Investigation on the Digital Competency Standard of Foreign Language Teachers in Private Higher Vocational Colleges in Yunnan Province

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ABSTRACT
Digital literacy is more and more significant to the development and promotion of teachers, while digital competence as an important part of teachers' digital literacy in the background of digital transformation of education. Therefore, it is of great significance to improve the digital competency of foreign language teachers in vocational colleges. This study takes foreign language teachers in private higher vocational colleges in Yunnan Province as research objects, and applies questionnaire to understand the digital competency level of foreign language teachers in private higher vocational colleges in Yunnan Province.

Keywords: *Private higher vocational colleges in Yunnan Province, Foreign language teachers, The digital competency level.*

1. INTRODUCTION

Digital literacy is more and more significant to the development and promotion of teachers in the background of digital transformation of education. In February 2023, Digital Literacy of Teachers standard was officially released by our country, which clarified the definition of teacher's digital literacy, and provided theoretical support for the research of teacher's digital literacy. As an important part of evaluating teacher's digital literacy, digital competency plays an important role. Under the context of digital transformation of education, this study investigates the current status of digital competency of foreign language teachers in private vocational colleges in Yunnan province based on digital competency.

2. DEFINITION OF THE CORE CONCEPT

The word "Sheng Renli" originates from the Latin "competency", translated in the Oxford and Cambridge dictionaries as "competence", and interpreted as "the ability to do sth. well," and the meaning is "the ability to do something well". "Competency" and "competence" are equivalent in Oxford Dictionary and used in a mixture in some comparative studies (Spencer et al., 1993)[1].

In terms of the proposal and formation of the concept of "digital competence", which was mainly formed in the exploration of lifelong learning. However, there is no unified definition of the connotation explanation of "digital competence". Such as Krumsvik (2011) thinks that teacher's digital competence refers to the ability of applying information technology in the course of teaching, adjusting learning methods with the help of digital technology, improving the digital technology and digital knowledge on students, subtly developing students' digital ability, and flexibly associating with teaching strategy to improve the teaching efficiency[2]. Maderick et al. (2016) believe that teachers' digital competence relates to a collection of skills, abilities and knowledge that teacher can efficiently use computer software in the practice of teaching[3]. This shows that Krumsvik (2011) and Maderick et al. (2016) emphasize knowledge and skills. Spiteri et al. (2017) believe that the digital competence of teacher is inseparable from the

digital environment. In daily education and teaching, teachers should constantly create and set up the digital education environment, so as to form their own digital advantages[4]. It can be seen from this that Spiteri et al. (2017) emphasize the development of teachers' comprehensive abilities. Tsankov et al. (2017) define teachers' digital competency from the professional perspective of teacher development, and emphasize the important role of digital competency in teacher's professional development. However, teachers' digital competency of this study is on the basis of the definition of Deng Fei (2023), the digital competency of teachers refers to the group of abilities unique to teachers, orientates to achieve high teaching goals, and can guide them to efficiently use digital technology to carry out educational and teaching activities[5].

3. RESEARCH METHODS

3.1 Research Questions

This study investigates the digital competency of foreign language teachers from private vocational colleges in Yunnan province to provide certain strategy reference, suggestions and enlightenment, and improve the level of private vocational colleges teacher's digital competency. The aim is to promote the teaching efficiency and quality of private vocational colleges. This study primarily responses two questions:

- The digital competency of foreign language teachers in private vocational colleges in Yunnan Province;
- Relationship between the basic information of objects and the digital competency.

