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The Cambridge Life Competencies Framework

Digital Literacy

Introductory Guide
for Teachers and
Educational Managers

Better
Learning

Why teach Life Competencies?

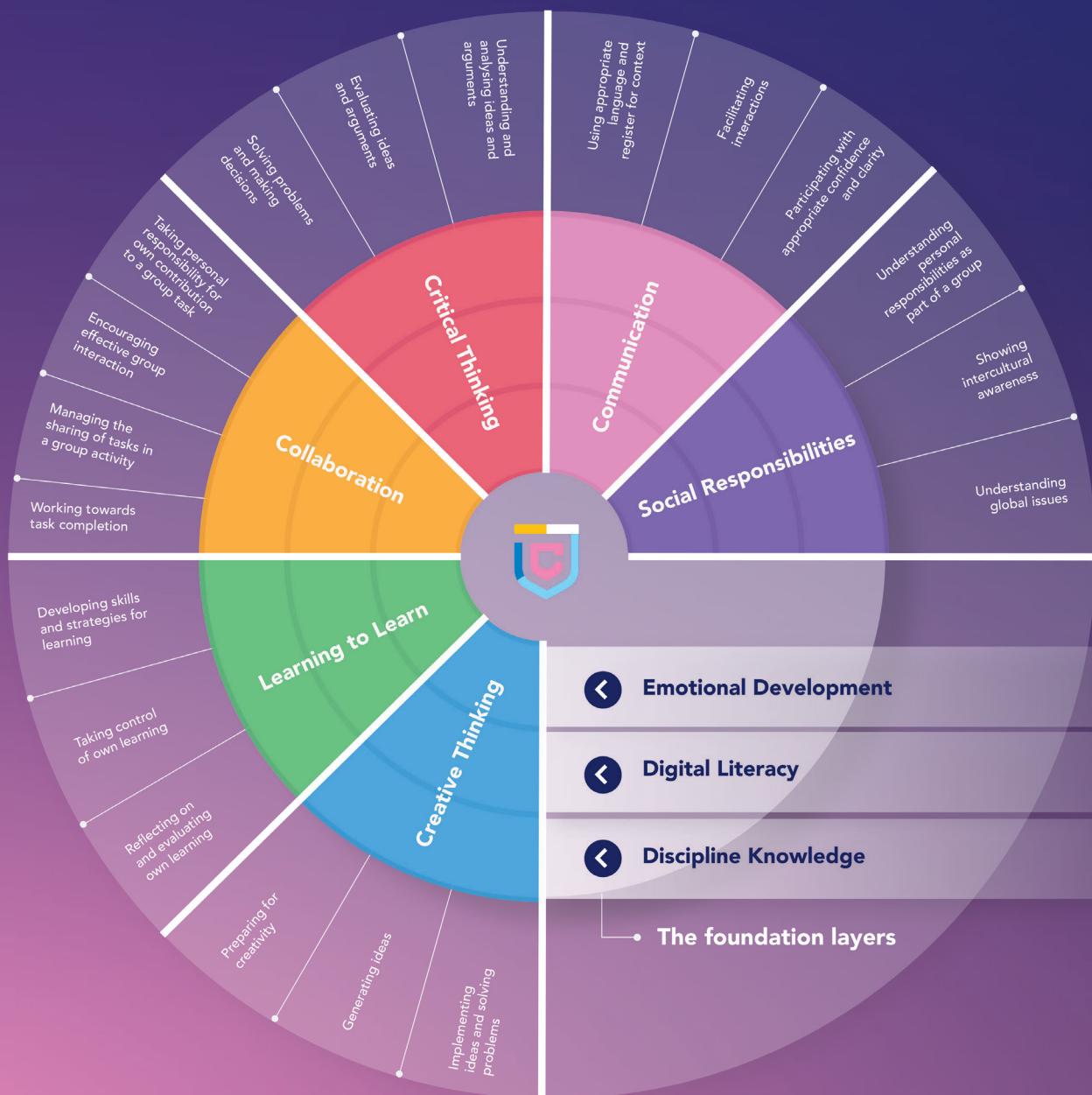
Our world is changing fast and we need to prepare our students with the skills and experiences that go beyond simply learning an additional language.

