

FOREIGN LANGUAGE TEACHERS' ACTIVITIES TO DEVELOP STUDENTS' DIGITAL CITIZENSHIP COMPETENCES: FINDINGS OF THE DICE. LANG PROJECT

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ABSTRACT

The extreme situation connected with the outbreak of the pandemic coronavirus has forced foreign language teachers worldwide to challenge their teaching competences and approaches when teaching remotely. Now, more than ever, foreign language teachers are forced or encouraged to implement digital materials, learning objects and environments. Meanwhile, foreign language teachers' knowledge, skills and attitudes related to Digital Citizenship Education (DCE) are tested and challenged, too.

The aim of this paper is to explore how confident and knowledgeable about DCE foreign language teachers are in order to offer activities that can enhance the development of language learners' digital citizenship competences. This study presents the survey findings of the ERASMUS+ project: "Digital Citizenship Education and Foreign Language Learning" (Dice.Lang), which brings together five European partner universities: University of Munich, University of Aveiro, University of Latvia, University of Limerick, and Siena Italian Studies. There were 627 foreign language teachers (312 pre-service teachers and 315 in-service teachers) in total who participated in the online survey representing Germany, Ireland, Italy, Latvia, and Portugal. The findings highlighted the needs foreign language teachers have to develop and apply their expertise on DCE in their language lessons.

The authors of the paper present their vision to address the teachers' needs, providing and analysing samples of a comprehensive set of open educational resources (OER) available in English and additional European languages. These OER, which have been designed by the Dice.Lang consortium and confirmed by the questionnaire results, aim at developing language learners' digital citizenship competences. The resources intertwine the five DCE strands created by the consortium (Critical Digital Literacies; Intercultural and Transcultural Perspective on Digital Exchanges; Identity-oriented Component; Content-oriented Perspective and Critical and Meta-reflective Component) with the existing European theoretical frameworks.

Keywords: *Digital Citizenship Education, digital competences, digital literacies, foreign language teachers, language education, open educational resources.*

Introduction

The world is in continual change influenced by different events that are happening globally and are having an impact on the different spheres of individual lives. In 2020 the world suffered a devastating health crisis originated by the Covid-19 pandemic, together with an energy crisis that has been reaching unsustainable levels especially since the start of war conflicts in the East of Europe. The rise of populism in Europe and elsewhere, issues related to the global North and South divide, and the ideal of a fairer world are also examples of the realities people are experiencing in this current time. In the education domain, things have also been impacted by what is happening globally. A clear example of this is how the pandemic forced educators worldwide to test their teaching competences and approaches when teaching remotely.

Thinking about the role of education within this global situation, Sjur Bergan (2021), the former director of the Education Department in the Council of Europe, refers to the role of schools and the extension to the role of education stating that “more than prepare somebody for the future, schools must empower learners to shape the future”. It is in this context that Digital Citizenship Education (DCE) has emerged as a supranational priority, as strongly affirmed through recommendations issued by the Council of Europe. DCE, as it can be interpreted, seeks to empower younger citizens to participate actively and responsibly in a digital society and to foster their digital skills effectively and critically. Clearly, all of these are closely related to the four digital citizenship (DC) dimensions that Choi (2016, p. 584) references in carrying out a concept analysis of DC, covering *inter alia*: digital ethics, media and information literacy, critical resistance and participation and engagement.

In order to facilitate the implementation of DCE in curricula across Europe, subject-specific solutions are required which, at the moment, are still severely lacking. Teaching digital citizenship helps ensure that students are successfully practising both respect and responsibility for themselves and others in a digital environment. Digital citizenship supports users to participate safely, critically, effectively, and responsibly in the world of digital technologies (Ollivier, 2022) while developing a set of capabilities and behaviours that exploit the opportunities the digital world affords and create resilience to potential disadvantages. It is essential to develop the competencies and skills needed to exercise one’s democratic rights in a digital society, since “digital citizenship is seen as an indicator of political participation, and social media promotes citizens’ digital civic participation and engagement in several communities” (MINDtheGaps, 2019, p. 7). Equally, there is still a “lack of awareness among educators

of the importance of digital citizenship competence development for the well-being of young people growing up in today's highly digitalized world" (Frau-Meigs et al., 2017, p. 9).

