**Appendix: Full Data Categorization of Study 1 and Study 2**

**Part 1:** *Full Data Categorization of Study 1*

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| 1. Description of the learners |
| * 1. Language Biography   2. General information about the learners |
| 2. Challenges posed by learning practices |
| 2.1 Course participants’ comprehension problems based on types of classroom learning activities  2.2 Course participants’ rejection of learning activity types  2.3 Teachers’ legitimization of learning activity types because of required exam formats  2.4 Teachers’ handling of independent learning tasks  2.5 Punctuality  2.6 Failures in the teaching–learning process  2.6.1 Unsuccessful course completing  2.6.2 Slow learning  2.6.3 Lack of solidarity among participants  2.7 Course topics not aligned with the reality of course participants’ lives  2.8 Role of the teacher  2.9 Needs of the learners |
| 3. Language diagnostics  3.1 Testing by institution  3.3.1 Communication of general language skill information to the teacher  3.3.2 Teachers’ criticism of the test procedure  3.2 Testing by teacher  3.2.1 Recognition of low literacy  3.2.2 Implementation of prescribed language assessments  3.2.3 Informal diagnostics  3.2.4 Standardized language proficiency tests  3.3 Involvement of professional translators  3.3.1 Recognition of low literacy |
| 4. Heterogeneity of the target group  4.1 General denial of homogeneity  4.2 Different levels of German language proficiency  4.3 Different prior knowledge of languages other than German  4.4 Differences in print literacy skills  4.5 Different language biographies  4.6 Different learning traditions  4.7 Different educational experiences  4.8 Different professions  4.9 Participants without a school completion certificate  4.10 Age range  4.11 Different motivations  4.12 Different religions  4.13 Different genders |
| 5. Dealing with heterogeneity  5.1 Types of differentiation  5.1.1 Separation in the classroom  5.1.2 Adjusting the scope of homework  5.1.3 Facilitation of the participants’ oral contributions  5.1.4 Game-based methods  5.1.5 Different independent learning options  5.1.6 Differentiated explanations of the content  5.1.7 Additional support  5.1.8 Support of weaker participants by stronger participants  5.1.9 Cooperation within the teaching team  5.1.10 Language-sensitive processing of tasks  5.1.11 Differentiation in tasks and feedback  5.1.12 Admission of learners to a more advanced level  5.2 Emotional support of the participants  5.2.1 Individual support in the classroom  5.2.2 Individual support outside the classroom  5.3 Inability to support all participants  5.4 No adaptation  5.4.1 No adjustment of the learning pace  5.4.2 No differentiated tasks  5.4.3 No adaptation of classroom language |
| 6. Leveraging multilingualism  6.1 Incorporating multilingualism in the course  6.1.1 Teachers’ tolerance of participant exchanges in different languages  6.1.2 Teachers’ inclusion of multilingualism  6.1.3 Participants’ criticism of the inclusion of multilingualism by participants  6.1.4 Use of multilingualism in self-learning  6.2 Restriction of multilingualism in the course  6.2.1 Teachers restricting participant exchanges in different languages  6.2.2 Teachers restricting translations in the classroom  6.2.3 Participants’ self-restriction on translation and use of other languages  6.2.4 Teachers limiting the language of instruction to German only  6.3 Multilingual language diagnostics  6.3.1 Involvement of professional translators  6.4 Teacher competencies  6.4.1 Teachers’ language skills  6.4.2 Teachers’ intercultural competence  6.5 Targeted promotion of multilingualism  6.5.1 heritage language teaching |
| **7. Use of digital technology** |
| **7.1 Didactic use of social media**  **7.1.1 WhatsApp**  **7.1.2 YouTube** |
| **7.2 Digital tools**  **7.2.1 ZUMPad**  **7.2.2 BigBlueButton**  **7.2.3 Learning Apps**  **7.2.4 Programs offered by the Goethe Institute** (global German cultural association promoting German language studies both in Germany and abroad)  **7.2.5 Services offered by *Deutsche Welle* (**public, state-fundedbroadcaster**)**  **7.2.6 Literacy Apps**  **7.2.7 Klett Augmented** (additional resources and support for German language textbook series)  **7.3.8 Learning portal of the German adult education centers** |
| **7.3 Technical equipment of the teacher and the classroom**  **7.3.1 Document camera**  **7.3.2 Lack of digital devices** |
| **7.4 Course participants’ digital devices**  **7.4.1 Laptop or tablet**  **7.4.2 Institutional IT support services**  **7.4.3 Lack of digital devices**  **7.4.4 Mobile phone** |
| **7.5 Online teaching**  **7.5.1 Participation consistency**  **7.5.2 Accessibility to participants**  **7.5.3 Participants’ preparation**  **7.5.4 Differences as compared to face-to face teaching**  **7.5.5 Advantages as compared to face-to face teaching**  **7.5.6 Challenge of internet connectivity**  **7.5.7 Lack of participant interaction**  **7.5.8 Lack of individual support**  **7.5.9 Opportunities for individual support**  **7.5.10 Participants’ personal responsibility** |
| **7.6 Challenges posed by low literacy** |
| **7.7 Connecting with participants through online tools** |
| **7.8 No use of digital media** |
| **7.9 Internet as a danger** |
| 8. Exam preparation  8.1 Standardized exam preparation  8.2 Targeted training on exam format  8.3 Low chance of success for low-literacy learners |
| 9. Challenges due to family situations  9.1 Family care and household obligations  9.2 Financial difficulties  9.3 Role of education  9.4 Prescribed gender expectations  9.5 Lack of space in housing situation  9.6 Living in emergency accommodation  9.7 Family separation |
| 10. Support from the organization  10.1 Further education opportunities  10.2 Support among colleagues  10.3 Support from the director  10.4 Translators available |
| 11. Structural criticism  11.1 Criticism of examination formats  11.1.1 Lack of authenticity  11.1.2 Overly high expectations  11.2 Much preparation required  11.2.1 For differentiation in large groups  11.2.2 For differentiation in heterogeneous groups  11.3 Lack of suitable teaching materials  11.4 Insufficient digitalization  11.4.1 In general  11.4.2 Participants’ lack of digital devices  11.5 Cooperation among colleagues  11.5.1 Lack of cooperation  11.5.2 Lack of willingness to participate in professional development training  11.5.3 Lack of willingness for cooperation  11.6 Group size  11.7 Training and availability of teachers  11.7.1 Inadequate professional training  11.7.2 Lack of staff  11.8 Scope of courses  11.9 Desire for more differentiation  11.10 Salary issues  11.11 Type of contract awarded  11.12 Conditions during the pandemic  11.13 Communication with the participants  11.14 Need for more types of course formats  11.14.1 More vocational courses  11.14.2 Greater emphasis on preparing low-literacy learners  11.15 Need for faster integration of participants into the labor market  11.16 Curricular requirements  11.17 Bureaucratic hurdles  11.18 Institutional expectations |
| 12. Ethnocentrism  12.1 Othering  12.2 Teachers’ expectations of participants’ conformity to German culture and society  12.3 Implicit neocolonialism |

