CLILNetLE

DIGITAL PRACTICES IN AND OUT OF THE CLIL CLASSROOM: ALBANIA

A Report by CLILNetLE Working Group 4

Merita HOXHA and

Ekaterina STRATI

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Merita HOXHA, Aleksandër Xhuvani University
Ekaterina STRATI, Aleksandër Moisiu University

NOTE. This country report presents results from the Albanian dataset, collected as part of two pan-European surveys administered by WG4 of the COST Action CLILNetLE. For the main report see *Digital Practices in and out of the CLIL Classroom: A pan-European survey of students and teachers*

Report published in July 2024

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1. Digital Literacies Student Survey (DLSS): Albania

1.1. Introduction

The DLSS survey was administered in Albania from March to April 2024. The survey administrators Ekaterina Strati and Merita Hoxha shared the survey via email. While administering the DLSS, the survey administrators consulted the legal framework for data ethics provided by the Ministry of Education and Sports, whose ad hoc Commission allows researchers to collect data in public and private education institutions in Albania. Based on this procedure, the students who participated were not contacted by the researchers personally, but via official meetings with school principals, administrators, and teachers. Within the school setting, the surveys were administered by school principals, administrators and teachers.

CLIL implementation and impact in Albania differ from global trends. While predominantly found in private schools and in a limited number of public high schools, known as bilingual schools, CLIL instruction in state schools primarily focuses on German, Italian, and French, facilitated through bilateral agreements with foreign governments. Despite expressed interest from parent representatives during the meetings with the Council of Europe of experts in 2016 for its expansion, the integration of CLIL in Albania still needs to be improved. Albania was chosen to pilot both the Digital Literacy Teacher Survey (DLTS) and the Digital Literacy Student Survey (DLSS).

1.2. Summary of main findings

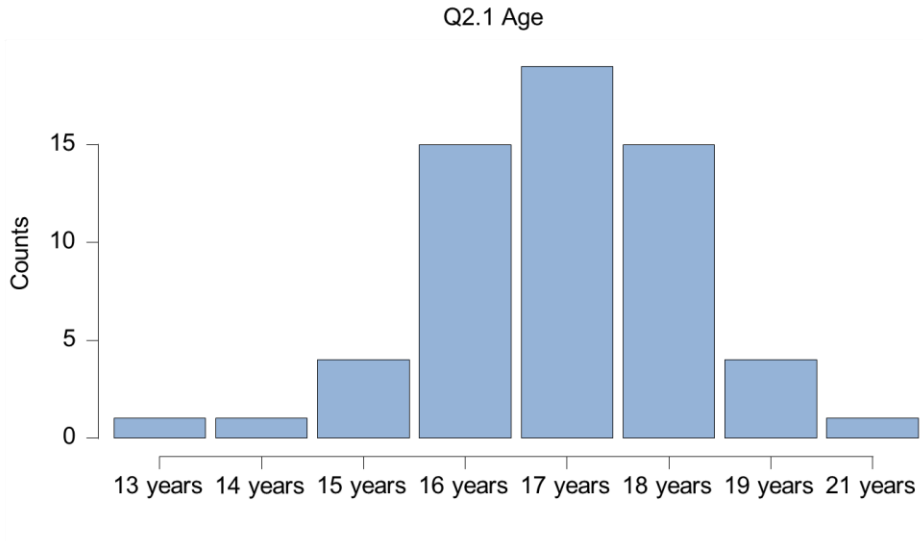
- 71 participants from 13 to 21 years old participated in the survey, mainly males (55%) and with parent's educational level mostly reaching the master's degree level. Most of these students attended schools in urban areas.
- Referring to the language evidence, 48 students primarily used Albanian at home. Other languages included Romanian and Turkish, and combinations of languages such as Albanian, English, or Italian. The primary language of schooling for most participants was Albanian (60.563%), followed by German (26.761%) and English (7.042%), with smaller percentages of Italian, Russian, and Turkish.
- Regarding language use, most participants used a combination of languages, with 19 using only Albanian, 17 using Albanian and English, and smaller numbers using other combinations.

- Most students reported using Albanian for CLIL, followed by English and German, with a few using Romanian, Bulgarian, and Turkish. CLIL subjects included Technology & ICT, Natural Sciences, Business & Economics, and Language & Communication. Fewer students reported subjects like Philosophy, Ethics & Religion, and Law. The aim of CLIL lessons varied, with a mean score indicating a tendency towards content learning over language learning.
- Students believed that instant messaging, social media, phone apps, and online video were important activities that supported CLIL learning. Less important activities included online courses and digital reading.
- On the frequency of use of digital devices extramurally, students revealed that the most used devices were mobile phones, laptops, smart TVs, and game consoles. Devices like smart homes and e-book readers were used less frequently. The same devices used at home were frequently used in school, with mobile phones, laptops, desktops, and tablets being the most common. However, the variety of devices used increases distraction.
- Students reported significant challenges related to limited access to technology at school, school policy, and lack of time. However, there were fewer issues with access to software, parental restrictions, and privacy concerns.
- These findings provided a comprehensive overview of the digital literacy landscape among students in Albania, highlighting critical areas of language use, access to technology, and the impact of CLIL learning experiences.

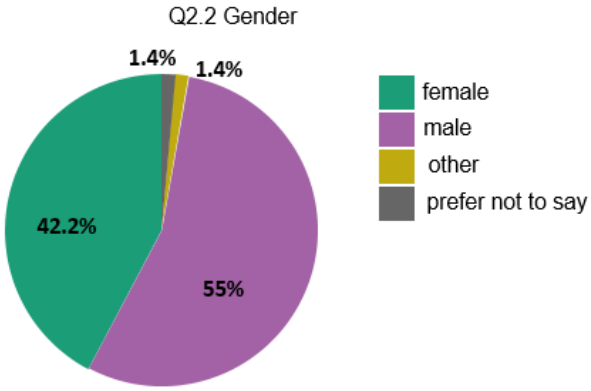
1.3. Participant background

The students who participated in the DLSS survey enumerated 71 as required by the WG4 of CA21114 CLILNeTLE. They came from 6 cities in Albania mostly from urban areas.

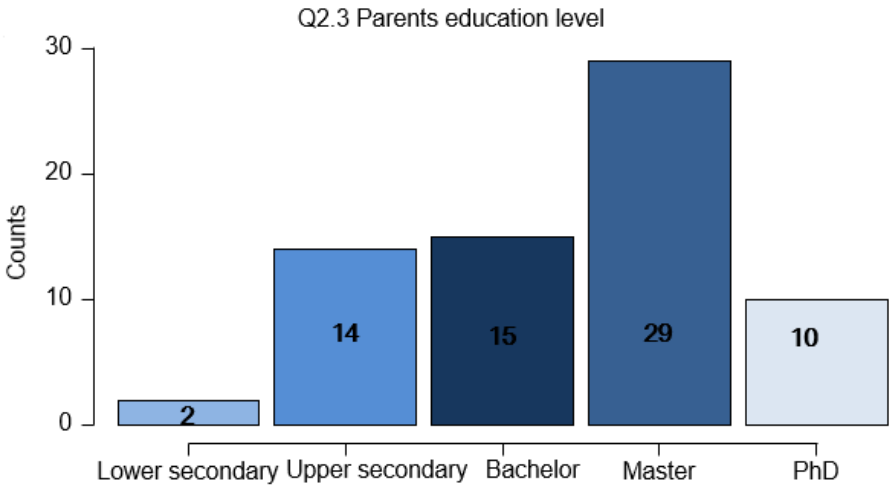
The Albanian students in this study ranged in **age** from 13 to 21, with the largest group being 17, followed by 16 and 18, then by 15, 19, and 14, 13, and 21.



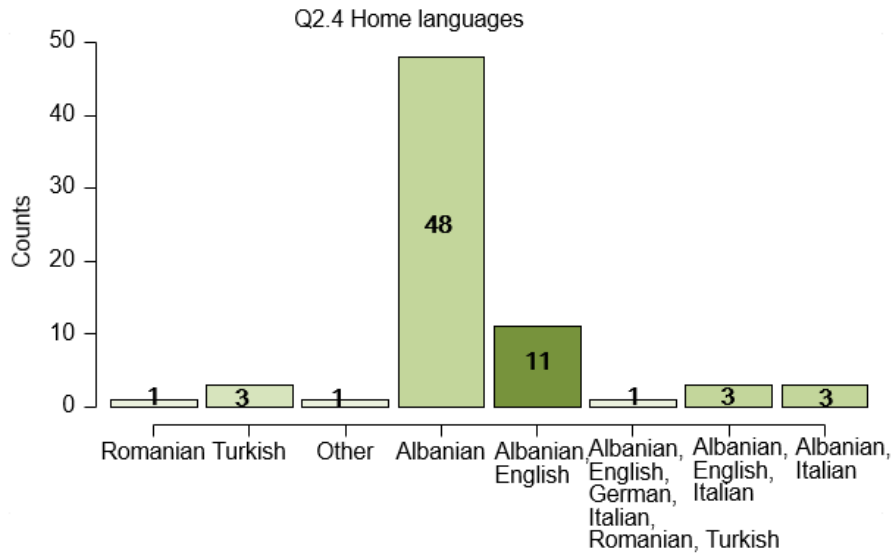
As visible in the pie chart, most participants were male (*N*=39, 55%), followed by 30 female students (42.2 %), 1 ‘other’, and 1 ‘preferred not to say’ (1.4%).



Of the 70 students who revealed their **parents’ education level**, the biggest share (*N*=29) had parents with a master's degree, followed by those with a bachelor's degree (*N*=15), an upper secondary level of education (*N*=14), a PhD (*N*=10), and a lower secondary level of education (*N*=2).

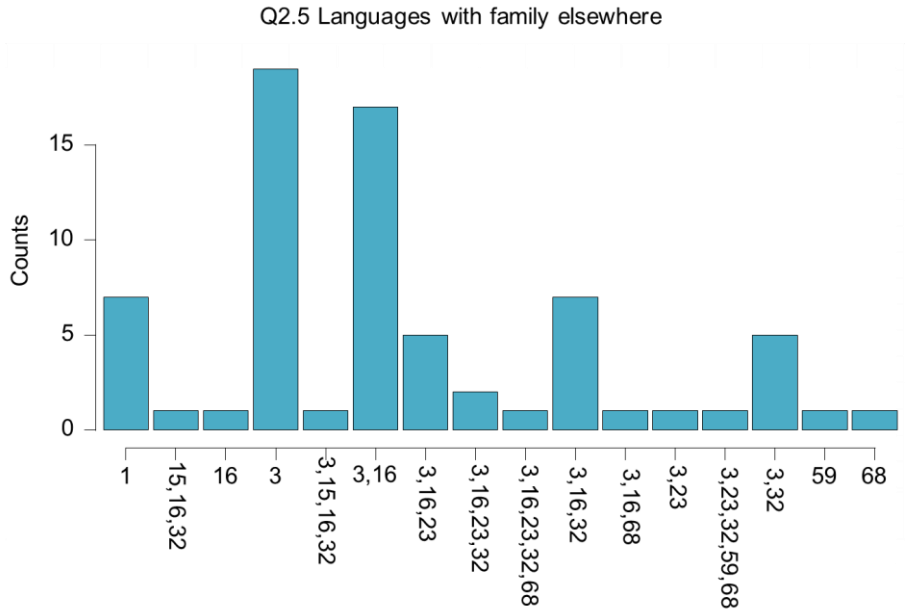


Regarding the **languages used at home**, the following chart reveals that 71 students answered, and 53 indicated having one home language. 48 used the Albanian as their home language, 1 used Romanian, 1 ‘other’, and 3 Turkish. 14 participants give chose two languages: 11 Albanian and English, and 3 others Albanian and Italian. 3 selected three home languages: Albanian, English, and Italian, and 1 other participant chose six languages used in their home. This means that roughly 50% of the students came from homes that had one home language.



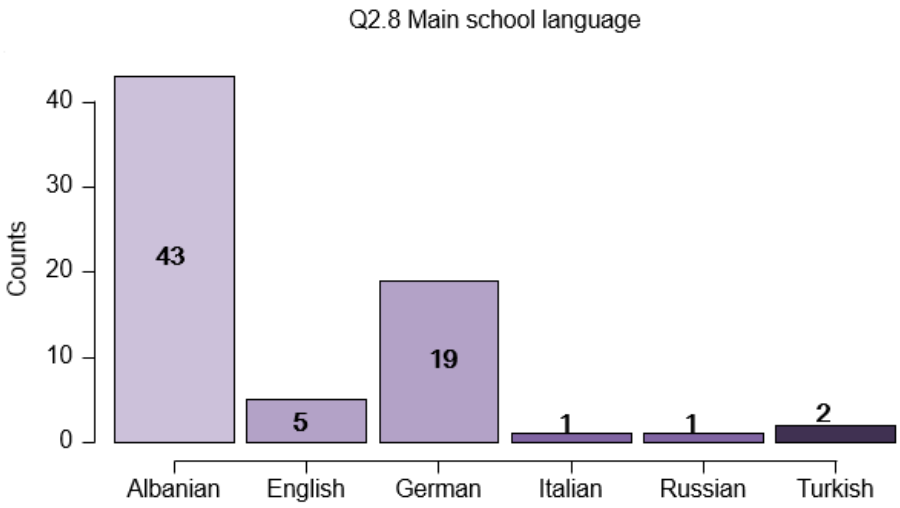
From the histogram below, of 71 participants, 19 of them used only Albania language (which corresponds to number 3, in the graph), 17 of them used Albanian and English (3,16), 7 used Albanian, English, and Italian (3,16,32), 7 didn't use any other language elsewhere (1), 5 used Albanian and Italian (3,32) and another 5 used Albanian, English, and German (3,16,23), and 2 Albania English, German Italian (3,16,23,32,).

The other combinations were mentioned only by one student, which included combinations of the following languages: Dutch, English, Italian; English, Albanian, Dutch, English, Italian, Albanian, English, German, Italian, Turkish; Albanian, English, Turkish; Albanian, German, Italian, Spanish, Turkish; Turkish, Spanish.

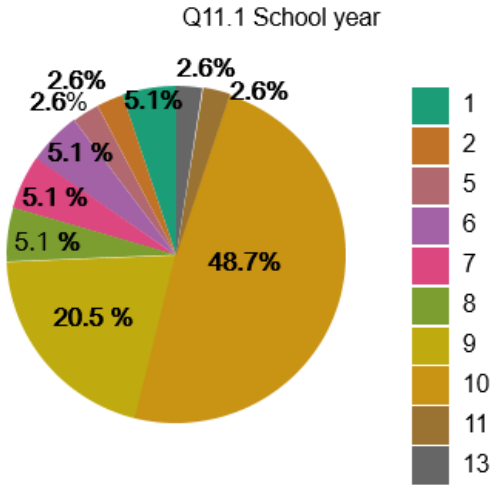


As revealed in the table and graph below, of the 71 students who participated, 43 gave Albanian as their **main language of schooling**, 5 indicated English for that function, 19 German, 1 Italian, 1 Russian, and the last 2 Turkish. The schools where the data were collected were all typical Albanian schools, and the results indicate this fact. The other results are justified by the presence of some private schools in Albania that develop lessons in different languages.

