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DIGITAL LITERACY FOR THE TEACHING AND LEARNING OF LANGUAGE

TOWARDS

A SOCIO-INTERACTIONAL APPROACH

TO FOSTER AUTONOMY IN

LANGUAGE LEARNERS AND USERS

"Digital literacy for the teaching and learning of language"
October 2017

"Languages at the Heart of Learning"
2016-2019

TWO MAIN ELEMENTS FORM OUR PROJECT UNDERPINNING:

- Adopting an approach focusing on social interactions where the preferred tasks are conducted in real life

- Combining tasks and the use of digital resources for learners to develop both lifelong skills and a stronger autonomy

THE IMPLEMENTATION OF THIS APPROACH REQUIRES TO:

- be aware of digital resources

- know how to use them

- evaluate their potential for language teaching and learning.

WHAT IS DIGITAL LITERACY?
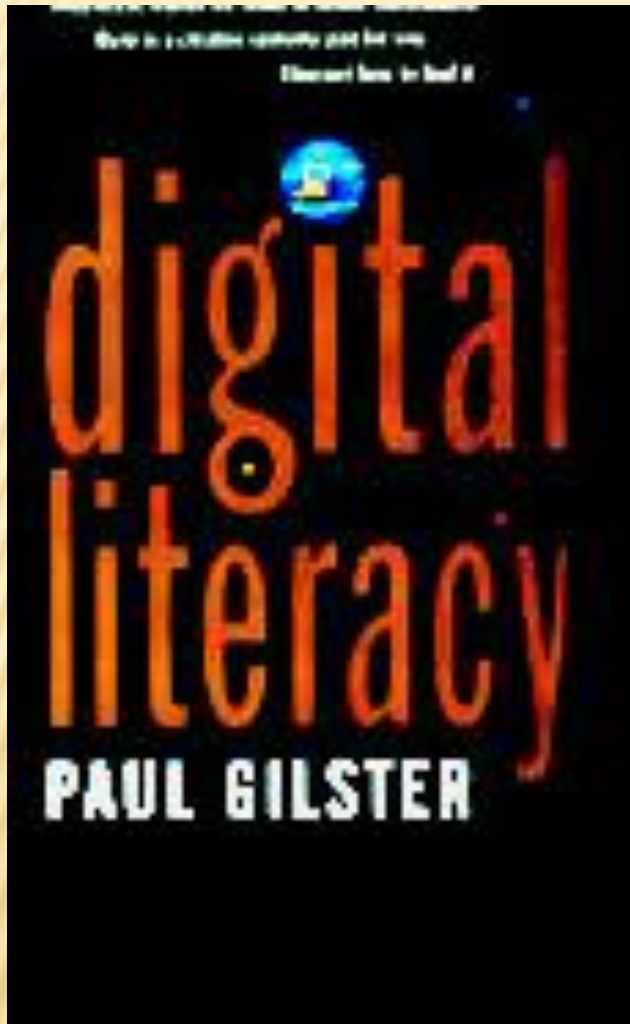
Computer literacy

ICT literacy

eLiteracy

New literacy

21st century literacy/ies

Literacies of the digital

"The ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers"-

Paul Gilster , 1997

BROADENED DEFINITIONS

Eshet-Alkalai's model

- *Photovisual literacy*
- *Reproduction literacy*
- *Branching literacy*
- *Information literacy*
- *Socioemotional literacy*
- *Real-time thinking*

The EU project DiEugLit

- *Technical literacy*
- *Information literacy*
- *Media literacy*
- *Visual literacy*

Jisc

- *Communication, collaboration and participation*
- *Digital creation, innovation and scholarship*
- *Information, data and media literacies*
- *Digital learning and development*
- *Digital identity and well-being.*

DIGITAL LITERACY IS

- an individual's ability to access both information and methods of communication through a technologic tools such as smartphones, tablets, laptops and desktop PCs (Wikipedia)

- the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet (Cornell University)

- having three buckets:

 1) finding and consuming digital content;

 2) creating digital content; and

 3) communicating or sharing it

 (Hiller Spires, a professor of literacy and technology at North Carolina State University)

DIGITAL LITERACY: SELECTED FEATURES

Ethical and critical framework

Media literacy

Background knowledge
(sourcing to dissemination)

