



Real-World Tasks to Develop Digital Citizenship and Literacy in Language Education

Dr. Marie-Josée Hamel
Official Languages and Bilingualism Institute ([OLBI](#))

University of Ottawa

marie-josee.hamel@uottawa.ca



Where in the world are you?
Let's say hello!



<https://padlet.com/mjhamel20/cercII>




Introduction

30 years of language teaching with and about technology...

- *FLS: Technology, Internet and Social Media for French as a Second Language*
- *SLT: Educational Technology and Second Language Teaching*
- *BIL: Trends and Issues in Research on Technology-Mediated Language Learning*

Canadian expert from OLBI, as Associate partner on ECML projects eLANG (Citizen).

Structure of the webinar

- **ECML projects**
 - eLANG (Citizen)
- **Core concepts**
 - Digital Citizenship & Digital Literacy
- **Pedagogical approach**
 - Socio-interactive & Real-World Tasks; Learner & Teacher's roles
- **Practice!**
 - My  tasks; eLANG's task template & database



eLANG (Citizen) projects



Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe



New Media in Language Education

- eLANG (2016-2019): Digital Literacy for the Teaching and Learning of Languages
- eLANG Citizen (2020-2023): Digital Citizenship through Language Education

Core Concepts





Education for democratic citizenship

“Education for democratic citizenship” means *education, training, dissemination, information, practices and activities* which aim, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.”

Council of Europe, 2010

<https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture>



Language education as part of citizenship education

- Ability to **communicate** (*requiring awareness, attitudes, knowledge and skills promoted by the Council of Europe*).
- **Plurilingual** competence (*intercomprehension skills, intercultural awareness...*).
- **Mediation** competence (*managing interactions or facilitating a discussion... Cf. [CEFR descriptors](#)*).
- Capacity to adapt to **diversity** (*of human beings, societies and communities...*).

Your keywords to define 'digital' citizenship?

<https://digistorm.app/p/3565598>





Digital citizenship

“Digital citizenship is the ability to navigate our digital environments in a way that's safe and responsible and to actively and respectfully engage in these spaces.”

Mediasmarts.ca

<https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/what-digital-citizenship>



