The rapid development of digital technologies makes publication venues with a digital component a better choice for questions of timing and accessibility."

Evaluation mechanisms for digital research
- How well do evaluation mechanisms work for research with a digital component in your field?

Responses to this question seem fairly well spread overall, with comments such as the following:

"It varies. Printed is still the golden standard."

"I don't know. Some more mechanisms for quality control would benefit things like learning repositories, whose contents are often very variable. If you mean the REF [UK HE evaluation framework[1]], these procedures do not benefit the digital or language learning disciplines, nor are they designed to. No idea about the TEF [UK HE teaching evaluation framework[2]] and what effect that would have - probably too early to say, unless they have a mechanisms for gauging the extent and quality of digital-based teaching."

*"Mechanisms I have encountered are not widespread, consistent, established or locally credible."*

"They don't. Peer review systems aren't receptive to different forms of disseminating your work."

Quantitative or qualitative material
- Do you mostly use quantitative or qualitative material in your research?

Not surprisingly, given the nature of traditional ML research, a small percentage chose 'quantitative' (only 6.9%)

Perhaps surprisingly the highest scoring option, by a small margin, was 'Both, in more or less equal measure'

- Quantitative
- Qualitative
- Both, in more or less equal measure
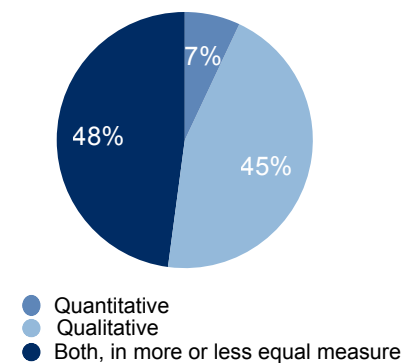
This may be biased by the 'digital' focus of our overall respondent profile, but it may also point to increased use of a greater variety of material in ML research

Materials created/used
- What kinds of materials do you use in your research? [Select one or more options below]

- What kinds of materials do you create in your research? [Select one or more options below]

Categories were:

- Time-based;
- Geographic;
- Event-based;
- Relating to human subjects;
- Relating to networks;
- Linked data [this has a particular technical meaning, which we did not clarify on purpose];
- Structured data;
- Audio;
- Visual;
- Other.

Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

Category	Use in your research (percentage)	Used (ranking)	Create in your research (percentage)	Created (ranking)
Time-based	18 (94.7%)	7	11 (57.9%)	7
Geographic	21 (100%)	6	9 (42.9%)	9
Event-based	26 (92.9%)	4	16 (57.1%)	4
Relating to human subjects	42 (89.4%)	1	28 (59.6%)	1
Relating to networks	24 (92.3%)	5	12 (46.2%)	6
Linked data	13 (76.5%)	8	10 (58.8%)	8
Structure data	11 (61.1%)	9	17 (94.4%)	3
Audio	27 (90.0%)	3	15 (50.0%)	5
Visual	33 (86.8%)	2	27 (71.1%)	2
Other	1 (100%)	10	1 (100%)	10

Some observations:

- Response rates were relatively low;

- We deliberately did not explain the expression 'linked data', which has a particular meaning in digital knowledge production;

- In general people used materials in these categories more often than they created them;

- The ranked responses hardly varied at all between 'used' and 'created' scenarios, except that 'structured data' was far more important in the 'created' ranking (3rd) than in the 'used' ranking (9th).

Anything else?
We asked respondents if they had anything else to add. Here are a few of the comments:

"Problem of different generations of researchers being +/- willing to engage in digital culture leads to exclusion/ difficulty in collaborating."

"I would have liked to be asked about technology availability: we teachers often say that we don't use technology because the school system doesn't provide it, but if we were given state-of-the-art tools and hardware, would we really incorporate technology in our daily teaching practice?"

"Cultural competence, rather than specifically language competence."

"Serious and reflective digital education is patchy rather than wide-spread. Often it is side-tracked by technological gadgets rather than reflection on use and how it is changing our ways of learning."

4. Conclusions

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This study sought to map engagement with digital culture and technology across a range of perspectives in Modern Languages education and research.

