Digital citizenship through language education

ECML   - European Center of Modern Languages

Agathi Skapoulli

Learner Profile

- Learners → User → social agents with multi-facet identities
- '**<u>citizens</u>**' who engage and act in several communities
- Guided by the rights and responsibilities, associated with certain values
- (inter)act with digital technology.

The project aims to:

- help learners become competent and autonomous language users and digital citizens who evaluate information and use technologies in efficient, critical and responsible manner.

- Bring to the fore the importance of social interactions in human communication and action.

This project meets the request of the Council of Europe's "Education for Digital Citizenship" project to develop concrete activities in the different school subjects.

Approach

It introduces a **socio-interactional approach** to language teaching and learning and a new type of task to be implemented on the Web 2.0:

⬇

real-world task

Does not mimic real life but it is authentic as both the purpose and the target audiences are real.

➢ integrates strong inclusive and creative dimension

➢ focuses on motivation

➢ Focuses on meaning rather than form

REAL WORLD TASKS

- **use** language as you would in real contexts.
- Offer **social interactions** which go **beyond the educational boundaries.**
- It should **not be imposed** but rather be suggested to the learners.
- **Language learning is not the main objective** of the task; the main objective is, for example, to share knowledge, an opinion or an experience, to request an opinion or a piece of advice, to discuss a news item or to talk about a hobby.
- Most or the real-world tasks already exist – **they are not created by teachers**. Students are invited to use sites and platforms and contribute to them.

Fear of Missing Out

e-lang citizen team

Teacher Sheet

Task

Your students will be given the following task.

> You are going to deal with the phenomenon *Fear of Missing Out* (FOMO). You will reflect on your social media behaviour and find out whether FOMO might affect you and your classmates.
> To do so, you will work with a Wikipedia article about FOMO in different languages and make up a brief questionnaire.

Website

Website available in English, French, German, Italian, Portuguese, Russian, Spanish and other languages]

- Wikipedia DE: https://de.wikipedia.org/wiki/Fear_of_missing_out FoMO
- Wikipedia EN: https://en.wikipedia.org/wiki/Fear_of_missing_out FOMO
- Wikipedia ES: https://es.wikipedia.org/wiki/S%C3%ADndrome_FOMO Síndrome FOMO
- Wikipedia FR: https://fr.wikipedia.org/wiki/Syndrome_FOMO Syndrome FOMO
- Wikipedia IT: https://it.wikipedia.org/wiki/FOMO
- Wikipedia PT: https://pt.wikipedia.org/wiki/S%C3%ADndrome_de_FOMO Síndrome de FOMO

Further reading about FOMO

- DE: https://jungle.world/artikel/2018/32/fomo-ist-voll-pomo
- EN: https://www.verywellmind.com/how-to-cope-with-fomo-4174664

The article includes tips for minimizing FOMO; A2 level should be enough to work with the text:

CEFR level – For A2 level and above

Objectives

Digital citizenship and literacy

Dimensions covered in task	With this task students should
➢ Ethical and responsible behaviour	➢ Become aware of their social media usage and possible dangers for personal health.
➢ Technological literacy	➢ Learn how to use a tool to build a questionnaire and make a survey. ➢ Learn how to use a translation tool. ➢ Have a critical look at the tools used.
➢ Collaboration literacy	➢ Learn how to build a questionnaire together. ➢ How to fill in a survey.
➢ Plurilingual dimension ➢ Intercultural dimension	➢ Understand that Wikipedia offers the possibility to have information about one and the same issue in different languages.

Main language activities

- Written reception
- Mediation
- Written production
- (Oral production)

Plurilingual / intercultural aspects

Compare and analyse texts in different languages.

