

# The (English) language learners as digital citizens, social actors and language users: Harnessing the possibilities of digital technology in the language classroom



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# MENTIMETER

Go to [www.menti.com](http://www.menti.com), enter the code **18 20 69 15** and submit your answer to the question:

*What words do you associate with digital citizenship?*



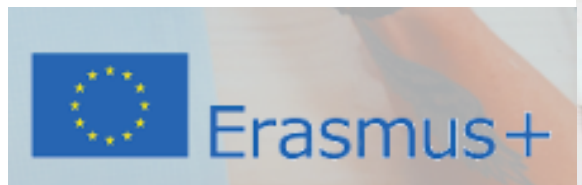
# ECML project

**GLANG**  
CITIZEN



# Erasmus+ project

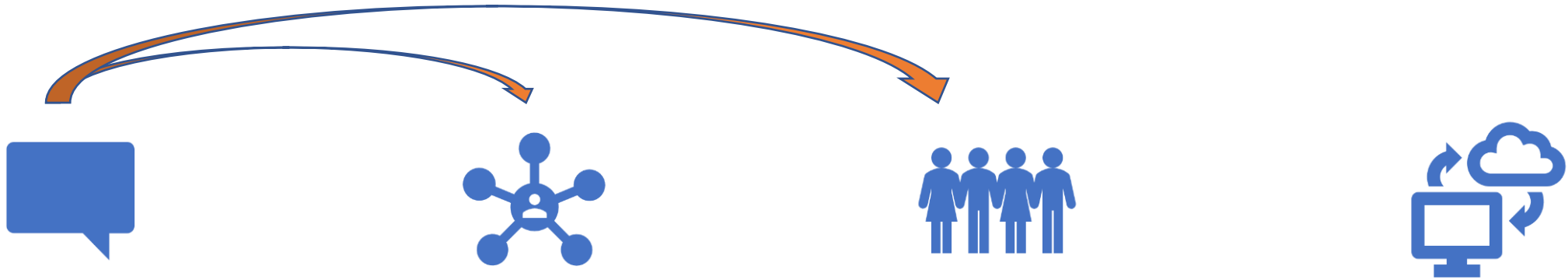
 **Lingu@num**





**Why  
language  
and  
technology?**

# Language ↔ Technology



**Language**

communication  
/ access to  
information /  
exchanges

Means of  
expression of a  
social group /  
communities

**Technology**

# 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 using technology & the others

## Digital citizenship

Individual within communities using technology



Digital citizen?

