



Developing Digital Literacy And Soft Skills Alongside Language Skills In Foreign Language Teaching And Learning (The Use Of Linkedin In An FLE/FFL Course)

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Abstract. In the age of digital technology and cross-disciplinary skills, teaching in general and foreign language teaching in particular faces the need to adapt to the many changes and evolutions taking place in our world. Therefore, the perspective behind our work seeks to integrate digital literacy and soft skills into a foreign language course (FLE/FFL) using the LinkedIn platform as a support. Initially, the article's theoretical framework aims to clarify the notions of digital literacy and soft skills and their contribution to foreign language teaching. Then, in a second stage, the practical framework will be dedicated to identifying and analyzing LinkedIn functionalities that foster the development of language and soft skills, as well as digital literacy, to end with some ideas for adaptation to French as a foreign language course.

Keywords: Digital literacy, foreign language teaching, soft skills, ICT, FLE/FFL.

1. Introduction

The advent of new technologies and their democratization have profoundly changed the way we interact in both personal and professional environments. These changes had a considerable impact on a number of fields, including education and foreign language teaching in particular. Generally based on action and real life, the foreign language teaching had to adapt to changes in the world. As a result, language teaching, which used to focus on linguistic skills, has expanded to include socio-cultural skills such as “*savoir-être*” (Council of Europe, 2020), and is now once again facing the need to integrate new components such as soft skills and digital literacy. These last two components have become essential for foreign language speakers, as their use takes place mainly in a digital environment.

For learners in the context of professional training in Morocco, the need for these components is much more obvious due to the status of French as a working language, so learners need to use this language for their online professional interactions, to

develop their networks and to look for work. Therefore, it is essential for them to acquire, alongside the language skills of French as a foreign language, the digital literacy and soft skills common in this language.

However, in the quest to integrate these new components into foreign language teaching, we face a number of challenges. The first is the adaptability of soft skills and digital literacy to a foreign language course. The second is how to integrate them.

In order to overcome these challenges, we will structure our work around two key parts. A theoretical framework that will serve as an anchor for the essential concepts that will help us verify the compatibility of soft skills and digital literacy with the competences set out in the CEFR. This framework also aims to explore the works aimed at integrating these notions into language didactics and integrating the LinkedIn platform into education, to benefit from their experiences. The second framework will first contextualize our field of work. Secondly, it will identify the functions of LinkedIn - the main didactic support for our work - likely to offer a framework conducive to the integration of language skills, digital literacy and soft skills. Finally, we will propose a scenarisation of an FLE/FFL course integrating all these components, based on the analysis of the above.

2. Theoretical framework

a) Notions of soft skills and attitudes “*savoir-être*”: similarities, differences and positioning in terms of foreign language teaching:

- Soft skills and “*savoir-être*”: definitions and links :

According to (Coulet, 2011; Perrenoud, 1999), “*savoir-être*”, alongside knowledge and know-how , are the main components mobilized to forge competence. In this system, the notion of “*savoir-être*” refers to the attitudes, values and beliefs that contribute to the development of communicative competence (Wu, 2019). According to Stierand, M., & Zizka, L., (2015), this notion also encompasses the social skills essential to becoming a functional, active and integrated member of a specific domain.

Concerning the notion of soft skills, Ourrache, C., & Rabhi, D., (2022) assert that there is no precise, overall definition of this notion. However, some researchers, such as Bellier, S. (1998), have found a link between this notion and that of “*savoir être*”. They have also found a connection with other notions such as soft, human, behavioral and social skills. Cimatti, B, (2016), in his turn, associates the notion of soft skills with those of personal, social and cognitive competencies.

From the studies we've just examined, we can see that the two notions have several aspects in common, and some researchers go so far as to assimilate them, as shown by Faure, F., & Cucchi, A, (2020), who note that the notion of “*savoir-être*” is sometimes designated by numerous terms such as "soft skills / behavioral skills / social skills / professional skills ...".

- **“*Savoir-être*” and soft skills in foreign language teaching:**

The place of soft skills in foreign language teaching is framed by the CEFR according to the Council of Europe, (2003), which states that "*savoir-être*" are an essential component of general competencies, which are mobilized alongside communicative language skills to enable the learner to learn realistically, taking into account aspects of everyday life and based on interaction.

