

**Learners as digital citizens, social actors and language users:
Harnessing the possibilities of digital technology in the language classroom**

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ECML project



Erasmus+ project



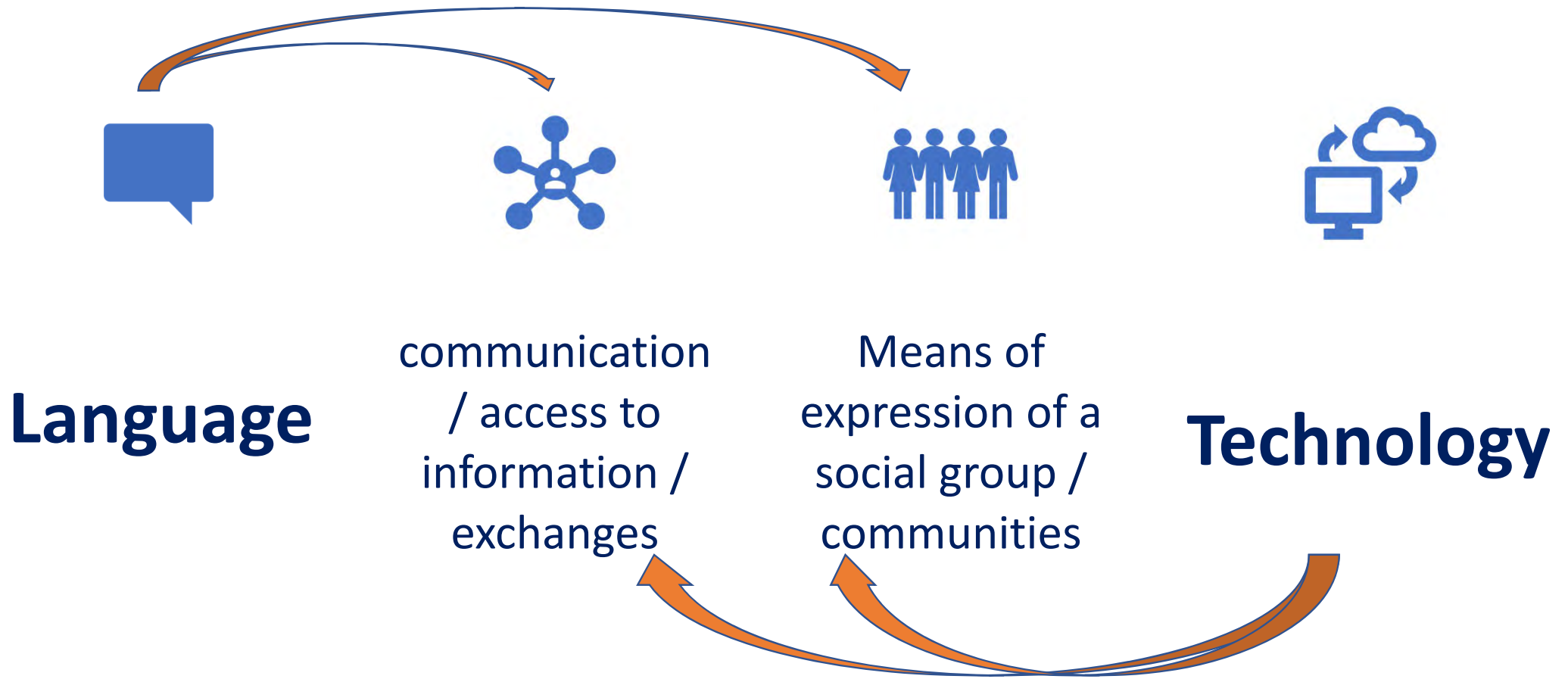


**Why
language
and
technology?**

Youth & technology use

- ‘Digital natives’
Prensky, 2001
- In Ireland:
 - 89% households have internet connection
 - 97% of 16 to 44 yrs old use internet regularly

Language ↔ Technology



Elephant in the room

**Online teaching
and learning**

**Virtual
communication**

**Remote
working**

**Expansion of e-
commerce**



Language learning & Technology

- From enhancing the traditional teaching & learning process to a new form of learning and teaching
- Are learners ready to adopt this form of learning and are they equipped for it?

e.g. Google translate

- Know
- Use
- Make the most of it (technically and ethically)



Two main concepts or notions



Digital literacy

Individual, technology & the others

Digital citizenship

Individual with the others using technology



Digital literacy

Meaning making process & ability to act

“the ability to
understand and use
information in multiple
formats from a wide-
range of sources”
Gilster, 1997, p. 1

Social practices

“...the ability to creatively engage in particular social practices, to assume appropriate social identities, and to form and maintain various social relationships”

Jones & Hafner, 2012,
p. 12

enabler of empower- ment

“...focuses on how the digitisation of society affects pupils’ participation in different communities and their identity development. (...) This involves being able to take informed decisions important to oneself but also to society.”