Here is Sam



Sam as a social actor:  
consumer, mediator, creator,  
changemaker

Rights and responsibilities



WWW



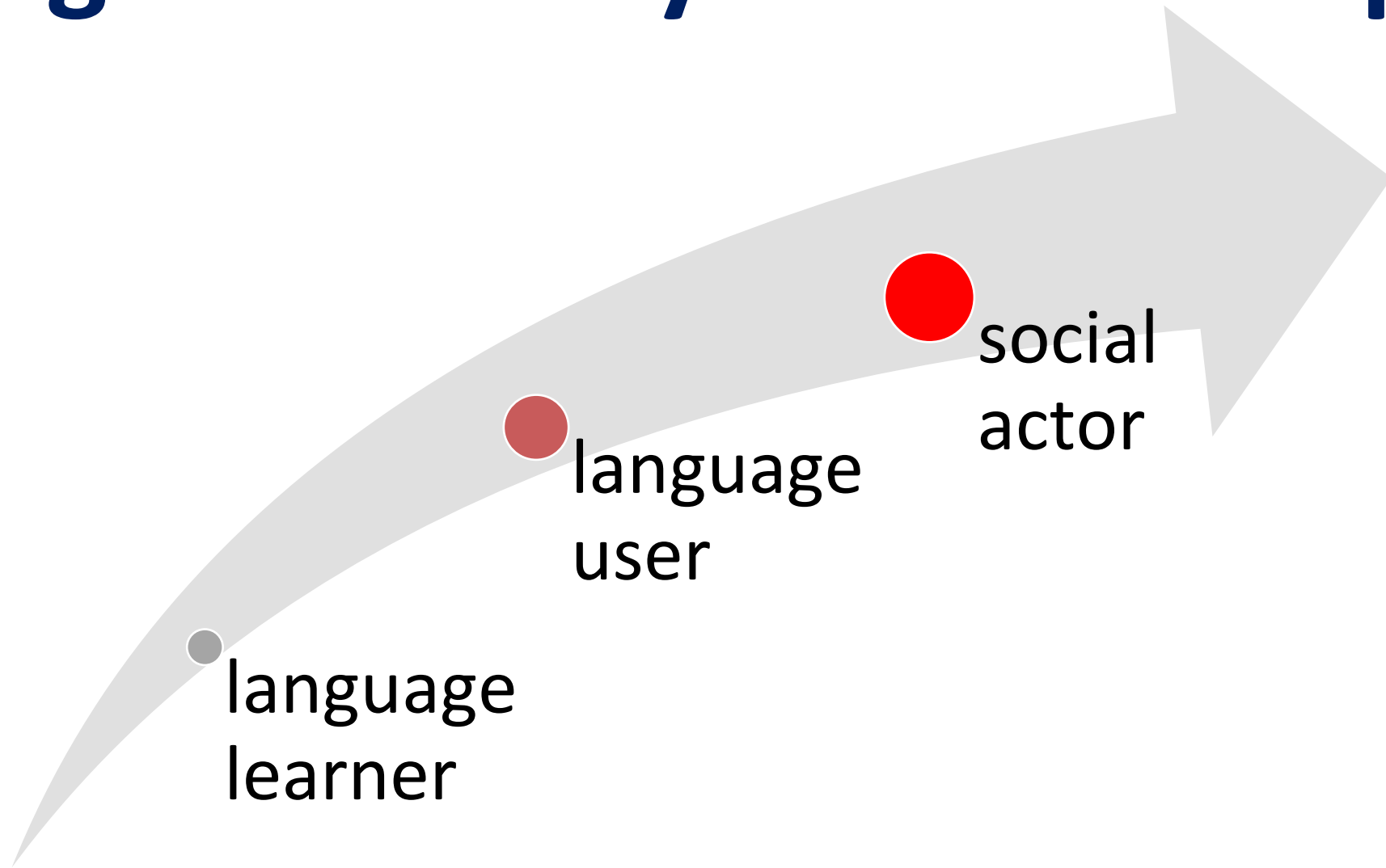
Domains

Ways to  
(inter)act

Personal attributes

Context & infrastructure

# Digital literacy & citizenship





**Concretely,  
how does it work?**

**DIGITAL REAL-WORLD  
TASKS**

# 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**



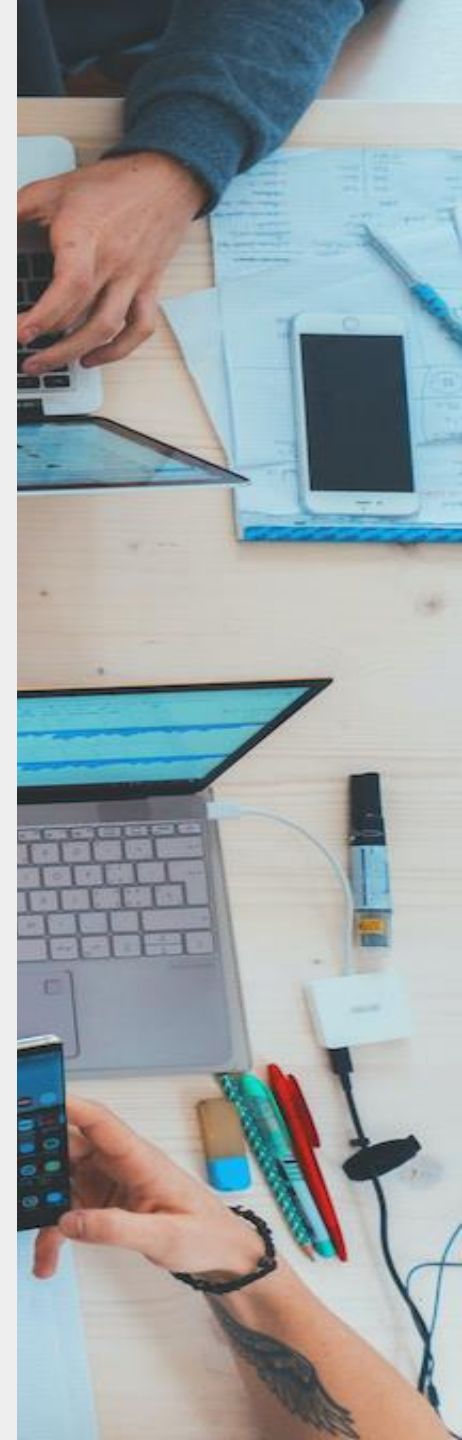
# Examples of real-world tasks

- Contributing to Wikipedia, Wikitravel, Wikimini, etc.
- Participating into online discussion forums
- Joining a Facebook, Instagram, Twitter community
- Being reactive on Twitter
- Subscribing to, creating, reacting on a YouTube channel
- Creating Vlogs on YouTube, TikTok etc.

## Teachers' role

Helping the learner developing a social presence in the L2, engaging in online communities in the L2; becoming a digital citizen in the L2.

Foster opportunities for social interactions; widening the language learning space.





