



Conceptual Framework for achievement, assessment and exchange of Digital Literature Literacy and Literature Digital Reading Skills



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Digital Literature Literacy and Literature Digital Reading Skills*

Erasmus+ KA220-SCH project DILECTINGS - "Digital Literature Educational
Competences for Teachers: Intercultural iNclusive Good-practices for
Second-language learning"

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Abstract

The DILECTINGS project aims to develop a framework for Digital Literature Literacy (DLL) that integrates with the DigComp Edu framework for digital competences for educators. The project seeks to explore the concept of DLL in the context of Second Language/Foreign Language (SL/FL) teaching, particularly focusing on recent innovations such as e-book readers, multimedia e-books, and web-based books.

The project is structured into three main activities:

1. **Literature Review:** This involves a study of past and current state-of-the-art DLL educational practices. The aim is to identify the core characteristics of good Digital Literature (DL) and Literature Digital Reading (LDR) in SL/FL teaching practices and define a set of key DLL teaching skills.
2. **Stakeholder Research:** Research has been conducted with key stakeholder groups, including experts on DLL and DL and LDR in SL/FL teaching practices. The Delphi methodology and

Roadmapping technique has been used to identify the key skills and support needed for using DL and LDR in SL/FL teaching.

3. **Conceptual Framework:** The outcomes of the literature study and expert consultations result in a common framework meant as a guide to the development of other outputs in the project, including the Learning Platform, Piloting Teachers Training, Digital Resources and School Toolkit, and the e-book on School guidelines.

The expected impact of the project includes building and sharing expertise and knowledge related to DLL Skills at individual, team, and organizational levels, and enhancing cooperation between teachers in diverse forms of DL and LDR in SL/FL teaching practices. The project aims to answer key questions about digital literature, digital literature literacy, and how and why it should be taught, especially when facing L2/FL teaching.

Summary

The Conceptual Framework for the DILECTINGS project will be structured as follows:

1. Introduction

- Background of the DILECTINGS project
- Overview of the DigComp Edu framework
- Purpose and objectives of the Conceptual Framework

2. Digital Literature Literacy (DLL)

- Definition of Digital Literature
- Importance of DLL in the current educational landscape
- Role of DLL in Second Language/Foreign Language (SL/FL) teaching

3. Literature Review

- Past state-of-the-art DLL educational practices
- Current state-of-the-art DLL educational practices
- Identification of core characteristics of good DL and LDR in SL/FL teaching practices
- Definition of key DLL teaching skills

4. Stakeholder Research

- Overview of the Delphi methodology and Roadmapping technique
- Identification of key stakeholder groups

- Key skills gained from and needed for using DL and LDR in SL/FL teaching
- Key support needed by diverse stakeholder groups for developing, assessing, and recognizing DLL skills

5. Conceptual Framework

- Integration of findings from the literature review and stakeholder research
- Development of a common framework for DLL
- Implications for the Learning Platform, Piloting Teachers Training, Digital Resources and School Toolkit, and the e-book on School guidelines

6. Conclusion

- Summary of the Conceptual Framework
- Benefits of DLL and LDR use according to research: building and sharing expertise and knowledge related to DLL Skills; enhancing cooperation between teachers in diverse forms of DL and LDR in SL/FL teaching practices
- Future directions for the DILECTINGS project

7. References

Each section of the Conceptual Framework provides detailed insights into the respective topics, thereby guiding the development of the entire DILECTINGS project. The framework aims to answer key questions about digital literature, digital literature literacy, and how and why they should be taught. It will serve as a comprehensive guide for educators and policy-makers involved in DLL and DL and LDR in SL/FL teaching practices.

1. Introduction

1.1. Background of the DILECTINGS project

The DILECTINGS project (Digital Literature Educational Competences for Teachers: Intercultural iNclusive Good-practices for Second-language learning) is part of the Erasmus + Programme for the action Cooperation partnerships in school education. The project includes four universities (University of Roma Tre, Italy; University of Vic-Central University of Catalonia, Spain; West University of Timisoara, Romania; Learnovate - Trinity College Dublin, Ireland) and four schools, one for each European country involved (IC Vitruvio Pollione, Formia, Italy; INS Miquel Martí I Pol, Roda de Ter, Spain; The King's Hospital, Dublin, Ireland; Liceul de Arta Ion Vidu, Timișoara, Romania).