Q2.8 Main school language	Frequency	Percent	Valid Percent	Cumulative Percent
Albanian	43	59.722	60.563	60.563
English	5	6.944	7.042	67.606
German	19	26.389	26.761	94.366
Italian	1	1.389	1.408	95.775
Russian	1	1.389	1.408	97.183
Turkish	2	2.778	2.817	100.000
Missing	1	1.389		
Total	72	100.000		

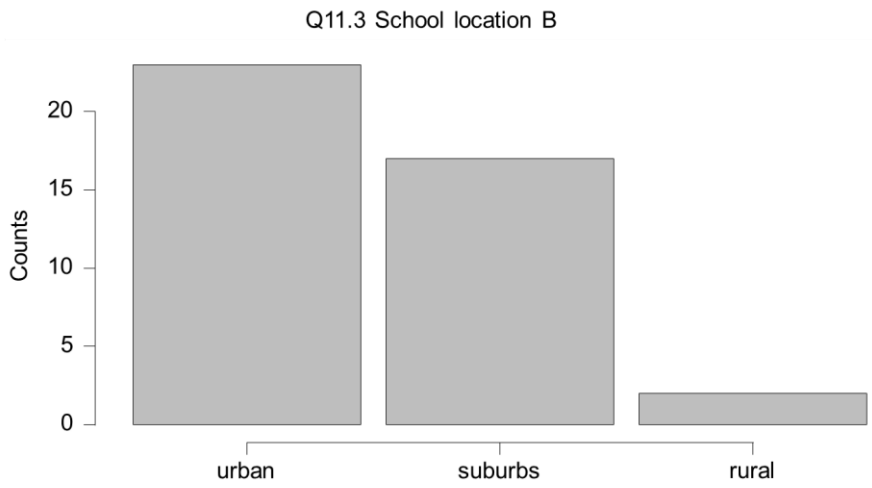


The pie chart below shows the distribution of **school years** the students were in at the time of data collection. The relatively large number of students self-identifying as being in their 9th and 10th school years corresponds to their level of study.



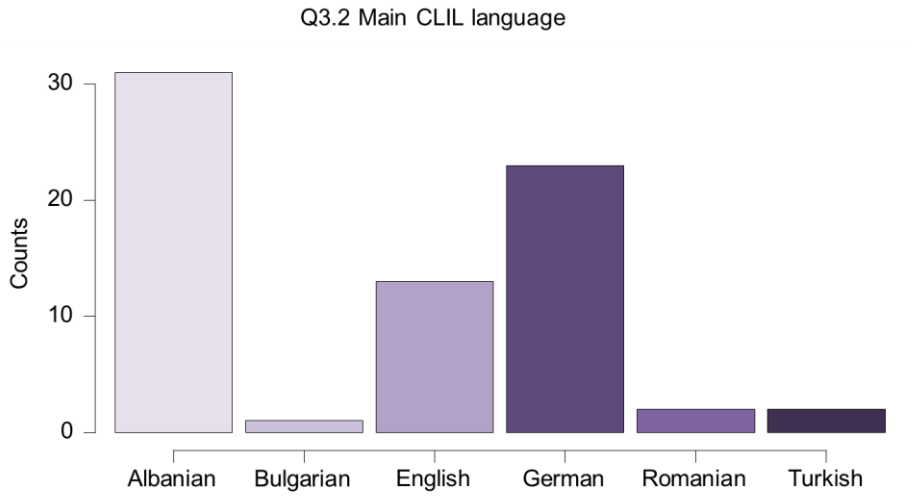
The students describe the **location of their schools** mainly as urban, then suburbs, followed by a small number identifying their school location as rural.

Q11.3 School location B	Frequency	Percent	Valid Percent	Cumulative Percent
urban	23	31.944	54.762	54.762
suburbs	17	23.611	40.476	95.238
rural	2	2.778	4.762	100.000
Missing	30	41.667		
Total	72	100.000		

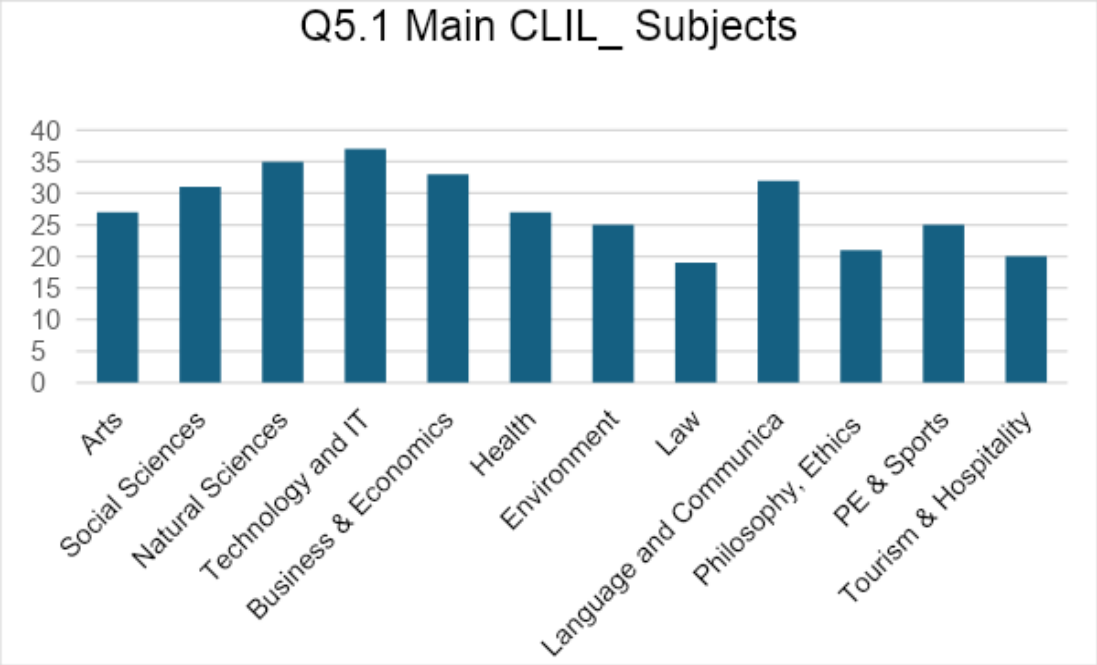


1.4. Participants' CLIL learning experience

Regarding the **main CLIL language**, the vast majority of our students gave Albanian as their CLIL language, with 13 stating English, 23 German (due to the increased interest in migration to Germany), 2 Romanian, 1 Bulgarian (as a consequence of minorities), and 2 Turkish.

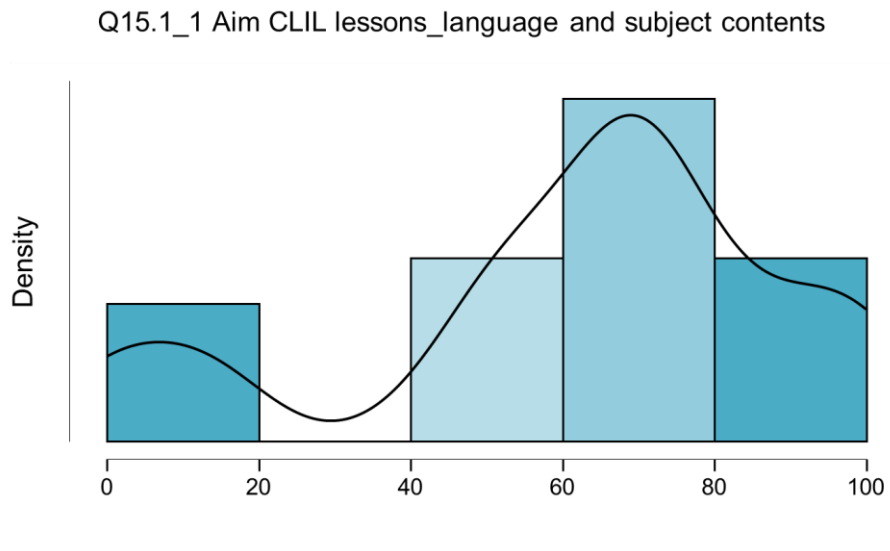


The Albanian students reported on a range of **subjects** they have had in a CLIL approach, led by Technology & ICT, followed by Natural Sciences, Business & Economics, Language & Communication, and the other subjects (Environment, Social Sciences, and Tourism & Hospitality, PE & Sports, Philosophy, Ethics & Religion and Law).



Considering the answers of the students to indicate to what extent the aim of their CLIL lessons was on learning the language (with ‘0 %’) or on learning content (with ‘100%’) it is worth highlighting the mean of 61.4 that indicates a tendency towards content learning, with a high standard deviation (28.66) and pointed to an extreme range of values. The chart below represents diverse realities which showed that the students revealed diverse impressions of the aims of their respective CLIL realities.

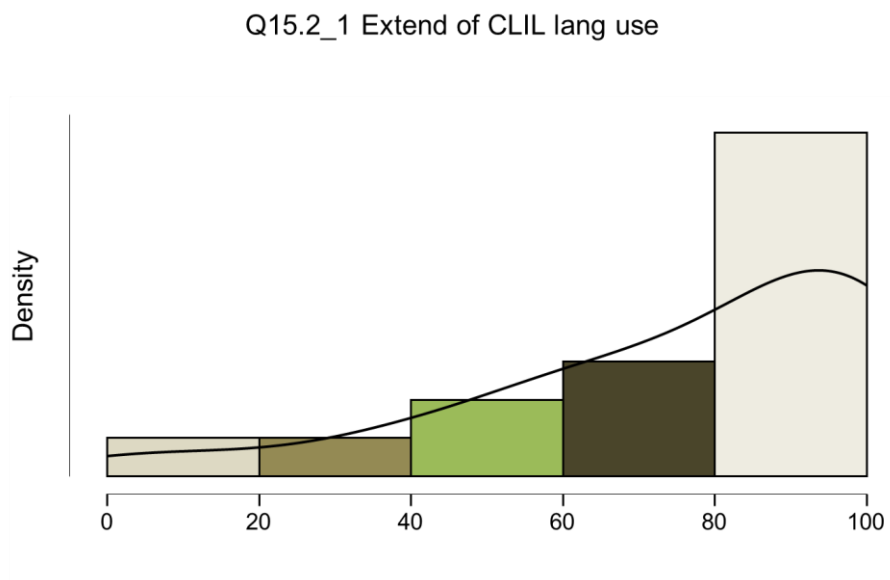
Q15.1_1 Aim CLIL lessons_language and subject contents	
Valid	37
Missing	35
Median	100.000
Mean	68.000
Std. Deviation	61.459
IQR	28.667
Skewness	25.000
Std. Error of Skewness	-0.852
Kurtosis	0.388
Std. Error of Kurtosis	0.090
Minimum	0.759
Maximum	0.000



The responses of the students in this survey expressed to what extent the **CLIL language was used**, with a scale from ‘0 %’ standing for monolingual CLIL language use and ‘100 %’ multilingual, reflecting that the CLIL language was used exclusively. The mean of 75.6 indicated considerable use of the CLIL language and the main language of schooling; the standard deviation was high (27.1) and pointed to a wide range of values. It is visible in the

chart that the majority of students experienced CLIL as relying only or mainly on the CLIL language, while the opposite was valid for a small number of students who said the CLIL language was rarely used.

Q15.2_1 Extend of CLIL lang use	
Valid	32
Missing	40
Median	100.000
Mean	84.500
Std. Deviation	75.656
IQR	27.111
Skewness	40.000
Std. Error of Skewness	-1.189
Kurtosis	0.414
Std. Error of Kurtosis	0.906
Minimum	0.809
Maximum	0.000



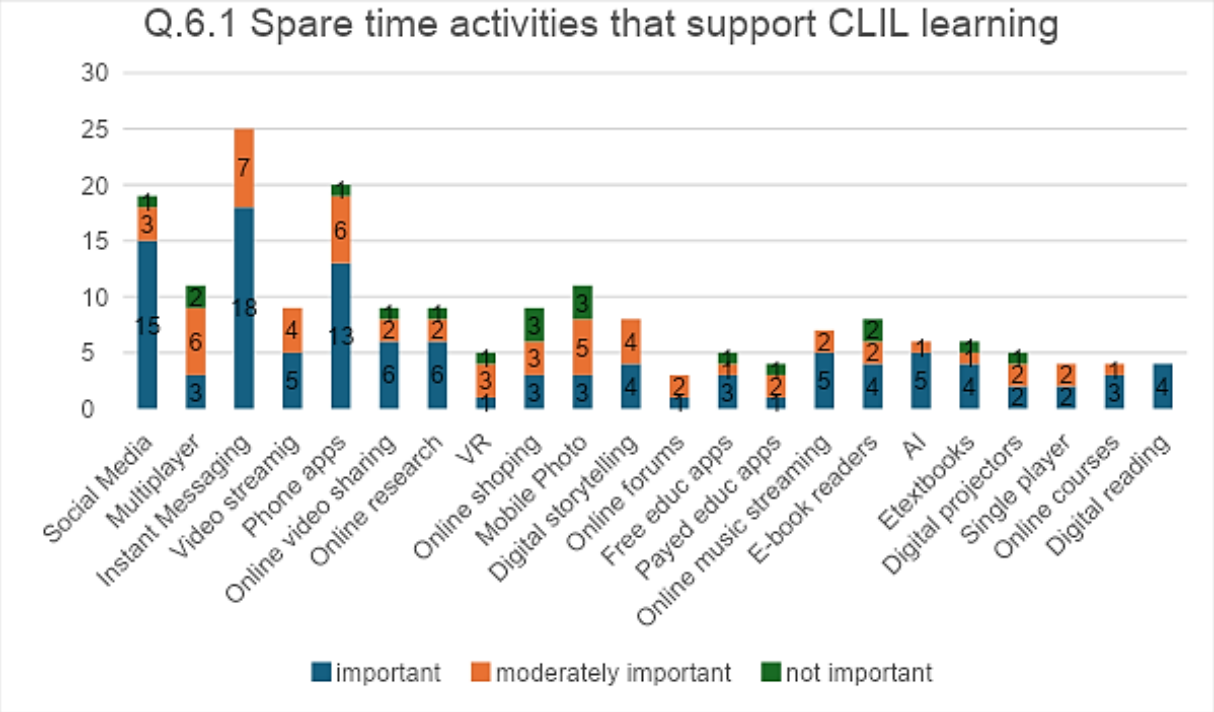
1.5. Focus on spare time

The bar graph below shows how students rated their daily spare time digital activities as 'important', 'moderately important' or 'unnecessary'. The activities which were ranked as the **most important for** CLIL learning by the students were:

1. Instant messaging.
2. Social media.
3. Phone apps.
4. Online video.
5. Oline research.

The activities with **less importance** for CLIL learning by the students were:

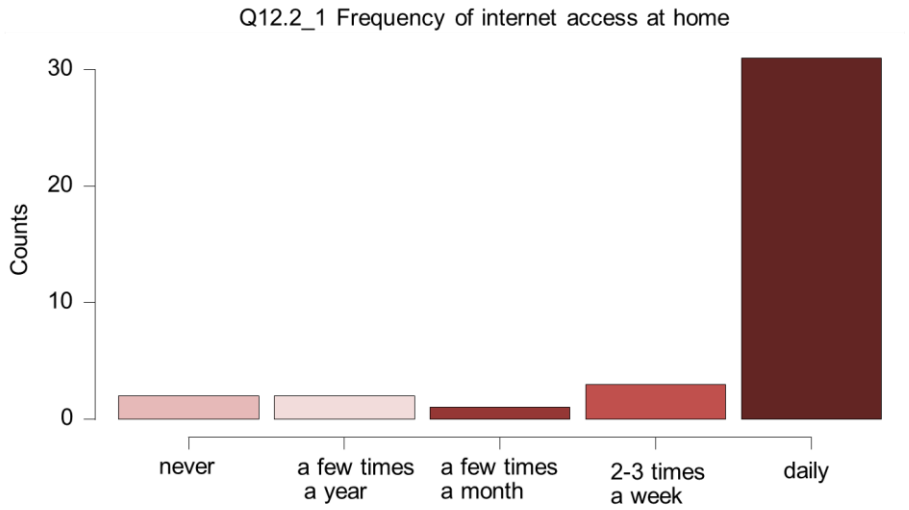
1. Online courses.
2. Digital reading.