3.2 Research Objects

The objects of this study are 102 foreign language teachers from 13 private vocational colleges in Yunnan Province. There are 78 male teachers, 24 female teachers (76.5%). 2 people with a junior college degree, 14 are undergraduates, 82 objects are postgraduates (80.4%) and 4 objects with doctoral degree. 78 people's majors were related to education (76.5%), while 24 of their majors were not related to education in university. During the postgraduate period, 58 (56.9%) people's majors were related to education, while 28 teachers were not related to education. 3 people had teaching experiences about less than 1 year, 10 objects in 1 to 2 years, 38 (37.3%) objects in 3 to 5 years, 6 to 10 years, 16 people from over 10 years. There were 10 vice-professors, 22 lecturers, 46 (45.1%) tutors but 46 people without professional titles at present. There were 97 (95.1%) objects taught public English courses, 5 people taught the other languages. In terms of the number of teaching classes: 26 people taught 2 classes or less, 28 people (27.5%) undertook 3 classes, 14 people undertook 4 classes, 14 people taught 5 classes, and 20 people were responsible for 6 or more classes. In addition to teaching, 20 people also served as administrative work, 82 (80.4%) only engaged in teaching task. There were 62 participated in scientific research projects, 40 did not. 88 people taught in urban areas, while 14 people taught in town. Generally speaking, the majority of objects are women, people with Master's Degree, most of their majors are related to education both during university and post-graduate. Most people have 3 to 10 years of teaching experience. Tutors are the first, then followed by lecturers, no professors. The majority of people teach public English courses, a few of them teach other language courses. Most people undertake three classes, they participated in scientific research projects and a few of them also served as administrative work. Meanwhile, most high vocational colleges located in urban areas, while a few colleges in towns.

3.3 Research Instrument

The questionnaire of Deng Fei (2023) [6] was rearranged and used in this study. The questionnaire includes two parts, the first part is the basic information, and the second part is survey content. The survey content includes four dimensions: digital science knowledge, digital application ability, digital concept and digital personality traits, each dimension of 9 questions, a total of 36 questions. The reliability of the adapted questionnaire is 0.912 ("Table 1"), and the value of KMO is 0.765 ("Table 2"). Therefore, this questionnaire can be used in this study.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
.912	42

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.765
Bartlett's Test of Sphericity	Approx. Chi-Square	3661.913
	df	861
	Sig.	0.000

3.4 The Collection and Analysis of Research Data

Questionnaire star was adopted in this study to collect data for private vocational colleges foreign language teachers in Yunnan province. Software SPSS 23.0[7] was used to analyse, descriptive statistical analysis was employed for understanding of the foreign language teachers' digital competency level in private vocational colleges, which including the digital science knowledge of foreign language teachers in private vocational colleges, digital application ability of foreign language teachers in private vocational colleges, digital concept and digital personality traits of foreign language teachers in private vocational colleges. Pearson's correlation coefficient was employed to analyze the relationship between the basic information of the research objects and the teachers' digital competence, in which the digital competence consists of four dimensions: digital scientific knowledge, digital application ability, digital concept, and digital personality traits.

4. RESEARCH RESULTS AND DISCUSSION

Descriptive statistical analysis was used to understand the current situation of digital competency of foreign language teachers in private vocational colleges in Yunnan Province, including the digital science knowledge of foreign language teachers in private vocational colleges, digital application ability, digital concepts and digital personality traits. Pearson correlation coefficient was adopted to know the relationship between the basic information of the research objects and the digital competency of teachers.

4.1 Investigation on the Digital Competency of Foreign Language Teachers in Private Vocational Colleges in Yunnan Province

Descriptive statistical analysis was employed in this part to understand the current situation of digital competence of foreign language teachers in private vocational colleges in Yunnan Province, which includes the digital science knowledge, digital application ability, digital concepts and digital personality traits of foreign language teachers in private vocational colleges.

4.1.1 Specific Situation of Digital Science Knowledge of Foreign Language Teachers in Private Vocational Colleges in Yunnan Province

In terms of understanding and basically mastering operational digital knowledge of Cloud Computing and office application (a1): There are 64 people basically agree, accounting for 62.7%; followed by the uncertain people, 18 people are uncertain, accounting for 17.6%; no people fully disagree. From the perspective of understanding the requirements of Digital Literacy of Teachers (A2): 4 people fully disagree, accounting for 3.9%; 53 people basically agree, accounting for 52%; 27 people are uncertain, accounting for 26.5%. In terms of knowing the development process and future trend of digital technology (A3): There are 59 people basically agree, accounting for 57.8%; 6.9% people disagree, similar to the people who fully agree. From the perspective of controlling basic English theoretical knowledge, such as language skills and language knowledge (A4): There are 70 people basically agree, accounting for 68.6%; followed by people who fully agree, accounting for 24.5%; a few people disagree. This shows that the research objects have a solid English professional knowledge. From the perspective of being able to apply basic English teaching methods to classroom teaching (A5): 66 people basically agree, accounting for 64.7%; 33 people fully agree, accounting for 32.4%. This demonstrates that most of the research objects can apply the basic English teaching methods to the classroom teaching. From the perspective of being able to create digital expression according to the teaching content, enrich the classroom teaching activities, and analyze the test results through the data (A6): 76.5% of the people basically agree, followed by people who fully agree (15.7%), no one uncertain. From the perspective of paying attention to the educational