Possible steps

1. The first step consists of providing the text in the students' mother tongue or a language they understand well.

2. In the next (second) step the students read the text about FOMO in their target language(s).

3. Finally, students develop a brief questionnaire (in the target language or in the language of the institution) to reflect on their social media behaviour.
    You may propose the tool MS Forms: https://www.microsoft.com/en-us/microsoft-365/online-surveys-polls-quizzes

4. To help them find relevant questions for the survey, you could refer your students to the text about *Facebook anxiety*:
    https://www.verywellmind.com/ten-things-not-to-do-on-facebook-when-you-have-sad-3024849.

5. Encourage your students to use a translation tool (e.g. DeepL: https://www.deepl.com) to help them build the items for the questionnaire. Show them how to use the translation tool critically.

6. Students answer the questionnaire.

7. Once the survey is completed, it is important to analyse the data gathered, even if this has to

Fear of missing out

e-lang citizen Team

Student Sheet

Task

> You are going to deal with the phenomenon *Fear of Missing Out* (FOMO). You will reflect on your social media behaviour and find out whether FOMO might affect you and your classmates.
>
> To do so, you will work with a Wikipedia article about FOMO in different languages and make up a brief questionnaire.

1. Read a Wikipedia article about FOMO,
   a. first in your mother tongue or a language you understand well;
   b. and then in your target language(s)
      Reading first in a language you are fluent in helps you to get the gist of the text in your target language(s)
2. To find out whether FOMO might affect you and your peers, develop a brief questionnaire Use the tool MS Forms https://www.microsoft.com/en-us/microsoft-365/online-surveys-polls-quizzes,.
3. Do you need help to build the items of the questionnaire? Have a look at the text about *Facebook anxiety*; it might help you to get ideas on what to ask: https://www.verywellmind.com/ten-things-not-to-do-on-facebook-when-you-have-sad-3024849.

Websites

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- Wikipedia FR: https://fr.wikipedia.org/wiki/Syndrome_FOMO Syndrome FOMO
- Wikipedia IT: https://it.wikipedia.org/wiki/FOMO
- Wikipedia PT: https://pt.wikipedia.org/wiki/S%C3%ADndrome_de_FOMO Síndrome de FOMO

Further reading about FOMO

- DE: https://jungle.world/artikel/2018/32/fomo-ist-voll-pomo
- EN: https://www.verywellmind.com/how-to-cope-with-fomo-4174664 (includes tips for minimizing FOMO : https://www.verywellmind.com/how-to-cope-with-fomo-4174664#minimizing-fomo)
- Similar topic: facebook anxiety: https://www.verywellmind.com/ten-things-not-to-do-on-facebook-when-you-have-sad-3024849

CEFR level – For A2 level and above

Objectives

Digital citizenship and literacy

While completing this task, you can:

- find out more about your own social media behaviour and whether there is some danger for your personal health,
- discuss healthy ways of using social media,
- find out how to work with Wikipedia texts in different languages; this helps you to understand texts better in a foreign language,
- learn how to create a survey and carry it out using an online tool,
- learn how to use an automatic translation tool efficiently.

Plurilingual / intercultural aspects

Compare the texts describing *Fear of Missing Out*.

- Is there a translation of the terms in your language / in other languages?
- What are the key words to describe FOMO in each language you are investigating?

Compare these key words in the different languages and use them to speak about FOMO with your peers.

Hints

Work on the language-related aspects

Wikipedia offers the possibility to read the same entry in different languages. In order to do so, you use the sidebar menu. Click on the language you are interested in. Read the text in the foreign language. You can concentrate on the piece of text that describes the phenomenon.

Open the Wikipedia site on *Fear of Missing out* in all the languages that you understand and read the descriptions of the phenomenon in the different languages.

Sample Task CEFR B1+

- Choose one (or two) of your social media accounts and analyse the information you have chosen to include in your profile. You will compare your **online identity** with your identity in the real world. To do this, you will create your personal online identity card, share it in class with your colleagues and compare your online identity cards with your real-world identities.