Respondents to the survey showed a high degree of confidence that digital had transformed both their own personal engagement with ML, and the field as a whole. There were some clear similarities in responses across education/research-focused contexts, with many referencing the ability to create and engage with authentic content or to use a wider range of tools - with a stronger audio-visual focus, greater facility for 'multilingual habits' and potentially profound pedagogical implications. They also expressed concern about the future role of ML educators and our ability to engage critically with digital unless greater attention was given to critical digital literacies.

Most people engaged with digital tools in one way or another, with an emphasis on general activities such as 'communication', 'collaborating' or 'search/discovery'. There is clear interest in more advanced digital methods in some quarters, although the routes/support structures for that are not clear. There is sometimes a mismatch between expectations (student or institutional) regarding digital engagement and the actual pedagogical/research environments people operate in. There is strong support for greater digital literacies/competencies in ML education and research, with a slight preference for this to be embedded within formal courses and training programmes over informal modes. There was some evidence of a greater interest in the use of 'born digital' artefacts for learning/research, and also in data-driven, mixed quantitative/qualitative approaches to research. Digitally mediated research is often recognised as presenting new opportunities, but there are also doubts about its impact on credit mechanisms and professional advancement.

We conclude with some reflections (based on the survey responses) which we outline here, and which we plan to explore in more detail in future publications.

More research is needed

Our research demonstrated clear interest (and some concern) about digital mediations of Modern Language education and research, but understanding about how to approach this was uneven across ML roles and structures. It was clear, for example, that thinking about digital is far more developed in language learning than it is in ML culture-based research and teaching, although the gap may be narrowing. It would be useful to see some aspects of this research integrated more fully into future language surveys, and with less emphasis on digital as something purely technical/instrumental.

A complex field to research

Our survey showed both the richness and the variety of responses to digital from within Modern Languages. The field already faces complex challenges, so it could be argued that adding 'digital' to the 'mix' only complicates things further. On the other hand, digital culture is increasingly important as a filter, or as an object of study in its own right, and so it will be increasingly important to gain a better understanding of digital engagement across ML in order to fully understand the new flows and architectures in which language education and research operate.

Under-representation of some areas of ML

There was a clear bias in the responses received in our survey towards widely spoken (Western) European languages, and we need better understanding of how digital operates in relation to non-European and minority languages, and of how that might facilitate a richer, more inclusive ML education and research agendas.

Few indications of strategic thinking about the place of 'digital'

While many individuals were clearly engaged with the possibilities (and risks) of digital culture and technology, there was no real evidence that this was happening within any kind of strategic framework, or that connections were being sought across educational levels or research strands. In a tightly resourced education space it might be useful to have further debate about how 'digital' can foster closer connections between these different levels or strands (or indeed where it poses a tangible risk to ML).

A lack of support

There was little evidence that teachers and researchers felt supported in their engagement with digital tools and methods, either in technical (the overriding emphasis was on off-the-shelf commercial platforms) or in pedagogical terms.

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The first in a series of landscaping projects looking at digital mediations of ML, this study describes some key thematic areas which need further research for ML, such as critical digital literacies, hybrid/digital pedagogies, digital methods and research/publication culture. We hope that this study is of use to anyone interested in modern languages – whether in 'formal' ML spaces or not - and that it will help to encourage wider discussion about the role of digital in ML study and research.

5. References

We publish below a selected list of references which directly influenced the development of this survey. A full set of references for our research will be published in a future report on our literature review.

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Appendices

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Appendix 1: Survey Questions
Survey: Attitudes towards digital culture and technology in the Modern Foreign Languages (MFL)

Introduction

As part of the AHRC-funded (OWRI) '*Language Acts & Worldmaking* project', we are conducting a survey on attitudes towards digital culture and technology in the Modern Foreign Languages (MFL), with attention to both theory and practice. We would be very interested to hear about your experiences and invite you to take part in our survey. The survey is aimed at people with any level of digital expertise, and whose work involves Modern Foreign Languages in any role (whether that be as researcher, learner, teacher, funder, policy-maker, digital practitioner, cultural practitioner or other).

For most participants, the survey will take about 15 minutes. For those who have strong involvement in digital theory or practice, you will be offered additional optional questions which might make the survey longer.