Dice.Lang – Digital Citizenship Education and Foreign Language Learning – is a three-year transnational European Erasmus+ Strategic Partnership (KA203) project aiming at strengthening the profile of Digital Citizenship Education within the foreign language context by providing pathways into educational resources, professional development, and policy updates. The project entails a consortium of experts from five European universities and research centres. The aims of the project consortium are to support (pre-service and in-service) language teachers in the process of acquiring those skills necessary to engage critically in the multilingual digital society while learning to implement them into their classes.

The Dice.Lang project aligns with other European projects such as the *Linguanum* project (<https://www.linguanum.eu/projet>) and the *Pensa* project (<https://pensa.univ-amu.fr/en>). The *Linguanum* project provides pedagogical training for language teachers who want or need to teach with digital technology and a guide for students showing how informal participation in participatory sites in the target language can help develop language skills and digital literacy/citizenship. The *Pensa* project focuses on the need for training and infrastructure to deliver blended, distant and/or co-modal teaching during the pandemic and on the need to educate young people on the implications in the use of social networking websites at psychological, sociological, economical, and ideological levels. Based on the number of projects that currently are dealing with DCE, it could be argued that digital citizenship has become a fundamental concept of many teaching and learning processes in the current world (Choi, 2016; Jæger, 2021). Therefore, the Dice.Lang project is interested in how pre-service and in-service foreign language teachers are dealing with their understanding and awareness of digital citizenship, and how they are including it in their teaching practices. Drawing from this, the authors of this paper address and discuss the following research questions:

- 1) how confident and knowledgeable foreign language teachers are in offering activities that can enhance the development of language learners' digital citizenship competences;
- 2) what the teachers' needs are when it comes to Digital Citizenship Education and how this is addressed in the project working framework and open educational resources.

Firstly, the discussion is tackled by presenting the methodology and the results of a survey conducted among foreign language teachers to assess their knowledge and confidence when it comes to DCE. The findings from the survey highlighted the needs foreign language teachers have to develop

and apply their expertise on DCE in their language lessons. To address these needs, a set of educational resources has been developed by the Dice.Lang consortium, offering pedagogical materials for teachers to use in their language classes. In the later sections of the paper, the authors contend how the Dice.Lang framework takes into account the aforementioned needs, provides and analyses samples of a comprehensive set of open educational resources (OERs) available in English and additional European languages. Both the survey needs analysis and the resources intertwine the five DCE strands of the framework created by the consortium (Critical Digital Literacies; Intercultural and Transcultural Perspective on Digital Exchanges; Identity-oriented Component; Content-oriented Perspective and Critical and Meta-reflective Component) and the existing European theoretical frameworks issued by the Council of Europe: “Digital Citizenship Education. 10 Domains” (2018), “Reference Framework of Competences for Democratic Culture” (Barrett et al., 2018) and “DigComp 2.2: The Digital Competence Framework for Citizens” (Vuorikari, Kluzer, & Punie, 2022).

The Dice.Lang Framework

The Dice.Lang project is working on developing a framework that provides competence descriptors to implement DCE in the context of Foreign Language Education. The working framework entails 5 key strands: Critical Digital Literacy; Critical and Metareflective Components; Content Oriented Perspectives; Identity Oriented Component and Inter and Transcultural Perspectives on Digital Exchanges (see Figure 1).