Sample Task CEFR A2

- You will reflect on **book reviews** and comments made on these reviews on Instagram. By analysing these reviews, you will discover different ways (genres, language, etc.) of writing them. You will also discover how users react to and comment on other people's book reviews on Instagram. To do this, you will select and analyse a number of book reviews on Instagram to see how users react to these reviews.

Sample Task

CEFR B1

- You are going to think about what makes a good **film review**. To do this, you will choose a film, find various reviews of it online, in video or text form (reviews can be produced by independent viewers or by film critics), and then evaluate these reviews to determine what constitutes a film review. You will then draw up a list of the essential qualities and characteristics of this genre.
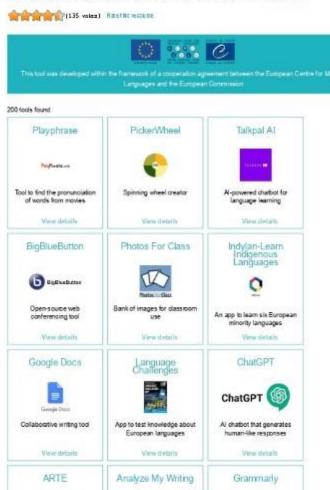
Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

ICT:REV

Inventory of ICT tools and open educational resources

Welcome to the inventory of freely available online tools and open educational resources for language teaching and learning developed by the ICT-REV project! The inventory contains a list of tools that have been evaluated with specific criteria in mind. Read more

★★★★½ (135 votes)   Rate this resource

This tool was developed within the framework of a cooperation agreement between the European Centre for Modern Languages and the European Commission.

200 tools found

Search for a keyword

[Search] [Clear filter]

Filter these tools

Principal Functions
- Audiobooks
- Autonomous learning
- Audio recording
- Blogging
- Bookmarking
- Citation managers
- Collaborative writing
- Course management
- Crossword puzzle creators
- Digital whiteboards
- Educational sharing
- File sharing/syncing
- Flashcard creators
- Game apps
- Generative AI
- Image and video editing
- Image banks
- Marking and feedback
- Mind mapping
- News aggregators
- Note taking
- Poster/infographic creators
- Poll and survey creators
- Quiz/exercise makers
- Screen recording
- Slide presenting
- Story creators
- Streaming/radio services
- Timeline creators
- Translation tools
- Verb conjugators
- Video conferencing
- Video recording/creating
- Virtual Exchange
- Virtual pinboards
- Website/app creators
- Word cloud creators

Type Of Interaction
- Group/pair work - classmates
- Group/pair work - outsiders
- Individual work
- Presenting (e.g. lecturing, storytelling)

Skills
- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Grammar
- Pronunciation
- Intercultural

Content
- You supply
- Website/other users supply

[Filter]

Playphrase
Tool to find the pronunciation of words from movies
View details

PickerWheel
Spinning wheel creator
View details

Talkpal AI
AI-powered chatbot for language learning
View details

BigBlueButton
Open-source web conferencing tool
View details

Photos For Class
Bank of images for classroom use
View details

Indylan-Learn Indigenous Languages
An app to learn six European minority languages
View details

Google Docs
Collaborative writing tool
View details

Language Challenges
App to test knowledge about European languages
View details

ChatGPT
AI chatbot that generates human-like responses
View details

ARTE

Analyze My Writing

Grammarly

Teacher Role

- Teachers' role is not as important as in classroom tasks. The **teacher does not evaluate nor influences the interactions**.

- Teachers **evaluate and assess** the pedagogical value of the **sites and prepare a scenario.**

- Teachers **find or prepare the (inter)actions partners**.

- Teachers **motivate and mobilize** the learners to gain their commitment to the task at hand.

- Teachers **simplify the task by avoiding cognitive overload**.

- Teachers help learners to keep the attention on the essential elements ; **social interaction is more important.**

- Teachers **act as resources or advisors** to facilitate the task completion.