Based on the similarity noted above between the notion of "*savoir-être*" and that of soft skills, we can say that the latter has already been integrated into foreign language teaching through the "*savoir-être*". However, a number of studies have proposed broadening the field of adoption of soft skills in this context, for example Medvedeva, O. D., & Rubtsova, A. V., (2021), who worked on the adoption of three soft skills elements: "Management skills / Professional skills / Communication skills". They integrate these elements into foreign language teaching using a task-based approach based on the action-oriented approach adopted by the CEFR. In terms of teaching methodology, Tevdovska, E. S., (2015) recommends integrating soft skills into a task-based approach, with strategies such as problem situations, group work, debates, role-playing...

We can see, then, that soft skills are widely present in foreign language teaching through both "*savoir-être*" and other elements, and it is possible to adopt them through the action-oriented approach by integrating them into a task with multiple learning strategies.

b) Integrating digital literacy into foreign language teaching:

Before examining the possibilities for integrating this notion into the language teaching context, it is first necessary to give a succinct definition of what digital literacy is. This notion is characterized by its cross-disciplinarity and multi-modality (COMBE, 2021; Violaine Bigot, 2021). Consequently, to avoid entering into a definitional vagueness, we will attempt to define digital literacy according to Unesco, which stands out for its credibility as an international organization. According to unesco's framework "A Global Framework of Reference on Digital Literacy Skills for Indicator 4.4.2" this organization defines literacy as follows:

“Digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy.” UNESCO, (2018 p.6).

We note that this definition includes the comprehension, evaluation and creation of information, which are components that can be adapted to language teaching. It should also be noted that this UNESCO framework draws attention to the need for and benefits of integrating digital literacy into formal and non-formal education, which encourages reflection on the possibilities of such integration in foreign language teaching.

To find out whether the components of digital literacy and its teaching are adaptable to teaching, we first need to see whether they are compatible with the action-oriented approach - the foreign language teaching methodology adopted by the CEFR. Secondly, we need to examine the scientific literature to see if there are any convergences between the competences evoked by the CEFR and those of digital literacy.

- **Integrating digital literacy in foreign language didactics through the action perspective: facilities and obstacles :**

Since the beginning of the 21st century, research has focused on the links between digital literacy / digital skills and language didactics. From the scientific literature, we have consulted on this subject, notably (Eshet-Alkalai, 2004; P21, 2019) we find that these two notions maintain a relationship of interdependence. This relationship is based on the fact that they both promote key 21st century competencies such as creativity, critical thinking, collaboration and communication.

Concerning the integration of digital literacy in foreign language teaching, we note from the studies of (Buckingham, 2007; Willis, 2007) that digital literacy promotes task- and project-based learning, which facilitates its integration through the action-oriented perspective, which in turn adopts this kind of learning. Finally, according to (Council of Europe, Council for Cultural Co-operation. Education Committee. Modern Languages Division, 2001; Hague, 2010), digital literacy and the action-oriented perspective consider the citizen/learner to be autonomous and active in learning.

- **Language and digital skills: compatibility :**

Before examining this compatibility, we will try to explain the choice of transposing the term digital literacy into digital skills in this chapter. This choice is explained firstly by the existence of a reference framework for digital skills, "DigComp", which will make our task easier, as it is more convenient to compare it with the CEFR, which presents language skills. In addition, this framework offers us a certain uniformity that digital literacy lacks, as we saw earlier. Moreover, we note that this choice of terminology will not affect our work, considering the similarity between the definition of digital literacy (Shopova, 2014; Santiago Tejedor, 2020) and that of digital competence (Ferrari.A, 2012).

We note that there is a certain compatibility between the two frameworks, given that they both aim to develop "learners/citizens" critical thinking and communication skills (van Kommer, 2022). As far as language skills are concerned, we note that once again there is a certain closeness between the two frameworks. For example, while the complementary volume of the CEFR focuses on the skills of understanding, expressing and interacting in a digital environment (Council of Europe, 2020), these same skills are present in the DigComp framework in the form of "interacting / sharing and publishing / collaborating" in a digital context.

c) LinkedIn integration experiences in education :

In order to write this chapter, we have tried to consult all the scientific literature studying the LinkedIn platform in an educational context in general and foreign language teaching/learning in particular.