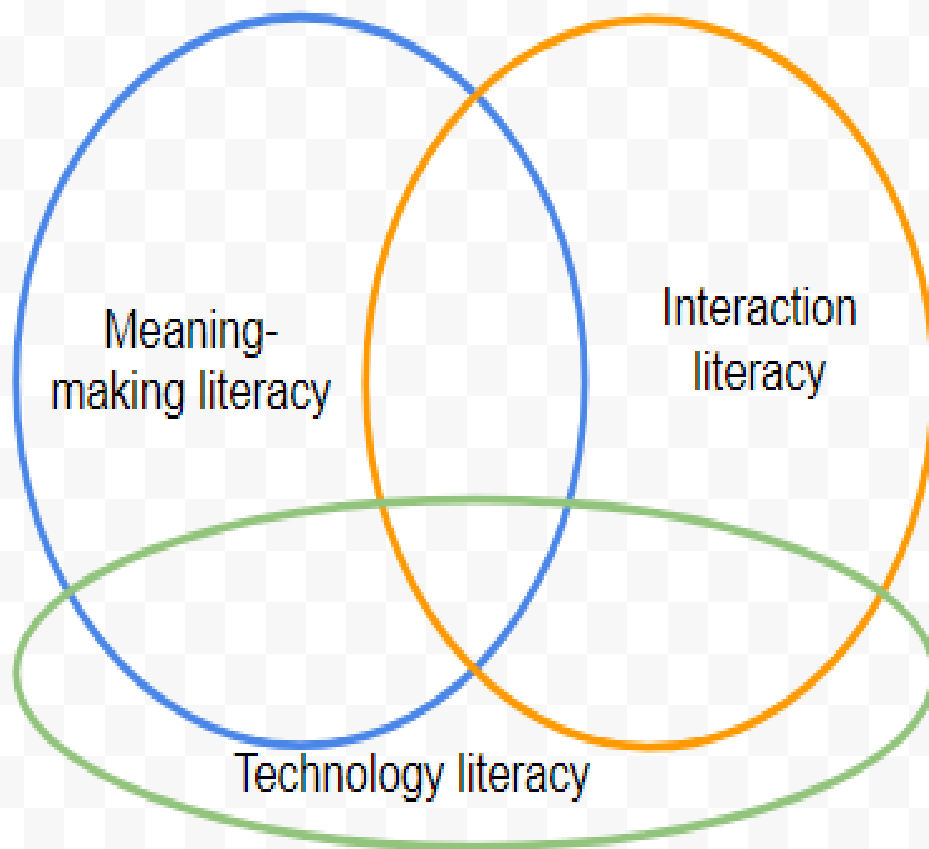Information literacy

Visual literacy

Meaning-
making literacy

Interaction
literacy

Computer-mediated
communication literacy

Collaboration literacy

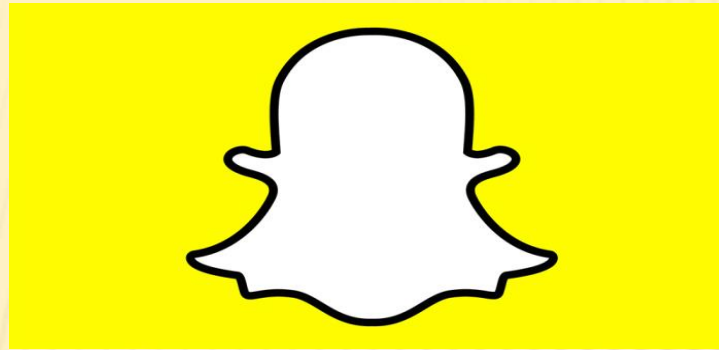Participation literacy

Technology literacy

Digital technologies should not be blindly accepted and adopted.

We are in favour of an open-minded, "critical and realistic stance" which is neither overzealous nor too negative towards new technologies

DEVELOPING DIGITAL LITERACY

'Tech-comfy' but not *'tech-savvy'*

APPROACH

An action-oriented approach based on tasks which allow learners to experience different aspects of digital literacy - as *passive users* (using online dictionaries for example) and as *active users* (co-constructing knowledge on collaborative sites for example).

Not only that learners discover new digital resources but also learn how to combine them to successfully complete a task, thus develop strong skills as language learners and users.

By creating digital content, learners would deepen their awareness and knowledge of available resources.

IMPLEMENTATION BASED UPON THE WORK OF TWO EU PROJECTS: DIDACTICLANG17 AND DIGEULIT18.

- identify the skills and knowledge needed to complete the task;
- assess which skills and knowledge are already acquired;
- determine what is feasible to achieve;
- identify the resources which, combined with own prior knowledge, will lead to the successful completion of the task. Resources may refer here to people, physical artefacts or digital resources and may (or not) already belong to the learners' PLEs;
- locate and access these resources, then assess their relevance and reliability;
- combine the information and support provided by these resources to accomplish the task;
- carry out the task;
- publish these outputs;
- reflect on the process as well as on the resources used in order to assess their relevance, strengths and weaknesses ;
- add these newly acquired knowledge and resources to their PLEs.

AUTONOMY OF LEARNERS

- identifying and using digital resources which complement individual knowledge and knowhow;

- critically evaluating these resources and assessing their relevance as language users.

SOCIO-INTERACTIONAL APPROACH

1) Any form of communication (and any action) occurs within the context of a social interaction, i.e. an evolving personal relationship which links the people involved.

2) This social interaction is the most decisive element of the action and/or communication as it shapes its form and determines its meanings.

3) Human actions and the co-construction of meaning contribute to define social interactions.

4) We believe that the ability to adapt one's actions and communication to the relational context at play is a basic competency. We are referring to it as social interaction competency.

5) The construction of meaning happens within the act of communication, in the interaction which links the various actors of the communication. The message is not the mirror of a predefined meaning, so the interlocutor is not tasked with just reconstructing this meaning. The meaning is co-constructed within the interaction by the various communication partners.