Pangrazio et al, 2020

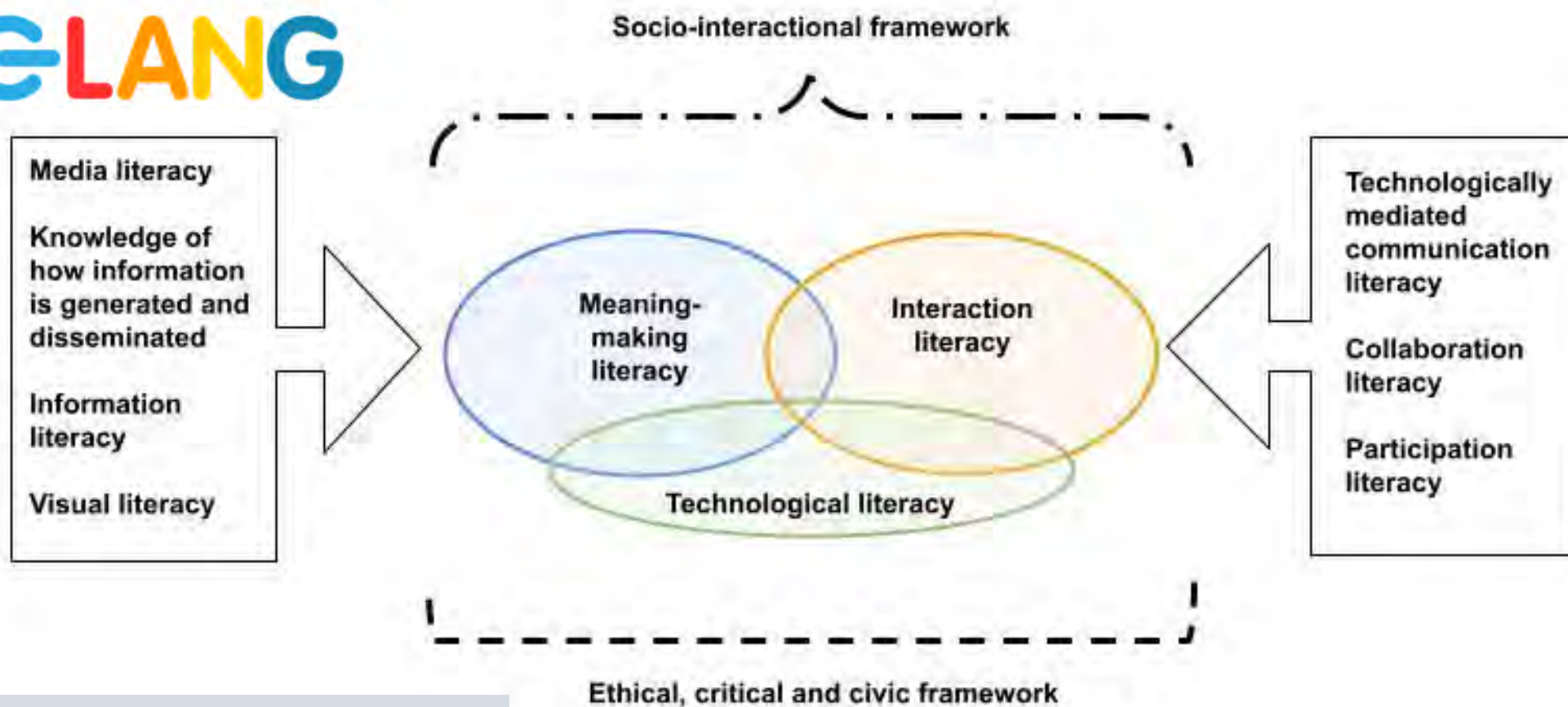
a set of **knowledge, skills, attitudes** (thus including abilities, strategies, values and awareness) that are required when using ICT and digital media to **perform tasks**; solve problems; **communicate**; manage information; **collaborate**; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, **participation**, learning, socialising, consuming, and **empowerment**.

