**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
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| 2. Challenges posed by learning practices |
| 2.1 Course participants’ comprehension problems based on types of classroom learning activities2.2 Course participants’ rejection of learning activity types2.3 Teachers’ legitimization of learning activity types because of required exam formats2.4 Teachers’ handling of independent learning tasks2.5 Punctuality2.6 Failures in the teaching–learning process2.6.1 Unsuccessful course completing2.6.2 Slow learning2.6.3 Lack of solidarity among participants2.7 Course topics not aligned with the reality of course participants’ lives2.8 Role of the teacher2.9 Needs of the learners |
| 3. Language diagnostics3.1 Testing by institution3.3.1 Communication of general language skill information to the teacher3.3.2 Teachers’ criticism of the test procedure3.2 Testing by teacher3.2.1 Recognition of low literacy3.2.2 Implementation of prescribed language assessments3.2.3 Informal diagnostics3.2.4 Standardized language proficiency tests3.3 Involvement of professional translators3.3.1 Recognition of low literacy |
| 4. Heterogeneity of the target group4.1 General denial of homogeneity4.2 Different levels of German language proficiency4.3 Different prior knowledge of languages other than German4.4 Differences in print literacy skills4.5 Different language biographies4.6 Different learning traditions4.7 Different educational experiences4.8 Different professions4.9 Participants without a school completion certificate4.10 Age range4.11 Different motivations4.12 Different religions4.13 Different genders |
| 5. Dealing with heterogeneity5.1 Types of differentiation5.1.1 Separation in the classroom5.1.2 Adjusting the scope of homework5.1.3 Facilitation of the participants’ oral contributions5.1.4 Game-based methods5.1.5 Different independent learning options5.1.6 Differentiated explanations of the content5.1.7 Additional support5.1.8 Support of weaker participants by stronger participants5.1.9 Cooperation within the teaching team5.1.10 Language-sensitive processing of tasks5.1.11 Differentiation in tasks and feedback5.1.12 Admission of learners to a more advanced level5.2 Emotional support of the participants5.2.1 Individual support in the classroom5.2.2 Individual support outside the classroom5.3 Inability to support all participants5.4 No adaptation5.4.1 No adjustment of the learning pace5.4.2 No differentiated tasks5.4.3 No adaptation of classroom language |
| 6. Leveraging multilingualism6.1 Incorporating multilingualism in the course6.1.1 Teachers’ tolerance of participant exchanges in different languages6.1.2 Teachers’ inclusion of multilingualism6.1.3 Participants’ criticism of the inclusion of multilingualism by participants6.1.4 Use of multilingualism in self-learning6.2 Restriction of multilingualism in the course6.2.1 Teachers restricting participant exchanges in different languages6.2.2 Teachers restricting translations in the classroom6.2.3 Participants’ self-restriction on translation and use of other languages6.2.4 Teachers limiting the language of instruction to German only6.3 Multilingual language diagnostics6.3.1 Involvement of professional translators6.4 Teacher competencies6.4.1 Teachers’ language skills6.4.2 Teachers’ intercultural competence6.5 Targeted promotion of multilingualism6.5.1 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 preparation8.1 Standardized exam preparation8.2 Targeted training on exam format8.3 Low chance of success for low-literacy learners |
| 9. Challenges due to family situations9.1 Family care and household obligations9.2 Financial difficulties9.3 Role of education9.4 Prescribed gender expectations9.5 Lack of space in housing situation9.6 Living in emergency accommodation9.7 Family separation |
| 10. Support from the organization10.1 Further education opportunities10.2 Support among colleagues10.3 Support from the director10.4 Translators available |
| 11. Structural criticism11.1 Criticism of examination formats11.1.1 Lack of authenticity11.1.2 Overly high expectations11.2 Much preparation required11.2.1 For differentiation in large groups11.2.2 For differentiation in heterogeneous groups11.3 Lack of suitable teaching materials11.4 Insufficient digitalization11.4.1 In general11.4.2 Participants’ lack of digital devices11.5 Cooperation among colleagues11.5.1 Lack of cooperation11.5.2 Lack of willingness to participate in professional development training11.5.3 Lack of willingness for cooperation11.6 Group size11.7 Training and availability of teachers11.7.1 Inadequate professional training11.7.2 Lack of staff11.8 Scope of courses11.9 Desire for more differentiation11.10 Salary issues11.11 Type of contract awarded11.12 Conditions during the pandemic11.13 Communication with the participants11.14 Need for more types of course formats11.14.1 More vocational courses11.14.2 Greater emphasis on preparing low-literacy learners11.15 Need for faster integration of participants into the labor market11.16 Curricular requirements11.17 Bureaucratic hurdles11.18 Institutional expectations |
| 12. Ethnocentrism12.1 Othering12.2 Teachers’ expectations of participants’ conformity to German culture and society12.3 Implicit neocolonialism |

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

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| 1. Challenges for teachers
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| 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 Language3.3.1 Reading3.3.2 Writing3.3.3 Speaking3.3.4 Listening |
| 3.4 Limited time budget |
| 4. Dealing with heterogeneity |
| 4.1 General acceptance of heterogeneity |
| 4.2 At classroom level4.2.1 Prohibition of the use of multilingual skills4.2.2 Individualization**4.2.3 Use of digital media in the classroom**4.2.4 Monolingual scaffolds4.2.5 Inclusion of multilingualism |
| 4.3 At school level4.3.1 Making multilingualism visible4.3.2 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 qualification6.2.1 In general6.2.2 For language learning |
| 6.3 Reasons for teaching in second-chance education |
| 6.4 Current tasks at school |