- **Experiences of integrating LinkedIn in general education :**

Regarding experiences of integrating LinkedIn into education in general. Most of the works consulted are in the field of business, economics and management. Cooper, B., & Naatus, M. K., (2014), for example, have tried to use LinkedIn as a learning tool in business education courses. Other works have used it as a tool in sport management education, such as (López-Carril S. A., 2022; López-Carril S. A., 2020), who studied it as a support contributing to the facilitation of blended learning and the development of the professional profile of students in this field. In their article McCorkle, D. E., & McCorkle, Y. L., (2012) worked on LinkedIn as a tool for teaching networking via social networks and developing personal branding.

We note that the studies cited above are based on qualitative approaches (questionnaires / analysis / comparison ...) and that none of them proposes a pedagogical scenario for concretely adapting LinkedIn in a course. This finding underlines the importance of didactic work, without which the concrete adaptation of a platform in the field of education is unclear or even complicated.

- **Experience of integrating LinkedIn into foreign language teaching/learning :**

We note that the works having studied "LinkedIn" in foreign language teaching are very rare, and none of them proposes a pedagogical scenario for integrating this platform into a foreign language classroom.

Among the works consulted we cite Hooper, T., (2015), which studies the benefits of social networks (LinkedIn included) in an EFL class. This study shows LinkedIn as a social network offering great advantages in foreign language teaching, but its main feature lies in the absence of the majority of distractions present in other social networks. Moeinmanesh, H., & Rezvani, E., (2015) study in their articles the effect of LinkedIn as ICT in the development of scriptural skills in English as a foreign language. Through this study, they have tried to find out whether there is a difference between the results of learners who received the written production task via LinkedIn and those who received it traditionally. They also affirm the importance of the writing in foreign language learning, and highlight the need to adapt strategies for teaching the written word in a digital environment. Combe, C., (2021) uses LinkedIn as a medium for digital literacy training in an FLE/FFL course. However, the analysis of LinkedIn by a future teacher of FLE/FFL participating in this study remains limited to the adaptability of this platform to the e-portfolio genre. We would like to point out that, despite the

contribution of the articles mentioned, none of them proposes a pedagogical scenario integrating LinkedIn.

3. Practical framework:

After establishing a theoretical framework to illuminate the key ideas on which our work is based, such as the compatibilities of soft skills and digital literacy to foreign language teaching, and the experiences of adapting LinkedIn in education, this section will focus on the practical aspect of our work.

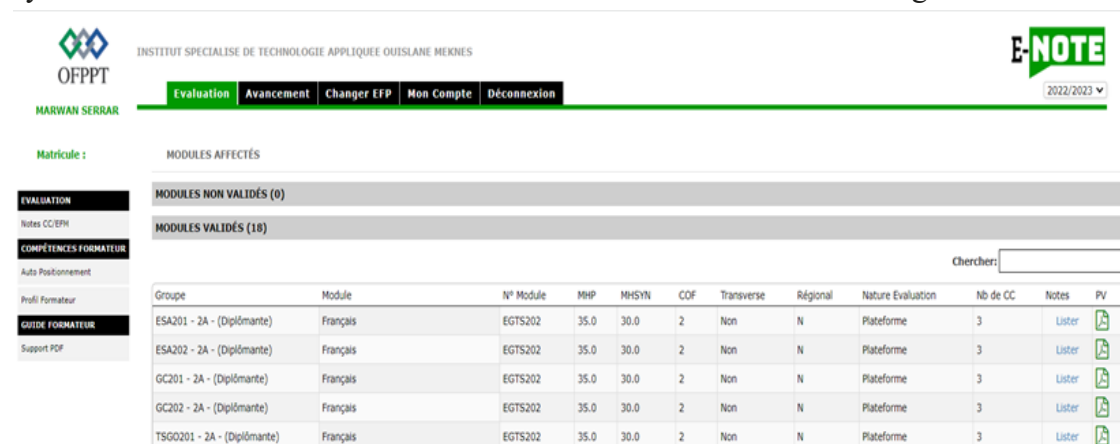
Through this framework, we will first attempt to contextualize our work, presenting the target audience and module as well as the context in which the teaching/learning process unfolds. We will then analyze LinkedIn's functionalities for developing linguistic, digital and soft skills/competencies. Finally, based on the above analysis, we will propose a pedagogical scenario for an FLE/FFL course integrating digital literacy and soft skills alongside linguistic skills.