**Part 2:** *Full Data Categorization of Study 2*

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| 1. Challenges for teachers |
| 1.1 Competency in language-sensitive teaching |
| 1.2 Institutional constraints |
| 1.3 Curricular requirements |
| 1.4 Teaching/learning materials |
| **1.5 Digital competence of teachers as a challenge** |
| 1.6 Differentiated teaching |
| 2. Strengths of WbK learners |
| 2.1 Independence and personal responsibility |
| 2.2 Particularly high motivation |
| 2.3 Multilingualism |
| 2.4 Funds of knowledge |
| 3. Challenges faced by WbK learners |
| 3.1 Socio-emotional issues |
| 3.2 Restart learning process as an adult |
| 3.3 Language  3.3.1 Reading  3.3.2 Writing  3.3.3 Speaking  3.3.4 Listening |
| 3.4 Limited time budget |
| 4. Dealing with heterogeneity |
| 4.1 General acceptance of heterogeneity |
| 4.2 At classroom level  4.2.1 Prohibition of the use of multilingual skills  4.2.2 Individualization  **4.2.3 Use of digital media in the classroom**  4.2.4 Monolingual scaffolds  4.2.5 Inclusion of multilingualism |
| 4.3 At school level  4.3.1 Making multilingualism visible  4.3.2 Language diagnostics |
| 5. Description of the heterogeneity of the target group |
| 5.1 Prior education |
| 5.2 Language |
| 6. Teacher background |
| 6.1 Language biography |
| 6.2 Vocational qualification  6.2.1 In general  6.2.2 For language learning |
| 6.3 Reasons for teaching in second-chance education |
| 6.4 Current tasks at school |