We see the increasing need to work together with people from around the world, to think creatively and solve problems, to analyse sources more critically, to communicate our views effectively, and to maintain a positive mindset in an increasingly complex world.

We understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities and the Cambridge Life Competencies Framework supports teachers in this challenging area.

Cambridge Life Competencies

A framework to develop skills for life



What is the Cambridge Life Competencies Framework?

The Cambridge Life Competencies Framework has been created in response to educators who have asked for a way to understand how life skills, or 21st century skills, can be integrated into English language programmes. It is made up of six **Competencies** that describe how these essential skills develop and vary across different stages of education, as learners grow and change.

CREATIVE THINKING	Learners actively participate in creative activities, generate new ideas and use them to solve problems.
CRITICAL THINKING	Learners identify patterns and relationships, evaluate ideas and use these skills to solve problems.
LEARNING TO LEARN	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
COMMUNICATION	Learners choose the most appropriate language to use in different situations, manage conversations effectively and express themselves clearly and confidently.
COLLABORATION	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks and finding solutions to problems.
SOCIAL RESPONSIBILITIES	Learners recognise and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.
EMOTIONAL DEVELOPMENT	Learners describe and manage emotions and develop positive relationships with others.
DIGITAL LITERACY	Learners create content, share and interact with others online and maintain their safety and wellbeing while using technology.

The Learning Journey

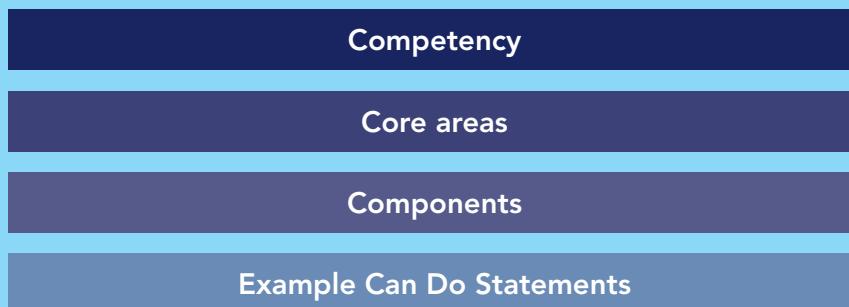
The Cambridge Life Competencies Framework supports learners at all stages of their learning journey, from very young pre-primary learners right through to adults in education and at work. The framework maps out how learner behaviours typically found within each competency can change and develop as learners encounter new situations and circumstances in their lives, both within and beyond the classroom.

The Cambridge Life Competencies Framework allows us to support learners throughout their education and into the careers of the future.



Understanding the Cambridge Life Competencies Framework

The Cambridge Life Competencies Framework is made up of six **Competencies** – *Creative Thinking, Critical Thinking, Learning to Learn, Communication, Collaboration and Social Responsibilities*. Each broad competency is broken down into **Core Areas** that describe these competencies in more detail. These are then analysed further into **Components** that, along with example **Can Do Statements**, describe the observable behaviours that learners are likely to be able to demonstrate by the end of each stage of learning if they have had the opportunity to develop in these areas.



Linked to the competencies are the three foundation layers of the framework – *Emotional Development, Digital Literacy and Discipline Knowledge*. Development of skills in these foundation layers underpins all other competencies.

Along with this structured breakdown, we provide **example language** that learners may use to express the actions and behaviours found in each of the Core Areas at each stage of learning. The examples used have been informed by both our Functional Language Phrase Bank, a collection of spoken data from expert speakers of English from children to adults, and input from experienced ELT practitioners from around the world. See this example for one Core Area within Digital Literacy at the Secondary stage:

COMPETENCY	CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
DIGITAL LITERACY	Sharing and interacting online	Connecting and interacting with others using appropriate technology	Selects and uses a range of appropriate digital communication tools and platforms to communicate with teachers and peers.	Shall we use [name of communication tool]?
		Collaborating with others digitally to complete a task	Discusses the advantages and disadvantages of digital tools chosen for a collaborative task.	One advantage of using these kinds of tools is...
		Interacting appropriately in a digital space	Uses clear, concise and respectful language when sharing ideas and responding to others online (e.g. when interacting via a Learning Management System (LMS) forum).	Good point. I'd also say...