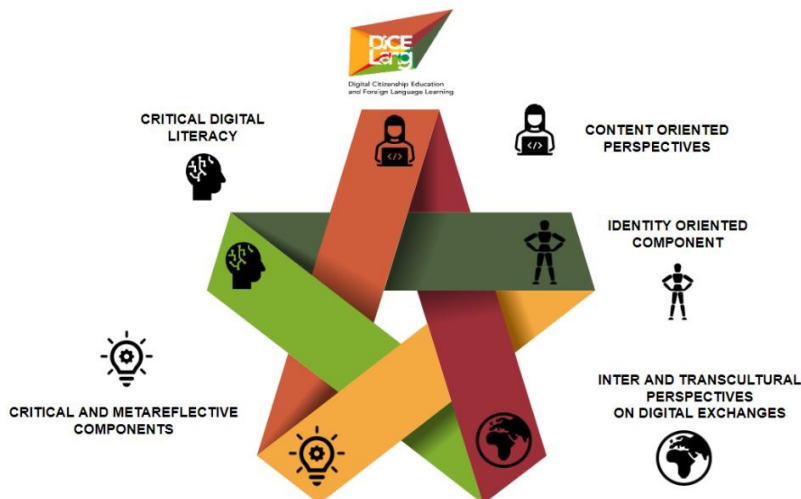


Figure 1. The Dice.Lang Working Framework

The first strand focuses on Critical Digital Literacy (CDL) which refers to a set of capabilities and analytical viewpoints that empower learners to participate fully in the digital world while understanding, interpreting, managing, sharing and creating digital content. The second strand, Critical and Metareflective Components, refers to critical thinking skills and reflecting attitudes that allow learners to become competent in the digital world through an understanding of its complexities, how people relate to digital media and how the constant immersion into the digital world shapes its users. The Content Oriented Perspectives addresses the learners' ability to engage effectively and critically with current topics and issues presented on digital media while finding their own presence and position. The Identity Oriented Component focuses on the learners' awareness of both their real and digital identities with respect to their near-constant online presence. Finally, the last strand entitled Inter and Transcultural Perspectives on Digital Exchanges refers to the need of raising awareness on the importance of cultural encounters in the digital world in order to understand and support inter and cross-cultural differences/similarities as well as promote relationships across cultures to negotiate and exchange worldviews as global-digital citizens.

Methodology

Conducting a survey was a part of the chosen research method exploring how confident and knowledgeable foreign language teachers are to offer activities that can enhance the development of language learners' digital citizenship competences. The authors also aimed to find out the fundamental needs of in-service and pre-service foreign language teachers in order to introduce DCE related topics in their language lessons, thus identifying the underlying reality of the teachers' needs for DCE related thematic lesson plans as OER. The online questionnaire was designed in LimeSurvey.com and made by Likert-type and multiple-choice questions. This paper analyses questions about foreign language teachers' online activities in hours per week and per 40-hour work week; sources of information foreign language teachers explore and foreign language teachers' opinion on their confidence to teach and develop particular skills in foreign language lessons. Following Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data (Official Journal of the European Union, 2016) and the approval of the Research Ethics Committees of the Dice.Lang project partner universities, the validated questionnaire was distributed by the project consortium.

The research sample consisted of 627 foreign language teachers in total (312 pre-service teachers and 315 in-service teachers) from Germany, Ireland, Italy, Latvia and Portugal who completed the online questionnaire. Respondents were chosen randomly from foreign language in-service and pre-service teachers. Figure 2 gives a detailed overview on the participants in the survey. 244 respondents were from Germany, 146 were from Portugal, 121 were from Latvia, 76 were from Italy and 40 were from Ireland. The largest group of respondents were from Germany, 39% of all.

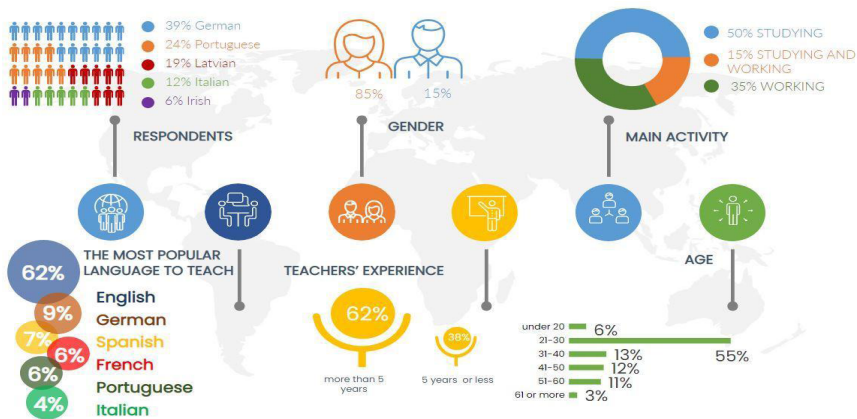


Figure 2. Profile of the Dice.Lang Survey Participants ($N = 627$)

Among the respondents there were mostly English in-service teachers ($N = 235$), followed by German teachers ($N = 37$) and Spanish teachers ($N = 33$). Other in-service teachers indicated other languages that they taught: French, Italian, Portuguese, Russian, Latvian, Latin, Irish and even Mandarin. Also, the majority of pre-service teachers studied to become English language teachers ($N = 283$), followed by future German ($N = 35$), Spanish ($N = 26$) and French ($N = 22$) language teachers. Consequently, the authors of the research identified the key target languages for developing further OER.