DILECTINGS aims to promote and scale-up Digital Literature Literacy (DLL) and Literature Digital Reading (LDR) skills in European schools through achievement, assessment and exchange of specific digital competences, resources and guidelines in both educators and students.

Digital literature is an engaging and interactive narrative form delivered via digital media, encompassing the language of books, films, web pages, radio, etc. The field of research addressing the impact of digital literature on students' reading activities, though more and more appealing, is still under investigated; hence this project aims to provide an organic and systematic overview on the state of the research on DLL.

In line with Bologna and Open Education principles, the advice of the Council of Europe on strategic competences for Life-long Learning, the Council Conclusions on European Teacher and Trainers for the Future of May 2020, the 2020 Commission's Communication on Achieving the

European Education Area by 2025, and the Commission's Digital Education Action Plan (2021-2027), the project intends to implement tools to promote Digital Literature in schools and to enhance reading skills both for native speakers and to Foreign Language/Second Language students in different European countries.

In fact, as digital instruments change the dynamic relationship between reader, text and factors influencing the reading process and hence comprehension, the education systems need updated and available tools and structures to help teachers (and learners) to cope with the implications of digital texts fruition in the pedagogy of reading, especially in multilingual situations. Indeed, creating an inclusive community was a primary goal in the process of European integration from its start and may well have contributed to making social inclusion one of the eleven priorities for Cohesion Policy (2014-2020) within the Europe 2020 Strategy and the 2030 Agenda. The European Council Recommendation clearly points out the eight key competences at the basis of lifelong learning, which every European citizen should possess to exert their active role; among them, language competences – and the lack of them – are a key factor to consider when devising inclusive strategies.

As a matter of fact, in a more and more multicultural European context, where different linguistic and cultural backgrounds are supposed to merge into an equitable community, schools need to foster new competences and skills to match the request of technological, educational, cultural and social changes, while facing a plurality of socioeconomic situations of potential risk to cope with, and aiming to involve learners regardless of their talent, disability, language or cultural origin. Additionally, The Covid-19 emergency, imposing an abrupt shift to distance learning, has forced teachers at all school levels

to cope with an enormous amount of self-e-teaching, as well as with providing materials, lessons and support via previously unexplored channels.

Digital literature has proven extremely effective in Second Language Acquisition, though it is not easy to select which technology to use for different teaching purposes. Both teachers and students need guidelines and support to apply digital reading (reading texts from the technological apparatus such as the screen of smart phones, tablets, or computers either online or offline) to literature so as to: foster teaching of reading; teach both language and literature by reading with digital tools; contribute to fostering intercultural understanding and social inclusion; being able to develop/consolidate ICT competences and skills.

In the light of these conditions, the DILECTINGS project provides:

- a Conceptual Framework for literature digital reading competence;
- a practical tool for DLL teaching in the two different branches of Primary and Lower-Secondary school;
- a teaching Platform with online modules on DLL and a digital literature hub in which there are online resources, journal, webinars and conferences.

All the materials produced during the implementation of the project are available with no limitation and free, as well on DILECTINGS platform; they will be provided as links on eTwinning (ESEP) granting transferability and sustainability to the project in time and making all materials and courses available to a wider European school community.

1.2. Overview of the DigComp Edu framework

As educators face rapidly changing demands, they require an increasingly broader and more sophisticated set of competences than before. In particular, the ubiquity of digital devices and the duty to help students become digitally competent requires educators to develop their own digital competence; but digitally competent educators must also consider the overall environment in which teaching and learning encounters are embedded. Hence, it is part of educators' digital competence to enable learners to actively participate in life and work in a digital age. It is also part of their competence to reap the benefits of digital technologies for enhancing pedagogic practice and organisational strategies.