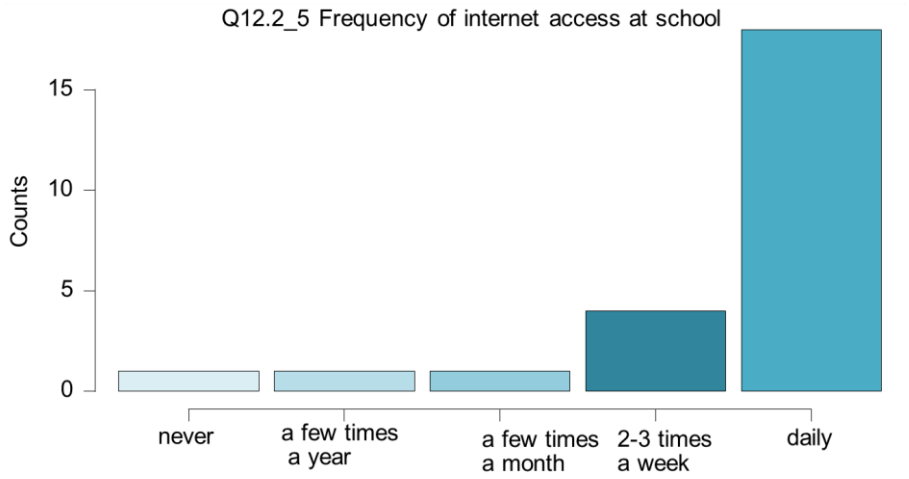


1.6. Access to digital devices in and out of school

Next, we looked at the frequency of internet access in different locations.

The histograms below reveal that internet access was available daily **at home and school**. It was available in and out of school, even if the internet at school was accessed a little less frequently than extramurally, note the differences in the y-axis values on the two histograms.

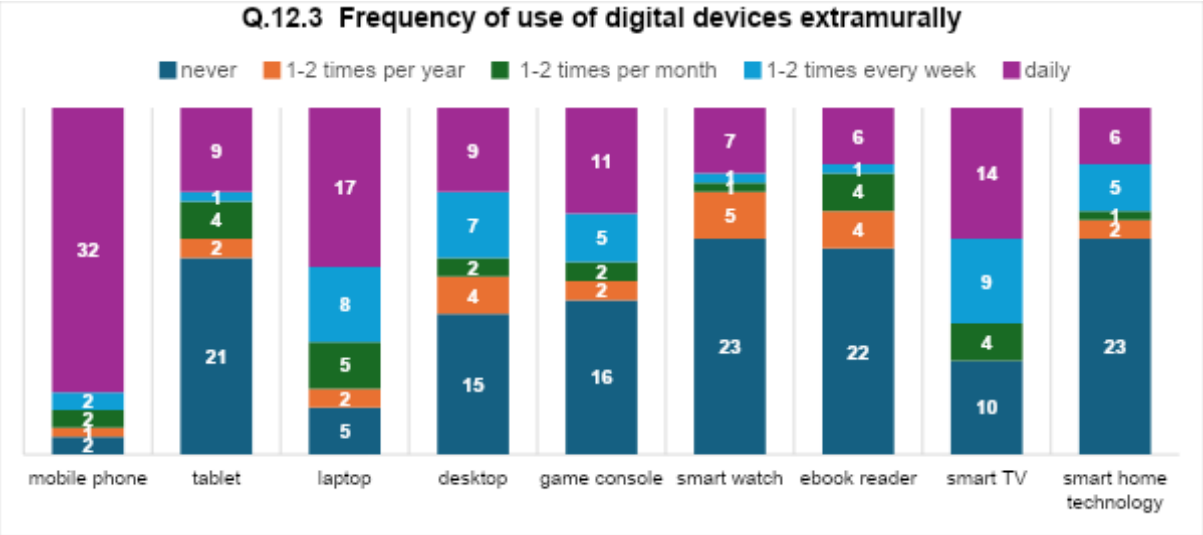




Regarding the student's **frequency of extramural use of digital devices**, the four most used digital devices were:

1. Mobile phone
2. Laptop
3. Smart TV
4. Game Console

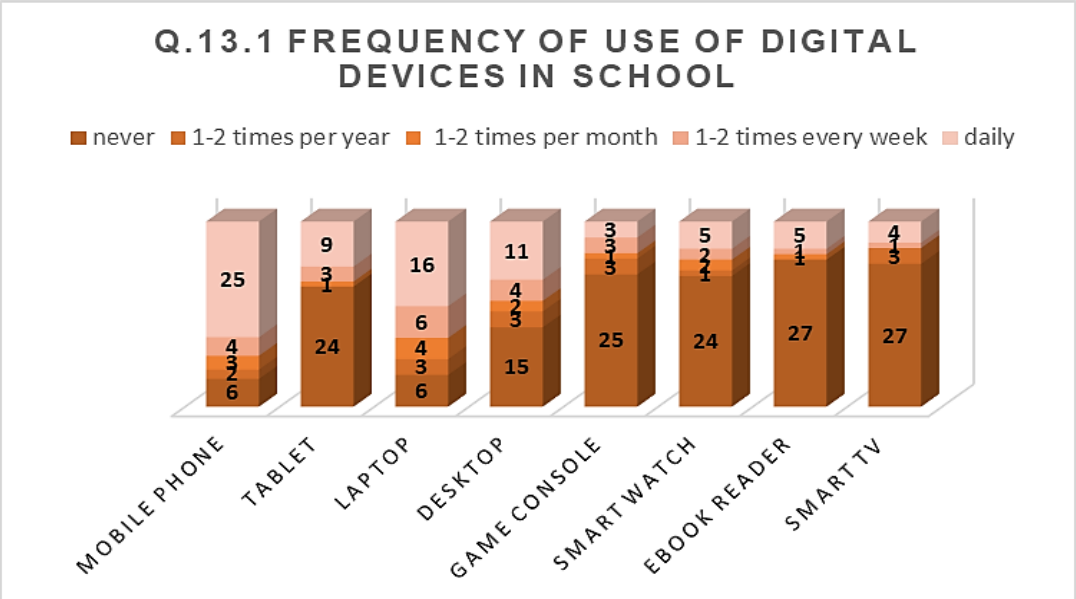
The devices that had the most significant rate of lack of extramurally were smart homes and e-book readers.



Comparing this to the students' **use of digital devices within the school** building revealed that the same digital devices were used frequently in school and at home:

1. Mobile phone
2. Laptop
3. Desktop
4. Tablet

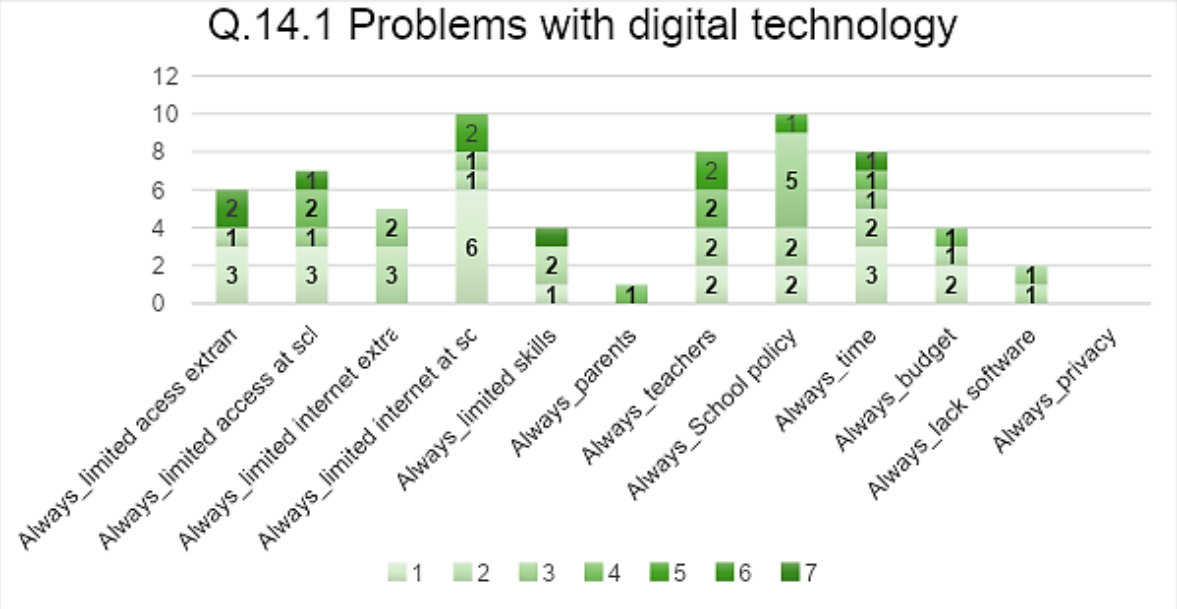
Other digital devices were used less in educational settings than at home.



1.7. Challenges when using digital technologies

When questioned about the **major problems** students faced when using digital technologies, they cited limited access to technology at school as the main one, followed by school policy, and lack of time.

In contrast, students seemed to have unrestricted access to software, with the least restriction coming from their parents and privacy.



2. Digital Literacies Teacher Survey (DLTS): Albania

2.1. Introduction

The DLTS survey was administered in Albania from March to May 2024. Primarily, the survey was shared via email with colleagues, school principals, and administrators by both survey administrators Ekaterina Strati and Merita Hoxha. During the administration of the DLTS, the survey administrators consulted the legal framework for data ethics provided by the Ministry of Education and Sports (Law no. 9887, dated 10.08.2008, “On the protection of personal data”, Recommendation of the Commissioner for protection of personal data and the right to information no. 7 dated 07.05.2024 “On the enforcement of legal provisions in the framework of protection of personal data for the supervisors of lower and upper education”). In practice, the ad hoc Commission gives permission to researchers to collect data in Albania's public and private education institutions. Based on this procedure, the researchers contacted the teachers who participated personally, via phone or email, and in some cases, through contacting the school principals or administrators. All the teachers had to sign a consent form to participate in the study.

CLIL implementation and impact in Albania differ from global trends. While predominantly found in private schools and a limited number of public high schools, known as bilingual schools, CLIL instruction in state schools primarily focuses on German, Italian, and French languages, facilitated through bilateral agreements with foreign governments. Despite the expressed interest of parent representatives during the meeting with the experts of the Council of Europe in 2016 advocating for its expansion, the integration of CLIL in Albania still needs to be improved.

Albania was chosen to pilot both the Digital Literacy Teacher Survey (DLTS) and the Digital Literacy Student Survey (DLSS). The teachers who participated in the piloting stage were not contacted for the main survey. Even under these circumstances, the given survey outnumbered the minimum number of teachers targeted (25 teachers) as required by WG4 of CA21114 CLILNeTLE.

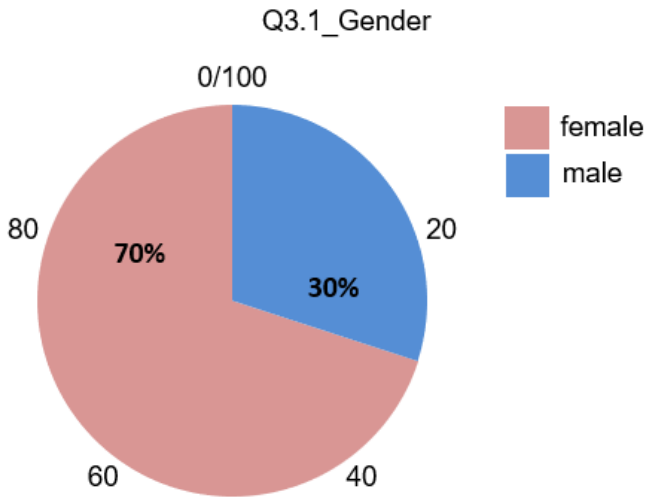
As little research is conducted in Albania regarding CLIL, some of the teachers showed interest not only in participating in the survey but also in being informed about the results of this pan-European survey.

2.2. Summary of main findings

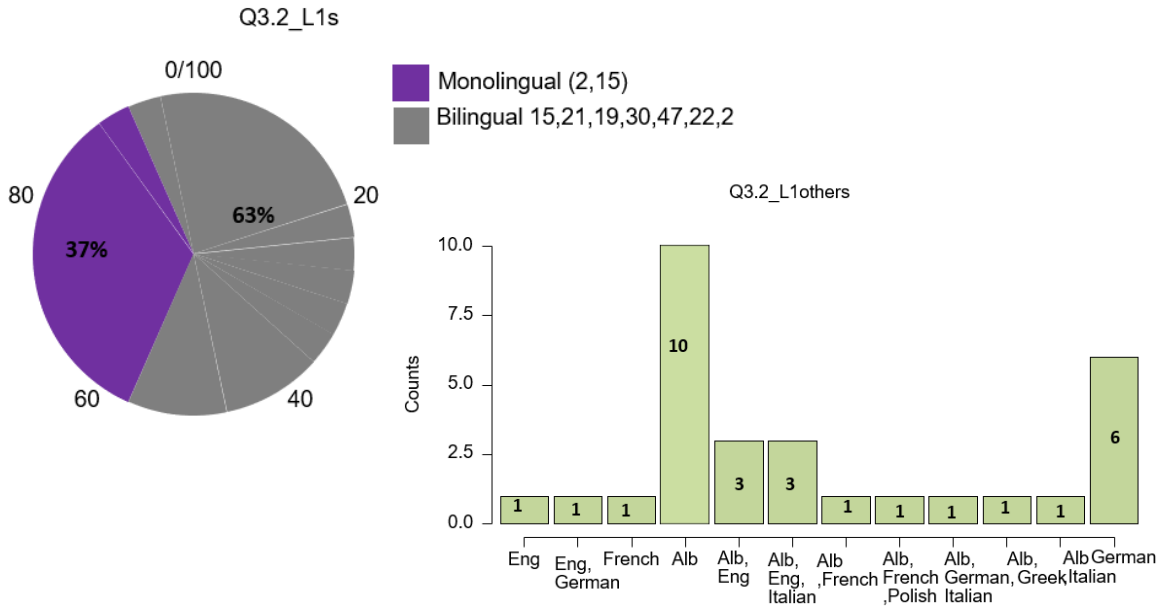
- The background of the 30 participants regarding the gender distribution consisted of 30% male and 70% female; referring to the language responses, the majority reported being bilingual with Albanian as their L1, combined with English, German, French, Italian, Polish, and Greek.
- The official language of schooling predominantly consisted of English, followed by French and German, Albanian and English was also a subject but not the primary language of schooling.
- The main CLIL Languages were English, German, and French. Some participants were misinformed about Albanian as a CLIL language.
- Languages and Communication predominated teaching subjects. Other subjects included Mathematics, Geography, Sociology, Economics, Psychology, History, Arts, Technology, and ICT.
- Years of teaching experience averaged at around 16, ranging from 2 to 35 years.
- Years of CLIL teaching experience averaged at 11 and ranged from 2 to 35 years.
- A considerable percentage of teachers, about 63%, had undergone CLIL training on different types, while 37% had not. These rates need to be improved.
- The findings for the foreign language teaching showed that 59% of the teachers taught foreign languages, and that the language taught was predominantly English, followed by French and German. Some teachers taught multiple languages, including Italian and Macedonian.
- The most frequently taught CLIL subject was Languages and Communication; other CLIL subjects included were Mathematics, Geography, Sociology, Economics, Psychology, History, Arts, Technology, and ICT.