To characterise the respondents, there were 50% of pre-service teachers who were still studying towards their degree and career in foreign language teaching, 15% of respondents already worked in schools, and 35% of respondents were in-service foreign language teachers. The main age range of the respondents was 21–60 years of age (55% for ages 21–30; 13% for ages 31–40; 12% for ages 41–50; 11% for ages 51–60). Among the respondents there were 62% of in-service foreign language teachers who had more than 5 years of in-service experience, the other 38% of respondents had experience of 5 years or fewer. Countries with the most experienced teachers among the reached respondents were from Italy and Portugal.

Data collection was done in spring 2020 when there was a global outbreak of Covid-19, school closures and lockdowns. Pre-service and in-service foreign language teachers' knowledge, skills and attitudes related to the implementation of digital materials, tools and environments were tested and challenged due to emergency remote teaching and learning circumstances. Teachers were also invited to respond to questions about how to enhance the development of language learners' digital citizenship competences while being online and consuming digital content excessively.

Results

Descriptive statistics were used to describe the elicited data, exploring the frequency distribution and central tendency within the collected pre-service and in-service foreign language teachers' responses in the online questionnaire. First, the authors of this paper analysed the question of how often the respondents performed various online activities (see Table 1). The respondents indicated their engagement in online activities in hours per week, reporting the frequency of time devoted to working, consuming information, communicating and socialising all online. In particular, they reported on their online research exploring further and in-depth aspects and issues on DCE that could be addressed and tackled in their foreign language lessons together with learners as a part of their language practice.

Table 1. Foreign Language Teachers' Online Activities in Hours per Week ($N = 627$)

Activity	Never	1–5 hours per week	6–10 hours per week	11–20 hours per week	21–40 hours per week	41 or more hours
Consuming information	3	118	185	129	116	43
Working	41	79	97	137	155	77
Communicating	4	171	146	113	92	56
Researching	8	223	175	116	44	11
Socialising	18	203	158	94	56	20
Sharing digital content	36	202	102	43	28	2
Creating/producing/ developing digital artefacts or content	93	220	91	49	26	2
Learning	92	209	71	58	25	4
Playing	271	112	42	21	12	7

The obtained data showed that foreign language teachers spent between 11 hours and more per week working online (59% of the respondents), consuming information online (46% of the respondents), and communicating online (42% of the respondents). This could indicate the reality of the pandemic period when study, school internship and emergency remote teaching and learning were forced to happen in the digital space entirely, if not for most of that time. In comparison with the other activities online, the respondents pointed out that they spent less time researching, creating and developing digital artefacts and content, sharing digital content and learning independently as the majority devoted less than 5 hours per week to these online activities. Apparently, foreign language teachers' professional habits of working and networking online are regular and strong.

The authors of the paper used the survey data to create an image of an average foreign language teacher and their online activities in hours per 40-hour working week (see Table 2). As a result, it was discovered that an average foreign language teacher out of the 40-hour work week devoted 9.6 hours to working online, 7.3 hours to communicating online, 6.5 hours to consuming digital information, and to spending around 4 hours on socialising and researching. Clearly, there is a certain impact of Covid-19 pandemic that has contributed to such an image of a teacher's work week activities.

To find out the respondents' established practices when researching and collecting ideas for their foreign language lessons, the language teachers were asked to specify those sources of information which they examined and consulted in their lesson planning process in order to introduce certain online and digital resources.

Table 2. Hours an Average Foreign Language Teacher Spends in Online Activities per 40-Hour Work Week ($N = 627$)

Activity	Hours
Working	9.6
Communicating	7.3
Consuming information	6.5
Socialising	4.4
Researching	4.0
Learning (e. g., using a language learning apps)	2.5
Sharing digital content	2.4
Creating/producing/developing digital artefacts or content	2.3
Playing	1.0

To answer the question: “Where do you search for information about the content and teaching methods to teach using online and digital resources in the language classroom?”, the respondents could choose among the listed sources, for example, specialised websites, virtual databases and libraries, resources shared by professional associations, networks and their community of practice, including teacher professional development courses, social media and informal networks, e. g. in *WhatsApp* or *Messenger*.