hot spots and timely adjusting and teaching reflection in combination with the actual situation (A7): 64.7% of the people basically agree, followed by the uncertain people (18.6%), no one disagree. From the knowledge, management and application of digital tools (A8): 55.9% basically agree, followed by uncertain number (28.4%); a few disagree. From mastering the operation process of digital evaluation methods and independently creating digital evaluation schemes (A9): 46 people basically agree, 35 are uncertain, and 9 disagree.

As a whole: The research objects, in digital science knowledge, who have basic office operation abilities, basically meet the requirements of Digital literacy of teachers, know digital technology development and future trend, have solid English professional knowledge. They can apply the basic English teaching method to classroom teaching, create digital expression according to the teaching content, enrich classroom activities, analyse paper through the data, timely focus on education hotspot, and timely adjust teaching reflection. However, the ability on operation process of digital evaluation methods and create independently digital evaluation scheme needs to be further promoted. As shown in "Table 3":

Table 3. Specific situation of digital science knowledge of foreign language teachers in private higher vocational colleges in Yunnan Province

Titles	Fully disagree		Disagree		Uncertainty		Basically agree		Fully agree	
	No.	%	No.	%	No.	%	No.	%	No.	%
a1	0	0	4	3.9	18	17.6	64	62.7	16	15.7
a2	4	3.9	7	6.9	27	26.5	53	52	11	10.8
a3	0	0	7	6.9	29	28.4	59	57.8	7	6.9
a4	2	2	1	1	4	3.9	70	68.6	25	24.5
a5	0	0	0	0	3	2.9	66	64.7	33	32.4
a6	0	0	0	0	8	7.8	78	76.5	16	15.7
a7	0	0	1	1	19	18.6	66	64.7	16	15.7
a8	0	0	3	2.9	29	28.4	57	55.9	13	12.7
a9	0	0	9	8.8	35	34.3	46	45.1	12	11.8

4.1.2 Specific Situation of Digital Application Ability of Foreign Language Teachers in Private Vocational Colleges in Yunnan Province

From the perspective that Baidu or other search engines can be used to search information needed (b1): There are 65 people fully agree, accounting for 63.7%; followed by 37 people who basically agree, accounting for 36.3%. This means that all the objects can use Baidu or other search engines to cast about for the information they need. From the perspective that I can choose and master some basic teaching software and network learning platforms according to my teaching reality, and choose digital technology according to my learning objectives and occasions (b2): 60.8% people basically agree the requirements, which is the most, and 7.8% people are uncertain. This shows that most of the research objects can choose and master the basic teaching software and network learning platforms according to their own teaching reality, and choose digital technology according to their learning objectives and occasions. From the perspective that I can independently dress by screening the digital resources related to the subject and guide students to independently master the digital technology (b3): 74.5% of the people basically agree, 18.6% agree, 4.9% are uncertain, and 2% disagree. This shows that most of the research objects can basically dress by screening the digital resources related to the subject independently, and guide students to master the digital technology independently by themselves. From the perspective of planning and recording the learning process and storing up learning achievements with cloud notes and electronic files (b4): 67.6% of the people basically agree, 18.6% fully agree, 12.7% are uncertain, and 1% disagree. This shows that more than half of the people can basically use cloud notes and electronic files to plan and record the learning process, and store the learning results. From the perspective that I can organize and classify digital resources according to certain standards, plan and manage digital software (b5): 74.5% of the people basically agree, 14.7% fully agree, 8.8% are uncertain, and 2% disagree. It