By clearly defining these areas of development in a structured and detailed way, we can ensure that our teaching and learning materials take a systematic approach to delivering and developing these skills in our learners, as they progress. This means that teachers can be assured that our resources bring out the best in their students, without creating extra work.

The Cambridge Life Competencies Framework is an ongoing project, evolving through stages of validation and teacher feedback. Go to cambridge.org/clcf to see how you can get involved.

What is Digital Literacy?

Digital Literacy is a so-called 21st century skill that requires the use of technical, cognitive, social, and emotional skills. It is crucial in helping students become lifelong learners and involves the use of other essential life competencies such as Communication, Collaboration, Creative Thinking and Critical Thinking.

Digital Literacy is not just about being able to use technology, nor is it a competency that students will simply develop naturally while engaging with digital content. For instance, frequent use of technology alone will not help students recognise a piece of fake news on a website, ascertain the reliability of information found online or recognise threats while navigating the internet. Therefore, it is important that educators are aware of this and explicitly include Digital Literacy in their teaching.

We have identified three **Core Areas** within Digital Literacy:



- **Using tools and creating digital content** refers to a learner's ability to use technology and software with confidence to search for and create content, solve problems and innovate.
- **Sharing and interacting online** relates to the ability to communicate and connect, learn, collaborate with peers, discover and share new information and generate innovative ideas with others.
- **Safety and wellbeing online** refers to a learner's ability to recognise risk, stay safe online and protect their physical and emotional wellbeing. This skill also involves being able to practise good online behaviours by being socially responsible and empathetic when interacting with peers.

Within these Core Areas we break things down further, defining the **Components** that make up each Core Area:

DIGITAL LITERACY	Using tools and creating digital content	Developing techniques for searching and managing digital data, information and content
		Making critical judgements about digital data, information and content
		Selecting and using appropriate digital tools for specific purposes
		Creating digital content to solve a problem or complete a task
	Sharing and interacting online	Connecting and interacting with others using appropriate technology
		Collaborating with others digitally to complete a task
		Interacting appropriately in a digital space
	Safety and wellbeing online	Staying safe online
		Maintaining personal wellbeing
		Safeguarding digital systems and devices

Digital Literacy

across the learning journey

Core Areas may be realised in different ways across the different stages of learning. In order to demonstrate this, each Core Area and Component is contextualised by an example Can Do Statement. This illustrates what kinds of behaviour students who are competent in this area might display by the end of each stage of learning. These example Can Do Statements can be used as a starting point in the development of a curriculum, programme or assessment system and will vary in their suitability for learners in different contexts. The example language is provided for teachers to consider what kind of language they could encourage their students to use in these kinds of tasks.

PRE-PRIMARY

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Using tools and creating digital content	Developing techniques for searching and managing digital data, information and content	Identifies logos of familiar websites and apps.	It's / That's [Google].
	Making critical judgements about digital data, information and content	Identifies false information online about simple, familiar topics, with adult support.	(It's) [not] true.
	Selecting and using appropriate digital tools for specific purposes	Uses common actions to interact with digital tools (e.g. swipe, tap and voice controls), with support from an adult.	Tap on the...
	Creating digital content to solve a problem or complete a task	Creates photos, audio, and video recordings, with support from an adult.	I want a [picture / video]!