Figure 3 shows that in general most foreign language teachers look for information in specialised websites, use teacher professional development courses and consult platforms created by their government to build expertise on various DCE related topics. Slightly fewer foreign language teachers use virtual libraries, virtual databases, social media and community of practice as places to find information for their language lessons. Furthermore, network groups on social platforms (e. g., *FaceBook*, *Instagram*) and podcasts are the least used by respondents. The respondents of every partner country indicated a similar tendency of the most popular sources of information, online and digital resources to be implemented in their language lessons. With reference to these findings, the authors of the paper and the project consortium had a greater and increased awareness of the sources of information that should be included in the open education resources for the community of foreign language teachers.

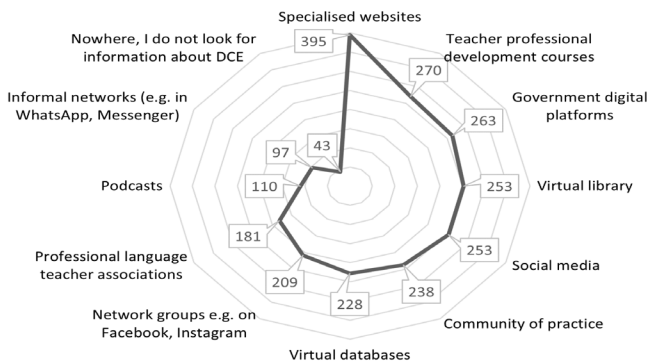


Figure 3. Sources of Information Foreign Language Teachers Explore (N = 627)

Linking foreign language teachers' independent exploration of various sources of information to their teaching practices, the authors aimed to discover how confident and knowledgeable foreign language teachers are to offer activities that can enhance the development of language learners'

digital citizenship competences. The responses to the following question were analysed: “To what extent do you feel confident when providing opportunities to develop the following skills in your foreign language lessons?” The skills for consideration were presented to the respondents (see Table 4) to be measured in the Likert-type scale: “Not confident at all”, “Slightly confident”, “Confident”, “Very confident”. Table 4 demonstrates the pre-service and in-service foreign language teachers’ responses indicating the Likert-type scale response anchors “Slightly confident” and “Confident”.

Table 4. Foreign Language Teachers Opinion on Their Skills They Feel Confident or Slightly Confident to Teach ($N = 627$)

Pre-service Teachers	Skills to Teach	In-service Teachers
93%	Listening and observing skills	81%
91%	Empathic skills	68%
87%	Communicative skills	87%
81%	Cooperation skills	68%
75%	Flexibility and adaptability skills	65%
66%	Autonomous learning skills	66%
61%	Conflict-resolution skills	55%
60%	Analytical and critical thinking skills	67%
55%	Plurilingual skills	51%

To teach with confidence is the aim of any professional either just looking forward to entering the profession as it is in the case of pre-service teachers or being already in the profession as a developed in-service teacher. Foreign language teachers design their lessons to involve receiving and processing the input of various types in the target language, offering activities for aural reception (listening), visual reception (reading) and audio-visual reception. Thus, it is true that teachers should feel confident or slightly confident to teach listening and observation skills that are essential components for digital citizenship competences, too. Another key set of activities is related to production, spoken and written, and combined modes of communication. Both pre-service and in-service foreign language teachers reported their confidence or slight confidence in teaching communicative skills and cooperation skills, as any interaction is fundamental in learning and in real world (online and offline) communication (Council of Europe, 2018).

When communicating and collaborating in the class activities to practise the foreign language, empathy is essential. This highlights the need to

be an active listener, with curiosity to explore the opinion of their peers in pair work, group work and teamwork. Whilst at the same time, interpreting a presented message correctly and adequately, clarifying ideas, and when needed, also resolving conflicts. Apart from that, such activities aim to promote the development of self-awareness, identity and extensive knowledge of oneself as any mode of communication enables one to discover personal values, emotions and behavioural patterns. Therefore, the foreign language teachers' confidence to foster the development of conflict-resolution skills, flexibility and adaptability skills to manage and facilitate collaborative interactions with peers should be considered. Again, they can be used in conjunction with the help of action-oriented activities which can contribute to the classroom practice of both foreign language and the previously listed skills.