a) Analysis of work context (module, audience, target skills)

• Presentation of the module and target audience :

Our study focuses on teaching French as a foreign language in professional training in Morocco. The Office de la Formation Professionnelle et de la Promotion du Travail (O.F.P.P.T.) is the public body responsible for providing this type of training. Recently, the latter has renewed its training offers by modernizing the specialty modules but also by introducing accompanying modules to develop learners' communication in foreign languages, digital skills as well as soft skills (OFPPT, 2020; OFPPT, 2018).

Concerning the French module for our target audience in this case learners at specialized technician (techniciens spécialisés) level (BAC+2 diploma requiring the baccalaureate or technician diploma to enroll) the total hourly mass is 115h distributed as follows: 65h in synchronous mode and 50h in asynchronous mode (figure 1). The synchronous hours are divided into 35h face-to-face and 30h e-learning.



The screenshot shows the OFPPT evaluation interface. At the top, there is a header with the OFPPT logo, the text 'INSTITUT SPECIALISE DE TECHNOLOGIE APPLIQUEE OUISSANE MEKNES', and a navigation bar with buttons: 'Evaluation', 'Avancement', 'Changer EFP', 'Mon Compte', and 'Déconnexion'. The user's name 'MARWAN SERRAR' is displayed. On the right, there is a 'E-NOTE' logo and a date selector '2022/2023'. Below the header, there is a section 'Matricule : ' followed by 'MODULES AFFECTÉS'. The main content area is divided into two sections: 'MODULES NON VALIDÉS (0)' and 'MODULES VALIDÉS (18)'. Below these sections is a table with the following columns: 'Groupe', 'Module', 'N° Module', 'MHP', 'MHSYN', 'COF', 'Transverse', 'Régional', 'Nature Evaluation', 'Nb de CC', 'Notes', and 'PV'. The table lists five modules, all of which are validated.

Groupe	Module	N° Module	MHP	MHSYN	COF	Transverse	Régional	Nature Evaluation	Nb de CC	Notes	PV
ESA201 - 2A - (Diplômante)	Français	EGTS202	35.0	30.0	2	Non	N	Plateforme	3	Lister	
ESA202 - 2A - (Diplômante)	Français	EGTS202	35.0	30.0	2	Non	N	Plateforme	3	Lister	
GC201 - 2A - (Diplômante)	Français	EGTS202	35.0	30.0	2	Non	N	Plateforme	3	Lister	
GC202 - 2A - (Diplômante)	Français	EGTS202	35.0	30.0	2	Non	N	Plateforme	3	Lister	
TSGO201 - 2A - (Diplômante)	Français	EGTS202	35.0	30.0	2	Non	N	Plateforme	3	Lister	

The module's objectives focus on developing professional skills in addition to language skills. The tools used to implement this hybrid teaching include Teams and Altissia. Based on this information, we can see that, in addition to the skills mentioned above, the module develops the digital skills learners need to use these platforms and master the new uses of language in a digital environment.