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Sharing and interacting online	Connecting and interacting with others using appropriate technology	Uses basic functions of online video chat to communicate with teachers, peers and family members, with support from an adult.	Hi! I can see you! Can you see / hear?
	Collaborating with others digitally to complete a task	Uses apps on touchscreen or other devices to complete a digital activity with a partner, e.g. a shared drawing task.	I can do red. Can you do blue?
	Interacting appropriately in a digital space	Recognises a limited range of informal digital communication means (e.g. emojis), with support from an adult.	It's a [sad / happy] face!
Safety and wellbeing online	Staying safe online	Closes or moves away from any digital content or activity that makes them feel unsafe or uncomfortable and informs an adult.	I don't like it.
	Maintaining personal wellbeing	Describes in basic terms the purpose and audiences of social media, with support from an adult.	I talk to [Maria / my friend] on [Messenger].
	Safeguarding digital systems and devices	Uses digital devices with respect (e.g. handles devices with care to avoid them being damaged), with support from an adult.	(Be) careful!



PRIMARY

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Using tools and creating digital content	Developing techniques for searching and managing digital data, information and content	Uses a search engine effectively by using key words (e.g. to work on online research projects).	Type [the word]...
	Making critical judgements about digital data, information and content	Judges the accuracy of digital data, information and content based on simple criteria.	I believe / don't believe...
	Selecting and using appropriate digital tools for specific purposes	Uses appropriate digital tools, experiences and interactions to create and view content (e.g. photographs, audio and video files), with some support.	Let's [make a video].
	Creating digital content to solve a problem or complete a task	Experiments with a digital tool's features to create different effects.	How about... / What about...?
Sharing and interacting online	Connecting and interacting with others using appropriate technology	Sources and shares relevant online content with peers and teachers, with support from an adult.	I found (out)...
	Collaborating with others digitally to complete a task	Collaborates on shared documents in real time to contribute to a group task (e.g. using collaborative whiteboards), with support from an adult.	(It's) your turn.
	Interacting appropriately in a digital space	Uses polite language to respond to others respectfully online, with some support.	I agree with you.
Safety and wellbeing online	Staying safe online	Identifies different forms of cyberbullying (e.g. exclusion and harassment) and suggests ways to deal with these (e.g. screenshot, block, report), with some support.	That's not [nice / fair]!
	Maintaining personal wellbeing	Describes the effects technology can have on physical and mental health.	I feel tired when I'm online (for a long time).
	Safeguarding digital systems and devices	Protects personal data with strong and memorable passwords, with support from an adult.	I type my password here.

SECONDARY

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Using tools and creating digital content	Developing techniques for searching and managing digital data, information and content	Keeps records of the source of the information they find in order to reference it appropriately.	This came from...
	Making critical judgements about digital data, information and content	Uses effective strategies to distinguish between real and fake news.	I think this is real (because...).
	Selecting and using appropriate digital tools for specific purposes	Uses digital tools to aid personal organisation, e.g. using an online planner or note-taking tool.	This tool helps me to...
	Creating digital content to solve a problem or complete a task	Selects and uses digital output formats appropriate to the brief they have been given.	I used... because...
Sharing and interacting online	Connecting and interacting with others using appropriate technology	Selects and uses a range of appropriate digital communication tools and platforms to communicate with teachers and peers.	Shall we use [name of communication tool]?
	Collaborating with others digitally to complete a task	Discusses the advantages and disadvantages of digital tools chosen for a collaborative task.	One advantage of using these (kinds of) tools is...
	Interacting appropriately in a digital space	Uses clear, concise and respectful language when sharing ideas and responding to others online (e.g. when interacting via a Learning Management System (LMS) forum).	Good point. I'd also say...
Safety and wellbeing online	Staying safe online	Describes appropriate actions that help ensure online safety (e.g. maintaining appropriate privacy settings and blocking / reporting inappropriate content).	I never give my [address / phone number / bank details] to people online
	Maintaining personal wellbeing	Discusses the potential negative impacts of social media on emotional wellbeing, e.g. social comparison and pressure to conform.	Social media can cause...
	Safeguarding digital systems and devices	Identifies appropriate techniques for backing up data.	I always save my photos to the cloud.