Furthermore, online interaction has become an inevitable component of the foreign language learning process, especially in the context of the respondents' experiences of remote emergency teaching and learning. Indeed, the need for teacher professional competence to teach and introduce learning strategies that promote the development of learner mediation skills emerged more than ever during the Covid-19 period. Recently, as a support for foreign language teachers the Common European Framework of Reference (CEFR) was created, containing descriptors on online interaction and mediation in levels (Council of Europe, 2018) that assist teachers in selecting language learning activities that are appropriate to their learners and their language level. What is more, learning in online environments has opened the door to linguistic and cultural diversity thus the need for language users' plurilingual skills should be stressed, too. With reference to the CEFR (Council of Europe, 2018, p.157), plurilingualism "promotes the need for learners as 'social agents' to draw upon all of their linguistic and cultural resources and experiences in order to fully participate in social and educational contexts, achieving mutual understanding, gaining access to knowledge and in turn further developing their linguistic and cultural repertoire". As the responses of respondents show, although foreign language teachers indicate a considerably high confidence in teaching the skills already discussed above and thus enhancing also the development of language learners' citizenship and digital citizenship competences, to reach pre-service and in-service foreign language teachers' greater or complete confidence in this area, their specific needs should be addressed. These findings encouraged the project consortium to consider various opportunities to contribute to these teachers' needs with support, OERs with samples of lesson plans where the particular skills are addressed and a specialised website for further professional development and networking.

Discussion

To start the discussion, the authors relate some of the survey results with the Dice.Lang framework and how the framework takes into account foreign language teachers' needs within the provision of DCE. Concurrently, and drawing from the conceptual framework, the OERs developed by the Dice.Lang project consortium provide pedagogical materials for the development of digital citizenship vis-a-vis with foreign languages, in other words, authenticity for digital communication in the foreign language using different technology.

On the one hand, the survey results show that teachers are quite confident using technology, they explore online sources of information, research online and create digital artefacts or content. On the other hand, the survey shows results that indicate that foreign language teachers do not feel very confident or are not used to including into their language lessons the critical analysis component. Hence, criticality is essential in critical digital literacy, as it is in the other strands. The authors understand critical digital literacy as a set of competences and analytical viewpoints that empower learners to participate fully in the digital world. For this, they need to be able to understand and interpret digital content with a critical mindset that can evaluate content competently.

This criticality is very important, and it is present in all the different strands of the Dice.Lang conceptual model. Figure 1 shows a full strand dedicated to the critical and meta reflective component, a core aspect that allows learners to understand what is needed to navigate the digital world while understanding its complexities. In addition, this strand focuses on understanding how people relate to digital media and how the constant immersion into the digital world shapes its users. To summarise, this strand aims at developing the critical thinking skills and reflecting attitudes that allow learners to become competent in the digital world.

Language teaching goes hand in hand with (inter)cultural awareness and learning, as much as with exchanging values and attitudes. From this perspective, the foreign language teachers showed great confidence in integrating those components in their classes and lesson plans. The core strand of the Dice.Lang framework about inter- and transcultural components could be a good resource for teachers that are already integrating these elements in their classes. The novelty, perhaps, will reside in that the DCE will promote digital exchange practices in order to understand and support cross-cultural differences and promote relationships across cultures. Indeed, it should not be forgotten that the digital world has no borders.

Before the authors provide concrete examples of some OERs, it is worth mentioning the identity and the content-oriented strands from

the framework. Even though the survey does not bring any data related to these two strands, it is important to state that they give a clear and complete overview of how the framework addresses the needs or potential needs of foreign language teachers that wish to introduce DCE in their language classes. The identity component deals with questions related to types of identity. For instance, the kind of identity individuals represent, especially nowadays when considerable time is spent online and sometimes the digital identity differs from one's offline identity. Also, the question of individuals being aware of their digital footprints and how their personal information is stored and treated is discussed. The critical approach is absolutely necessary when talking about identity. Finally, the content-oriented perspective can be closely linked with language learning as it relates to the learners' ability to engage effectively and critically with current topics and issues presented on digital media, while finding their own presence and position. Talking and discussing all these topics online or in class through the target language will clearly show how the DCE and foreign language learning principles are combined.

The Dice.Lang consortium has developed 50 teaching units based on these five strands that are discussed above. To contribute to the conceptualization of five strands and discussion about the results of the survey, the authors of this paper introduce examples of five different OERs, each one dealing with a different strand. Each example indicates some of the learning outcomes of the unit and how they relate to DCE.