2.3. Participant background

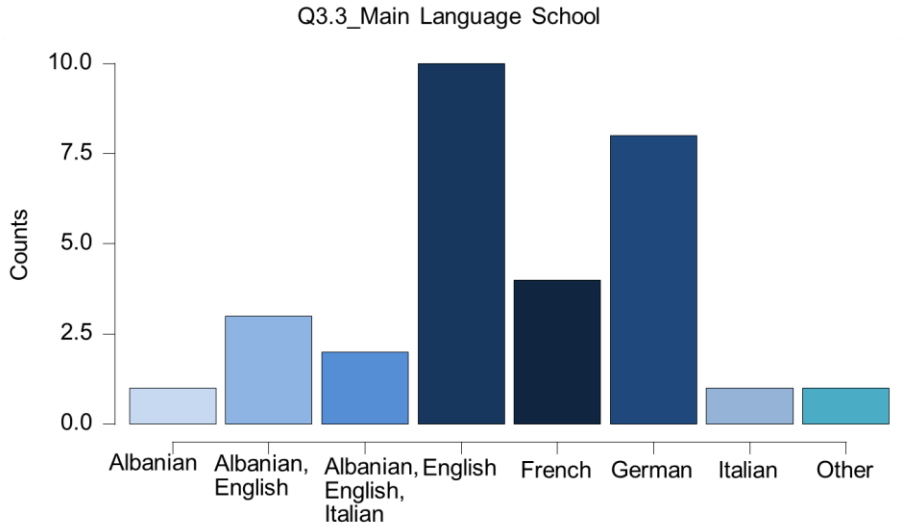
The pie chart reveals that 30% of the teachers in the survey were male and 70 % female.



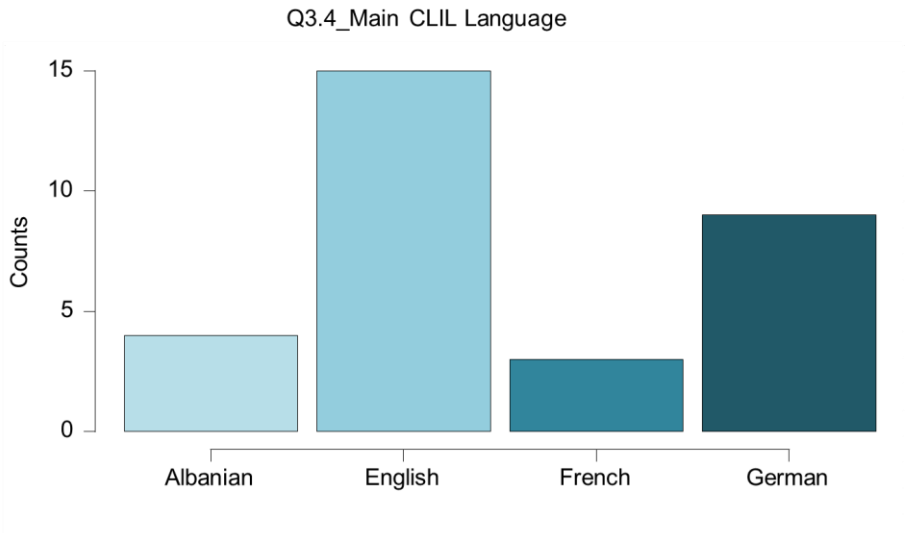
Based on the study's results, the majority of the teachers reported being bilingual, with Albanian as their **L1** (mother tongue) combined with English, German, French, Italian, Polish, and Greek.



As reported by the teacher participants, the three **main languages used in schooling** were English, French, and German. This applied to schools with total CLIL immersion, where Albanian was a subject other than the main language of schooling. This means that CLIL languages and the language of schooling were one and the same in the given context. However, there were slight differences when it came to Albanian reported as the language of schooling combined with CLIL languages such as English and Italian.



As seen on the histogram, the **main CLIL languages** were English, German, and French, which also correlated with the main languages of schooling above. It was also interesting that a certain number of participants reported Albanian as a CLIL language. This indicates a misconception between the CLIL language and the main language of schooling.



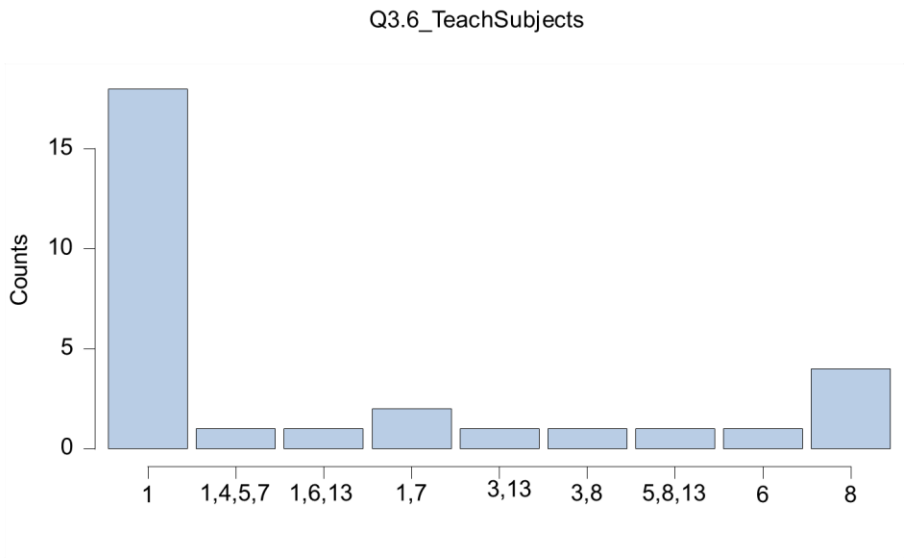
The following **subjects** resulted to be taught by the participating teachers, with a predominance of Languages and communication. This indicates another misconception between foreign language teaching and CLIL.

The code-correspondence is as follows:

- 1=Languages and communication.
- 3=Mathematics.
- 4=Society and environment: Geography.
- 5=Society and environment (e.g., sociology, economics, psychology).
- 6=History.
- 7=Arts (drama, music, art).
- 8=Technology and ICT.
- 13=Philosophy, Ethics or Religion.

While the following subjects were not mentioned in any of the responses:

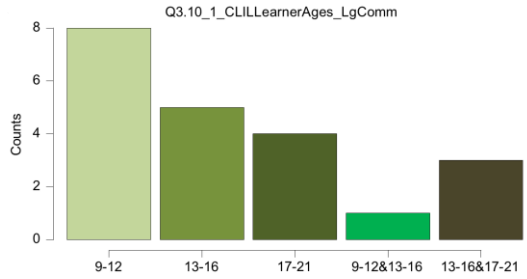
- 9=Physical Education, Sports, and Health.
- 10=Natural Sciences: Biology.
- 12=Natural Sciences: Physics.
- 14=Natural Sciences: Chemistry.
- 15=Tourism and Hospitality.
- 16=Health and Healthcare.



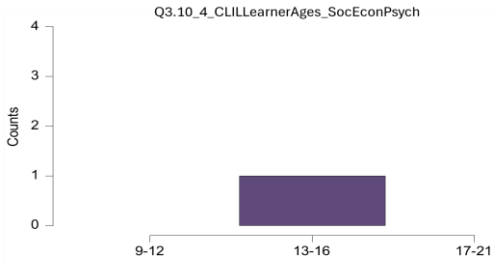
The histograms below illustrate the age range of students' engagement with the **subjects**.

- For Language and Communication, the most frequent age range was 9-12, and less frequent was the combination 9-12 & 13-16.
- For the subjects Sociology, Economy, and Psychology, the most frequent age range was 13-16.
- For Mathematics, the most frequent age ranges were13-16&17-21 and all three.
- The most frequent age range for the subject of Technology, and ICT was the combination 13-16 & 17-21.

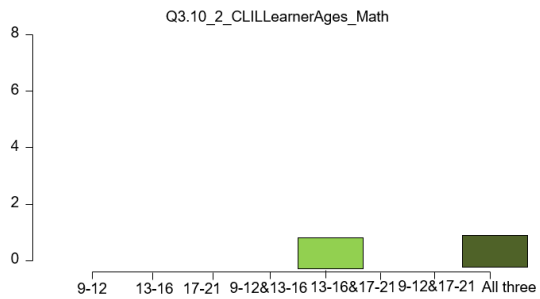
Language and Communication



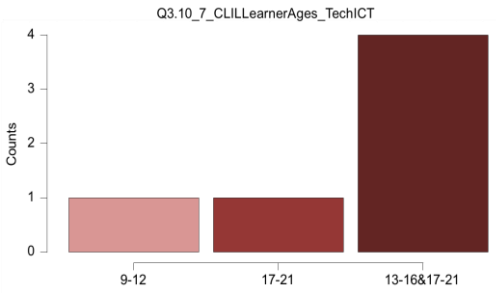
Sociology, Economy, Psychology



Mathematics



Technology and ICT



No information regarding the age range of the students was selected for the other subjects listed.

Based on the responses in the descriptive table below, teachers had a median **teaching experience** of 16 years (*M*=16.533), a standard deviation of 6.811, and a range of 33 years of teaching experience. From the 30 responses in the table below, four teachers had less than 10 years of teaching experience, and 26 had more than 10 years of teaching experience.

Q3.16_Years_Tg	
Valid	30
Missing	1
Median	16.533
Mean	6.811
Std. Deviation	2.000
Minimum	35.000
Maximum	30

Q3.16_Years_Tg	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	3.226	3.333	3.333
4	1	3.226	3.333	6.667
8	1	3.226	3.333	10.000
9	1	3.226	3.333	13.333
10	3	9.677	10.000	23.333
11	1	3.226	3.333	26.667
13	2	6.452	6.667	33.333
15	2	6.452	6.667	40.000
17	5	16.129	16.667	56.667
20	7	22.581	23.333	80.000
21	1	3.226	3.333	83.333
22	1	3.226	3.333	86.667
24	2	6.452	6.667	93.333
25	1	3.226	3.333	96.667
35	1	3.226	3.333	100.000
Missing	1	3.226	3.333	3.333
Total	31	100.000	3.333	6.667

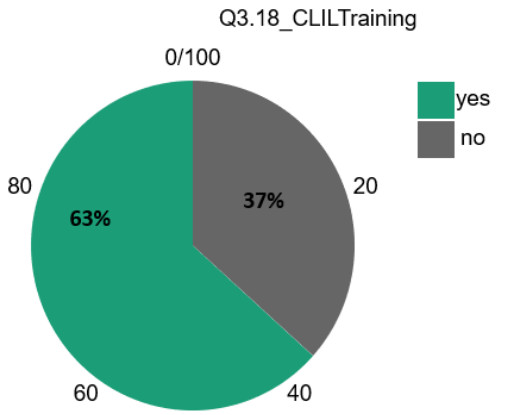
The descriptive table shows that only one of the teachers had 35 years of **CLIL teaching experience**, 13 had more than 10 years, and 9 had less than ten years.

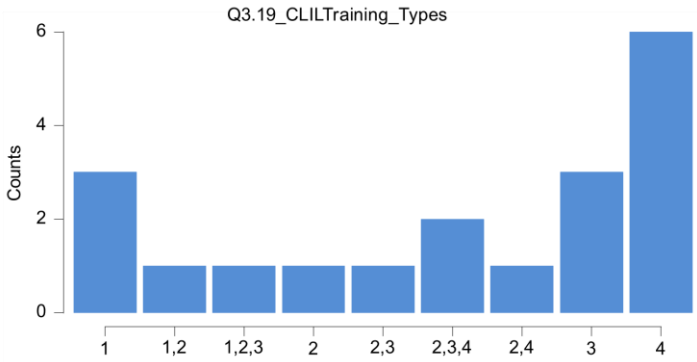
Q3.17_Years_CLILTg	
Valid	22
Missing	9
Median	11.136
Mean	7.567
Std. Deviation	2.000
Minimum	35.000
Maximum	22

Q3.17_Years_CLILTg	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	3.226	4.545	4.545
3	2	6.452	9.091	13.636
4	1	3.226	4.545	18.182
5	2	6.452	9.091	27.273
6	1	3.226	4.545	31.818
8	2	6.452	9.091	40.909
10	4	12.903	18.182	59.091
11	1	3.226	4.545	63.636
13	1	3.226	4.545	68.182
15	3	9.677	13.636	81.818
17	1	3.226	4.545	86.364
20	2	6.452	9.091	95.455
35	1	3.226	4.545	100.000
Missing	9	29.032	4.545	4.545
Total	31	100.000	9.091	13.636

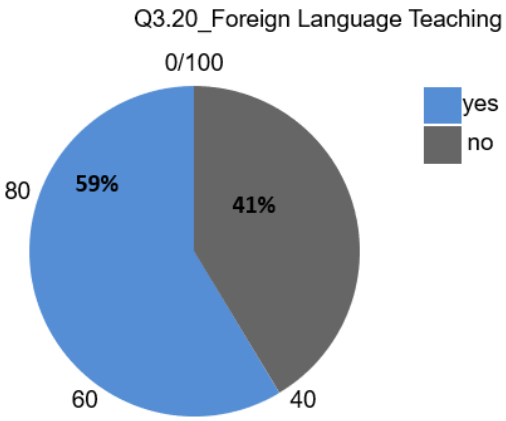
The pie chart illustrated that 63% of the teachers had taken **CLIL training** while 37 % had not.

In the bar graph, the categories of training types in the x-axis stand for: 1= ‘Undergraduate qualifications’; 2= ‘Postgraduate qualifications’; 3= ‘Informal training’; 4=’PD’. Explicitly in the bar chart the number of teachers for each type of CLIL training is shown.





As visible in the pie chart 59 % of teachers taught **foreign languages** and 41 % did not.