This survey is part of a research project called 'Modern Foreign Languages Research: Digital Mediations' which was submitted to, and approved by, the King's College Research Ethics committee under its Minimal Ethical Risk Registration Process (REC Reference Number: MR/17/18-280).

Your participation is fully voluntary, and you are under no obligation to participate, but if you choose to be part of the research project, your knowledge and insights shared during the process will be well valued and carefully protected. This study will only be used for academic research, and our findings will be published and presented in various academic and public fora related to our project.

There are no direct benefits from participating in this study, beyond contributing to knowledge. There are no foreseeable risks in participating in the study. The content of this study will be anonymous, strictly confidential and will be held securely or deleted once the research is finished. Your personal information will also be strictly protected.

You are free to withdraw from the study at any time without explanation or prejudice and to request the destruction of any data that have been gathered from you until 11 June 2018. After this point data will have been anonymised for the purpose of analysis and it will not be possible to withdraw any further data.

We provide a full information sheet regarding the project as a whole for participants, which you can access here.

If you wish to withdraw from the study, or have any questions, please contact Paul Spence at paul.spence@kcl.ac.uk

Taking the survey

1.By ticking yes I confirm that I have read the information above and give my consent to take part in the survey: Yes/No

Many thanks

Paul Spence and Renata Brandão

King's College London

ABOUT YOU

Geography

2.What is your country of origin?

3.Which country do you currently live in?

Languages

4.What main language(s) do you use at work?

5.Please list any other languages you speak:

Age

6.What is your age?

- Less than 25
- 25-34
- 35-44
- 45-54
- 55-64
- 65+
- Prefer not to say

Gender

7.   Please select

- Female
- Male
- Prefer to self-describe
- Prefer not to say

Current role

8. Which of these roles apply to you? *(Multiple selection possible)*

- Early career researcher
- Academic, e.g. Lecturer, (Assistant/Associate) Professor
- I study Modern Foreign Languages at School
- I study Modern Foreign Languages at University
- I study Modern Foreign Languages privately
- I teach Modern Foreign Languages at School
- I teach Modern Foreign Languages at University
- I teach Modern Foreign Languages privately
- Gallery, Museum, archive or library professional
- Policy maker
- Digital practitioner
- Funder
- I work in the cultural and creative industries
- I work in the private sector
- Other

YOUR RESEARCH

This section asks you about your research background, and the areas you are currently working on

9. Are you actively involved in research relating to the Modern Foreign Languages at present?

- Yes

    [Opens up questions below]

- No

    [Takes respondent to question 15]

YOUR RESEARCH, CONT.

10. What are your main research areas (you may select more than one)? (multiple selection possible)

- Literary studies
- Pedagogically-focused Languages research
- Applied and sociolinguistics research
- Cultural studies approaches to Modern Foreign Languages (MFL)
- Film, visual arts, multimedia approaches to MFL
- Corpus linguistics, historical linguistics or lexicography
- Translation studies
- Social/Historical approaches to MFL
- Postcolonial approaches to MFL
- Globalisation, migration or national/regional identities
- Gender studies
- Digital culture, digital humanities, other digital studies
- Other

11. Please list all Modern Foreign Languages you work with on a regular basis: *(Free text box)*

12. What periods do you work with on a regular basis?

- Classical period
- Medieval
- Early Modern
- C18, C19
- C20
- Contemporary
- All periods
- No period in particular
- Other

13. Please list all continents or regions your research usually cover: *(Free text box)*

14. Please list all countries your research usually cover: *(Free text box)*

YOUR INVOLVEMENT WITH 'DIGITAL' THEORY AND PRACTICE

15. To what extent have digital culture and technology affected Modern Foreign Languages **education**, in your view?

- A lot
- Moderately
- Slightly
- Not at all

16. What have been the most important effects of digital culture and technology on Modern Foreign Languages **education**, in your view? *(Free Text box)*

17. To what extent have digital culture and technology affected Modern Foreign Languages **research**, in your view?

- A lot
- Moderately
- Slightly
- Not at all

18. What have been the most important effects of digital culture and technology on Modern Foreign Languages **research**, in your view? *(Free Text box)*

19. Please give **five words to** describe the nature of the interaction between digital culture/technology and Modern Foreign Languages **research**

20. How might 'digital' further transform Modern Foreign Languages **education** in the future, do you think?

21. How might 'digital' further transform Modern Foreign Languages **research** in the future, do you think?

22. To what extent have digital culture and technology affected your engagement with Modern Foreign Languages **education**?