1. Critical Digital Literacies: *Seeing is no longer believing: Deepfake videos*

Potential product: creation of a collaborative digital infographic or poster with tips to spot Deepfakes.

This teaching unit (Level B1 CEFR) focuses on fostering learners' skills to spot and evaluate the credibility and reliability of online material. Learners are guided in understanding the importance of being well-informed consumers of news while reflecting on types of news sources and the danger of misleading information. Within the activities proposed in the teaching unit, learners are given opportunities to practise their listening and speaking skills, thus the authors believe that students will move from mere consumers of online content to producers by creating an infographic on spotting deepfake videos.

2. Content Oriented Perspectives: *Refugees and the importance of digital education*

Potential product: organising and promoting online the event "Refugee Day" at school.

This teaching unit (Level A2-B1 CEFR) addresses the importance of raising awareness on the digital and educational inequalities that affect young refugees. It is vital for them to have access to digital tools and

know how to use them while promoting intercultural understanding and tolerance. During the lesson learners are guided to the organisation and promotion of an online event entitled “Refugee Day” that could aim at encouraging public awareness and support of young refugees with a special focus on education through the use of digital technology.

3. Critical and Meta Reflective Component: *Quality time online: cultivating healthy digital habits*

Potential product: creating a digital activity journal.

This teaching unit (Level A2-B1 CEFR) addresses the impact that being online can have on mental and physical well-being and focuses on how technology can enhance and simplify people’s lives rather than being a cause of distraction. Learners are guided to cultivate healthy digital habits and improve their digital life through a series of *ad hoc* tasks and the creation of a digital activity journal where they should record their digital habits on a weekly basis.

4. Identity Oriented Perspective: *My digital hero. Positive social media accounts*

Potential Product: creating a collaborative Padlet board with their digital heroes.

This teaching unit (Level A2-B1 CEFR) guides students in learning about positive inspirational teenagers by analysing social media accounts critically, while raising awareness on the impact positive digital environments can have. As a result, this allows learners to reflect on their own social media presence and the positive changes they can inspire in themselves. The product created in this teaching unit could be a collaborative Padlet introducing the students’ digital heroes.

5. Inter- and Transcultural Perspectives: *Using digital skills to understand and challenge prejudice*

Potential Product: creation of 2 avatars, 1 as representation of oneself and the other as representation of how one is perceived/assumed to be by others. Creation then of a collective poster representing all the students in the class in their self-representational avatars.

This teaching unit (Level B1 CEFR) focuses on tackling the ideas of social justice and prejudice by using digital skills. Learners are guided to create two avatars: one as a representation of oneself and the other as a representation of how one is perceived or assumed to be by others. Subsequently, a collective poster, resembling a class photo, is created where learners’ avatars are displayed, and next to each avatar at least 2 personality features could be noted. Besides, the poster combined with an introduction about the avatar experiment undertaken, could be shared in the social media school channels.

Conclusions

Digital Citizenship Education is a complex, multi-layered and multidisciplinary concept. This is the reason why a framework that deals with DCE may need to have several distinct dimensions. In this paper the authors have stated how the Dice.Lang framework interacts with existing European models bridging and connecting the gaps that exist in each of them when used to talk about digital citizenship and foreign language learning. The developed open education resources could encourage the development of learners' digital literacies because their teachers' attitudes towards the use of technology and self-perception as confident users, is very positive.

Likewise, the development of critical thinking and criticality in foreign language lessons is an area in which the language teachers feel less confident. From this point of view, the critical component presented in all strands of the Dice.Lang framework, particularly in the Metareflective and Critical Perspectives, emerges in most of the open education resources. This addresses the needs that some teachers may have when thinking about implementing Digital Citizenship Education practices in their foreign language classes.

The sample of activities presented in this paper are examples that teachers could implement in their classes. Essential information about the CEFR level, the potential product that the students could develop when carrying out the activities of the teaching unit and a description of the DCE learning outcomes involved have been added to facilitate teachers with implementing them into their classes. To conclude, within the context of Digital Citizenship Education the authors would like to encourage any foreign language teacher help their students to become a competent foreign language user and digital citizen, behaving ethically, civically and respectfully.

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