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Using tools and creating digital content	Developing techniques for searching and managing digital data, information and content	Uses advanced search techniques within standard search engines and academic databases to access the most relevant content.	I wanted to find...
	Making critical judgements about digital data, information and content	Independently evaluates the quality, value and relevance of information found online according to the needs of a task or project.	She's / He's an expert in the field of...
	Selecting and using appropriate digital tools for specific purposes	Selects appropriate websites and software for interactive learning.	I [often / regularly] use this [site / software] to...
	Creating digital content to solve a problem or complete a task	Selects and uses a range of digital formats to create content appropriate for a specific audience or purpose.	I presented my findings [in an infographic / a video] to...
Sharing and interacting online	Connecting and interacting with others using appropriate technology	Critically evaluates the advantages and disadvantages of connecting with others through different digital means for a range of purposes and contexts.	[Email] is great for...but it's sometimes better [to have a meeting] if...
	Collaborating with others digitally to complete a task	Chooses the most appropriate means of digital collaboration with peers in a range of contexts.	How about we set up a quick call?
	Interacting appropriately in a digital space	Adapts communication styles and strategies appropriately for different audiences (e.g. by taking into account generational and cultural differences) in a range of digital contexts.	Is it appropriate to use first names when I write to..., do you think?
Safety and wellbeing online	Staying safe online	Identifies legal aspects linked to online behaviours including cyberbullying, harassment, and publishing content without consent.	It's against the law to...
	Maintaining personal wellbeing	Describes potential physical and psychological problems caused by the use of technology, and discusses strategies to prevent or reduce these problems.	Technology can be harmful for our mental health if...
	Safeguarding digital systems and devices	Alerts relevant authorities when personal data has been stolen or when an account has been hacked.	I noticed [I couldn't log in anymore].

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Using tools and creating digital content	Developing techniques for searching and managing digital data, information and content	Creates appropriate systems for managing complex data enabling easy retrieval for self and others.	I've set up a new [database] to...
	Making critical judgements about digital data, information and content	Analyses, interprets and critically evaluates the credibility, reliability and readability of online content when drawing on data or information relating to their area of work.	I suggest we compare this information with [another expert / real-world experience].
	Selecting and using appropriate digital tools for specific purposes	Enhances productivity through the use of digital tools, e.g. using online calendars, digital prioritisation, or mind mapping tools.	I've set up an online calendar to help me to...
	Creating digital content to solve a problem or complete a task	Experiments with and evaluates a range of digital tools and features to improve the quality and sophistication of their work.	Using [name of feature] allowed me to...
Sharing and interacting online	Connecting and interacting with others using appropriate technology	Shares relevant online and digital content with colleagues using appropriate channels (e.g. by uploading content to a digital workspace, or by inserting hyperlinks in shared documents).	This [article] has relevance to what we're working on as part of our current project.
	Collaborating with others digitally to complete a task	Uses work management tools or project planning software to collaborate with colleagues.	I've added that action to the project board.
	Interacting appropriately in a digital space	Communicates with colleagues, customers and suppliers in a range of online and digital platforms using clear, concise and respectful language appropriate to the context.	Many thanks for your contribution to this project.
Safety and wellbeing online	Staying safe online	Independently evaluates how different online behaviours might be beneficial or damaging to others.	Would you consider this a case of cyberbullying?
	Maintaining personal wellbeing	Suggests and implements strategies to prevent or reduce the physical and psychological problems that may be caused by the overuse of technology.	I aim to switch off all my devices an hour before bed.
	Safeguarding digital systems and devices	Implements security measures to ensure the safety of devices, e.g. by using strong passwords and regularly updating them in order to safeguard an organisation's digital content and devices.	I put a reminder in my calendar to regularly update my passwords.

Digital Literacy

in the classroom

It is imperative that Digital Literacy becomes a key part of the curriculum in order to teach learners how to critically engage with digital technology and develop an awareness of how digital tools can be used to convey information and meaning, whether for educational or professional purposes. Acquiring Digital Literacy skills and learning a foreign language is a winning combination for present and future generations that requires careful planning and multiple opportunities for learners to use, train and develop these competencies.