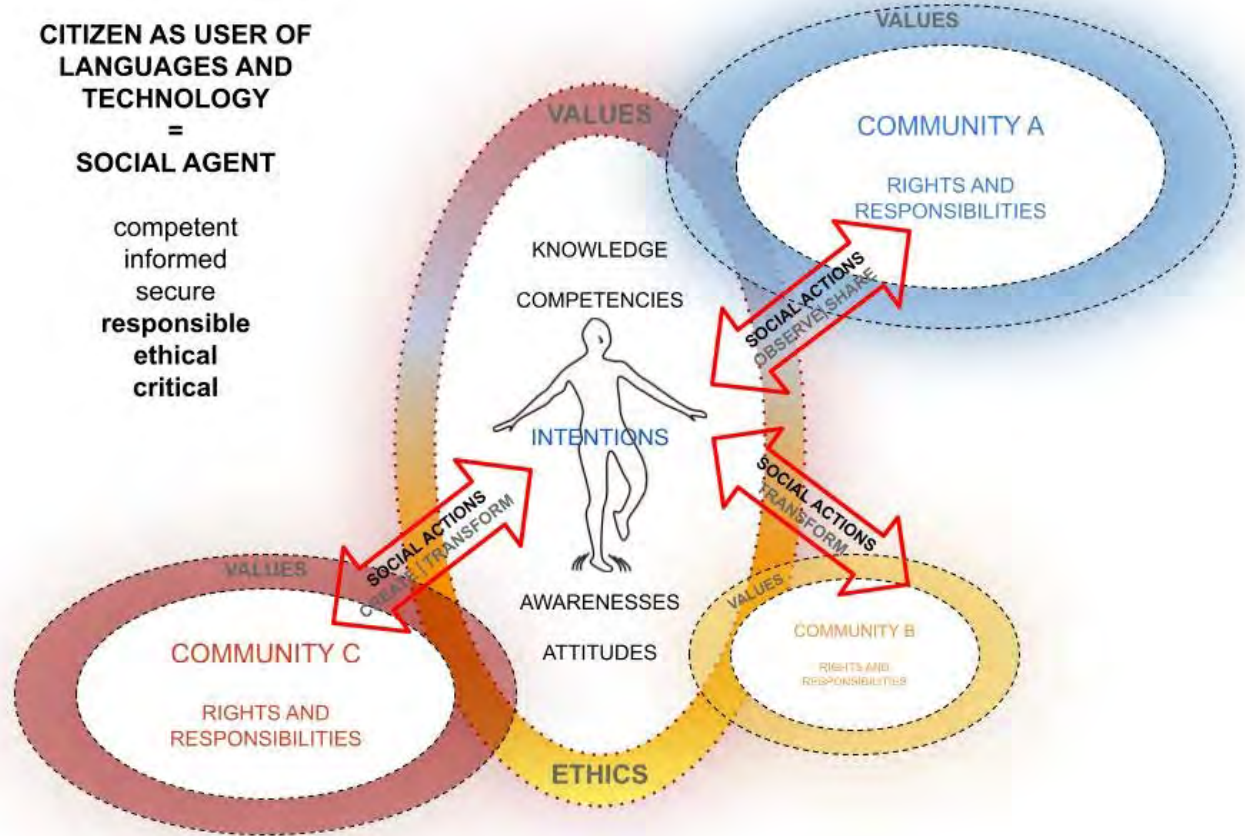
The primacy of social interactions

- **Social interactions** form the central and decisive element of all action and communication for individuals, particularly for citizens, user of languages and digital tools.
- **Social interactions** play a critical influence on the various options that are required for (inter)action and regarding the construction of meaning.
- **Social interactions** are dynamic and evolve as actions occur.

The language learner as a social agent

**CITIZEN AS USER OF
LANGUAGES AND
TECHNOLOGY
=
SOCIAL AGENT**

competent
informed
secure
responsible
ethical
critical





Digital literacy

“Digital Literacy is the awareness, attitude, and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesise digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process.”

