

**Lidil : call for submission**

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# *Digital Literacy and the teaching and learning of languages and cultures\**

*\*Littératie numérique et didactique des langues et des cultures*

*Violaine Bigot, Université Paris 3, Christian Ollivier,  
Université de La Réunion, Thierry Soubrié, Université  
Grenoble Alpes*

Fraenkel and Mbodj-Pouye (2010) mention a first occurrence of the word "literacy" in English, in the Chambers dictionary in 1883. One hundred years later the notion aroused great interest in various fields of the human sciences (educational sciences, language sciences, applied linguistics, sociology, information and communication sciences). It has been developed, among other things, to address learning processes and practices related to the writing and reading processes, which go beyond the initial and technical learning of writing and reading, for which the term "alphabetization" is generally used. While in some definitions literacy is confined to the domain of "skills", it most often encompasses all "practices", or, to use the OECD definition: "the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential" (OECD, 2000, p. x).

Hébert and Lépine (2012) analyzed 38 definitions of the notion collected in the French-speaking scientific literature. They identified, beyond the diversity of definitions, ten "added values" for the term "literacy". Their study reveals, among other things, that the notion of literacy makes it possible to consider "the personal, professional and sociocultural objectives and issues related to the appropriation of the written world" (p. 35). It is therefore at the heart of the reflections on social exclusion and on the relations between individuals and society. The two authors note that "literacy attracts the attention of researchers because it affects the entire development of the person with an emancipatory aim that basic literacy does not always have" (p. 16). They also note that the notion of literacy makes it possible to include, beyond the question of skills and practices, the representations and attitudes of speakers, and to focus on them in a lifelong learning perspective. Finally, the notion of literacy invites us to reflect on the development of language skills by taking into account the diversity of contexts and supports for language socialization. In particular, it invites us to overcome the old opposition between so-called "literary" and "ordinary" texts, and to think about the articulation between the skills and the practices of oral communication, on the one hand and those of written communication, on the other hand.

"Literacy practices" (Street, 1995), as they are implemented in "digital contexts" (Lacelle, Boutin, & Lebrun, 2017), are naturally part of this extended understanding of reading and writing which considers the development of the person, his/her identity and his/her integration into society as crucial. Gilster's (1997) book focused on the cognitive dimension of digital literacy and the importance of critical information literacy for individuals as the capacity not only to understand, but rather to evaluate information found online. More recently the understanding of digital literacy (also called "computer literacy", "ICT literacy", "eLiteracy", "new literacies", "21st century literacies", "literacies of the digital") has evolved. In the numerous definitions provided by scholars (Aviram & Eshet-Alkalai, 2006; Bawden, 2008; Beetham, 2015; Buckingham, 2010; Eshet-Alkalai, 2004; Eshet-Alkalai & Chajut, 2009;

Goodfellow, 2011; Jisc, 2014; Lankshear & Knobel, 2008, 2011; Martin, 2008; Martin & Grudziecki, 2006), we can identify the growing presence of the social dimension and an increasing interest in a form of digital literacy that allows young citizens to be critical of digital tools and sources, but also to understand and participate in plural – local and global – digital societies.

This evolution has occurred in two phases. After the emergence of "new" technologies, the research focused on how their use could help learners develop the various dimensions of literacy, including reading competencies, writing skills (spelling, punctuation, revision, etc.) and lexical development (Moseley et al., 1999; Scrase, 1998; Segers & Verhoeven, 2002). In Canada, Lebrun, Lacelle and Boutin (2012) regret that the introduction of digital technology in the educational world is often reduced to technological training. When a critical approach to information is proposed, it is confined to activities related to "source identification and validation". In a second phase, studies have focused on the specificity of digital literacy, identifying in particular the new literacies that language learners develop through their online participation, in the so-called "digital wilds" (Sauro & Zourou, 2019). This research, focusing in particular on online gaming, fanfiction and, more broadly, fandom sites, has begun to provide an insight into the new literacies and the benefits that digital exchanges (outside the formal teaching and learning context) entails in terms of agency, identity building and learners' posture as users of these sites and members of their communities (see for example Black, 2009; Bigot, Maillard-De La Corte Gomez, & Lambert, 2016; Hannibal Jensen, 2019; Lam, 2000; Sundqvist, 2019; Thorne & Black, 2011, 2007; Yi, 2013). Still, further studies need to be carried out and extended to other forms of participation in order to better understand the specific characteristics and uses of digital literacy in the domain of language teaching and learning. (Dudenev, 2011; Dudenev & Hockly, 2016; Dudenev, Hockly, & Pegrum, 2013). Indeed, there are still very limited studies and reports on practical pedagogical practices that show how the results of research on new literacies can be used to support the teaching and learning of languages and what the concrete benefits and limitations are of practices involving the participation of students in collaborative websites in a formal educational context (Minkel, 2015; Ollivier, 2018; Sauro, 2017; Sauro & Sundmark, 2016 ; Sockett & Toffoli, 2012).