Regarding the foreign languages taught, from 17 responses of the teachers, there were exactly the rates described in the table below, where 8 of them chose teaching English language, 2 French, 2 German. There were two teachers that taught 3 languages.

Q3.21_FLTg_TargetLg	
Valid	17
Missing	14

Q3.21_FLTg_TargetLg	Frequency	Percent	Valid Percent	Cumulative Percent
English	8	25.806	47.059	47.059
English, Italian	1	3.226	5.882	52.941
French	2	6.452	11.765	64.706
French, Macedonian	1	3.226	5.882	70.588
Albanian	1	3.226	5.882	76.471
Albanian, English, Italian	1	3.226	5.882	82.353
Albanian, English, Maltese	1	3.226	5.882	88.235
German	2	6.452	11.765	100.000
Missing	14	45.161		
Total	31	100.000		

2.4. Participants' CLIL teaching experience

From the histogram it can be seen that only six of the **subjects** were taught through CLIL: Language and Communication by 21 of the teachers, Technology and ICT by 6, Sociology, Economy, History by 1, and Philosophy, Ethics by 2 which was really incomparable with non CLIL rating subjects.

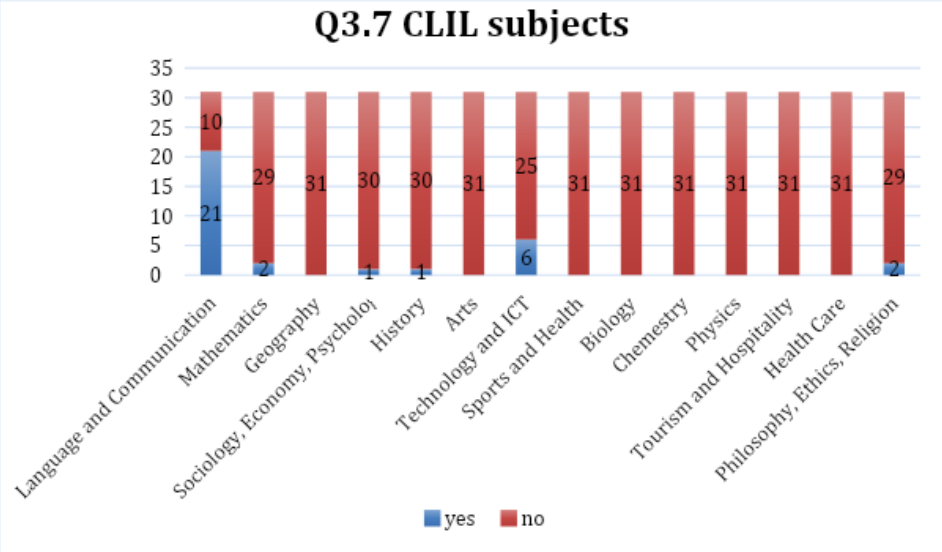


Table 4 Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Q3.7_1_CLIL_Lg+Comm	31	0	1.323	0.475	1.000	2.000
Q3.7_2_CLILMath	31	0	1.935	0.250	1.000	2.000
Q3.7_3_CLILGeography	31	0	2.000	0.000	2.000	2.000
Q3.7_4_CLILSocioEconPsych	31	0	1.968	0.180	1.000	2.000
Q3.7_5_CLILHist	31	0	1.968	0.180	1.000	2.000
Q3.7_6_CLILArts	31	0	2.000	0.000	2.000	2.000
Q3.7_7_CLILTechICT	31	0	1.806	0.402	1.000	2.000
Q3.7_8_CLILSportsHealth	31	0	2.000	0.000	2.000	2.000
Q3.7_9_CLILBio	31	0	2.000	0.000	2.000	2.000
Q3.7_10_CLILChem	31	0	2.000	0.000	2.000	2.000
Q3.7_11_CLILPhysics	31	0	2.000	0.000	2.000	2.000
Q3.7_12_CLILTourHosp	31	0	2.000	0.000	2.000	2.000
Q3.7_13_CLILHealthCare	31	0	2.000	0.000	2.000	2.000
Q3.7_14_CLILPhilEthicsRel	31	0	1.935	0.250	1.000	2.000

Table 4.1 Frequencies for Q3.7_1_CLIL_Lg+Comm

Q3.7_1_CLIL_Lg+Comm	Frequency	Percent	Valid Percent	Cumulative Percent
1	21	67.742	67.742	67.742
2	10	32.258	32.258	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.2 Frequencies for Q3.7_2_CLILMath

Q3.7_2_CLILMath	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	6.452	6.452
2	29	93.548	93.548	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.3 Frequencies for Q3.7_3_CLILGeography

Q3.7_3_CLILGeography	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.4 Frequencies for Q3.7_4_CLILSocioEconPsych

Q3.7_4_CLILSocioEconPsych	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.226	3.226	3.226
2	30	96.774	96.774	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.5 Frequencies for Q3.7_5_CLILHist

Q3.7_5_CLILHist	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.226	3.226	3.226
2	30	96.774	96.774	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.6 Frequencies for Q3.7_6_CLILArts

Q3.7_6_CLILArts	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.7 Frequencies for Q3.7_7_CLILTechICT

Q3.7_7_CLILTechICT	Frequency	Percent	Valid Percent	Cumulative Percent
1	6	19.355	19.355	19.355
2	25	80.645	80.645	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.8 Frequencies for Q3.7_8_CLILSportsHealth

Q3.7_8_CLILSportsHealth	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.9 Frequencies for Q3.7_9_CLILBio

Q3.7_9_CLILBio	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.10 Frequencies for Q3.7_10_CLILChem

Q3.7_10_CLILChem	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.11 Frequencies for Q3.7_11_CLILPhysics

Q3.7_11_CLILPhysics	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.12 Frequencies for Q3.7_12_CLILTourHosp

Q3.7_12_CLILTourHosp	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.13 Frequencies for Q3.7_13_CLILHealthCare

Q3.7_13_CLILHealthCare	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Table 4.14 Frequencies for Q3.7_14_CLILPhilEthicsRel

Q3.7_14_CLILPhilEthicsRel	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	6.452	6.452
2	29	93.548	93.548	100.000
Missing	0	0.000		
Total	31	100.000		

From the table below we can conclude that 26 teachers answered. In the second table below, the first column shows the percentage from 1%-language to 100 %-content of the **objectives of CLIL teaching** and the second column, the number of teachers. The other three columns show the percentage, valid percent and cumulative percent.

Q3.14_CLIL_TgAims_Lg-Content	
Valid	26
Missing	5
Mean	55.038
Std. Deviation	32.273
Minimum	0.000
Maximum	100.000

Q3.14_CLIL_TgAims_Lg-Content	Frequency	Percent	Valid Percent	Cumulative Percent
0	2	6.452	7.692	7.692
4	1	3.226	3.846	11.538
7	1	3.226	3.846	15.385
15	1	3.226	3.846	19.231
26	1	3.226	3.846	23.077
30	1	3.226	3.846	26.923

Q3.14_CLIL_TgAims_Lg-Content	Frequency	Percent	Valid Percent	Cumulative Percent
33	1	3.226	3.846	30.769
39	1	3.226	3.846	34.615
46	1	3.226	3.846	38.462
47	1	3.226	3.846	42.308
53	1	3.226	3.846	46.154
63	1	3.226	3.846	50.000
70	1	3.226	3.846	53.846
71	1	3.226	3.846	57.692
72	3	9.677	11.538	69.231
78	1	3.226	3.846	73.077
79	1	3.226	3.846	76.923
83	1	3.226	3.846	80.769
86	1	3.226	3.846	84.615
91	1	3.226	3.846	88.462
94	1	3.226	3.846	92.308
100	2	6.452	7.692	100.000
Missing	5	16.129		
Total	31	100.000		

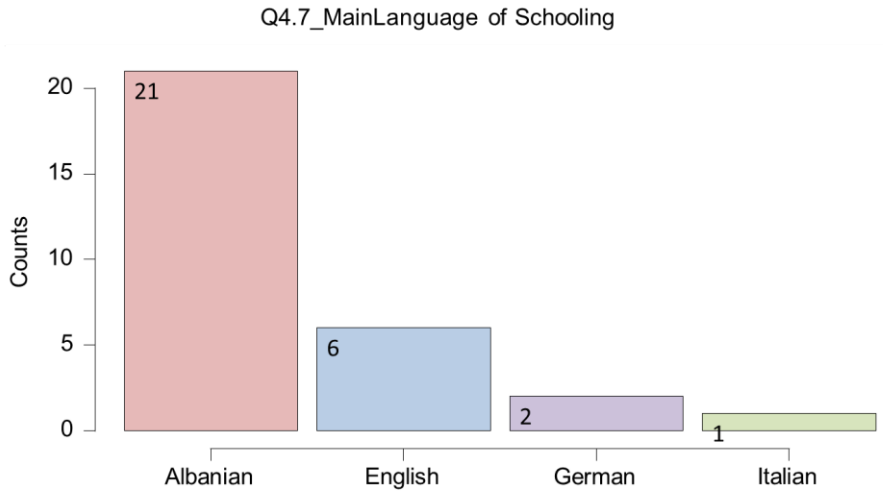
Of 26 teachers that had participated, derives that only 3 of them used only the CLIL **language in CLIL lessons,** while the others held multilingual classes. So, we present the percentage of the engagement regarding the language used in CLIL lessons, which was very low: only 9%.

Q3.15_LginCLIL_Biling-TargetLg	
Valid	26
Missing	5
Mean	57.500
Std. Deviation	34.820
Minimum	0.000
Maximum	100.000

Q3.15_LginCLIL_Bilin g-TargetLg	Frequency	Percent	Valid Percent	Cumulative Percent
0	3	9.677	11.538	11.538
5	1	3.226	3.846	15.385
14	1	3.226	3.846	19.231
21	1	3.226	3.846	23.077
33	1	3.226	3.846	26.923
42	3	9.677	11.538	38.462
52	1	3.226	3.846	42.308
60	2	6.452	7.692	50.000
62	1	3.226	3.846	53.846
70	1	3.226	3.846	57.692
73	1	3.226	3.846	61.538
75	1	3.226	3.846	65.385
77	1	3.226	3.846	69.231
87	1	3.226	3.846	73.077
92	1	3.226	3.846	76.923
93	1	3.226	3.846	80.769
96	1	3.226	3.846	84.615
99	1	3.226	3.846	88.462
100	3	9.677	11.538	100.000
Missing	5	16.129		
Total	31	100.000		

2.5. Participants' school environment

As expected, most participants (*N*=21) in the Albanian context reported their **school language** to be Albanian, as it is the official main language of schooling in Albania. However, 6 teachers reported that their official language of schooling was English, which could indicate that they were part of a school with an official bilingual program or an international school. Furthermore, German was mentioned by two teachers, whereas as wis mentioned by one teacher as the official language of schooling, which was rather attributed to misunderstanding of the questions as these languages are not very common as schooling language in Albania.



As represented in the tables below, it can be seen that none of the teacher considered their students to be monolingual, but rather bi-multilingual.

Table 7 Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Q4.9_%BiMultilingStudents	24	7	59.500	37.056	2.000	100.000

Q4.9_%BiMultilingStudents	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	3.226	4.167	4.167
3	1	3.226	4.167	8.333
4	1	3.226	4.167	12.500
15	1	3.226	4.167	16.667
18	1	3.226	4.167	20.833
20	1	3.226	4.167	25.000
22	1	3.226	4.167	29.167
28	1	3.226	4.167	33.333
30	1	3.226	4.167	37.500
54	1	3.226	4.167	41.667
60	1	3.226	4.167	45.833
69	1	3.226	4.167	50.000
80	2	6.452	8.333	58.333

Q4.9_%BiMultilingStudents	Frequency	Percent	Valid Percent	Cumulative Percent
81	1	3.226	4.167	62.500
87	1	3.226	4.167	66.667
91	1	3.226	4.167	70.833
92	1	3.226	4.167	75.000
93	1	3.226	4.167	79.167
99	1	3.226	4.167	83.333
100	4	12.903	16.667	100.000
Missing	7	22.581		
Total	31	100.000		

2.6. Use of digital tools in CLIL

Table 8 represents the **usage of all digital tools**.

The detailed information on each of the digital tool on the purpose of use categorized as: 1=’personal use’; 2=’for teaching’; 3= ‘both’ is in the tables below (table 8.1-8.9):

Table 8 Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
MobilePhone	27	4	2.111	0.934	1.000	3.000
Tablet	17	14	2.235	0.752	1.000	3.000
Laptop	24	7	2.667	0.637	1.000	3.000
Desktop	19	12	2.158	0.898	1.000	3.000
Consoles	11	20	1.545	0.688	1.000	3.000
SnartWatch	9	22	1.333	0.707	1.000	3.000
EbookReader	9	22	2.222	0.972	1.000	3.000
SmartTV	12	19	1.917	0.900	1.000	3.000
SmartHomeTech	9	22	1.556	0.882	1.000	3.000

Table 8.1 Frequencies for Q5.1_1_RegularUseHomeSchool_MobilePhone

MobilePhone	Frequency	Percent	Valid Percent	Cumulative Percent
1	10	32.258	37.037	37.037
2	4	12.903	14.815	51.852
3	13	41.935	48.148	100.000
Missing	4	12.903		
Total	31	100.000		

Table 8.2 Frequencies for Q5.1_2_RegularUseHomeSchool_Tablet

Tablet	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.677	17.647	17.647
2	7	22.581	41.176	58.824
3	7	22.581	41.176	100.000
Missing	14	45.161		
Total	31	100.000		

Table 8.3 Frequencies for Q5.1_3_RegularUseHomeSchool_Laptop

Laptop	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	8.333	8.333
2	4	12.903	16.667	25.000
3	18	58.065	75.000	100.000
Missing	7	22.581		
Total	31	100.000		

Table 8.4 Frequencies for Q5.1_4_RegularUseHomeSchool_Desktop

Desktop	Frequency	Percent	Valid Percent	Cumulative Percent
1	6	19.355	31.579	31.579
2	4	12.903	21.053	52.632
3	9	29.032	47.368	100.000
Missing	12	38.710		
Total	31	100.000		

Table 8.5 Frequencies for Q5.1_5_RegularUseHomeSchool_Consoles

Desktop	Frequency	Percent	Valid Percent	Cumulative Percent
1	6	19.355	54.545	54.545
2	4	12.903	36.364	90.909
3	1	3.226	9.091	100.000
Missing	20	64.516		
Total	31	100.000		

Table 8.6 Frequencies for Q5.1_6_RegularUseHomeSchool_SnartWatch

SnartWatch	Frequency	Percent	Valid Percent	Cumulative Percent
1	7	22.581	77.778	77.778
2	1	3.226	11.111	88.889
3	1	3.226	11.111	100.000
Missing	22	70.968		
Total	31	100.000		

Table 8.7 Frequencies for Q5.1_7_RegularUseHomeSchool_EbookReader

EbookReader	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.677	33.333	33.333
2	1	3.226	11.111	44.444
3	5	16.129	55.556	100.000
Missing	22	70.968		
Total	31	100.000		