- A lot
- Moderately
- Slightly
- Not at all

23. How have digital culture and technology affected your engagement with Modern Foreign Languages **education**, principally?

24. To what extent have digital culture and technology affected your engagement with Modern Foreign Languages **research**?

- A lot
- Moderately
- Slightly
- Not at all

25. How have digital culture and technology affected your engagement with Modern Foreign Languages **research**, principally?

DIGITAL METHODS AND TOOLS AND THE MODERN FOREIGN LANGUAGE

26. Do you use digital tools in your own Modern Foreign Languages practice (education/research)?

- Yes
- No [Jump to question 32]

DIGITAL METHODS AND TOOLS (CONT.)

27. What activities do you use digital **tools** for in your own Modern Foreign Languages practice (education/ research) (tick all that apply)?

- Annotation
- Blogging
- Collaborating
- Communication
- Content analysis
- Contextualising/creating associations
- Crowdsourcing
- Data capture
- Data analysis or processing
- Data visualisation
- Dissemination
- Geospatial analysis
- Linguistic analysis
- Metadata management

- Modelling data/information
- Network analysis
- Preservation
- Production of digitally mediated art/cultural objects
- Programming, coding
- Publishing
- Research management
- Search/discovery
- Structural analysis
- Teaching/learning
- Theorising
- Transcription
- Translation
- Working with images
- Working with audiovisual materials
- Other

28. Which actual tools do you use in your own Modern Foreign Languages practice (education/research)? *(Free text box)*

Tools in teaching/learning

29. What digital learning platforms have you used? *(Free text box)*

Incentives and barriers

30. What are the incentives for people to use digital tools in Modern Foreign Languages practice (education/ research)? *(Free text box)*

31. What are the barriers? *(Free text box)*

DIGITAL EDUCATION/LITERACIES

32. What kinds of digital competence would most benefit the Modern Foreign Languages as a field right now (tick all that apply)?

- Basic understanding of digital theory and practice
- Advanced understanding of digital theory and practice
- Digitised content
- Digitally created content
- Information and media literacies
- Data literacy
- Digital learning and development
- Digital creation, problem-solving and innovation
- Digital identity and wellbeing
- Digital communication, collaboration and participation
- Coding/programming for MFL
- Other

33. What kinds of digital competence(s) would you personally like to develop in future, in relation to your Modern Foreign Languages education/research (tick all that apply)?

- Basic understanding of digital theory and practice
- Advanced understanding of digital theory and practice
- Digitised content
- Digitally created content
- Information and media literacies
- Data literacy
- Digital learning and development
- Digital creation, problem-solving and innovation
- Digital identity and wellbeing
- Digital communication, collaboration and participation
- Coding/programming for MFL
- Other

34. Please rate the following statements:

[Totally agree   Partially agree   Feel Neutral   Partially disagree   Totally disagree]

- Greater training in digital competences would benefit Modern Foreign Languages learners

- Greater training in digital competences would benefit Modern Foreign Languages teachers

- Greater training in digital competences would benefit Modern Foreign Languages researchers

35. Please rank (using a scale of 1-5, where 1 is 'not at all important' and 5 is 'very important') the following methods for acquiring digital competencies in Modern Foreign Language research/education?

- On their own
- As part of the school curriculum
- On formally university modules
- As part of formally credited/managed research programmes or training
- On special training courses outside of normal teaching and research programmes
- Other

DIGITAL CULTURE & TECHNOLOGY IN MFL RESEARCH/EDUCATION

36. Does your role involve digital competencies and technology in Research and Education in Modern Foreign Language to a significant degree?