In parallel with the growing awareness among many European Member States that educators need a set of digital competences specific to their profession in order to be able to seize the potential of digital technologies, on an international and national level a number of frameworks, self-assessment tools and training programmes have been developed to describe the facets of digital competence for educators and to help them assess their skills, identify their training needs and offer targeted training. Based on the analysis and comparison of these instruments, in 2017 the Joint Research Centre (JRC) of the European Commission - on behalf of the Directorate-General for Education, Youth, Sport and Culture (DG EAC) - presented a common European Framework for the Digital Competence of Educators (DigComp Edu).

DigComp Edu is a scientifically sound background framework which helps to guide policy and can be directly adapted to implementing

regional and national tools and training programmes. In addition, it provides a common language and approach that will help the dialogue and exchange of best practices across borders. The DigComp Edu framework is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational education and training, special needs education, and non-formal learning contexts.

The DigComp Edu framework aims to capture and describe the educator-specific digital competences by proposing 22 elementary competences organised in 6 areas. The Framework also proposes a progression model to help educators assess and develop their digital competence, understand their personal strengths and weaknesses. It outlines six different stages through which an educator’s digital competence typically develops: from Newcomer (A1) to Pioneer (C2). For ease of reference, these competence stages are linked to the six proficiency levels used by the Common European Framework of Reference for Languages (CEFR), ranging from A1 to C2. Since the CEFR levels are widely known and used, it is easy for educators to understand and appreciate their personal level of digital competence, since the main objective of the proposed DigComp Edu progression model is to support continuous professional development. The descriptors combined with the CEFR levels are intended to motivate educators at all levels to positively appreciate their achievements and to look forward to expanding them further.

The DigComp Edu itself - as a background that can guide policy across all levels - invites and encourages adaptation and modification to the specific context and purpose. In line with this aspect and aware of the key role of digital preparation of teachers and students, the DILECTINGS project is firmly aligned with this framework. In particular, the project

focuses on one specific aspect of the digital competences included in the DigComp Edu, that is the Digital Literature Literacy (DLL) and Literature Digital Reading (LDR): these competences, necessary for a digitally competent teacher nowadays, can be extremely useful in second language learning. Hence, the DILECTINGS project provides, among other programmatic actions, this common, lasting and expendable conceptual framework related to DLL and LDR.

1.3 Purpose and objectives of the Conceptual Framework

The project aims at creating a European DLL and LDR Hub for the achievement, assessment and exchange of Digital Literature Skills and competences. Therefore, the Framework is intended to provide a theoretical and practical background that can guide policy across all levels. In fact, the main goal of the DILECTINGS framework is to furnish a template that allows to develop concrete instruments, suiting all the local and specific needs, without having to reconstruct a conceptual basis for the work. Just as it is for the DigComp Edu, sharing a common language and logic is a cardinal starting point that can help the discussion and the exchange of best practices in digital literature education for second-language learning. The Conceptual Framework can also represent a reference point for each stakeholder to validate the completeness and approach of their own tools and frameworks.

By integrating the DigComp Edu and the European platforms for educators and schools, DILECTINGS offers a Framework that goes beyond national boundaries and raises awareness on cultural identities across Europe. In the background, as already stated, there is, in fact, the belief that fostering international collaboration is the best way to solve

the complex issues of digital competence acquisition, intercultural understanding, and social inclusion in education that Europe is currently facing.

DILECTINGS Conceptual Framework takes a detailed look at the concept of DLL, with respect to the current background of DL and LDR in second-language teaching (in particular, the innovations of the recent years including e-book readers, multimedia e-books and web-based books). This framework will answer questions such as: What is digital literature? What is digital literature literacy? Who teaches digital literature literacy? As a teacher, am I DLL competent? And if not, where can I acquire it? What can I do in the classroom? And how? But above all: why? These questions are based on those of the above-mentioned DigComp Edu framework but declined specifically for DLL.