Filtres

Classes

THAQ_OG201

français

Période

per1/septembre

septembre dernière

Mars dernière

Niveaux

A1

A1

A2

B1

B2

C1

C2

Temps passé

< 30mn

> 30mn

< 1h

> 1h

Réinitialiser

Liste des apprenants

		Adresse e-mail	Niveau	Temps passé	Export
☐	Youni				
☐	BOUTALIL ACHRAF	BOUTALIL.ACHRAF@efppt-edu.ma	B1	01h.24mn	Export
☐	EL-SADIK WUDANE	EL-SADIK.WUDANE@efppt-edu.ma	B1	04h.02mn	Export
☐	KHALAM AHAM	KHALAM.AHAM@efppt-edu.ma	B1	03h.43mn	Actif
☐	ELFOURAIL FADWA	ELFOURAIL.FADWA@efppt-edu.ma	B1	05h.37mn	Actif
☐	BOUSSOUIL SOUFHANE	BOUSSOUIL.SOUFHANE@efppt-edu...	A2	06h.32mn	Actif
☐	LADOUNA MOUNA	LADOUNA.MOUNA@efppt-edu.ma	A2	04h.45mn	Actif
☐	ZBAT FADWA	ZBAT.FADWA@efppt-edu.ma	A2	07h.33mn	Actif
☐	KHOUBARI MARIYEM	KHOUBARI.MARIYEM@efppt-edu.ma	A2	12h.40mn	Actif
☐	BOURHANE CHAYMAE	BOURHANE.CHAYMAE@efppt-edu.ma	A2	03h.37mn	Actif
☐	BENSALEM WISAM	BENSALEM.WISAM@efppt-edu.ma	A2	02h.10mn	Export
☐	ISMAIL ALAOU ANAS	ISMAILALAOULANAS@efppt-edu.ma	A2	07h.28mn	Actif
☐	NYAKIMANE	NYAKIMANE@efppt-edu.ma	A1	05h.31mn	Actif
☐	BENCHALBICHE YOUSRA	BENCHALBICHE.YOUSRA@efppt-edu...	A1	04h.21mn	Export
☐	DRIOUCHE BTISSAM	DRIOUCHE.BTISSAM@efppt-edu.ma	A1	03h.44mn	Actif
☐	EL-ASSIB MOHAMED	EL-ASSIB.MOHAMED@efppt-edu.ma	/	04h.03mn	Actif
☐	LAADDUL ACHRAF	LAADDUL.ACHRAF@efppt-edu.ma	/	00h.23mn	Actif

- **Identifying the study's target skills :**

For language skills, we will base our analysis on the elements mentioned in the complementary volume of the CEFR. According to Council of Europe, (2020), this framework proposes a scheme listing the main language and communicative activities that must be present in a foreign language course, which are: written and oral comprehension; written and oral expression; written, oral and online interaction; mediation of text, concepts and communication.

As far as digital literacy skills are concerned, we will draw on the components present in the "DigComp" framework. According to Vuorikari. R et al., (2022), this framework proposes 5 key competencies in its reference model: information and data literacy; communication and collaboration; digital content creation; Safety; Problem solving. These are in turn divided into sub-skills and defined by levels ranging from A1 to C2, like the CEFR language skills.

On the subject of soft skills, in the absence of a reference framework that can offer us a vision of the skills to be integrated. We will confine ourselves to considering the elements of soft skills listed above in our theoretical framework "Professional skills / Communication skills". We will be focusing on the latter to the detriment of management skills, as they are more relevant to our work context than the latter.

b) Analyses of LinkedIn's contribution to the development of language skills, digital literacy and soft skills:

• Identification of LinkedIn functionalities contributing to the development of targeted skills :

First, we will identify functionalities separately according to the type of skills they help to develop (language skills, soft skills or digital literacy). Then we will analyze convergences and divergences.

Table 1. LinkedIn functionalities compatible with language skills development.

Skills	LinkedIn functionalities
Reading comprehension	- News feed: enables learners to view publications written in the target language that may be of interest to them. - Job offers: enables learners to view and read job offers relevant to their field of specialization. The teacher can test the learner's comprehension by asking him/her, for example, to extract the main information from the offer or to test its correspondence with his/her profile.
Oral/ audio-visual comprehension	- News feed: enables the learner to view videos or audios in the target language that may be of interest to him/her.
Written production	- Profile: The teacher could assign the learner the task of filling in his/her profile using the language skills acquired. - News feed: write publications - Job offer: Write a reply to a job offer
Written and on-line interaction	- Messaging: Communicate and interact in writing with other people in a professional context.
Oral production and interaction	- Absence or lack of features to develop this type of skill.