Martin & Grudziecki, 2006, p. 255

A digital literacy model

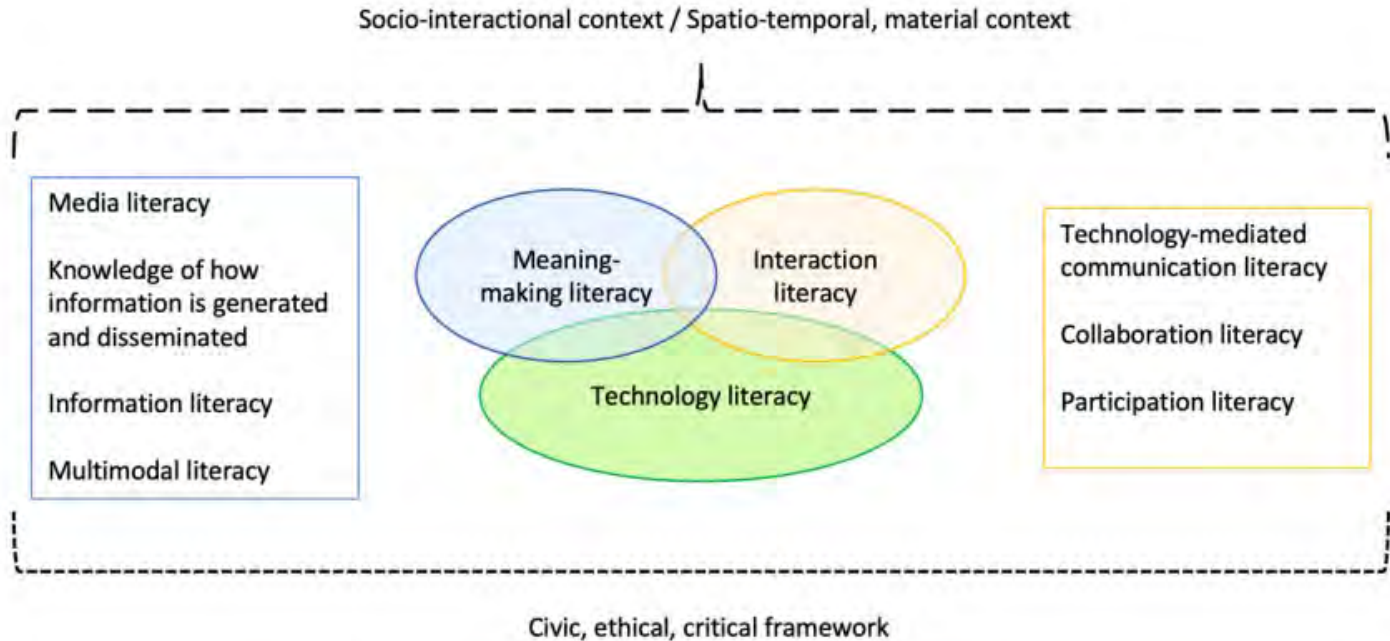


Figure 3: Model of digital literacy in language learning/teaching, adapted from Ollivier and the e-lang project (2018)

"What role does the development of digital literacy play in your language teaching?"

<https://digistorm.app/p/5554031>



Pedagogical Approach





For an active, participatory, transformative and reflective pedagogy

- Learners perform tasks in authentic social interactions, outside the educational environment.
- Learners have the opportunity to (inter)act “for real” and to contribute to participatory sites.
- Learners reflect on actions, participation and interpersonal interactions in real-life contexts.



A task-based approach

A task is a focused, well-defined activity, related to learner choice or learning **processes**, that requires learners to use language, focusing on meaning (rather than form) to achieve a goal (Bygate, Shekan & Swain, 2001).

Gonzalez-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-World Task (RWT)