Suggestions for classroom practice

The ideas presented here are intended as a general indication of the types of activity that might develop Digital Literacy skills within the learning environment, and are not a definitive list.

STRATEGIES FOR TEACHING DIGITAL LITERACY

Using the Cambridge Life Competencies Digital Literacy booklet

Familiarisation with the Core Areas, Components and Can Do Statements is helpful. Teachers should keep a copy of these to hand to refer to during lesson planning. This way, as they look at their materials, they can identify which activities and features provide learners with opportunities to develop the Digital Literacy skills described in the Digital Literacy layer of the framework.

Monitoring

In addition to monitoring learners' linguistic progress, teachers should ensure that they also monitor the progress learners make with Digital Literacy skills development. This will give teachers a better understanding of their learners' needs and how to develop their skills further. It is important for learners to be provided with opportunities to demonstrate their development of these skills over time. As in any learning process, the rate of development will differ from learner to learner, but given the appropriate guidance it will continue to climb.





Integrating the use of digital tools

For learners to begin, and benefit from, their journey of developing Digital Literacy skills, the teacher needs to successfully integrate technology into their lessons. This is often best done in a gradual manner. Even with only one computer in the room, teachers can still try out interactive websites, use online videos and new software, and manage telecommunication systems.

Here is an example of how teachers can gradually integrate technology into the language lesson when teaching the topic of travel (the following can be adjusted for any level/age group):

ACTION	TOOL	DEVICE(S)	ACTIVITIES
Replacing regular maps and pictures with online versions	Google Maps and Google Earth or VR apps	Smart screen, laptop or VR headset	<p>Become a digital tourist and explore London.</p> <p>Begin with warm-up questions, e.g. where have you travelled recently? Have you ever been to London? etc.</p>
Using online versions of maps and pictures and using the additional functionality they offer over paper versions	Google Maps and Google Earth or VR apps	Smart screen, laptop or VR headset	<p>Investigate the location by using the 3D layers.</p> <p>Look for information about London and directions on how to get to the British Museum.</p>
Using online resources to redesign traditional listening and writing tasks	Google Earth, Google Street View, museum podcasts or Youtube audio tours, blogging platform of your choice	Smart screen, laptop, VR headset and/or projector	<p>Take a guided tour of a museum.</p> <p>Conduct a listening task in class.</p> <p>As a take-away, students can write about their experience on their blog and share it with their peers and teacher.</p>

Integrating technology into classroom routines

Teachers working in face-to-face classrooms can save time and support learners' Digital Literacy development by using digital tools to take attendance at the start of the lesson. Teachers can save a profile photo of each learner so that when learners come into the classroom they can find their photo in the file and drag and drop it into a 'present' section. As well as creating an opportunity for learners to use digital devices, this also makes the process of checking attendance more entertaining, and encourages learners to become more autonomous.

Submitting blogging assignments

As well as helping learners to develop digital content, having learners submit assignments as blog posts provides excellent opportunities for learners to practise connecting with others online, and interacting appropriately in a digital space. Teachers can select a free blogging platform and introduce it to their learners.

After discussing and agreeing on some netiquette guidelines for posting and commenting, learners can support each other in finding out how to navigate the platform's features. Learners can then post their written assignments as blog posts, and teachers can encourage digital interaction and online collaboration by having other learners give peer feedback in the comments.

Connecting with others globally

Teachers can foster learner engagement by using telecommunication tools to enable learners to connect with their peers from across the globe. Teachers can virtually add people to the classroom, provide opportunities to interact with other classrooms, host guest lectures, or even



take synchronous virtual field trips. Before learners are introduced to other people and cultures, it is important to discuss netiquette and guide learners on how to work with others in a digital context. This means that as well as understanding the technology and digital tools they will be using, learners should also understand how to interact appropriately in a digital space (e.g. by turn-taking, being polite, etc).