Ferrari, 2012, p. 30

Digital literacy and language learning

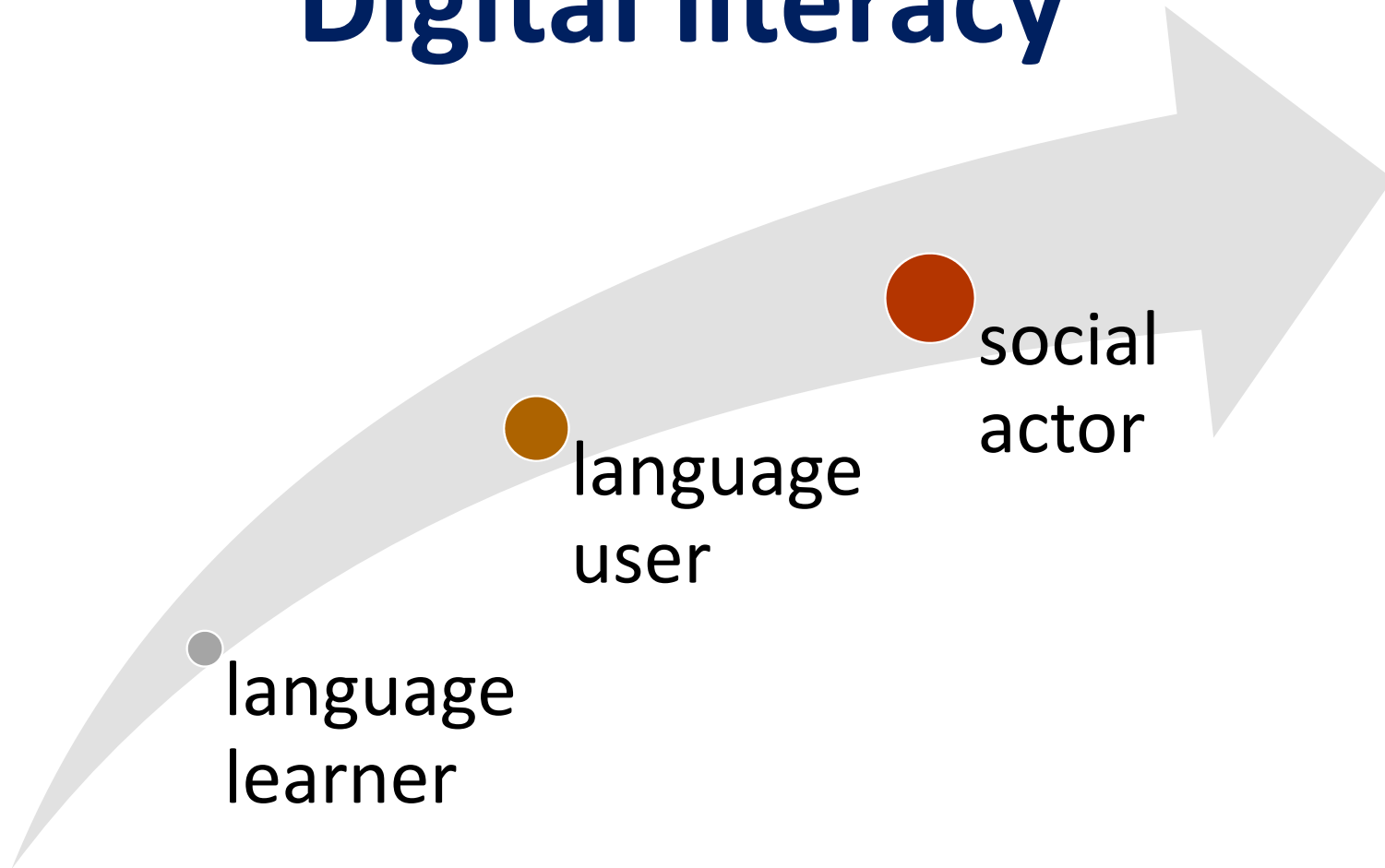
ECML project

GLANG



Ollivier & elang team, 2018

Digital literacy





**Digital
citizenship**



**Citizens as
users of
languages
and digital
technology**

Analysed publications

- Close to 100 texts
- Supranational institution documents & research articles

Zotero library

<https://tinyurl.com/5bs7cnba>



Profile of the citizen

- Social agent
 - with a multi-faceted identity
 - involved in communities
- Actions largely guided by the rights and responsibilities associated with certain values
- (Inter)acts using digital technology
 - within specific domains
 - in particular ways
 - based on individual characteristics
 - according to the context and/or the available infrastructures.