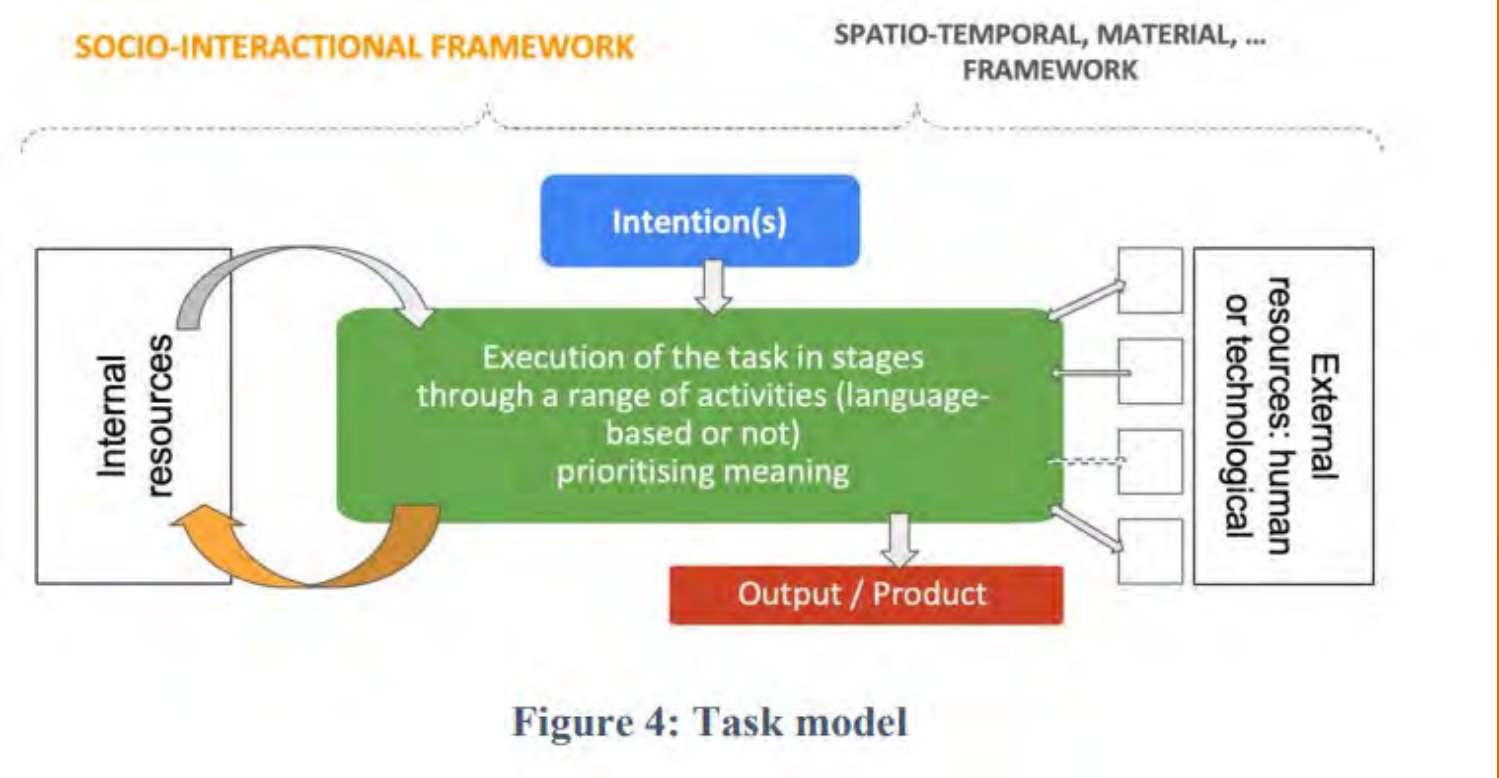


Figure 4: Task model



Tasks found on open and participatory sites

- Learners make meaningful use of the target language in situations which enable them to interact authentically and meet real communicative needs.
- Through participation in these sites, learners build an identity in the target language and an identity as users (not just learners), and in some cases become experts.
- They are motivated to learn the language of their “native” peers with whom they communicate.
- They develop strong linguistic and language competences that are specifically adapted to the situations they encounter.

Contributing to Wikitravel

← → ↻ <https://fr.wikivoyage.org/wiki/Cumberland> ☆ 7A 1 Se connecter

Non connecté Discussion Contributions Créer un compte Se connecter

Page Discussion Lire Modifier Voir l'historique Rechercher dans Wikivoyage

Amérique > Amérique du Nord > Canada > Ontario > Est de l'Ontario > Ottawa > Cumberland



Cumberland

Comprendre Aller Circuler Voir Faire Acheter Manger Boire un verre / Sortir Se loger Communiquer Gérer le quotidien Aux environs

Cumberland est une petite municipalité rurale d'**Ottawa**, la capitale nationale du **Canada**. En raison de la petite taille de la communauté rurale et de l'expansion croissante d'**Orléans**, les frontières des deux communautés se rejoignent peu à peu depuis la fusion d'**Ottawa** en 2001. Plusieurs services pour Cumberland sont offerts dans la région Nord-Est d'**Orléans**. Une voiture est le moyen le plus pratique pour se déplacer dans la municipalité.

Comprendre [modifier]

Cumberland est nommé d'après le duc de Cumberland. Ce petit village était établi par des loyalistes anglais en 1801. Sa situation entre la rivière des Outaouais et la rivière du Lièvre était parfaite pour les marchands de fourrure et d'autres marchands. Avec la construction de deux quais, de plusieurs moulins à blés, de scieries, de moulins de laines, d'usines de match et de sept magasins, le village de Cumberland a prospéré jusqu'à la fin du dix-neuvième siècle. Lorsque les modes de transport ont commencé à s'améliorer, le petit village au front de mer n'était plus si important et les gens allèrent vers les villes plus industrialisées pour acheter les marchandises, alors le village de Cumberland commence à décliner. Les autres villages dans la municipalité de Cumberland ont continué à

Cumberland



La Old Montreal Road

Information

Pays  Canada

Examples of open and participatory sites?