- Yes [Continue]
- No [Go to 'Conclusion' screen]

DIGITAL METHODS AND YOUR RESEARCH

This section asks you more detailed questions about your research

Types of digital methods

37. How do you find out about new digital research methods and tools (tick all that apply)?

- Formal academic resources/publications
- Discussion lists/fora/online chat
- Digital/news websites
- Library resources
- Online search engines
- Professional/commercial resources
- Social media (Twitter, Facebook etc)
- Word of mouth
- Other

OUTPUTS AND CREDIT

Outputs

38. Where do people typically publish research with a digital component in your field? *(Free text box)*

39. Does the choice of publication venue change when the research has a digital component?

- Yes > If yes, How?
- No

40. How well do evaluation mechanisms work for research with a digital component in your field? *(Free text box)*

RESEARCH MATERIALS (DIGITAL)

Materials you use/create

41. Do you mostly use quantitative or qualitative material in your research?

42. What kinds of materials do you...

- ...use in your research?

- ...create in your research?

  [Categories used]

i.Time-based
ii.Geographic
iii.Event-based
iv.Relating to human subjects

v.Relating to networks
vi.Linked data
vii.Structured data
viii.Audio
ix.Visual
x.Other (please specify)

43. What human languages does this material contain? *(Free text box)*

CONCLUSION

44. Name **researchers** you think are carrying out important research into the relationship between digital theory and practice and Modern Foreign Languages at the moment:

45. Name **projects** you think are carrying out important research into the relationship between digital theory and practice and Modern Foreign Languages:

46. Name **practitioners/companies** you think are carrying out important research into the relationship between digital theory and practice and Modern Foreign Languages:

ANYTHING ELSE?

47. Is there anything else that we didn't ask about and that you think would be important to say?

THANKS

Thank you for completing this survey! If you have any questions arising from the survey, please consult the page describing our research:

https://kings.onlinesurveys.ac.uk/attitudes-towards-dc-in-mfl

In parallel to this research, we are also carrying out a set of in-depth interviews (lasting about one hour). Interview may be in person or by Skype, depending on location. If you are potentially interested in taking part and would like to know more, please give use your details below.

- Name:

- Email address:

For more information about our research, see https://languageacts.org/digital-mediations/

Appendix 2: Invitation email

As part of the AHRC-funded (OWRI) '*Language Acts & Worldmaking* project', we are conducting a survey on attitudes towards digital culture and technology in the Modern Foreign Languages (MFL), with attention to both theory and practice. We would be very interested to hear about your experiences and invite you to take part in our survey. The survey is aimed at people with any level of digital expertise, and whose work involves Modern Foreign Languages in any role (whether that be as researcher, learner, teacher, funder, policy-maker, digital practitioner, cultural practitioner or other).

For most participants, the survey will take about 15 minutes. For those who have strong involvement in digital theory or practice, you will be offered additional optional questions which might make the survey longer.

This survey is part of a research project called 'Modern Foreign Languages Research: Digital Mediations' which was submitted to, and approved by, the King's College Research Ethics committee under its Minimal Ethical Risk Registration Process (REC Reference Number: MR/17/18-280).

Your participation is fully voluntary, and you are under no obligation to participate, but if you choose to be part of the research project, your knowledge and insights shared during the process will be well valued and carefully protected. This study will only be used for academic research, and our findings will be published and presented in various academic and public fora related to our project.

There are no direct benefits from participating in this study, beyond contributing to knowledge. There are no foreseeable risks in participating in the study. The content of this study will be anonymous, strictly confidential and will be held securely or deleted once the research is finished. Your personal information will also be strictly protected.

You are free to withdraw from the study at any time without explanation or prejudice and to request the destruction of any data that have been gathered from you until 11 June 2018. After this point data will have been anonymised for the purpose of analysis and it will not be possible to withdraw any further data.

We provide a full information sheet regarding the project as a whole for participants, which you can access here.

If you wish to withdraw from the study, or have any questions, please contact Paul Spence at paul.spence@kcl.ac.uk

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This report forms part of a series of reports produced by the Digital Mediations strand of the Language Acts & Worldmaking project. Digital Mediations explores interactions and tensions between digital culture and Modern Languages research.

lānguãgë âçts and worldmåkîng

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