Links with language education



Photo by Compare Fibre on unsplash

Common goal

Development of **social agents** acting within multifaceted **communities** ranging from speech communities to global social groups

Formation en langues et littératie numérique en contextes ouverts

Catherine CAWS, Marie-Josée HAMEL,
Catherine JEANNEAU et Christian OLLIVIER



éditions des archives contemporaines 

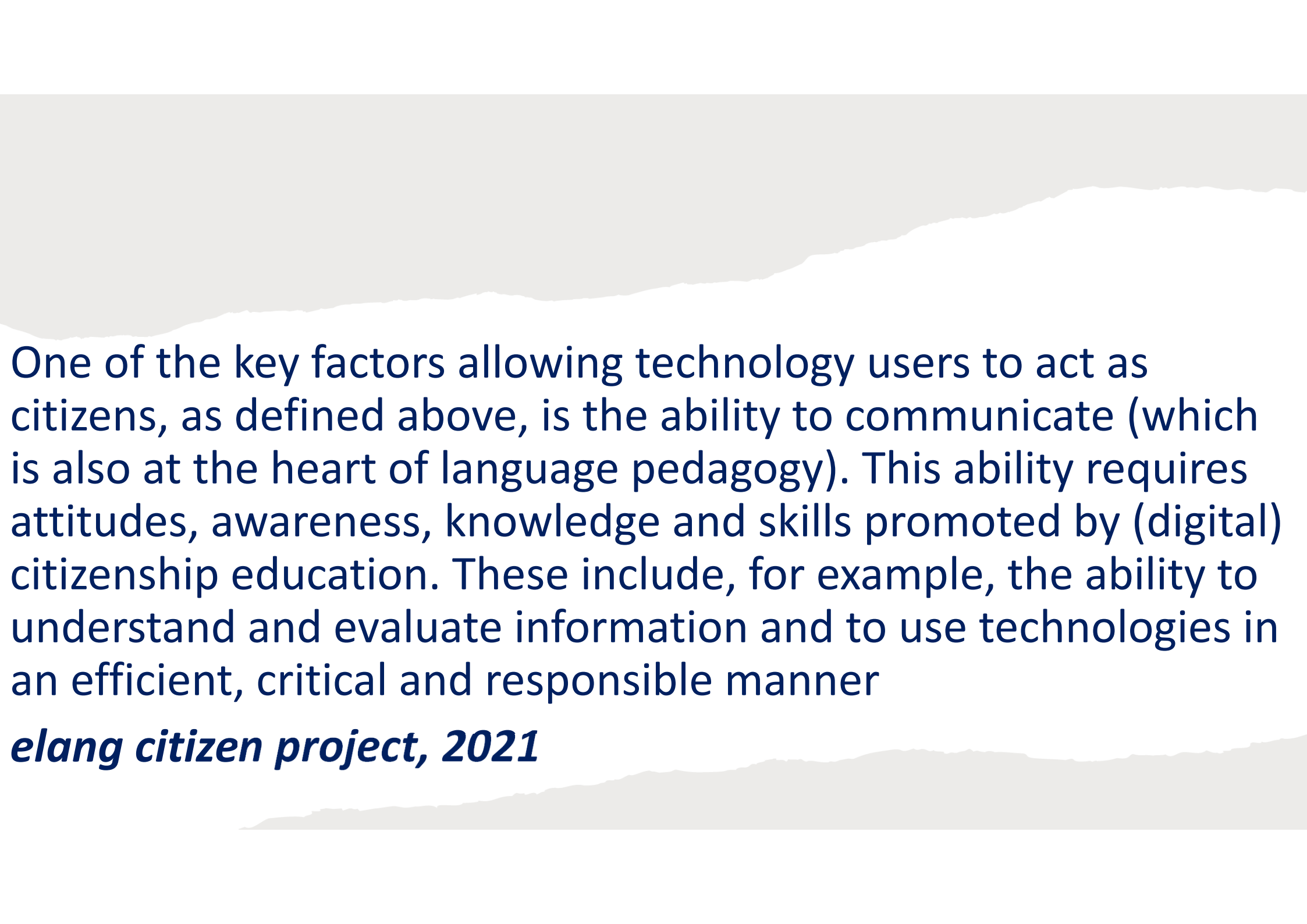
Language education and DCE

Ability to communicate (which requires awareness, attitudes, knowledge and skills promoted by (digital) citizenship education)

Plurilingual competence

Mediation

**Diversity of human beings,
societies and communities**



One of the key factors allowing technology users to act as citizens, as defined above, is the ability to communicate (which is also at the heart of language pedagogy). This ability requires attitudes, awareness, knowledge and skills promoted by (digital) citizenship education. These include, for example, the ability to understand and evaluate information and to use technologies in an efficient, critical and responsible manner