The following Framework is the result of discussions and multiple confrontations with several experts based on an in-depth literature review to reach a concise yet comprehensive and clear synthesis on DLL, LDR and how these emerging competences can be used in the implementation of Second-language learning. The Framework is divided into 3 main areas: Literature Review, Stakeholder Research and Conceptual Framework. It is organised in chapters, each of which is focused on a specific aspect. After this brief introduction to the background and purposes of the project, chapter two provides a definition of digital literature and highlights the importance of DLL in the current educational system. It also underlines the important role that DLL can embody in Second Language and Foreign Language (SL/FL) teaching.

Chapter three is dedicated to the literature review: an overview of the so-far state-of-the-art regarding the use of DL and LDR in SL/FL teaching starting from previous projects, case studies and research studies; an

overview of the current state-of-the-art of DLL Educational Practices, through which schools extend their educational offer using new technologies for reading including current projects, case studies and research studies. The focus of this literature study is to identify the similarities and differences between “older” and “newer” approaches, as well as the core characteristics of good DL and LDR in SL/FL teaching practices. A set of key DLL Teaching Skills needed for today’s approaches to engaging in DLL teaching will therefore be defined.

Chapter four is focused on key stakeholder groups, including experts on DLL and DL and LDR in SL/FL teaching practices. This study is conducted using the Delphi methodology (interactive forecasting method with a panel of experts) and followed-up using the Roadmapping technique (organising expert knowledge in form of a strategic plan with short-term and long-term goals and scenario-based planning for promoting DLL Skills). The stakeholders are consulted to identify the key skills gained from and needed for using DL and LDR in SL/FL teaching and the key support needed by the diverse stakeholder groups in view of developing, assessing and recognizing DLL skills.

Finally, the literature study and the outcomes of the expert consultations converge in a common framework. Chapter five, in fact, highlights the findings from the literature review and stakeholder research, develops a common framework for DLL and clarifies the implications for the other DILECTINGS project’s actions, such as the Learning Platform, the Digital Resources, the School Toolkit and the e-book on School guidelines. The last chapter therefore summarises the Conceptual Framework, the benefits of DLL and LDR use according to the research and knowledge deepened in the course of the work, providing a tool to imagine future directions of DL and LDR applied to second and foreign language teaching.

The use of ICT, Digital Literature in particular, is an excellent tool to promote interculturality, and enhance language learning key-competences, equity and equality: teachers need to embrace new digital media and revise contents accordingly to help students realise the full educational potential of technologies. This Framework is meant to be a starting point to build competences and lasting cooperation bonds supporting teachers in their challenging educational tasks in this digital era.



2. Digital Literature Literacy (DLL)

2.1. Definition of Digital Literature

Digital Literature, often termed as "e-literature", represents a transformative shift in literary expression, leveraging the capabilities of computer technologies and the internet. Distinguished from traditional print media, e-literature is characterized by its hypertextual, multimedia, and interactive nature. As De Vivo (2011) observed, digital literature can be defined as a computational literary form that employs the digital medium as both an aesthetic and rhetorical device.

Digital Literature is a dynamic and expanding field that redefines literary creation, consumption, and teaching in the digital age, particularly for redefining and empowering L2/FL teaching strategies, offering new avenues for interaction, learning, and active reader participation.

It must be considered, in fact, that Digital Literature changes not only the relationship between text and critical apparatus, but also between text, author and reader (Landow, 1997). The reader is actively involved, which is why a reflection on Digital Literature cannot be separated from a reflection on Digital Reading, especially in the educational sphere.

Digital reading is the understanding, use, reflection on and engagement with written texts in order to add one's own goals, develop one's own knowledge and potential and play a participatory

role in society, with reference to the processing of a digital text (e-text), i.e. a text 'placed' on a digital medium.