<https://digistorm.app/p/8945519>





Dual grounding of Real-World Tasks

Tasks grounded in real-life

- In social interactions beyond the educational context
- On the web 2.0
- Real socio-interactive challenges
- Socio-interactive authenticity

Tasks grounded in the teaching & learning context

- Social interactions within the educational context
- In a secure space
- Real socio-educational challenges
- Educational authenticity



Learners performing RWT

Learners construct their knowledge, competences and attitudes through diverse real-world “particip-actions”. Bringing to:

- **live communication** in authentic situations;
- **experience** the exercise of citizenship;
- **execute** their digital literacy;
- **act as reflexive and engaged citizens.**

**And language teachers, what is
their role with Real-World Tasks?**

Share your thoughts in our Zoom Chat...



Teachers and their roles with RWT

- Mobilizing the learners to gain their commitment to the task at hand;
 - Simplifying the task by avoiding cognitive overload;
 - Keeping their attention on the essential elements; the social interactions at stake;
 - Helping analyze existing productions as examples of what they could produce.
- 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.

Practice



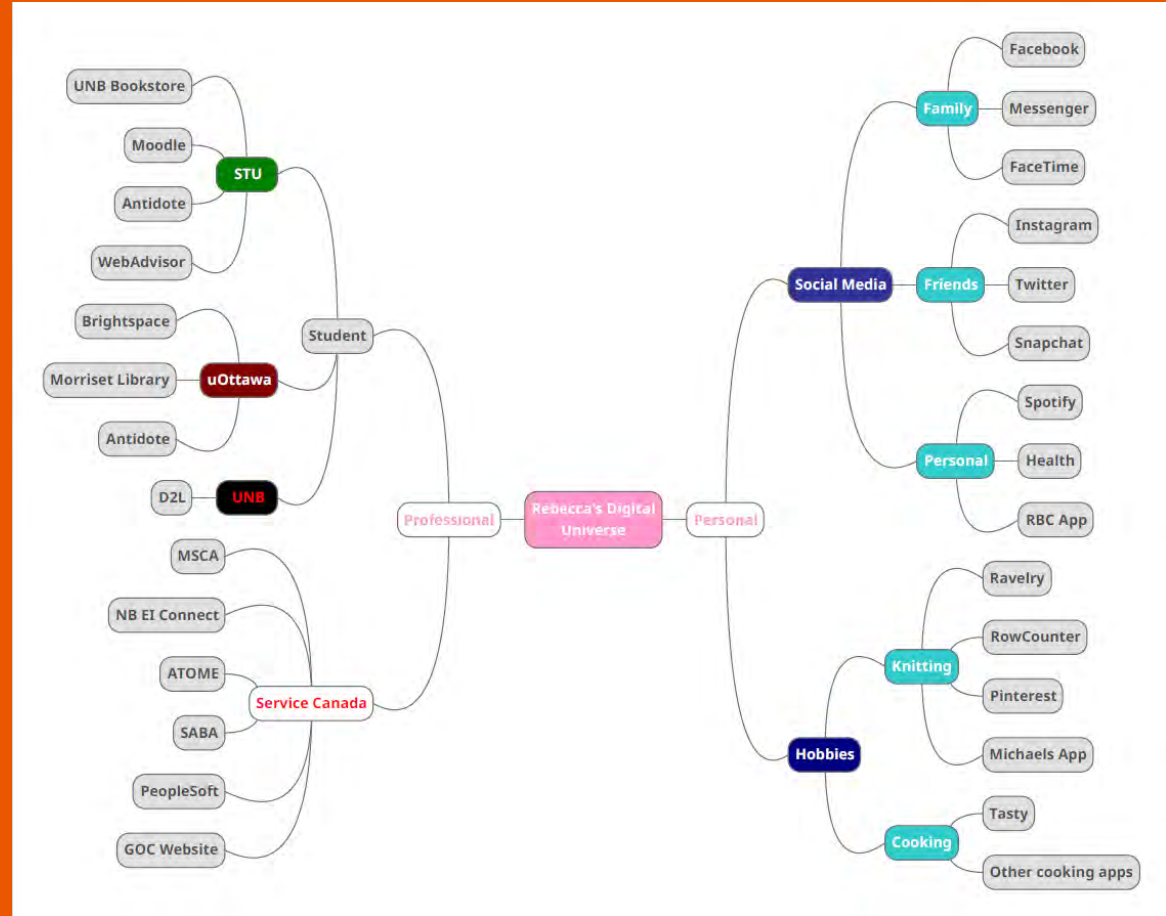


My tasks 'coups de coeur' / 'besties'



| TASK | APP | CLASS |
|---|---|----------------|
| <i>My Digital Technology World</i> | MindMup | FLS, SLT, BIL |
| <i>My Geolocated Language Biography</i> | StoryMap | FLS, SLT, BIL |
| <i>A Linguistics Landscape</i> | StoryMap | BIL |
| <i>Our 10 Essential Apps for LLT</i> | PADLET | SLT, BIL |
| <i>A Forum on Forums</i> | LeRoutard, Reddit, ... | FLS |
| <i>I am a YouTuber!</i> | YouTube, TikTok | FLS |