can be seen that most people can basically sort out and classify digital resources according to certain standards, plan and manage digital software, but a few of them cannot. From the perspective that I can maintain basic common software equipment, such as the daily management of office software (b6): 66.7% people basically agree, 31.4% fully agree, and 2% are not sure. It can be seen that most people can basically do daily maintenance of basic common software equipment, such as the daily management of office software. I can use the existing knowledge and experience to determine whether the data is accurate and feasible before using the data to solve the problems, pay attention to some common educational data and teaching work, such as students' grades, growth records and other perspectives (b7): 73.5% basically agree, 25.5% fully agree, and 1% are not sure. It can be seen that most people can basically use the data to solve the problems, they can use the existing knowledge and experience to judge whether the data is accurate and feasible, and pay attention to the common educational data, such as students' grades, growth records etc. From the ability of analyzing the common educational data (such as students' learning achievement data, learning behavior data etc.), and timely adjust the teaching (b8): 66.7% of the people basically agree, 31.4% fully agree, and 2% are uncertain. It can be seen that most people can analyze the common educational data and teaching work (such as student performance data, learning behaviors data, etc.), and adjust the teaching timely. My ability to use digital technology, communication tools, and network access to obtain, manage, evaluate, and create information, such as using animation and video to show and explain a new conceptual perspective in teaching (b9): 68.6% basically agree, 18.6% fully agree, and 12.7% are uncertain. It can be seen that most people can use digital technology, communication tools and network access to obtain, manage, evaluate and create information, such as using animations and videos to show and explain new concepts in teaching. As shown in "Table 4":

Table 4. Specific situation of digital application ability of foreign language teachers in private vocational colleges in Yunnan province

Titles	Fully disagree		Disagree		Uncertain		Basically agree		Fully agree	
	No	%	No	%	No	%	No	%	No	%
b1	0	0	0	0	0	0	37	36.3	65	63.7
b2	0	0	0	0	8	7.8	62	60.8	32	31.4
b3	0	0	2	2	5	4.9	76	74.5	19	18.6
b4	0	0	1	1	13	12.7	69	67.6	19	18.6
b5	0	0	2	2	9	8.8	76	74.5	15	14.7
b6	0	0	0	0	2	2	68	66.7	32	31.4
b7	0	0	0	0	1	1	75	73.5	26	25.5
b8	0	0	0	0	2	2	68	66.7	32	31.4
b9	0	0	0	0	13	12.7	70	68.6	19	18.6

4.1.3 Specific Situation Of Digital Concept of Foreign Language Teachers in Private Vocational Colleges in Yunnan Province

From the perspective that the digital network security can be maintained, pay attention to the students' digital learning reality, and obey the digital norms and moral requirements (c1): 56.9% fully agree, 38.2% basically agree, and 4.9% are uncertain. It can be seen that a majority of people can maintain digital network security, pay attention to students' digital learning reality, and abide by digital norms and moral requirements. From the perspective that I can establish a good view of digital information and abide by the laws and regulations related to digital (c2): 56.9% of the people fully agree, 41.2% basically agree, 2% are uncertain, and no one disagree. It can be seen that most people can establish a good view of digital information and abide by the laws and regulations related to digital. From my strong sense of digital security, I can protect my data and privacy in the network environment, when I detect potential risks and dangers such as digital environment (identity theft, fraud, etc.), I can also correctly deal with them (c3): 51% of people fully agree, 46.1% basically agree, 2.9% are uncertain, no one disagree. It can be seen that a majority of people have a strong awareness of digital security, can protect their data and privacy in the network environment,

and correctly deal with the potential risks and dangers (such as identity theft, fraud, etc.) in the digital environment. From the perspective that I support the role of digital technology in daily life and am willing to use digital resources and software platforms (c4): 52.9% basically meet the requirements, accounting for the largest proportion; 31.4% fully agree, 11.8% are uncertain, and 3.9% disagree. It can be seen that more than half of the people basically agree, and a very few people disagree with the role of digital technology in daily life. From the view that I can use certain digital teaching tools during the teaching process (c5): 62.7% of the people basically meet, 30.4% are consistent very much, 6.9% are uncertain, and no one disagree. It can be seen that most people can use certain digital teaching tools to assist teaching during the teaching process. I encourage other teachers to actively and rationally use digital technology service teaching (c6): 48% of people basically agree, which is less than the average number; 28.4% are uncertain, 21.6% agree, and 2% disagree. It can be seen that nearly half of the people basically agree to advocate other teachers to use digital technology actively and rationally service teaching in education and teaching. From the perspective of my strong social participation and ability to actively participate in various digital innovation activities (c7): 43.1% basically agree, 33.3% are uncertain, 16.7% of people fully agree, and 6.9% disagree. This can be seen that nearly half of the people basically recognize their strong social participation and can actively participate in various kinds of digital innovation activities, while one third is uncertain. From the perspective of a sponsor who organizes other teachers to participate in various service activities of schools and society (c8): 34.3% are uncertain, 27.5% disagree, 24.5% basically agree, 9.8% fully agree, and 3.9% fully disagree. This shows that 1/3 of people are uncertain, 1/3 of people disagree, 1/3 basically agree. From the perspective that I can actively participate in the construction of digital campus culture and have a strong sense of collective honor (c9): 60.8% of people basically meet, 18.6% fully agree, 16.7% are uncertain, and 3.9% disagree. This shows that most people can actively participate in the construction of digital campus culture and have a strong sense of collective honor.