Coiro (2021) emphasizes the importance of defining digital reading terms within a community's collective interests and values. She introduces a multifaceted heuristic to organize and define the complex spectrum of digital reading experiences, acknowledging that comprehension involves diverse texts, activities, readers, and contexts. Consequently, this leads to a deeper understanding of Digital Literature in Digital Reading. Textual variations in digital texts, categorized into literary, informational, hybrid, multimedia, and multimodal forms, reflect the diversity of digital literature. Dynamic digital texts differ by format, genre, and interaction methods, including on-screen texts and hypertexts that digitally link materials, as well as hypermedia that blend hypertext with multimedia elements, thereby increasing comprehension complexity. Internet texts extend hypertexts within the vast, changing structure of the internet, introducing a wide range of intertextual and multimodal connections, influenced by hidden agendas. Moreover, augmented reality texts merge real and digital realms, allowing interaction with digital data in physical spaces and blurring the lines between printed and digital texts.

Coiro's work underscores the intricate landscape of digital reading, advocating for a comprehensive approach that accounts for the rich variety of digital texts and their implications for reading practices, particularly in the context of language learning. This calls for specific assessment and teaching strategies in L2/FL education, reflecting the complexity of digital reading and necessitating pedagogical shifts where educators integrate diverse digital texts and reading activities, moving beyond traditional linear reading to embrace the

multifaceted nature of digital literature and its implications for comprehension and engagement.

2.2. Importance of DLL in the current educational landscape

In human history, the transition from orality to writing represents a real cultural revolution, changing its transmission of knowledge, means of communication, and the very idea of tradition. This transition also brought about an intellectual breakthrough, connected with a new style of mind. Writing (and its reading) ushers in language as we think of it, with its rigorous grammar, its defined semantics, its articulated syntax. With writing comes logical, reflective, scientific thinking. And we, today, are still immersed in writing, even as communicative modes (sound, iconic above all) and languages are increasingly expanded.

The reality of the polymorphism of communication today calls for reviving reading in new forms, without the constraint of the written text of tradition as a single model, closed in on itself and not open to communication and interpretation.

Digital reading has permeated our experience as readers for some years now, and not just since e-readers have existed, but since the web has become the pervasive player in our daily experience.

In fact, the differences between reading on digital and printed media may not exist since, in any case, we are faced with a succession of words and images arranged in writing on any surface. In reality, however, the nature of the medium brings about a profound distinction: no medium, in fact, is "innocent," since there is no real separation between form and content. We must therefore think that as the media change, the

very nature of texts changes, in some way, along with the reader's perception of them.

Reading web-based texts in a qualified manner is a far from trivial task, a challenge that is absolutely in line with the urgent demands for raising the quality of literacy. The online text requires elaborate executive, decision-making, critical and self-monitoring skills and this makes its interpretation more difficult, whereas reading on paper is usually deeper and tends to activate the processes underlying comprehension.

The DILECTINGS project proposes to stimulate the implementation of didactic approaches aimed at developing digital reading skills, which could develop from an in-depth reading of digital texts as well. This would involve teaching signification strategies applied to digital texts (prediction, questioning of the text, synthesis of the main ideas, representation of what has been read) that foster comprehension by supporting inferential processes, identification of the main ideas, recognition of the global or analytical meaning of the text, and its critical evaluation.

Further tools are considered to be paths that raise awareness of the importance of using metacognitive strategies to support reading; the development of skills to distinguish between relevant and irrelevant material; the organisation of information in a coherent order; textual synthesis. Creating opportunities for experimentation on the most effective strategies for improving navigation is also seen as an activity to be promoted.

In teaching practice, it is therefore pivotal to raise awareness on that, when approaching digital reading, changes in the dimensions of the medium and the way in which the message is structured complicate comprehension and that, in order to become competent online readers,

it is not enough to transfer the skills learnt in reading printed texts onto a digital mean tool.

2.3. Role of DLL in Second Language/Foreign Language (SL/FL) teaching

Digital Literature Literacy (DLL) can significantly enhance Second Language/Foreign Language (SL/FL) education. Digital Literature can improve reading and digital literacy, enrich language learning by incorporating multimodal digital communication, and stress the importance of technology in educational settings for academic success. E-literature, which is distinct from traditional media, can support global citizenship, autonomous learning, and critical thinking. Integrating technology into language education is essential for developing literary competence and adapting pedagogy to the demands of the digital era. Digital Literature Literacy (DLL), characterized by its computational and interactive nature, challenges traditional narrative structures and requires new cognitive skills, particularly in digital environments. Developing metacognitive skills and personalized learning strategies is crucial for enhancing the language learning experience through increased engagement and a deeper understanding of language in a digital context.