- The notion of digital literacy now leads to a much broader reflection that includes the notion of digital citizenship, defined by Frau-Meigs et al. (2017, pp. 11-12) on the basis of a literature review from 2000 to 2017 as:
- the ability to engage competently and positively with digital technologies (creating, working, sharing, socialising, investigating, playing, communicating and learning) ;
- participating actively and responsibly (values, skills, attitudes, knowledge and critical understanding) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural);
- being involved in a double process of lifelong learning (in formal, informal and non-formal settings); and
- seamlessly defending human rights and dignity.

Abdallah-Pretceille (2017) has shown that in our culturally diverse societies, the exercise of citizenship is closely linked to the development of skills for engaging in intercultural communication. Digital citizenship is no exception and, on the contrary, since it grows in spaces where the encounter with otherness, the exploration of new spaces of socialization and the participation in new social groups are only a click away. As Abdallah-Pretceille points out, the notion of citizenship is always "relative to its conditions of emergence" (p. 108). Therefore, one of the specific features of the digital space is that all exchanges, even the most spontaneous, are likely to leave a trace, to be duplicated and/or commented on in the future. This implies that the notion of digital literacy appears at the heart of the reflections on the exercise of digital citizenship in which schools must train their students.

No pedagogy can nowadays ignore the digital turn. This seems particularly true for first and second language education. The language socialization of learners depends, among other things, on their participation in the "digital life" (Soubrié, 2014). If educational institutions provide a secure space for building knowledge "outside the world", away from its "fury" (Maulini & Perrenoud, 2005), it cannot ignore what is happening in the world, on the one hand, because the students "bring" this world with them into the school and, on the other hand, because its mission is to prepare students to be citizens of this world, and especially of this digital world.

These reflections lead to the following questions: To what extent is the digital turn changing teaching and learning practices? How can applied linguistics integrate digital literacy in the domain of research and intervention in foreign language teaching and learning? How can it include this notion in its theoretical framework or even possibly redefine it in order to take into account the learners' personal literacy practices? The submitted papers must fit into one of the following areas and may address all levels of teaching and learning, whether it be a first or second language context.

### **Theme 1: Description and analysis of digital literacy practices**

This first theme focuses on the description and analysis of literacy practices on the Internet, such as writing and publishing autobiographical stories, fan fiction, blogs or vlogs, participating in digital social networks and more broadly in online exchanges, as long as these practices have the potential to be of interest for language teaching and learning. The language socialization of students, particularly peer socialization, occurs largely in digital spaces. The Internet is a central place for encounters with otherness and cultural and linguistic diversity. What are the characteristics of these language practices? What are their specificities? To what extent do they provide evidence of forms of socialization that can promote the development of language skills?

### **Theme 2: Continuity between personal digital practices and language education**

There is still very little research on experiences, which aim to introduce into the classroom digital practices that are part of the learners' personal sphere. Calling on ordinary practices of digital language socialization of students to make the learning process meaningful is an approach that many teachers have explored but that is still poorly documented (see, for example, Brunel & Petitjean, 2018). The articles submitted in this theme will examine pedagogical practices based on "the already existing practices of digital writing" (Penloup, 2017), on the ordinary digital practices of learners, in order to develop new knowledge and skills and build learning activities. They may also deal with the representations, reported practices and attitudes of educational practitioners.

### **Theme 3: Digital literacy and negotiation of language practices and identities**

In the digital space, the issue of negotiation is central, at the different levels identified by Kerbrat-Orecchioni (2005): the organizational level (negotiation of the language of interaction, the genre or type of interaction, the participation framework, the organization of turn taking, etc.); the level of content and forms (negotiation of the theme of the exchange, the choice of words and the interpretation of statements, activities...); the level of identities and interpersonal relationships (negotiation of categorizations, degree of intimacy with the partner, hierarchical relationships...).

Identifying a community's codes, appropriating them, negotiating them, understanding their possible issues such as power, exclusion, inclusion, etc. are essential skills in intercultural communication. What is the educational potential of these situations of interactive negotiation, observable in digital literacy practices, for helping language learners develop intercultural communication competence (Byram 1997) and digital citizenship? To what extent can participation in these negotiations be considered as a source of learning likely to promote the intercultural communication skills of those participating in them? To what extent can the observation of and reflection on such negotiation processes be beneficial for learning? How can learners be prepared, in the context of language education, to encounter linguistic and cultural otherness in digital communication spaces?

## **Key dates**

- 20 January 2020 : end of proposals submission (3 pages)
- February 2020 : confirmation of refusal or acceptance of proposals (a positive feedback is an encouragement to submit an article that will be reviewed later, it doesn't mean that the article will be accepted)
- 22 June 2020 : end of article submission
- December 2020 : confirmation of acceptance or refusal of articles
- End of January 2021 : deadline for sending the final version of articles
- June 2021 : publication of the journal's issue

## Address to send the proposals and articles

Proposals and articles should be sent at the three following addresses

- violaine.bigot@sorbonne-nouvelle.fr
- christian.ollivier@univ-reunion.fr
- thierry.soubrie@univ-grenoble-alpes.fr

## Practical information

- Proposals will be no more than 3 pages in length (including bibliography)
- Articles will be no more than 40 000 characters including spaces.
- Articles must be written in either French or English. The final version of the article will include an abstract written in the other language.
- Style sheet and other recommendations to the authors can be found at <https://journals.openedition.org/lidil/3304?file=1>.

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