Generally speaking, a majority of people can maintain digital network security, pay attention to students' digital learning, abide by the digital specification and moral requirements, set up good digital information, abide by the relevant laws and regulations. They have strong digital security consciousness. They can protect personal data and privacy in the network environment when detect potential risks and dangers in digital environment (such as identity theft, fraud, etc.) and correctly response. They can use certain digital teaching tools in auxiliary teaching, they can actively participate in the digital campus culture construction for a strong collective sense of honor. More than half of the people basically agree with the role of digital technology in daily life, and are willing to use digital resources and software platform. Nearly half of them advocate the other teachers to actively use digital technology in teaching, and basically recognize their strong social participation, can actively participate in various digital innovation activities. To organize other teachers participate in the school and various social service activities, people are uncertain, inconsistent and basically agree account for 1/3 respectively. The specific cases are shown in “Table 5”.

Table 5. Specific situation of digital concept of foreign language teachers in private vocational colleges in Yunnan province

Titles	Fully disagree		Disagree		Uncertain		Basically agree		Fully agree	
	No	%	No	%	No	%	No	%	No	%
c1	0	0	0	0	5	4.9	39	38.2	58	56.9
c2	0	0	0	0	2	2	42	41.2	58	56.9
c3	0	0	0	0	3	2.9	47	46.1	52	51
c4	0	0	4	3.9	12	11.8	54	52.9	32	31.4
c5	0	0	0	0	7	6.9	64	62.7	31	30.4
c6	0	0	2	2	29	28.4	49	48	22	21.6
c7	0	0	7	6.9	34	33.3	44	43.1	17	16.7
c8	4	3.9	28	27.5	35	34.3	25	24.5	10	9.8
c9	0	0	4	3.9	17	16.7	62	60.8	19	18.6

4.1.4 Specific Situation of Digital Personality Traits of Foreign Language Teachers in Private Vocational Colleges in Yunnan Province

From the perspective that I think I can complete the teaching objectives and be competent for the digital teaching activities that related to the subject (d1): 61.8% basically agree, 33.3% fully agree, 4.9% people are uncertain, and no one disagree. This shows that objects, in a great measure, can complete the teaching objectives and be competent for the digital teaching activities related to the subject. When I carry out digital teaching, I will set higher teaching objectives than my own level and achieve them (d2): 62.7% basically agree, 17.6% are uncertain, 12.7% fully agree, and 6.9% disagree. This shows that more than half of the people will set teaching goals above their own levels and achieve them when conducting digital teaching, but a few people cannot complete it. In the process of carrying out digital teaching, I always maintaining a positive and optimistic attitude, and believe firmly that the development of digital education will be better and better (d3): 65.7% basically agree, 19.6% fully agree, 14.7% are uncertain, and no one disagree. This shows that most people can maintain a positive and optimistic attitude in the process of developing digital teaching, and firmly believe that the development of digital education will be better and better. In the face of the emergence of new technology, I can adjust the strategy quickly, change the teaching method with the support of new technology to teach effectively (d4): 63.7% of the people basically agree, 18.6% fully agree, 17.6% are uncertain, no one disagree. This shows that most people can quickly adjust strategies when face the emergence of new technologies, change their teaching methods with the support of new technologies to teach. Under the background of daily application of information technology, I can always quickly and effectively respond (d5): 56.9% of people basically agree, 32.4% are uncertain, 9.8% fully agree, and 1% disagree. This indicates that half of the people can basically respond to the daily application of information technology, and one-third of the people are uncertain. From the perspective that I can flexibly deal with the accidents of students' learning activities in the information environment (d6): 64.7% basically agree, 18.6% are uncertain, 14.7% fully agree, and 2% disagree. This shows that more than half of the people can basically flexibly deal with the accidents of students' learning activities in the information environment, while some people can not, and some people are uncertain. From the perspective of sharing digital resources and data platform with others in my daily teaching work (d7): 50% basically agree, 25.5% are uncertain, 22.5% fully agree, and 2% disagree. This shows that half of the people are good at sharing digital resources and data platforms with others in their daily teaching work. When the teaching objectives are consistent with other teachers, I can communicate with others, and be willing to cooperate with them and show a positive cooperative attitude (d8): 57.8% basically agree, 30.4% fully agree, 11.8% are uncertain, and no one disagree. This suggests that most people should do well with others. From the digital teaching, my students and I can form a good cooperative relationship and achieve the expected teaching effect (d9): 73.5% of the people basically agree, 24.5% fully agree, 2% are uncertain, and no one disagree. It can be seen that people, in a great measure, can form a good cooperative relationship with students in digital teaching to achieve the expected teaching effect, while a few people are uncertain.