Table 2. LinkedIn functionalities compatible with digital skills development

Skills	LinkedIn functionalities
information and data literacy	- Job offer / News feed / Messaging / Network: These features enable learners to search, filter and process information to find the one that suits them best. It also enables them to assess the credibility and veracity of information (a real job offer or a scam / a formal message or spam).
communication and collaboration	- News feed: enables learners to share, publish and communicate with a wide audience in a professional context, while respecting netiquette. - Messaging: interact and collaborate with others in a professional context.
digital content creation	- News feed: learners can create creative publications to search for information, expand their network or look for a job.
Safety	- The learner must learn to navigate the platform safely, responding only to reliable messages and clicking only on verified links.
Problem solving	- Solve technical problems related to connection and settings ... - Profile: fill in your profile creatively to increase its attractiveness. - News feed: creative use.

Table 3. LinkedIn functionalities compatible with Soft skills development.

Skills	LinkedIn functionalities
Professional skills	- Network: Enables learners to expand their professional network. - News feed / job offers: keep informed of the latest professional news specific to their field.
Communication skills	- Same functionalities as in the (communication and collaboration) section of digital skills.

c) Comments and analysis :

We can see from this identification that LinkedIn is well suited to integration into a foreign language course, as it offers us the opportunity to exercise and develop a considerable number of linguistic, digital and soft skills.

We also note that there are functionalities that can be used to work on components relating to all three types of skills. For example, the "News Feed" can be integrated into tasks to work on 3 linguistic skills (table 1), 4 digital skills (table 2) and 2 soft skills (table 3). The "messaging / profile / job offers" functionalities are also used to work on at least one component of each type of skill. However, this platform is not well suited to the adaptation of oral expression and interaction activities, so if we want to integrate this platform into a foreign language course, it is preferable, if not necessary, to choose a written expression or written interaction activity as the task. As far as comprehension activities are concerned, we have more freedom thanks to features that are adaptable to both written and oral comprehension activities.

From this analysis, we can deduce that it is possible to work on and develop digital literacy and soft skills alongside language skills in a foreign language course, using LinkedIn as a support and educational environment. However, activities and tasks need to be chosen with care, depending on their suitability for LinkedIn functionalities.

d) Integration into an FLE/FFL course :

- **Course characteristics and application :**

Designing a course requires the establishment of a number of characteristics. First, we need to decide on the level of the course. As shown in (figure 2), our target audience is a heterogeneous class with learner levels ranging from A1- (A1.1) to B1. Consequently, it makes sense to choose an intermediate A2 course, so that everyone can at least follow it without great difficulty or boredom. This choice may even help to encourage collaborative working and interactivity, by encouraging people with a B1 level to help those with an A1- level. As far as support materials are concerned, we will be using LinkedIn as our main course support, in addition to the usual language course supports. As for the skills targeted, in addition to the pragmatic, linguistic and socio-cultural skills adopted in a foreign language course, we will also take into account certain digital skills as well as the soft skills already mentioned.

The table below describes the main characteristics of the course.

Table 4. Main course characteristics

Context	The learner must be able to create a LinkedIn profile in French and engage in a professional discussion to apply for a job.	
Task	Create a LinkedIn account; complete your profile; search for a job in your field of specialization; find people to communicate with; start a discussion	
Language, communication and cross-	<i>Pragmatic</i>	-Respect the task. - Complete your profile; find a suitable job -Distinguish with whom to talk
	<i>Linguistic</i>	-Present simple “ Le present simple de l’indicatif”

disciplinary skills		-Professional lexical fields “Champ lexicale professionnel” -Logical connectors “Connecteurs logiques “
	Sociolinguistics (socio-cultural)	-Professional register -Methods of interaction on a professional platform
	Digital literacy / skills	-Mastering LinkedIn functionalities in French (communication, collaboration, profile standards, etc.) -Filtering information (offers, people) -Content creation (profile) -Security (against spam)
	Soft skills	-Networking (expanding your professional network) -having a professional and attractive profile
Level	A2	
Public	Mixed audience / heterogeneous	
prerequisites	Language	-Polite formulas “Les formules de politesse” -Basic connectors “Connecteurs de base” -Basic present simple “Notion de base du présent simple”
	Soft skills	-Basic digital skills.
	Digital skills	-Ability to socialize in French in a digital environment
Support	LinkedIn / Basic support for a FLE/FFL course	

• **Course summary, synthesis, remarks :**

The table below provides a brief description of the course.