Mystery Skype is a great activity for developing learners' Digital Literacy skills, and can be adjusted to learners' age and level. In a Mystery Skype activity, learners pair up with another class and ask yes/no questions to try to guess where in the world the mystery class is. Learners can also be encouraged to ask open-ended questions to get to know the other class.

Creating activities about online safety

Teachers should allow time during lessons to present scenarios, assignments, and/or activities to test and develop learners' knowledge and understanding of online safety. Learners should be given opportunities to recognise dangerous online behaviours, consider and discuss the possible consequences of such behaviours, and understand how to report unsafe incidents they might witness or experience.

➤ Over to you...

Choose one of the example strategies in this section and try it out with your class. Following the implementation of the strategy, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their Digital Literacy skills.



Digital Literacy in learning materials

PRIMARY

Here, students learn about different digital devices and features. They then go on to consider and discuss the possible negative impact of some devices.

3.2

Key Words 2

- smartphone**
- drone**
- sensor**
- software**
- program**
- app**
- animation**

3.3

How Can Technology Change My Life?

Smartphones ... tablets ... Wi-Fi ... Sometimes we think it's impossible to live without these things. Can you imagine your life without technology? Would it be easier or more difficult? Have you ever lived for a week without technology? Now, try to imagine what new technology is coming. What inventions do you want to see? Look at these ideas.

Will drones deliver my shopping?

Maybe! When you buy something online, your things have to travel by truck to get to your house. This takes time (normally two or three days). Soon, people might use **drones**—small flying robots—called octocopters. These drones can carry objects up to two kilograms. They can bring you the items you buy only 30 minutes after you pay for them!

Will cars need drivers?

Maybe not! Some car manufacturers are building cars that drive themselves. These cars use special **sensors**, which can detect other cars and make decisions. You can just sit back and enjoy the ride! Even today, many cars can park without a driver. In some places, you can already catch a taxi with no driver!

Did you know that in the U.S.A. there is a fake city where you can test cars with no drivers?! It's called Mcity. It has fake sidewalks, fake buildings, fake traffic lights, and robots crossing the road! In this environment, the **software** in driverless cars communicates with other cars and with traffic lights. This kind of communication could stop road accidents in the future.

Think

Can you think of any problems with drones?

Have you ever been on a bus or train with no driver? Where?

53

Here, students learn to safeguard their personal wellbeing online by doing a quiz on internet safety.

LIFE SKILLS ICT LITERACY

BEING CAREFUL ON THE INTERNET



LIFE SKILLS

Being careful on the internet

We can use the internet and be safe. Look at these safety tips:

- Don't tell people your name, address or phone number.
- Remember there are age limits when you use social media sites.
- Ask adults for help.

1 Read, think and answer. Discuss with your partner.

- 1 How often do you use a computer each week?
- 2 Where do you use computers?
- 3 Do you use a phone every day?
- 4 Do you send messages? Who to?
- 5 How often do you look at websites each week?

2 What do you think? Do this internet quiz. Answer a or b.

5

I've got lots of photos of me and my friends. Is it a good idea to put these photos online?

- a Yes, it is. Everyone likes looking at photos.
- b No, it isn't. Put photos online and lots of people can see them. So, always ask your friends. Before you put a photo online, ask them.

1

I often use the internet. Is it a good idea to write my real name?

- a Yes, it is. You can write your name and age.
- b No, it isn't. Don't write your name, address or phone number.

2

I've got a new 'friend' on the internet. Is it a good idea to meet this person?

- a Yes, it is. Meet this person in a café or at their home.
- b Never. You don't really know this person. Be safe. Don't meet someone you don't know.

4

I like surfing the internet. Are all websites good for me?

- a Yes, they are. All websites are good for young people.
- b No, they aren't. Some websites are not good for young people. Ask your teacher or parents. They can help you find good websites.

3

I'm 12 years old. Can I join social media sites?

- a Yes, you can. You can join all social media sites when you are 10.
- b No, you can't. You can join most social media sites when you are 13.

BE SAFE!