| <i>My Francophone Musical Playlist</i> | Spotify & Notion | FLS |
| <i>My Bilingual CV on LinkedIn</i> | LinkedIn | FLS, SLT |
| <i>Our Audioguide for an Alternative Destination in Ottawa</i> | IziTravel | FLS |
| <i>My ePortfolio as a Francophile Citizen of the Web / My CALL ePortfolio</i> | Google Sites, Canva, Weebly, Wix, Book Creator, WordPress, Seesaw, Blogspots... | FLS / SLT, BIL |

Rebecca's Digital Universe – MindMup



Giselle's Geolocated Language Biography— Storymap



The screenshot shows a web-based storymap interface. At the top left, there are navigation links: "Map Overview" and "Back To Beginning" with a circular arrow icon. The main area features a world map with several location pins. A red line traces a path across the map, starting from the Americas, passing through Europe, and ending in Asia. To the right of the map, the title "GISELLE'S LIFE AND LANGUAGE BIO" is displayed in large, bold, black capital letters. Below the title, a white box contains the text "CE MOMENT WHEN YOU START PENSER EN DEUX LANGUES AT THE SAME TEMPS" in black capital letters. A red button labeled "Start Exploring" is positioned below the text box. On the far right, a black button with a white right-pointing arrow is visible. The background of the interface is a light blue sky with white clouds.

Map Overview Back To Beginning ↻


GISELLE'S LIFE AND LANGUAGE BIO

CE MOMENT
WHEN YOU START
PENSER EN
DEUX LANGUES
AT THE SAME
TEMPS

Start Exploring

The audioguide of Eileen and Sabrina – Izitravel

Scene Cafein– find your dose in the region of Ottawa!!




Audio tour

Scène Caféine - trouvez votre dose dans la région d'Ottawa!!

★★★★★ [2 reviews](#) | [Free](#)

Only in French [Share](#)

[Download Tour to your Phone](#)