Digital literacy, as outlined within the DigComp Edu framework, is recognized as a crucial set of skills for navigating the modern, technology-rich environment. This concept extends beyond traditional literacy, which focuses primarily on reading and writing, to encompass the ability to understand and utilize information in digital formats.

In this context, two pivotal studies illuminate the role of Digital Literature Literacy (DLL) in enhancing Second Language/Foreign Language (SL/FL) education. Firstly, the work of Hafner, Chik, and Jones (2015) on "Digital Literacies and Language Learning" delves into how digital media reshape SL/FL acquisition, marking a transition from mere linguistic competence to a deeper grasp of multimodal digital communication. An evolution, which calls for significant pedagogical shifts, urging educators to weave digital literacies into their curriculums to prepare students for engaging in multilingual online spaces. Their findings underscore a paradigm shift in language learning towards embracing multimodal digital communication, necessitating educators to adapt their teaching strategies to the digital era's demands, thereby emphasizing the critical role of DLL in language education.

Similarly, Baldini's (2019) investigation into digital children's literature reveals its impact on young readers, highlighting a trend towards interactive and visually rich storytelling. This shift, while enriching, poses challenges in balancing educational content with entertainment, underscoring the importance of linguistic degrees in digital adaptations. Baldini's insights support for a mindful selection of digital literature to support educational objectives, reinforcing DLL's significance in selecting and leveraging digital texts for language learning effectively.

Working as milestones, Hafner, Chik, Jones together with Baldini's perspectives, support for a comprehensive integration of DLL in SL/FL teaching, recognizing the transformative potential of digital literature in redefining language learning landscapes and the necessity of equipping educators with the tools to traverse and enrich this evolving domain.

3. Literature Review

3.1 Past state-of-the-art DLL educational practices

A range of studies have explored the integration of digital literacy in education. Littlejohn (2012) emphasizes the need for institutions to value digital literacy, while Shelby-Caffey (2014) and Westman (2013) both highlight the potential of digital storytelling in enhancing traditional literacy practices. Myers (2006) and Blummer (2017) underscore the importance of integrating digital and non-digital tools in literacy practices, with Blummer (2017) specifically focusing on the digital literacy practices of youth populations. Quah (2021) provides a systematic review of digital storytelling authoring tools, offering design guidelines and highlighting their potential challenges. Rozema (2004) and Snyder (2000) both explore the potential of digital technology in literature instruction, with Snyder (2000) calling for a continued focus on research and practice in this area.

3.2 Current state-of-the-art DLL educational practices

The current state-of-the-art in digital literature literacy education is characterized by a shift towards learner-generated content, with a focus on literary learner texts (Becker, 2023). This shift is supported by the use of digital storytelling authoring tools (Quah, 2021) and the integration of technology and digital tools in literature classrooms (Alfaruque, 2022). Digital storytelling and multimedia tools are also being used to enhance language and literature teaching (Alan, 2023),

and digital technologies are being explored as a modern methodological model in literature teaching (Trifonova, 2021). In elementary literature education, digital textbooks are being used to enhance material exploration and interactive learning (Kong, 2023). The use of digital writing in online communities is also being explored as a way to promote relevance in contemporary communicative contexts (Bacalja, 2020). Lastly, the application of modern literary theory and technology approaches is being considered to increase students' creativity in understanding and enjoying literary works in the digital era (Septiari, 2023).

3.3 Identification of core characteristics of good DL and LDR in SL/FL teaching practices

Digital Literature and Literature Digital Reading can be successfully and efficiently applied to Second Language and Foreign language acquisition practices. Developed according to the guidelines drawn from the DL/LDR literature review and the Survey conducted as first steps of the research project and re-purposed on Second Language Teaching and Assessment strategies and tools, the DILECTINGS Platform offers a comprehensive insight into such practices introducing trainees to applying the key concepts in digital literature and digital reading literacy to the teaching and assessing of a second/foreign language.