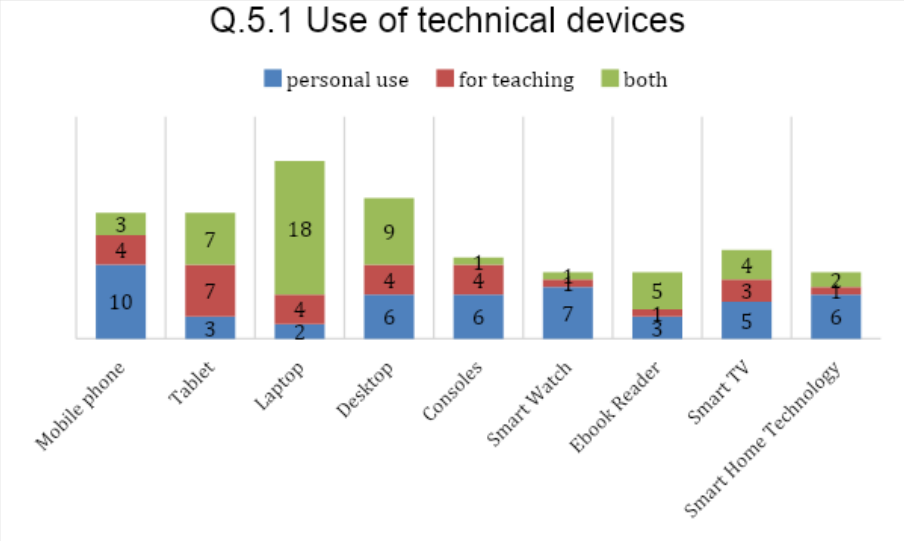
Table 8.8 Frequencies for Q5.1_8_RegularUseHomeSchool_SmartTV

SmartTV	Frequency	Percent	Valid Percent	Cumulative Percent
1	5	16.129	41.667	41.667
2	3	9.677	25.000	66.667
3	4	12.903	33.333	100.000
Missing	19	61.290		
Total	31	100.000		

Table 8.9 Frequencies for Q5.1_9_RegularUseHomeSchool_SmartHomeTech

SmartHomeTech	Frequency	Percent	Valid Percent	Cumulative Percent
1	6	19.355	66.667	66.667
2	1	3.226	11.111	77.778
3	2	6.452	22.222	100.000
Missing	22	70.968		
Total	31	100.000		

When asked about the **use of the technical devices,** the teachers stated that for teaching purposes there were mainly using the tablets, for both the laptops, and for personal use mobile phones.



The descriptive table below represents the use participants made of each **digital technology in the main CLIL language**.

Table 9 Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
SocialMedia	26	5	1.962	1.148	1.000	4.000
MultiPlayerGames	23	8	1.261	0.541	1.000	3.000
InstantMessaging	24	7	2.500	1.414	1.000	5.000
VideoStreaming	24	7	2.250	1.189	1.000	5.000

Table 9 Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
MobilePhoneApps	22	9	1.864	1.320	1.000	5.000
OnlineVideoSharing	23	8	2.826	1.114	1.000	5.000
OnlineResearchVirtualPlatforms	21	10	2.857	1.236	1.000	5.000
VR&AR	22	9	1.682	1.086	1.000	4.000
OnlineShopping	21	10	1.286	0.644	1.000	3.000
MobilePhoto	23	8	1.913	1.041	1.000	4.000
DigitalStorytelling&ContentCreation	22	9	1.591	0.908	1.000	4.000
OnlineForumsDiscussionBoards	22	9	1.364	0.658	1.000	3.000
FreeEducAppsGames	22	9	2.136	1.125	1.000	5.000
PaidEducAppsGames	23	8	1.565	0.992	1.000	5.000
OnlineMusicStreamingDownloading	21	10	1.619	0.973	1.000	4.000
EbookReaders_DigBookPlatforms	22	9	1.955	1.290	1.000	5.000
AI	20	11	1.750	0.967	1.000	4.000
EtextBooks	20	11	2.100	1.334	1.000	5.000
DigitalProjectorWhiteboard	21	10	3.381	1.596	1.000	5.000
SinglePlayer	21	10	1.190	0.512	1.000	3.000
OnlineCoursesplatforms	21	10	1.476	0.680	1.000	3.000
DigitalReadingDevices	21	10	1.667	1.238	1.000	5.000
OnlineShopping	21	10	1.286	0.644	1.000	3.000

In the descriptive tables below the digital technology used in the main CLIL is represented regarding the enumerated categories detailed as: 1= ‘never’; 2= ‘a few times per term’; 3= ‘a few times per month’; 4= ‘a few times per week’; 5= ‘every lesson’.

Table 9.1 Frequencies for Q6.1_1_DigTech_MainCLIL_SocialMedia

SocialMedia	Frequency	Percent	Valid Percent	Cumulative Percent
1	13	41.935	50.000	50.000
2	5	16.129	19.231	69.231
3	4	12.903	15.385	84.615
4	4	12.903	15.385	100.000

Table 9.1 Frequencies for Q6.1_1_DigTech_MainCLIL_SocialMedia

SocialMedia	Frequency	Percent	Valid Percent	Cumulative Percent
Missing	5	16.129		
Total	31	100.000		

Table 9.2 Frequencies for Q6.1_2_DigTech_MainCLIL_MultiPlayerGames

MultiPlayerGames	Frequency	Percent	Valid Percent	Cumulative Percent
1	18	58.065	78.261	78.261
2	4	12.903	17.391	95.652
3	1	3.226	4.348	100.000
Missing	8	25.806		
Total	31	100.000		

Table 9.3 Frequencies for Q6.1_3_DigTech_MainCLIL_InstantMessaging

InstantMessaging	Frequency	Percent	Valid Percent	Cumulative Percent
1	9	29.032	37.500	37.500
2	3	9.677	12.500	50.000
3	5	16.129	20.833	70.833
4	5	16.129	20.833	91.667
5	2	6.452	8.333	100.000
Missing	7	22.581		
Total	31	100.000		

Table 9.4 Frequencies for Q6.1_4_DigTech_MainCLIL_VideoStreaming

VideoStreaming	Frequency	Percent	Valid Percent	Cumulative Percent
1	7	22.581	29.167	29.167
2	10	32.258	41.667	70.833
3	2	6.452	8.333	79.167
4	4	12.903	16.667	95.833
5	1	3.226	4.167	100.000
Missing	7	22.581		
Total	31	100.000		

Table 9.5 Frequencies for Q6.1_5_DigTech_MainCLIL_MobilePhoneApps

MobilePhoneApps	Frequency	Percent	Valid Percent	Cumulative Percent
1	14	45.161	63.636	63.636
2	2	6.452	9.091	72.727
3	2	6.452	9.091	81.818
4	3	9.677	13.636	95.455
5	1	3.226	4.545	100.000
Missing	9	29.032		
Total	31	100.000		

Table 9.6 Frequencies for Q6.1_6_DigTech_MainCLIL_OnlineVideoSharing

OnlineVideoSharing	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	8.696	8.696
2	9	29.032	39.130	47.826
3	4	12.903	17.391	65.217
4	7	22.581	30.435	95.652
5	1	3.226	4.348	100.000
Missing	8	25.806		
Total	31	100.000		

Table 9.7
Frequencies for Q6.1_7_DigTech_MainCLIL_OnlineResearchVirtualLnPlatforms

OnlineResearch	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.677	14.286	14.286
2	6	19.355	28.571	42.857
3	5	16.129	23.810	66.667
4	5	16.129	23.810	90.476
5	2	6.452	9.524	100.000
Missing	10	32.258		
Total	31	100.000		

Table 9.8 Frequencies for Q6.1_8_DigTech_MainCLIL_VR&AR

VR&AR	Frequency	Percent	Valid Percent	Cumulative Percent
1	15	48.387	68.182	68.182
2	1	3.226	4.545	72.727
3	4	12.903	18.182	90.909
4	2	6.452	9.091	100.000
Missing	9	29.032		
Total	31	100.000		

Table 9.9 Frequencies for Q6.1_9_DigTech_MainCLIL_OnlineShopping

OnlineShopping	Frequency	Percent	Valid Percent	Cumulative Percent
1	17	54.839	80.952	80.952
2	2	6.452	9.524	90.476
3	2	6.452	9.524	100.000
Missing	10	32.258		
Total	31	100.000		

Table 9.10 Frequencies for Q6.1_10_DigTech_MainCLIL_MobilePhoto

MobilePhoto	Frequency	Percent	Valid Percent	Cumulative Percent
1	11	35.484	47.826	47.826
2	5	16.129	21.739	69.565
3	5	16.129	21.739	91.304
4	2	6.452	8.696	100.000
Missing	8	25.806		
Total	31	100.000		

Table 9.11
Frequencies for Q6.1_11_DigTech_MainCLIL_DigitalStorytelling&ContentCreation

DigitalStorytelling	Frequency	Percent	Valid Percent	Cumulative Percent
1	14	45.161	63.636	63.636
2	4	12.903	18.182	81.818
3	3	9.677	13.636	95.455
4	1	3.226	4.545	100.000
Missing	9	29.032		
Total	31	100.000		

Table 9.12 Frequencies for
Q6.1_12_DigTech_MainCLIL_OnlineForumsDiscussionBoards

OnlineForums	Frequency	Percent	Valid Percent	Cumulative Percent
1	16	51.613	72.727	72.727
2	4	12.903	18.182	90.909
3	2	6.452	9.091	100.000
Missing	9	29.032		
Total	31	100.000		

Table 9.13 Frequencies for Q6.1_13_DigTech_MainCLIL_FreeEducAppsGames

FreeEducApps	Frequency	Percent	Valid Percent	Cumulative Percent
1	8	25.806	36.364	36.364
2	6	19.355	27.273	63.636
3	6	19.355	27.273	90.909
4	1	3.226	4.545	95.455
5	1	3.226	4.545	100.000
Missing	9	29.032		
Total	31	100.000		

Table 9.14
Frequencies for Q6.1_14_DigTech_MainCLIL_PaidEducAppsGames

PaidEducAppsGames	Frequency	Percent	Valid Percent	Cumulative Percent
1	15	48.387	65.217	65.217
2	5	16.129	21.739	86.957
3	2	6.452	8.696	95.652
5	1	3.226	4.348	100.000
Missing	8	25.806		
Total	31	100.000		

Table 9.15 Frequencies for
Q6.1_15_DigTech_MainCLIL_OnlineMusicStreamingDownloadingServices

OnlineMusic	Frequency	Percent	Valid Percent	Cumulative Percent
1	13	41.935	61.905	61.905
2	5	16.129	23.810	85.714
3	1	3.226	4.762	90.476
4	2	6.452	9.524	100.000
Missing	10	32.258		
Total	31	100.000		

Table 9.16 Frequencies for
Q6.1_16_DigTech_MainCLIL_EbookReaders_DigBookPlatforms

EbookReaders	Frequency	Percent	Valid Percent	Cumulative Percent
1	11	35.484	50.000	50.000
2	6	19.355	27.273	77.273
3	2	6.452	9.091	86.364
4	1	3.226	4.545	90.909
5	2	6.452	9.091	100.000
Missing	9	29.032		
Total	31	100.000		

Table 9.17 Frequencies for Q6.1_17_DigTech_MainCLIL_AI

AI	Frequency	Percent	Valid Percent	Cumulative Percent
1	11	35.484	55.000	55.000
2	4	12.903	20.000	75.000
3	4	12.903	20.000	95.000
4	1	3.226	5.000	100.000
Missing	11	35.484		
Total	31	100.000		

Table 9.18 Frequencies for Q6.1_18_EtextBooks

EtextBooks	Frequency	Percent	Valid Percent	Cumulative Percent
1	9	29.032	45.000	45.000
2	5	16.129	25.000	70.000
3	3	9.677	15.000	85.000
4	1	3.226	5.000	90.000
5	2	6.452	10.000	100.000
Missing	11	35.484		
Total	31	100.000		

Table 9.19 Frequencies for Q6.1_19_DigitalProjectorWhiteboard

DigitalProjector	Frequency	Percent	Valid Percent	Cumulative Percent
1	4	12.903	19.048	19.048
2	3	9.677	14.286	33.333
3	3	9.677	14.286	47.619
4	3	9.677	14.286	61.905
5	8	25.806	38.095	100.000
Missing	10	32.258		
Total	31	100.000		

Table 9.20 Frequencies for Q6.1_20_DigTech_MainCLIL_SinglePlayer

SinglePlayer	Frequency	Percent	Valid Percent	Cumulative Percent
1	18	58.065	85.714	85.714
2	2	6.452	9.524	95.238
3	1	3.226	4.762	100.000
Missing	10	32.258		
Total	31	100.000		

Table 9.21 Frequencies for Q6.1_21_DigTech_MainCLIL_OnlineCourses#platforms

OnlineCourses	Frequency	Percent	Valid Percent	Cumulative Percent
1	13	41.935	61.905	61.905
2	6	19.355	28.571	90.476
3	2	6.452	9.524	100.000
Missing	10	32.258		
Total	31	100.000		

Table 9.22 Frequencies for Q6.1_22_DigitalReadingDevices

DigitalReadingDevices	Frequency	Percent	Valid Percent	Cumulative Percent
1	14	45.161	66.667	66.667
2	4	12.903	19.048	85.714
3	1	3.226	4.762	90.476
5	2	6.452	9.524	100.000
Missing	10	32.258		
Total	31	100.000		

Table 9.23 Frequencies for Q6.1_23_OnlineShopping

OnlineShopping	Frequency	Percent	Valid Percent	Cumulative Percent
1	17	54.839	80.952	80.952
2	2	6.452	9.524	90.476
3	2	6.452	9.524	100.000
Missing	10	32.258		
Total	31	100.000		

From the responses, the technologies that was mostly included in every lesson was digital projectors, followed by online video sharing tools a few times a week, which were an integral part of the teaching process. While the technologies that were mostly never used were multiplayer games, online shopping and online forums and discussion bords.

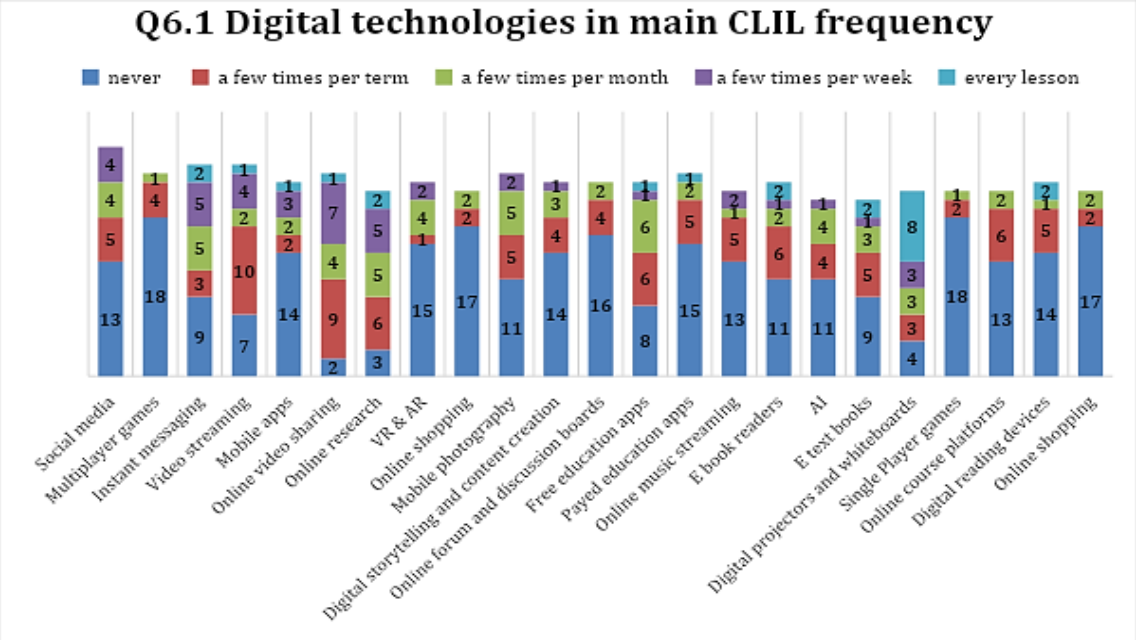


Table 10 and 10.1 show respectively the number of the valid answers and the rate of the answers on **the time spent in minutes on digital technologies on average CLIL lesson**.