Table 5. Course description.

Course stages (strategies)	Teacher and learner roles
Introduction “Mise en situation” (brain storming)	-The teacher asks the following question: how could you develop your professional network while finding jobs that match your profile? -Pool discussion / Introduce learners to LinkedIn -Outline the lesson plan
Conceptualization and presentation of content (reading)	-Show learners the LinkedIn section (about us / culture and values) VF. https://news.linkedin.com/about-us -Show comprehension questions / pool discussion

comprehension / vocabulary)	-Show the LinkedIn interface / go through the functionalities and ask learners to explain the purpose of each functionality / discuss / underline the usefulness of each functionality. -Explain any difficult words learners have removed from the previous two activities (ask them to remove them beforehand). -Translated with DeepL.com (free version)
LinkedIn immersion (problem situation)	-Ask learners to create their LinkedIn accounts and fill in their profiles with the info box. -Focus on the gaps encountered by learners / try to overcome those linked to digital skills. -Draw attention to the language skills needed to complete the activity (present simple / logical connectors).
language activity	-Review of linguistic concepts (present simple / logical connectors) using an action-oriented perspective. -Application exercises related to the course theme / consolidation and remediation exercises as required. -Remedy gaps from previous stage.
LinkedIn Immersion 2 (collaborative work)	- Form groups / ask learners to expand their networks, search for a relevant job offer while distinguishing verified information and accounts from spam. -Detect gaps / try to remedy them by giving cultural concepts of LinkedIn.
Final task	-Based on what has been seen and learned previously, the student has to research companies likely to recruit him/her, find the people to contact, verify their identities and finally write them a formal message expressing his/her candidacy to work for their company.

At the end of what we have seen, we can say that integrating digital skills / literacy and soft skills into a foreign language course makes a considerable contribution to preparing learners for the professional world. We also note that this integration has become a necessity, given that foreign languages are mainly used in the digital space. Finally, since our target audience is a group of trainees in a professional training context, soft skills and digital literacy will be a major asset for them in their quest to find employment and develop these skills.

However, the integration of these key skills faces certain challenges that need to be overcome in order to guarantee the effectiveness of the teaching/learning process. One of these challenges is the difference in the level of mastery of these types of skills among learners. We can find a learner who has an intermediate level in a foreign language but lacks the numerical and soft skills needed to do the activity, and vice versa. Another challenge is the inability of some language teachers to teach anything other than language skills, due to a lack of training for trainers in soft skills and digital literacy. Consequently, the teacher training in this field is essential to the integration of these skills into the foreign language classroom.

4. Conclusion and future prospects

In light of the different dimensions explored in this article, we note that the development of digital literacy and soft skills alongside language skills is becoming a necessity and a major issue for foreign language teaching.

The theoretical framework has enabled us to focus on the links between soft skills, “*savoir-être*”, digital literacy and foreign language didactics. It was also intended to explore previous experiences of integrating the skills mentioned above, as well as LinkedIn, into the field of education in general and foreign language teaching in particular, in order to build on their contributions and learn from their limitations.

The practical framework enabled us as well to contextualize our work first, and then to try to identify LinkedIn functionalities that could foster the integration of soft skills and digital literacy in an FLE course. Following our analysis of the above, and the pedagogical scripting we carried out based on this analysis, we noted that LinkedIn is the platform par excellence for the development of the previously mentioned skills. This platform offers the learner an environment likely to enable realistic use of the target foreign language (unlike conventional tasks and exercises), as well as the possibility of developing his or her network, which will have a direct and positive impact on his or her professional life. Finally, LinkedIn enables the learner to explore and develop the digital skills necessary for professional fulfillment, with the possibility of exercising them in the working language.

However, major challenges remain to be overcome in order to guarantee the effectiveness of this process. We can summarize these challenges through the following questions:

- How can digital literacy and soft skills be assessed in a foreign language course?
- How can we guarantee the effective acquisition of these skills, and what is the need for teacher training in this context?

We will attempt to answer these questions in a future work.

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