Do you use a computer?
Are you safe on the internet?
Do this quiz and see.

on the internet, but be careful! You have five **a** answers. All your answers are correct. You are safe on the internet. You have some **a** answers and some **b** answers. Only your **b** answers are correct. You are not safe on the internet.

ARE YOUR ANSWERS RIGHT?

Here, students talk about positive and negative uses of mobile technology and listen to a podcast about a 'digital detox'. Students later go on to plan a digital detox weekend for their class.

8.4 DIGITAL DETOX

LESSON OBJECTIVE

- write a comment about a podcast



1 LISTENING

A **PAIR WORK** Look at the pictures. What are the main differences between the two situations? Which one do you think shows a more positive use of mobile technology? Why?

B **2.20 LISTEN FOR ATTITUDE** Listen to an extract from a podcast about mobile technology. What is a "digital detox"? How do the two speakers, Tim and Kayla, feel about the idea? Would you ever consider a digital detox?

C **2.20 PAIR WORK** Read the extracts. Who do you think said each one? Write T (Tim) or K (Kayla). How do you know? Listen again to check your answers.

1 I love my phone too much! _____
 2 I would never do that, not for a million dollars! _____
 3 You don't always have to share everything. _____
 4 What's wrong with sharing? _____
 5 It's so important that we know what's going on in the world. _____
 6 I could be doing something better. _____
 7 I am very happy with my 24/7, always connected life. _____

D **CRITICAL THINKING** Who do you agree with more? Do you think people need to learn how to control their use of digital devices? Do you think a digital detox is the best way? Can you think of other ways?

INSIDER ENGLISH

The phrase *not for a million dollars* is often used to show strong dislike for an idea.

I'd never give up my phone – not for a million dollars!

2 PRONUNCIATION: Listening for emphasis

A **2.21** Listen to the extracts from the podcast. Focus on how the speaker says the **bold** words.

1 A digital detox, me? Are you kidding? No way, I love my phone **way** too much.
 2 I'm glad you stepped up, Tim, because I would **never** do that!
 3 We did it in this cabin out in the forest, and it was **really** quiet and relaxing.

B Choose the correct words to complete the sentence.
 When a speaker wants to add emphasis to an idea, they often say the word *higher* / *stronger* and *shorter* / *longer*.

Further Reading

Here are a number of books or articles that you could also look at:

Bergson-Shilcock, A. (2020). Boosting digital literacy in the workplace. Washington, DC: National Skills Coalition. Retrieved from: <https://nationalskillscoalition.org/wp-content/uploads/2021/01/12152020-NSC-Boosting-Digital-Literacy.pdf>

Carretero Gomez, S., Vuorikari, R. & Punie, Y. (2017). DigComp 2.1: The Digital Competence Framework for Citizens with eight proficiency levels and examples of use, EUR 28558 EN, Publications Office of the European Union, Luxembourg

Dudeney, G., Hockly, N. & Pegrum, M. (2013). Digital Literacies. Harlow: Pearson.

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Giannikas, C.N., Tsagari, D. & Lontou, T. (2022). Digital Literacy in Language Education: The COVID-19 era of Cyprus. In C.N. Giannikas (ed.) Transferring Language Learning and Teaching From Face-to-Face to Online Settings, IGI Global, doi: 10.4018/978-1-7998-8717-1

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Mantiri, O., Hibbert, G.K., & Jacobs, J. (2019). Digital literacy in ESL classroom. Universal Journal of Education Research 7(5), 1301-1305. doi: 10.13189/ujer.2019.070515

Pangrazio, L., Godhe, A.-L., & Ledesma, A. G. L. (2020). What is digital literacy? A comparative review of publications across three language contexts. E-Learning and Digital Media, 17(6), 442–459. <https://doi.org/10.1177/2042753020946291>

Price-Dennis, D., Holmes, K., & Smith, E. (2015). Exploring digital literacy practices in an inclusive classroom. The Reading Teacher, 69(2), 195–205.

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Laura and Olivia

Language Research Team,
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