The data presented in table 10.1 on the time spent in minutes on digital technologies, shows that for the most part of the participants, the time spent was 15 minutes, followed by 10 and 20 for 6 of them, and 60 and 120 minutes for one of them. In conclusion, the time spent in digital technologies was as expected.

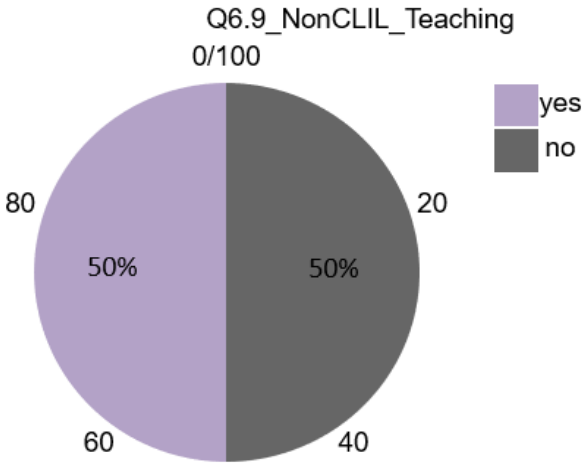
Table 10 Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Q6.7_Time_DigTech_CLIL	21	10	25.714	25.753	0.000	120.000

Q6.7_Time_DigTech_CLIL	Frequency	Percent	Valid Percent	Cumulative Percent
0	1	3.226	4.762	4.762
10	3	9.677	14.286	19.048
15	8	25.806	38.095	57.143
20	3	9.677	14.286	71.429
30	2	6.452	9.524	80.952

Q6.7_Time_DigTech_CLIL	Frequency	Percent	Valid Percent	Cumulative Percent
45	2	6.452	9.524	90.476
60	1	3.226	4.762	95.238
120	1	3.226	4.762	100.000
Missing	10	32.258		
Total	31	100.000		

As visible in the pie chart, 50% of the teachers were not **specialist teachers** who taught solely CLIL lessons, but they taught non-CLIL lessons as well.



From the results of table 11 and 11.1, it can be seen that 6 participants used digital technologies in CLIL versus 15 that didn't use them. The percentage of usage of the first 6 varied from 30-100%.

Table 11 Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Q6.10_1_DiffCLIL_nonCLIL_DigTech	6	25	55.667	23.330	30.000	100.000

Q6.10_1_DiffCLIL	Frequency	Percent	Valid Percent	Cumulative Percent
30	1	3.226	16.667	16.667
49	1	3.226	16.667	33.333
50	1	3.226	16.667	50.000
52	1	3.226	16.667	66.667
53	1	3.226	16.667	83.333
100	1	3.226	16.667	100.000
Missing	25	80.645		
Total	31	100.000		

2.7. Teachers' competences and challenges

Table 12 represents the participants' responses to each of the following statements:

- Q6.11_1: I integrate effectively technology into my teaching and learning including videos, images, interactive elements.
- Q6.11_2: I select digital resources, tools or platforms appropriately.
- Q6.11_3: I align my use of digital tools and resources with specific learning objectives.
- Q6.11_4: I encourage and facilitate communication and collaboration between students using digital technologies.
- Q6.11_5: I assess students and provide feedback to students using digital tools.
- Q6.11_6: I evaluate my own digital strengths and weaknesses easily.
- Q6.11_7: I adapt teaching, learning and assessment using digital technologies to ensure that learning experiences are inclusive.

Table 12 Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Q6.11_1	22	9	2.818	0.795	1.000	4.000
Q6.11_2	19	12	2.947	0.705	1.000	4.000
Q6.11_3	18	13	3.000	0.686	2.000	4.000
Q6.11_4	18	13	3.056	0.639	2.000	4.000
Q6.11_5	17	14	2.765	0.437	2.000	3.000
Q6.11_6	17	14	2.941	0.429	2.000	4.000
Q6.11_7	17	14	3.000	0.500	2.000	4.000

Frequency descriptive tables (12.1-12.6) showed the levels of self-reported knowledge of using digital tools for providing feedback that rate from: 1=’never heard of it’; 2=’beginner’; 3= ‘average’; 4= ‘expert’.

For each of the tools it was revealed that the Self-reported knowledge was average.

Table 12.1 Frequencies for Q6.11_1

Q6.11_1	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	9.091	9.091
2	3	9.677	13.636	22.727
3	14	45.161	63.636	86.364
4	3	9.677	13.636	100.000
Missing	9	29.032		
Total	31	100.000		

Table 12.2 Frequencies for Q6.11_2

Q6.11_2	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.226	5.263	5.263
2	2	6.452	10.526	15.789
3	13	41.935	68.421	84.211
4	3	9.677	15.789	100.000
Missing	12	38.710		
Total	31	100.000		

Table 12.3 Frequencies for Q6.11_3

Q6.11_3	Frequency	Percent	Valid Percent	Cumulative Percent
2	4	12.903	22.222	22.222
3	10	32.258	55.556	77.778
4	4	12.903	22.222	100.000
Missing	13	41.935		
Total	31	100.000		

Table 12.4 Frequencies for Q6.11_4

Q6.11_4	Frequency	Percent	Valid Percent	Cumulative Percent
2	3	9.677	16.667	16.667
3	11	35.484	61.111	77.778
4	4	12.903	22.222	100.000
Missing	13	41.935		
Total	31	100.000		

Table 12.5 Frequencies for Q6.11_5

Q6.11_5	Frequency	Percent	Valid Percent	Cumulative Percent
2	4	12.903	23.529	23.529
3	13	41.935	76.471	100.000
Missing	14	45.161		
Total	31	100.000		

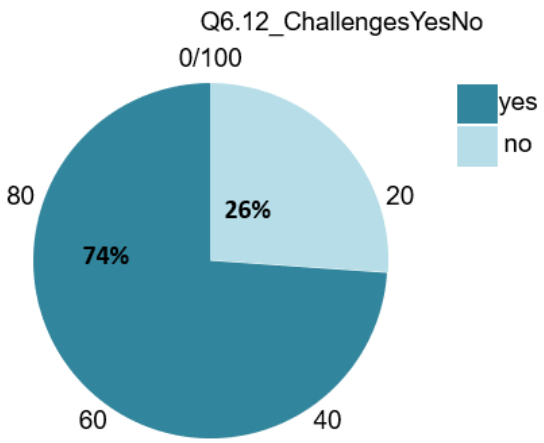
Table 12.6 Frequencies for Q6.11_6

Q6.11_6	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	6.452	11.765	11.765
3	14	45.161	82.353	94.118
4	1	3.226	5.882	100.000
Missing	14	45.161		
Total	31	100.000		

Table 12.7 Frequencies for Q6.11_7

Q6.11_7	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	6.452	11.765	11.765
3	13	41.935	76.471	88.235
4	2	6.452	11.765	100.000
Missing	14	45.161		
Total	31	100.000		

The pie-chart represents that 74 % of Albanian teachers stated to face **challenges** when they used digital technologies in their teaching and 26 % did not.



2.8. Teachers' perceptions of digital technologies in CLIL

Answer rate in the agreement to the statements regarding **digital technology use in CLIL** was of 22 responses, followed by 15 and 13 responses for second and third statements.

- For the first one we had 9 responses for 'somewhat agree' and 4 responses for 'strongly agree'.
- For the second one, there were also 9 responses for 'somewhat agree' and 3 responses for 'strongly agree'.
- For the third one, there were also 7 responses for 'somewhat agree' and 2 responses for 'strongly agree'.

In an overall estimation, approximately 50% of responses were 'somewhat agree' and 13 % 'strongly agree'. The other responses were evasive, as teachers neither agreed not disagreed, or somewhat disagreed.

Table 13. Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Statem1	22	9	3.636	1.529	1.000	5.000
Statem2	15	16	3.933	1.624	1.000	5.000
Statem3	13	18	3.923	1.553	1.000	5.000

Table 13.1 Frequencies for Q7.1_1_TechCLILLn_Statem1

Statem1	Frequency	Percent	Valid Percent	Cumulative Percent
1	4	12.903	18.182	18.182
2	1	3.226	4.545	22.727
3	3	9.677	13.636	36.364
4	5	16.129	22.727	59.091
5	9	29.032	40.909	100.000
Missing	9	29.032		
Total	31	100.000		

Table 139.2 Frequencies for Q7.1_2_TechCLILLn_Statem2

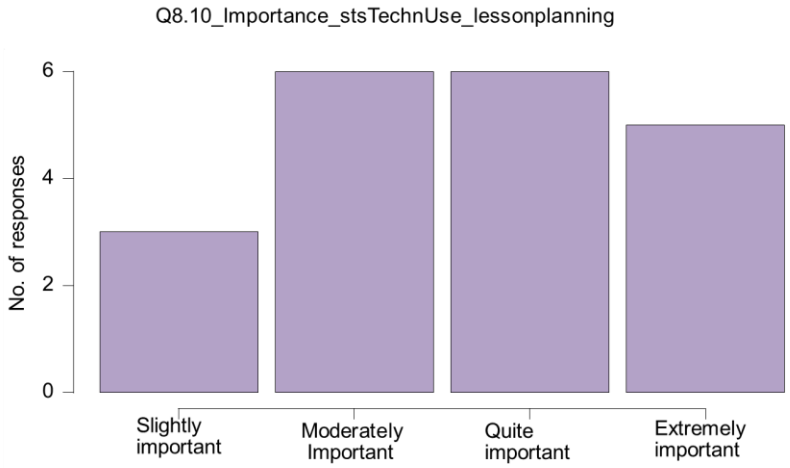
Statem2	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.677	20.000	20.000
3	1	3.226	6.667	26.667
4	2	6.452	13.333	40.000
5	9	29.032	60.000	100.000
Missing	16	51.613		
Total	31	100.000		

Table 13.3 Frequencies for Q7.1_3_TechCLILLn_Statem3

Statem3	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	15.385	15.385
2	1	3.226	7.692	23.077
4	3	9.677	23.077	46.154
5	7	22.581	53.846	100.000
Missing	18	58.065		
Total	31	100.000		

The following histogram shows the importance of **student's technology use for CLIL lesson planning** rated as (1= 'not important'; 2= 'slightly important'; 3= 'moderately important'; 4= 'quite important'; 5= 'extremely important').

Interestingly, Albanian teachers stated that student's technology use was 'quite' and 'moderately important' for their CLIL lesson planning, as also visible in the histogram.



2.9. Students' digital competences: teachers' perceptions

The descriptive tables below represent the number of the teachers participating (*N*=22) and the frequency of **discussion about technology** categorised as below: 1= 'never'; 2= 'rarely', 3= 'sometimes', 4= 'often'; 5= 'always'.

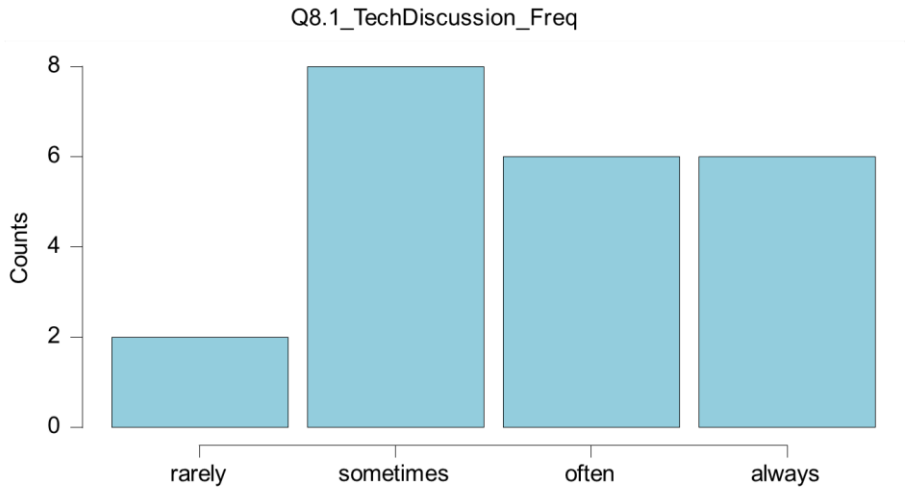
Table 14 Descriptive Statistics

	Q8.1_TechDiscussion_Freq
Valid	22
Missing	9
Mode	3.000 [a]
Median	4.000
Mean	3.727
Std. Deviation	0.985
Minimum	2.000
Maximum	5.000

Table 14.1 Frequencies for Q8.1_TechDiscussion_Freq

Q8.1_TechDiscussion_Freq	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	6.452	9.091	9.091
3	8	25.806	36.364	45.455
4	6	19.355	27.273	72.727
5	6	19.355	27.273	100.000
Missing	9	29.032		
Total	31	100.000		

When asked how frequently they **discussed about technology** with their students, 8 Albanian teachers responded to do so 'sometimes'. However, as visible in the histogram, answers varied slightly to both sides with some teachers doing so 'often' and others 'always'.



The descriptive tables below represent the number of the participants who made an explicit **link** between discussion and CLIL learning categorised as follows: 1= 'never'; 2= 'rarely', 3= 'sometimes', 4= 'often'; 5= 'always'.

Table 15 Descriptive Statistics

	Q8.2_TechCLIL_makelinkexplicit
Valid	21
Missing	10
Mode	3.000 [a]
Median	3.000

Table 15 Descriptive Statistics

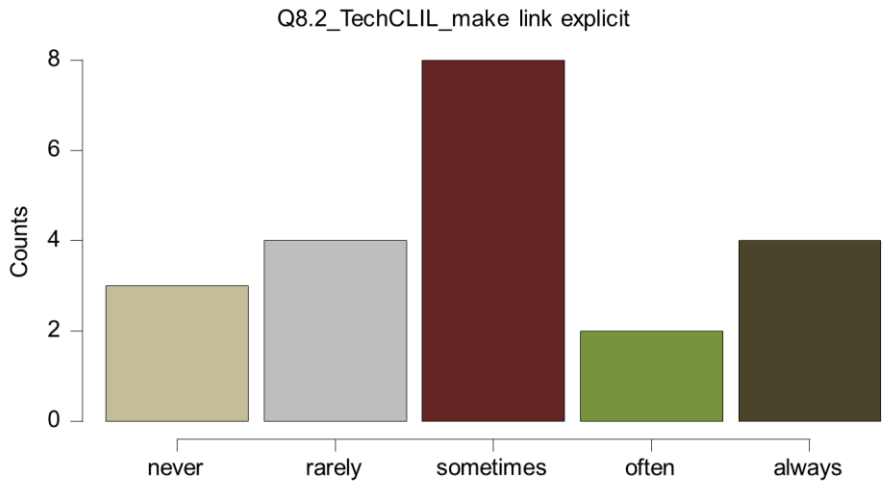
	Q8.2_TechCLIL_makelinkexplicit
Mean	3.000
Std. Deviation	1.304
Minimum	1.000
Maximum	5.000

[a] The mode is computed assuming that variables are discreet.