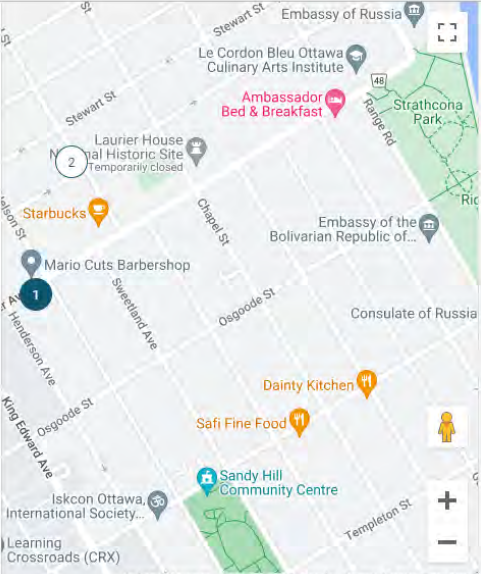
Audio tour Summary

[Watch video](#)

Dans ce guide, rejoignez Eileen et Sabrina alors qu'elles explorent divers cafés de la région d'Ottawa. Il y a beaucoup des cafés merveilleuse à Ottawa. Certains sont des chaînes, d'autres sont indépendants. Prendre une tasse chaude en hiver est un grand plaisir! Quel est le café qui offre le menu le plus original? Le décor le plus relaxant? Lequel propose un échange de livres mignon? Où trouver le meilleur sandwich d'Ottawa?

Découvrez tout cela et plus encore, autour du centre-ville d'Ottawa! Allons-y!

[Next](#)



Map showing the audio tour route in Ottawa, with numbered stops 1 through 6. Landmarks include Starbucks, Mario Cuts Barbershop, Embassy of the Bolivarian Republic of Venezuela, and Embassy of Russia.

Task template and database

Title

e-lang citizen team

Teacher Sheet

Task

Website

CEFR level - For xx level and above

Objectives

Digital citizenship and literacy

| | Dimensions covered in task | (Potential) specific objectives |
|-------------------------|----------------------------|---------------------------------|
| Digital Citizenship | Ethical and responsible | |
| | Safe | |
| | Critical | |
| | Informed | |
| | Competent | |
| Technological literacy | | |
| Meaning-making literacy | Information literacy | |
| | Media literacy | |
| Interaction literacy | Multimodal literacy | |

Main language activity

Intercultural aspects

Possible steps

**Would you use some of these
digital tasks in your context?**

<https://digistorm.app/p/4302207>





Tasks for learning, for being and for social engagement!

An array of tasks (*social, repetition, tele-collaboration, RWT, informal/incidental, reflective*); rooted in established social practices, fostering:

- Digital self and identity construction:
- Discursive and practice communities,
- Professional identity and empowerment; citizenship.

What would be your RWT?

<https://digistorm.app/p/9692942>





Thank you!

Merci... Gracias... Danke... Obrigada... Xièxiè... Shukran... Efcharisto... Tak
...Dziękuję... Дякую...

marie-josee.hamel@uottawa.ca

@mjhamel20

[linkedin.com/in/marie-josée-hamel-a3a47824](https://www.linkedin.com/in/marie-josée-hamel-a3a47824)

<http://olbi.uottawa.ca/hamel.php>



Essential Bibliography

- Caws, C., Hamel, M.-J., Jeanneau, C., & Ollivier, C. (2021). *Formation en langues et littératie numérique en contextes ouverts – Une approche socio-interactionnelle*. Éditions des archives contemporaines.
<https://www.archivescontemporaines.com/books/9782813003911>
- Hamel, M.-J. (2019). Bilingues, francophiles et citoyens du web ! / Bilinguals, Francophiles and Web Citizens!: CALICO 2019 Keynote. *CALICO Journal*, 36(3), 162–183.
<https://www.jstor.org/stable/26904750>
- Ollivier, C., & Projet e-lang. (2018). *Digital literacy and a socio-interactional approach for the teaching and learning of languages* (C. Jeanneau & R. Dupont, Trans.). Council of Europe Publishing;
<https://www.ecml.at/Portals/1/5MTP/Ollivier/e-lang%20EN.pdf>.
- Ollivier, C. & Jeanneau, C. (2023). (C. Caws, Trans.). *Developping digital citizenship and language competences*. European Centre for Modern Languages of the Council of Europe. ISBN 978-92-871-9318-6