14 Feb 2022

Get to know me - Get to know my country

PROJECT • Active

Get to know me - Get to know my country

Students will be given the opportunity to use a real world task whereas they will collaboratively work to produce 'Get to know my country' reports based on the interest of their counter partners. The shared information will then be used to prepare ' Meet a new culture' posters to be displayed in the partner schools. All four skills will be practised and students will not only get the chance to meet and interact with peers from other cultures but also become creative, autonomous and responsible digital users.

Project options ⋮

Show less ∧

Hi Valéria!!!

It's so nice to meet you! I'm really sorry for the delay, I haven't seen your message. I saw your presentation too! You seem like you put a lot of effort into that! You seem like a nice person to chat with too!!! As I've seen from your presentation you really like the things that I like! I'd really like to travel, learn new languages (e.g. Korean), and even try bungee jumping and other activities in the future. You love animals as I do! Your dog seems so lively by the way :)

Unfortunately, I don't have pets but I'd love to have a cute puppy in the future since I can't have a panda at home!

So, what's your favorite song or movie? I'd really like to learn more things about you!
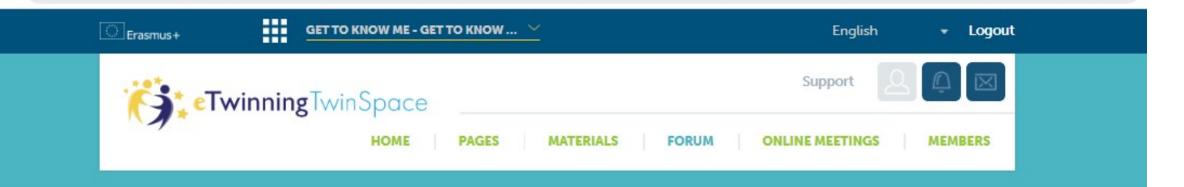
Have a nice day,

Maria

08:23 - 25.03.2022

My name is Valeria and I just wanted to tell you that I saw your presentation and you seem like a really nice person to chat with, also your hobbies look like fun. I would be glad if you wrote back but that's up to you...anyway, that's probably all so have a good day.

tivities I ke to do

○ Some of my bbies are watching nime and movies - horror and medy ones, taking otos of nature and y, drawing, playing games, listening to music (rock.

eTwinning TwinSpace

Support

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Local sights

Subscribe

Hello there!

From your presentations we can see that there are some really nice places of interests so we would like to find out more about your local sights. So,

1. What's the best attraction in your city in your opinion and why?

2. What are the most popular see-sights in your town and why do you think that they attract so many people?

3. What's your favourite attraction and why?

Can't wait to get your anwers,

Georgia, George, Ekaterine, Eliana and Marinos

Edit • Delete

Online

Hi,

in our opinion, the best attraction in our city is a big park where you are able to do many activities including just relaxing in nature, there is also that one grotta you've seen in our presentation, nearby the big park there is a smaller one where kids can play various games. There is also a small lake with chinese golden fishes. Above the lake is a romantic bridge.

On the edge of the park is a historical museum. Then we have a cinema, many shops, cinemas, restaurants, coffee places and many more...

Our favourite attraction in Dubnica is cinema, coffee places and restaurants.

Sára, Val, Simonka ♥

And we also have questions for you:

1. Are there any interesting cultural monuments near your area?

2. What is your favourite turistical location, where you like to go? Can you describe it?

3. Could you tell us something special about your country?

Reply • Quote • Edit • Delete   Valéria Punová - 12.04.2022 @ 10:57

Resources

- https://www.ecml.at/ECML-Programme/Programme2020-2023/Digitalcitizenshipthroughlanguageeducation/tabid/4302/Default.aspx

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

- https://www.ecml.at/Portals/1/6MTP/project-ollivier/documents/e-lang-citizen-profile-EN.pdf?ver=2021-06-18-162148-663

- https://www.ecml.at/Portals/1/documents/ECML-resources/elang-EN-A5_28112018_112721.pdf?ver=2018-11-28-112721-473

- https://www.youtube.com/watch?v=UxIN4n4fmTQ