Overall, objects, in a great measure, can achieve the teaching objectives, be competent for digital teaching activities that relate to disciplines, only a few are uncertain. More than a half in digital teaching will set teaching goals above their own levels and achieve them while a few people can not. Most people are always positive and optimistic in the process of digital teaching, and believe that digital education will develop better and better when face the advent of new technology. They can basically adjust the strategy quickly, change the teaching methods through new technology to implement classroom teaching effectively. Half of the people can basically respond to a variety of situations in the daily use of information technology. One-third of them are not sure. More than half of the people can basically flexibly deal with accidents of students in an information environment, some people can't, some people are uncertain. Half of the people do well in sharing digital resources and data platform with others. Most people will communicate with others and be willing to collaborate with different teachers with a positive cooperative attitude in the digital teaching process. They can form a good cooperative relationship with students to achieve the expected teaching effectively. The specific information is shown in “Table 6”.

Table 6. Specific situation of digital personality traits of foreign language teachers in private vocational colleges in Yunnan province

Titles	Fully disagree		Disagree		Uncertain		Basically agree		Fully agree	
	No	%	No	%	No	%	No	%	No	%
d1	0	0	0	0	5	4.9	63	61.8	34	33.3
d2	0	0	7	6.9	18	17.6	64	62.7	13	12.7
d3	0	0	0	0	15	14.7	67	65.7	20	19.6
d4	0	0	0	0	18	17.6	65	63.7	19	18.6
d5	0	0	1	1	33	32.4	58	56.9	10	9.8
d6	0	0	2	2	19	18.6	66	64.7	15	14.7
d7	0	0	2	2	26	25.5	51	50	23	22.5
d8	0	0	0	0	12	11.8	59	57.8	31	30.4
d9	0	0	0	0	2	2	75	73.5	25	24.5

4.2 The Relationship Between the Basic Information and the Digital Competence of Foreign Language Teachers in Private Higher Vocational Colleges in Yunnan Province

Pearson correlation coefficient was employed to analyze the relationship between basic information and digital competence of foreign language teachers in private vocational colleges in Yunnan Province. The digital competence in this study includes four dimensions: digital science knowledge, digital application ability, digital concept, and digital personality traits.

4.2.1 The Relationship Between Objects' Highest Education Background and Digital Competency

The correlation coefficient between the highest degree and the digital personality trait, "r" equals to 0.838**, and the value of "P" is "0", indicating the positive relationship between the two. The correlation coefficient between the highest degree and the digital concept, "r" is 0.789**, "P" equals to "0", indicating the positive relationship between them. The value of "r" is 0.722**, "P" is "0" between the highest degree and digital application ability, which indicating the positive relationship between them. The specific information is shown in "Table 7".