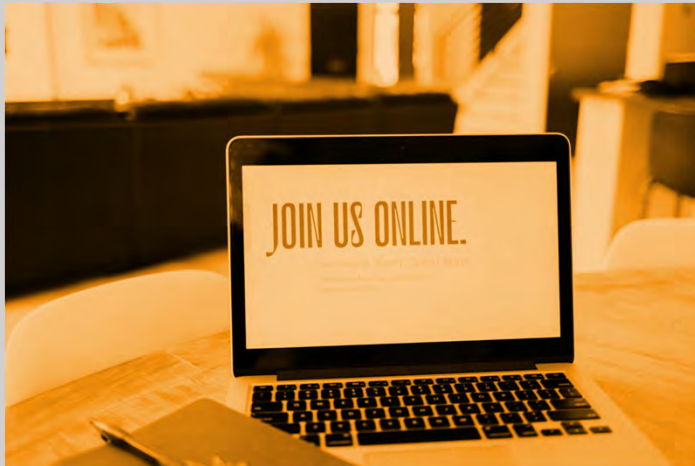
elang citizen project, 2021

A close-up photograph of several interlocking metal gears. The gears are made of a light-colored metal, possibly aluminum or steel, and show signs of wear and oil. The teeth of the gears are sharp and pointed. The background is dark and out of focus.

**Concretely,
how does it work?**

Pedagogical approach

Real-World tasks



Reflexive activities



“use **real-life situations** and the diversity of **opportunities** as a basis for learning and teaching approaches”
(Committee of Ministers, 2019)

Task taxonomy

- Classroom tasks
 - No real socio-interactional framework or highly simulated
- Rehearsal tasks
 - Simulated socio-interactional framework
- Social tasks
 - Socio-interactional framework = classroom context
- Virtual exchange tasks
 - Socio-interactional framework = 2+ classroom context
- Real world tasks
 - Social interactions outside the language classroom in real life (participatory sites used by anyone – NS and NNS)

Characteristics of real-world tasks

- Target audience = **people outside the educational system**. The outcome is aimed at people who could be interested in it.
- The interaction space is a **participative website**.
Not created by the teacher (no ownership or special rights).
- **Pre-existing nature of the tasks**
Tasks not created by teachers, but arising from the nature and purpose of the site where they will be carried out
- **The learner has something to contribute:**
knowledge, know-how, point of view... = **External social evaluation**

Real-word tasks: dual grounding



GROUNDING WITHIN REAL LIFE

- Social interactions outside the language classroom
- On web 2.0 sites
- Real purpose / stakes
- Authentic social interactions
- Authentic language use



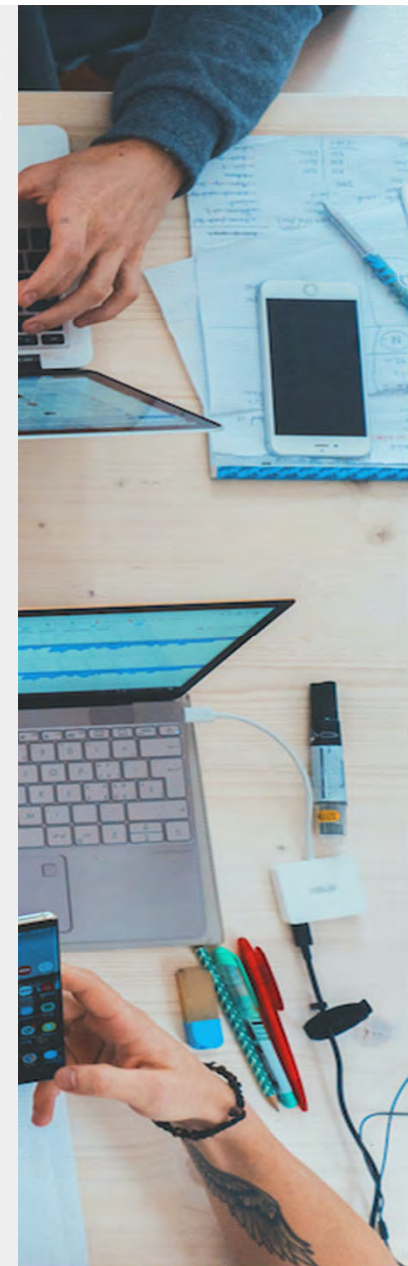
(INTER)ACTING

GROUNDING WITHIN THE LEARNING CONTEXT

- Social interactions prepared as part of the learning scenario
- Protected learning space
- Concrete learning stakes
- Integrated within the learning path



LEARNING



ECML project

GLANG
CITIZEN

- help learners become digital citizens and develop the capacity to use digital media critically, creatively and autonomously in several languages

Erasmus+ project

Lingu@num

- promote innovative practices for language teaching and learning through the relevant use of digital technology, as well as supporting learners and teachers in developing their digital literacy



<http://www.ecml.at/elangcitizen>

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