Social interactions at the heart of its definition of tasks.

Improvement of the communication competence

Developing a real ability to communicate.

Adapting the language activities to the various relational scenarios

THIS PROJECT AIMS :

To expand the current task taxonomy to include **real-world tasks** (tasks occurring in everyday/real life) in order to include social interactions with people who do not belong to the teaching-learning process.

To focus on tasks taking place on the **social/participative web**, also known as *web 2.0.*

To allow learners to complete tasks which reach **beyond the educational boundaries** (both in terms of target audience and type of interactions).

SELECTED CHARACTERISTICS OF A TASK

- A task occurs within social interactions and these will strongly influence its execution.
- It also occurs within a specific context imposing some constraints of space, time or resources.
- The completion of a task is based on an intention.
- The task produces an outcome or an output (concrete or abstract).
- As meaning is paramount, the task must have a purpose beyond its language learning value. A well-designed task will allow learners to concentrate on its purpose.
- The execution of a task requires cognitive operations combining knowledge and know-how.
- It is based on specific language and linguistic resources.
- It may not be solely language-based.
- It is divided in stages.

social interactions

Aim / Intention

Context

Execution in stages
though a range of activities (language-based or not) prioritising meaning

Output/Outcome

Internal resources

External resources
human or technological
digital or not

TYPES OF TASKS

TASKS AND REAL LIFE

REAL-LIFE TASKS

TASKS REMOVED FROM REAL LIFE: CLASSROOM TASKS

OUTSIDE REAL LIFE

THE DUAL FOCUS OF REAL-WORLD TASKS ON THE WEB 2.0

Tasks carried out within a social interaction which is taking place beyond the classroom and educational boundaries

Posting comments on a discussion thread of a newspaper, contributing to crowdsourcing sites such as Wikipedia or sharing recipes on a specialised site are examples of such tasks.

GROUNDING IN EVERYDAY LIFE

Learners are interacting with people who are outside the educational system.

Different sorts of social interactions

Learners become users in order to collaborate with others

Most of the real-world tasks using web 2.0 technology existed prior to their pedagogical application

The task evaluation is carried out within the interaction itself by the people with whom language learners/users are interacting

EDUCATIONAL GROUNDING

Language learners/users need various sets of skills and knowledge

It leads to the creation of a secure and safe space and development of skills and knowledge.

These tasks are interesting and different from others due to their opening to the outside world and their relying on authentic social interactions.

Learners/users develop a Personal Learning Environment (PLE)

REAL-WORLD TASK OR PROJECT?

Very similar with several differences

-Length of the activity

-Collaboration

-Work allocation

BENEFITS OF REAL-WORLD TASKS

- ❖   DUAL AUTHENTICITY
- ❖   OPENING UNTO THE WORLD - (INTER)ACTING OUTSIDE THE CLASSROOM BOUNDARIES
- ❖   OVERCOMING THE LIMITATIONS OF THE (LANGUAGE) CLASSROOM
- ❖   REAL-WORLD TASKS AND MOTIVATION
- ❖   LEARNING TO BE MORE THOROUGH
- ❖   LANGUAGE LEARNER AS LANGUAGE USER
- ❖   LEARNER'S RIGHT TO SPEAK AND EMPOWERMENT
- ❖   BENEFITS OF ONLINE LANGUAGE AND SOCIAL INTERACTIONS IN INFORMAL CONTEXT

TEACHER ROLE(S) IN A SOCIO-INTERACTIONAL APPROACH

EVOLVING ROLE?

WHAT THE ROLE DOES NOT INVOLVE

WHAT THE ROLE DOES INVOLVE

CHECKLIST FOR 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 .**
It was not created by the teacher. The teacher doesn't have ownership nor special rights.

Pre-existing nature of the tasks
Tasks are not created by teachers, 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

TASK SAMPLES

You are going to write some touristic information in English about your hometown. This will be shared on the English version of the Wikitravel site. You will thus contribute to further develop this online travel guide. You will particularly focus on adding some recommendations in the 'Eat and Drink' section.

TASK SAMPLES

❖ To rate and comment on the poem S*paghetti dinner* https://www.poetrynation.com/poems/spaghetti-dinner/ on www.poetrynation.com and then to create their own poem and upload it to the website to be rated by others

❖ To have an opportunity of building their own class on YouTube channel, where they can present their passion, interest, or special knowledge- a Vlog

❖ To ask any question you have wherever you are in a written form in a real time(sharing knowledge, know-how, points of view) - Jodel

TASK SAMPLES

❖ To communicate with pen pals abroad and learn about their lives, countries and cultures -Glogster ,Students of the world

❖ To communicate about free time through speaking, reading, writing and listening- http://iearn.org

❖ To create a tutorial "How to prepare for a job interview" - Wikihow / school blog / school website

SOME DIGITAL RESOURCES...

SOME DIGITAL RESOURCES...

MORE INFORMATION

https://www.ecml.at/ECML-Programme/Programme2016-2019/Digitalliteracy/tabid/1797/language/en-GB/Default.aspx