Table 7. Relationship between objects' highest education background and digital competency

The highest educational background	Pearson Correlation	1				
	Sig. (2-tailed)					
e1 digital science knowledge	Pearson Correlation	-0.111	1			
	Sig. (2-tailed)	0.268				
e2 digital application ability	Pearson Correlation	0.056	.722**	1		
	Sig. (2-tailed)	0.579	0			
e3 digital concept	Pearson Correlation	-0.135	.759**	.789**	1	
	Sig. (2-tailed)	0.175	0	0		
e4 Digital personality trait	Pearson Correlation	-0.104	.792**	.689**	.838**	1
	Sig. (2-tailed)	0.299	0	0	0	

a ** Correlation is significant at the 0.01 level (2-tailed).

4.2.2 The Relationship Between Objects' Professional Titles and Digital Competency

The correlation coefficient between the professional titles and digital personality trait "r" equals to 0.838** and the value of "P" is "0", indicating the positive relationship between them. The correlation coefficient "r" between the professional titles and the digital concept is 0.789**, the value of "P" is "0", indicating they have positive correlation. The value of "r" is 0.722**, "P" is "0" between the subject title and digital

application ability, which indicating the relationship between the two is positive correlation. The specific information is shown as “Table 8”.

Table 8. The relationship between objects’ professional titles and digital competency

e1 digital science knowledge	Pearson Correlation	1				
	Sig. (2-tailed)					
e2 digital application ability	Pearson Correlation	.722**	1			
	Sig. (2-tailed)	0				
e3 digital concept	Pearson Correlation	.759**	.789**	1		
	Sig. (2-tailed)	0	0			
e4 digital personality trait	Pearson Correlation	.792**	.689**	.838**	1	
	Sig. (2-tailed)	0	0	0		
Professional titles	Pearson Correlation	.233*	0.096	0.137	0.159	1
	Sig. (2-tailed)	0.018	0.336	0.168	0.111	

a ** Correlation is significant at the 0.01 level (2-tailed).

b * Correlation is significant at the 0.05 level (2-tailed).

4.2.3 The Relationship Between the Objects’ Major During Postgraduate and Digital Competency

The value of “r” equals to 0.838** and the value of “P” is “0” between the objects’ major during university and digital personality trait, which indicating they have notable positive relationship. The correlation coefficient “r” between the objects’ major during postgraduate and the digital concept is 0.789**, the value of “P” is “0”, which indicating they have notable positive correlation. The value of “r” is 0.722**, “P” is “0” between the objects’ major during postgraduate and digital application ability, which indicating the relationship between the two is notable positive correlation. The specific information is shown as “Table 9”.

Table 9. The relationship between the objects’ major during postgraduate and digital competency

e1 digital science knowledge	Pearson Correlation	1				
	Sig. (2-tailed)					
e2 digital application ability	Pearson Correlation	.722**	1			
	Sig. (2-tailed)	0				
e3 digital concept	Pearson Correlation	.759**	.789**	1		
	Sig. (2-tailed)	0	0			
e4 digital personality trait	Pearson Correlation	.792**	.689**	.838**	1	
	Sig. (2-tailed)	0	0	0		
major during postgraduate	Pearson Correlation	0.044	0.15	0.022	.197*	1
	Sig. (2-tailed)	0.661	0.133	0.827	0.047	

a ** Correlation is significant at the 0.01 level (2-tailed).

b * Correlation is significant at the 0.05 level (2-tailed).

4.2.4 The Relationship Between Whether the Objects Participate in Scientific Research Program or Not and the Digital Competency

The value of “r” equals to 0.838** and the value of “P” is “0” between whether the objects participate in scientific research program or not and digital personality trait, which indicating they have notable positive relationship. The correlation coefficient “r” between whether the objects participate in scientific research program or not and the digital concept is 0.789**, the value of “P” is “0”, which indicating they have notable positive correlation. The value of “r” is 0.722**, “P” is “0” between whether the objects participate in scientific research program or not and digital application ability, which indicating the relationship between the two is notable positive correlation. The specific information is shown as “Table 10”.

Table 10. The relationship between whether the objects participate in scientific research program or not and the digital competency

e1 digital science knowledge	Pearson Correlation	1				
	Sig. (2-tailed)					
e2 digital application ability	Pearson Correlation	.722**	1			
	Sig. (2-tailed)	0				
e3 digital concept	Pearson Correlation	.759**	.789**	1		
	Sig. (2-tailed)	0	0			
e4 digital personality trait	Pearson Correlation	.792**	.689**	.838**	1	
	Sig. (2-tailed)	0	0	0		
whether participate in scientific research program	Pearson Correlation	-0.131	-0.123	-0.15	-.202*	1
	Sig. (2-tailed)	0.19	0.217	0.132	0.042	

a ** Correlation is significant at the 0.01 level (2-tailed).

b * Correlation is significant at the 0.05 level (2-tailed).