# Tasks as a core concept of our projects

Gonzalet-Lloret & Ortega (2014, p.5) identified 5 critical elements to TBLT

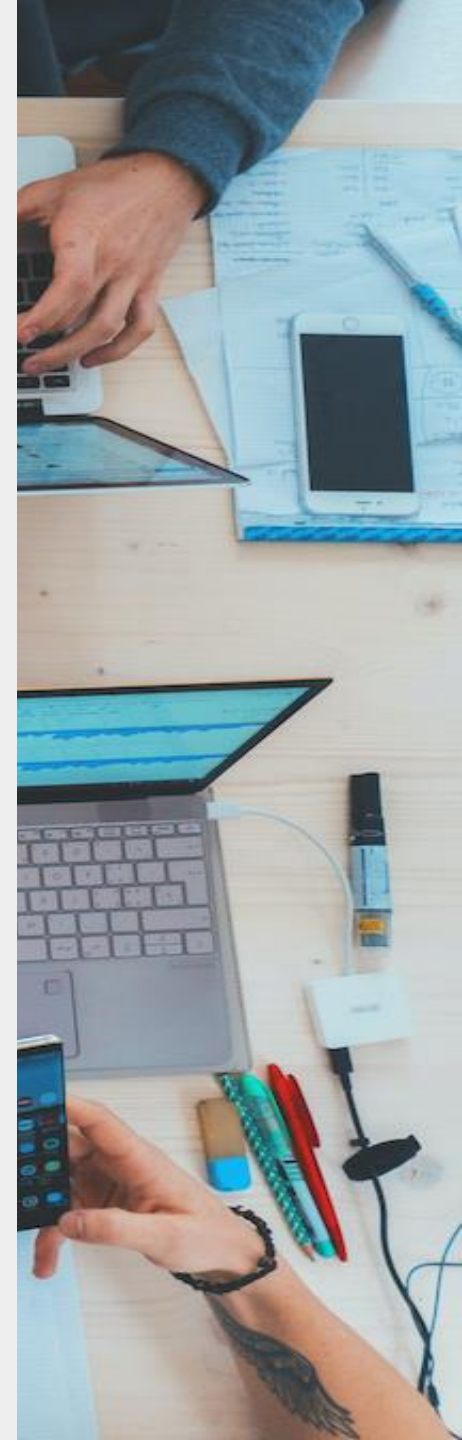
1. Tasks must have meanings

2. Tasks must have clear goals

3. Tasks are student-centered

4. Tasks are contextualized

5. Tasks engage reflection





# 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



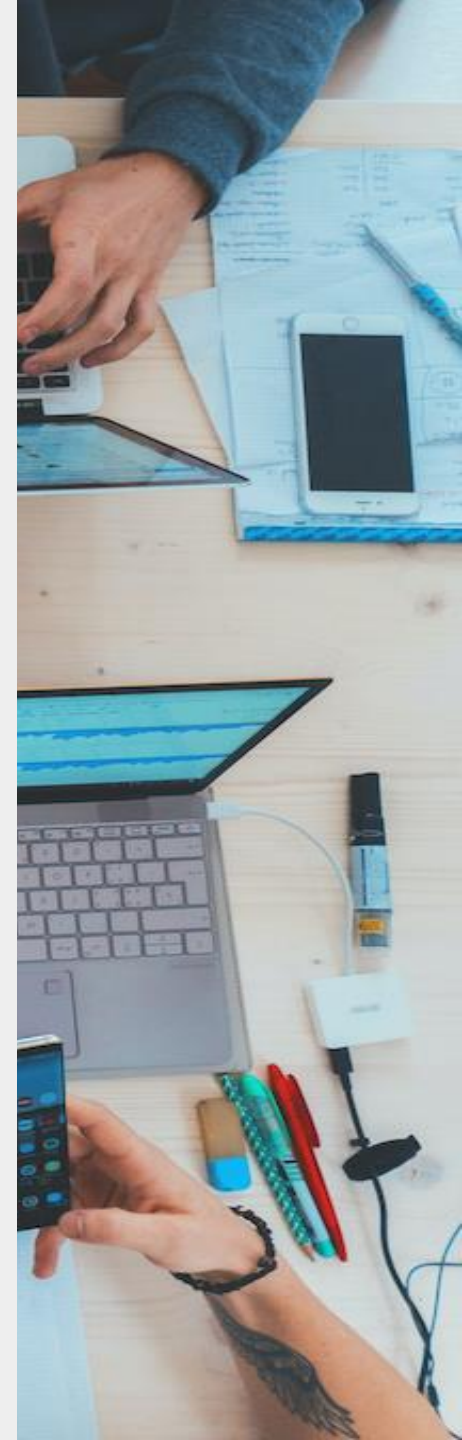
**(INTER)ACTING**

## 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**



# TIME FOR BREAKOUT ROOMS





# DISCUSSION TIME

- Please, think of your own online participation/engagement and the participation of your students (if you are familiar with it)
- What do you usually do online?
- What do your students do? What do you think your students could do in their target language?
- How can you use your own and your students' online experience to introduce new task(s) in the classroom?



# ECML project



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

# Erasmus+ project



- 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



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THANK YOU

MERCI



# Digital literacy

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***