Table 15.1 Frequencies for Q8.2_TechCLIL_makelinkexplicit

makelinkexplicit	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.677	14.286	14.286
2	4	12.903	19.048	33.333
3	8	25.806	38.095	71.429
4	2	6.452	9.524	80.952
5	4	12.903	19.048	100.000
Missing	10	32.258		
Total	31	100.000		

When it comes to making an explicit link between technology and CLIL learning, most of Albanian teacher's stated that they did this 'sometimes' and three of them stated 'never' to do it.



The descriptive tables below represent the respondents (*N*= 21) who provided **guidance of using tools outside of the classroom** categorised as follows: 1= 'never'; 2= 'rarely', 3= 'sometimes', 4= 'often'; 5= 'always'.

Table 16 Descriptive Statistics

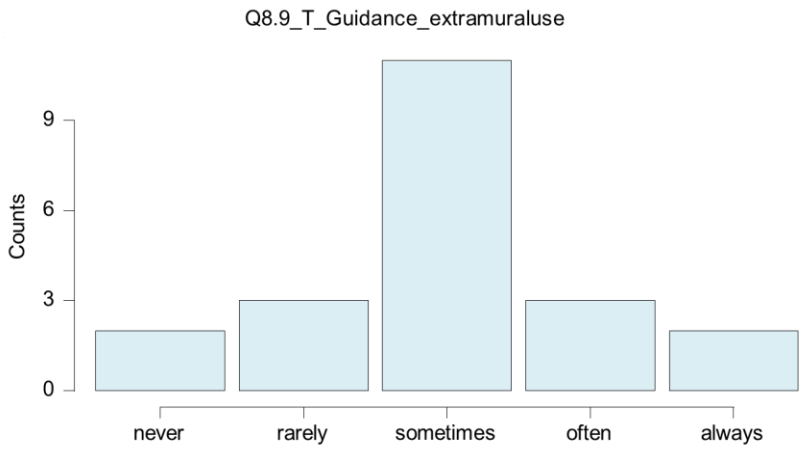
	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Q8.9_T_Guidance_extramuraluse	21	10	3.000	1.049	1.000	5.000

Table 16.1 Frequencies for Q8.9_T_Guidance_extramuraluse

Guidance_extramuraluse	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	9.524	9.524
2	3	9.677	14.286	23.810
3	11	35.484	52.381	76.190
4	3	9.677	14.286	90.476
5	2	6.452	9.524	100.000
Missing	10	32.258		
Total	31	100.000		

The histogram represents the rates of guidance of using tools outside of the classroom.

A positive response was given to the question of whether teachers gave students some guidance on how to use technical tools extramurally. On average teachers stated to do this 'sometimes'.



2.10. Students' extramural use of digital technologies: teachers' perceptions

The following descriptive and frequency tables are constructed for variable 8.4 Students **use of technology outside the classroom 9-12**.

Table 17. Descriptive Statistics

	Valid	Missing	Mode	Median	Mean	Std. Deviation	Minimum	Maximum
SocialMedia	31	0	2.000 [a]	2.000	1.806	0.402	1.000	2.000
Gaming	31	0	2.000 [a]	2.000	1.903	0.301	1.000	2.000
InstantMessaging	31	0	2.000 [a]	2.000	1.935	0.250	1.000	2.000
VideoStreaming	31	0	2.000 [a]	2.000	1.935	0.250	1.000	2.000
MobileApps	31	0	2.000 [a]	2.000	1.935	0.250	1.000	2.000
OnlineVideoSharing	31	0	2.000 [a]	2.000	1.935	0.250	1.000	2.000
OnlineResearch	31	0	2.000 [a]	2.000	2.000	0.000	2.000	2.000
VR&AR	31	0	2.000 [a]	2.000	2.000	0.000	2.000	2.000
OnlineShopping	31	0	2.000 [a]	2.000	1.968	0.180	1.000	2.000
MobilePhoto	31	0	2.000 [a]	2.000	1.903	0.301	1.000	2.000
DigitalStoryContent	31	0	2.000 [a]	2.000	2.000	0.000	2.000	2.000
OnlineForums	31	0	2.000 [a]	2.000	2.000	0.000	2.000	2.000
EducAppsGames	31	0	2.000 [a]	2.000	1.968	0.180	1.000	2.000
OnlineMusicStreaming	31	0	2.000 [a]	2.000	1.935	0.250	1.000	2.000
Ebookreaders	31	0	2.000 [a]	2.000	1.968	0.180	1.000	2.000
AI	31	0	2.000 [a]	2.000	2.000	0.000	2.000	2.000

In the following frequency tables, the first column showed the answers 1-'yes' and 2-'no', the second column shows the frequency of the participants that have answered respectively and the third column represents the percentage for the usage of each technology outside the classroom.

Table 17.1 Frequencies for Q8.4_1_Sts_ExtramuralUse_9-12_SocialMedia

SocialMedia	Frequency	Percent	Valid Percent	Cumulative Percent
1	6	19.355	19.355	19.355
2	25	80.645	80.645	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_2_Sts_ExtramuralUse_9-12_Gaming

Gaming	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.677	9.677	9.677
2	28	90.323	90.323	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_3_Sts_ExtramuralUse_9-12_InstantMessaging

InstantMessaging	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	6.452	6.452
2	29	93.548	93.548	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_4_Sts_ExtramuralUse_9-12_VideoStreaming

VideoStreaming	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	6.452	6.452
2	29	93.548	93.548	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_5_Sts_ExtramuralUse_9-12_MobileApps

MobileApps	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	6.452	6.452
2	29	93.548	93.548	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_6_Sts_ExtramuralUse_9-12_OnlineVideoSharing

OnlineVideoSharing	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	6.452	6.452
2	29	93.548	93.548	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_7_Sts_ExtramuralUse_9-12_OnlineResearch

OnlineResearch	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_8_Sts_ExtramuralUse_9-12_VR&AR

VR&AR	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_9_Sts_ExtramuralUse_9-12_OnlineShopping

OnlineShopping	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.226	3.226	3.226
2	30	96.774	96.774	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_10_Sts_ExtramuralUse_9-12_MobilePhoto

MobilePhoto	Frequency	Percent	Valid Percent	Cumulative Percent
1	3	9.677	9.677	9.677
2	28	90.323	90.323	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_11_Sts_ExtramuralUse_9-12_DigitalStoryContent

DigitalStoryContent	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_12_Sts_ExtramuralUse_9-12_OnlineForumsDiscussionBoard

OnlineForums	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_13_Sts_ExtramuralUse_9-12_EducAppsGames

EducAppsGames	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.226	3.226	3.226
2	30	96.774	96.774	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_14_Sts_ExtramuralUse_9-12_OnlineMusicStreaming

OnlineMusic	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	6.452	6.452	6.452
2	29	93.548	93.548	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_15_Sts_ExtramuralUse_9-12_Ebookreaders

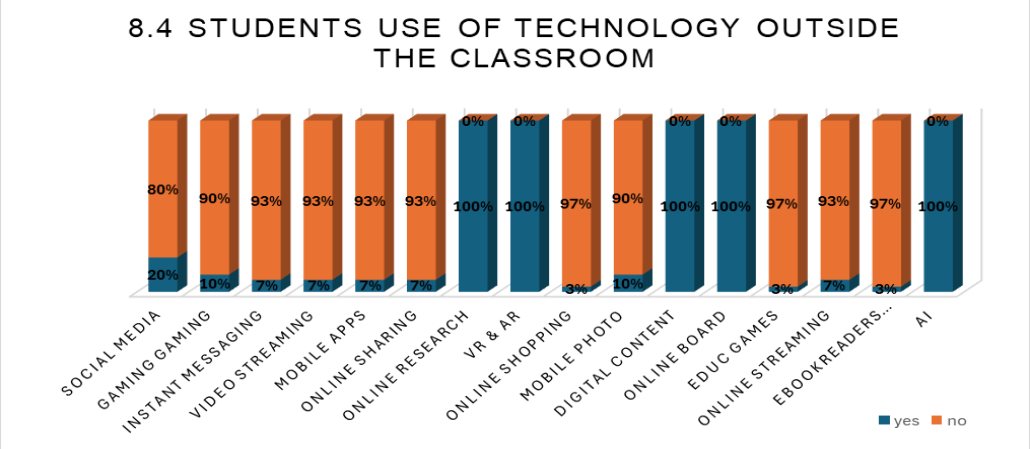
Ebookreaders	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.226	3.226	3.226
2	30	96.774	96.774	100.000
Missing	0	0.000		
Total	31	100.000		

Frequencies for Q8.4_16_Sts_ExtramuralUse_9-12_AI

AI	Frequency	Percent	Valid Percent	Cumulative Percent
2	31	100.000	100.000	100.000
Missing	0	0.000		
Total	31	100.000		

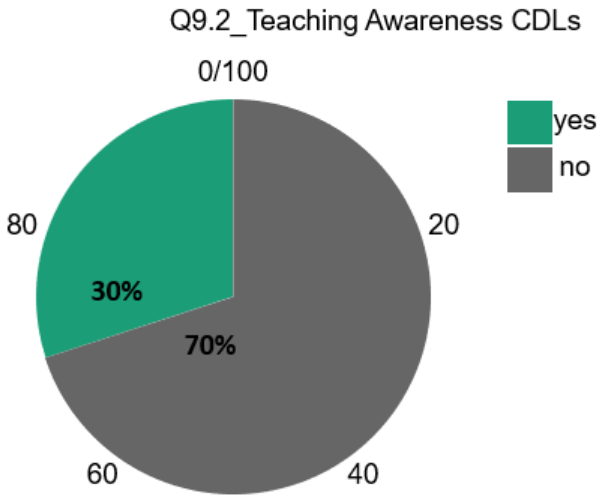
The graph below illustrates that teachers believed that 100% of the students used outside the classroom online research, VR&AR, online board, digital content, AI.

For all the other technologies approximately 93-97 % said no to the use outside the classroom.



2.11. The teaching of Critical Digital Literacies in CLIL

When asked about their level of awareness regarding **Critical Digital Literacies**, unfortunately 70 % of the Albanian teachers stated that they were not aware of the concept, while only 30 % reported to be familiar with CDLs.



The descriptive table below represents the participation of the teachers in the **use of CDLS** in CLIL teaching.

Table 18 Descriptive Statistics

	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Q9.3_1_Freq_CDLuse_CLILTg	6	25	3.500	1.378	2.000	5.000
Q9.3_2_Freq_CDLuse_CLILTg	6	25	2.667	1.033	1.000	4.000
Q9.3_3_Freq_CDLuse_CLILTg	5	26	3.200	1.304	1.000	4.000
Q9.3_4_Freq_CDLuse_CLILTg	5	26	3.400	1.140	2.000	5.000
Q9.3_5_Freq_CDLuse_CLILTg	4	27	3.500	0.577	3.000	4.000
Q9.3_6_Freq_CDLuse_CLILTg	4	27	4.500	1.000	3.000	5.000
Q9.3_7_Freq_CDLuse_CLILTg	4	27	4.000	1.414	2.000	5.000
Q9.3_8_Freq_CDLuse_CLILTg	4	27	3.500	1.915	1.000	5.000

The following frequency tables represent the **usage of each of the CDL** in CLIL teaching. The frequency of use of CDLS in CLIL teaching predominates in the frequencies of 'rarely' and 'sometimes'.

The statements that teachers were asked to rate were the the following:

- Q.9.1: Assess the credibility, accuracy and reliability of online information
- Q.9.2: Analyse and interpret media bias, understand persuasive techniques (i.e. photo editing, decontextualized images), examine stereotypes (i.e. stereotypical images of masculinity).
- Q.9.3: Discuss issues related to online privacy, cyberbullying, digital footprint and responsible online behaviour
- Q.9.4: Discuss how to be safe online
- Q.9.5: Use digital technologies to foster communication, collaboration and knowledge sharing
- Q.9.6 Using technology to solve problems
- Q.9.7: Discuss the principles of copyright, piracy
- Q.9.8: Encourage students to reflect on their own digital skills.

Table 18.1 Frequencies for Q9.3_1_Freq_CDLuse_CLILTg

Q9.3_1	Frequency	Percent	Valid Percent	Cumulative Percent
2	2	6.452	33.333	33.333
3	1	3.226	16.667	50.000
4	1	3.226	16.667	66.667
5	2	6.452	33.333	100.000
Missing	25	80.645		
Total	31	100.000		

Frequencies for Q9.3_2_Freq_CDLuse_CLILTg

Q9.3_2	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.226	16.667	16.667
2	1	3.226	16.667	33.333
3	3	9.677	50.000	83.333
4	1	3.226	16.667	100.000
Missing	25	80.645		
Total	31	100.000		

Frequencies for Q9.3_3_Freq_CDLuse_CLILTg

Q9.3_3	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.226	20.000	20.000
3	1	3.226	20.000	40.000
4	3	9.677	60.000	100.000
Missing	26	83.871		
Total	31	100.000		

Frequencies for Q9.3_4_Freq_CDLuse_CLILTg

Q9.3_4_	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	3.226	20.000	20.000
3	2	6.452	40.000	60.000
4	1	3.226	20.000	80.000
5	1	3.226	20.000	100.000
Missing	26	83.871		
Total	31	100.000		

Frequencies for Q9.3_5_Freq_CDLuse_CLILTg

Q9.3_5	Frequency	Percent	Valid Percent	Cumulative Percent
3	2	6.452	50.000	50.000
4	2	6.452	50.000	100.000
Missing	27	87.097		
Total	31	100.000		

Frequencies for Q9.3_6_Freq_CDLuse_CLILTg

Q9.3_6_	Frequency	Percent	Valid Percent	Cumulative Percent
3	1	3.226	25.000	25.000
5	3	9.677	75.000	100.000
Missing	27	87.097		
Total	31	100.000		

Frequencies for Q9.3_7_Freq_CDLuse_CLILTg

Q9.3_7	Frequency	Percent	Valid Percent	Cumulative Percent
2	1	3.226	25.000	25.000
4	1	3.226	25.000	50.000
5	2	6.452	50.000	100.000
Missing	27	87.097		
Total	31	100.000		

Frequencies for Q9.3_8_Freq_CDLuse_CLILTg

Q9.3_8	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	3.226	25.000	25.000
3	1	3.226	25.000	50.000
5	2	6.452	50.000	100.000
Missing	27	87.097		
Total	31	100.000		