5. CONCLUSION

This part includes the current situation of digital competency level of foreign language teachers in private higher vocational colleges in Yunnan Province, as well as the relationship between the basic information of the research objects and digital competency.

5.1 Specific Situation of Digital Competency of Foreign Language Teachers in Private Higher Vocational Colleges in Yunnan Province

In terms of digital science knowledge: They can basically apply office software into teaching, basically meet the requirements of *Digital Literacy of Teachers* and understand the development process and future trend of digital technology; They control solid professional knowledge of English, can put basic English teaching methods into classroom teaching; They are able to create digital expressions, enrich classroom teaching activities, and analyze paper through data; They can basically pay attention to educational hot spots and reflect on the teaching reality. However, the operation process of the digital evaluation and the independent creation of the digital evaluation scheme need to be further improved, which is also where every teacher should constantly learn to strengthen it in the course of educational advancement.

In accordance with digital application ability: They can use Baidu or other search engines to find information that they need; Most people can choose and master the basic teaching software and network learning platform according to their own teaching reality, and choose digital technology according to the learning objectives and occasions; They basically be able to independently screen the digital resources that related to the subject, and guide students to master digital technology independently when they are familiar with it; Most people can basically sort out and classify the digital resources according to certain standards, plan and manage the digital software (such as the daily management of office software); They can use the existing knowledge and experience to determine whether the data is accurate and feasible before they use the data to solve problems, and pay attention to the common education data (such as students' grades, growth records, etc.); Most people can use digital technology, communication tools and web to access, manage, evaluate and create information, for example, use animations or videos to present and explain new concepts in teaching. A minority of people, however, need to improve their digital application ability to serve their own teaching and gradually improve their teaching efficiency.

On the basis of digital concept: The vast majority of people can maintain digital network security, pay attention to students' digital learning, abide by the digital specification and moral requirements, set up good digital information, abide by the laws and regulations that related to digital, they have strong digital security consciousness, can protect personal data and privacy in the network environment when detect the potential risks and dangers (such as identity theft, fraud, etc.), they can use certain digital teaching tools in auxiliary teaching process and actively participate in the construction of digital campus culture, they have a strong collective sense of honor. However, in the face of the function of digital technology in daily

life, more than half of the people basically agree; A minority of people basically agree to advocate other teachers to actively and rationally use digital technology service teaching, they basically recognize their strong social participation and actively participate in various digital innovation activities. This, perhaps, has a certain correlation with the application degree of digital technology in the ordinary teaching work for teachers. To organize other teachers to participate in a series of activities (e.g. the school, the society service activities): uncertain, inconsistent and basic compliance accounted for 1/3 respectively. The reason is different teaching tasks, and it also affected by whether to engage in administrative work in daily life.

From the perspective of digital personality traits: Most of the research objects can achieve the teaching objectives and be competent for digital teaching activities that related to subjects; More than half of the people do digital teaching, always be positive and optimistic for digital teaching, they set up teaching objectives above their own levels and achieve them; Half of the people in the daily use of information technology, can respond basically to a variety of situations, they are good at sharing digital resources with others and sharing the data platform in teaching; More than half of the people can basically flexibly deal with the accidents of students and carry out learning activities in the information environment; When consistent with other teaching objectives, most people can communicate with others, be willing to collaborate with different teachers, show a positive cooperative attitude; In the digital teaching process, they can form a good cooperative relationship with the students to achieve the expected teaching effect. But strain capacity should be enhanced for them in the daily application process of information technology.

5.2 The Relationship Between the Basic Information and the Digital Competence of Foreign Language Teachers in Private Higher Vocational Colleges in Yunnan Province

There is a notable positive relationship between the research objects' educational background, major, professional title, whether they have participated in scientific research projects and digital application ability, digital concept and digital personality traits. To be an English teacher, who must improve his/her levels in education and teaching, titles, scientific research etc. to adapt the development of education and society.

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