Teaching practices in DL for L2 teaching present several main goals that can be articulated as follows:

- developing an insight into how to apply DL and LDR to L2/SL teaching and learning

- developing an awareness of the pupils' needs when fostering DL and LDR in the classroom
- developing an awareness of the pupils' skills fostered by DL and LDR in L2/L learning
- enhancing assessment strategies related to DL and LDR in L2/SI teaching and learning gain confidence in the teachers' capabilities in using DL and LDR

Assessment is a key aspect of Teaching. This term can have two different meanings: measuring one's digital competence and evaluating with digital tools (using digital devices). This project focuses on the latter and maintains that assessing via digital devices can be initially seen as problematic. For this reason, a preliminary brief recognition on the benefits and challenges of Digital Assessment must be discussed. Teachers must consider as upsides the following characteristics of DL: considering those benefits as accessibility, transparency, profitability, more engaging experience, eco-friendliness, security, auto-grading, and time-efficiency. On the other hand, educators can face and must be ready to overcome difficulties in grading long-answer questions, obvious needs to adapt to a new environment, also considering possible infrastructural barriers and vulnerability. Assessment and the digital activities in general can be a product of the move into a digital context due to Covid-19: however, it may also be undertaken in traditional face-to-face formats. Digital assessment can also make use of more traditional assessment types, elements of which are now often enabled using digital technologies. To conclude with assessment, the Dilectings platform also provides a list of Digital Assessment Tools that are useful for both students as well as teachers.

The teaching practices that are recommended with digital devices are those that engage students in an active and cooperative participation. A student-centred learning is crucial in online learning and digital reading can provide effective strategies to keep students focused. The platform offers several resources to create an interactive book, it explains how to work on e-books for school, and make it interactive. Further, for example, possibilities are given by those tools which turns a PowerPoint into an E-Book, that add links to pages, and embed videos and audios. All of these tools enable a more interactive teaching practice.

3.4 Key DLL teaching skills

The DILECTINGS website is meant to help practitioners to both reflect on and assess their digital literacy skills. Through a series of tasks, the platform aims to trigger reflection and to provide teachers with criteria to select the most appropriate assessment to demonstrate core digital competences. In addition, participants will be able to evaluate the course pathways and their impact and transferability to practice.

Therefore, the main goals to be achieved can be expressed as follows:

- Examine different types of Digital Literacy skills assessments: self-assessments and inventories; performance- or competency-based assessments;
- Present a comprehensive, practical guidebook of digital literacy assessment tools;
- Reflect on self-learning and own digital reading skills;
- Adapt existing assessment materials to own classroom practice.

Essential digital skills for DLL include being able to:

- use devices like a computer, tablet or mobile phone as tools for reading practices and reading related tasks;
- find and use information on the internet, applying them to digital literature;
- understand how to be safe and responsible online, especially when minors are considered; behave safely and legally online;
- communicate socially and professionally, using email, messages and social media, in order to create a social and cooperative digital environment where students can work together and share experiences on their language and reading skills.
- create online accounts to access and share information;
- search for reliable information online.

After defining the key DLL teaching skills, the platform also provides a comprehensive list of useful assessment tools linked to digital competencies. This is a developing area and new assessments to test our ever-changing digital knowledge will continue to emerge. While some tools test, others teach.

This list (updated to July 2024) includes 12 online assessment tools:

- The European Digital skills assessment tool;
- All aboard;
- EU Digital Skills and Jobs Platform;
- The Digital Competence Wheel;
- Microsoft digital literacy programmes;
- Digital Learn;
- GCF Global;
- Applied Digital Skills;
- Rudaí 23: 23 Things for Information Skill;
- Learner Web;
- The Open Learn Centre;
- Territorial Digital Assessment Tool.

As appendix, the toolkit developed within the project’s results is available on the platform at the following address:

<https://www.dilectings.learnovatecentre.org/login>.

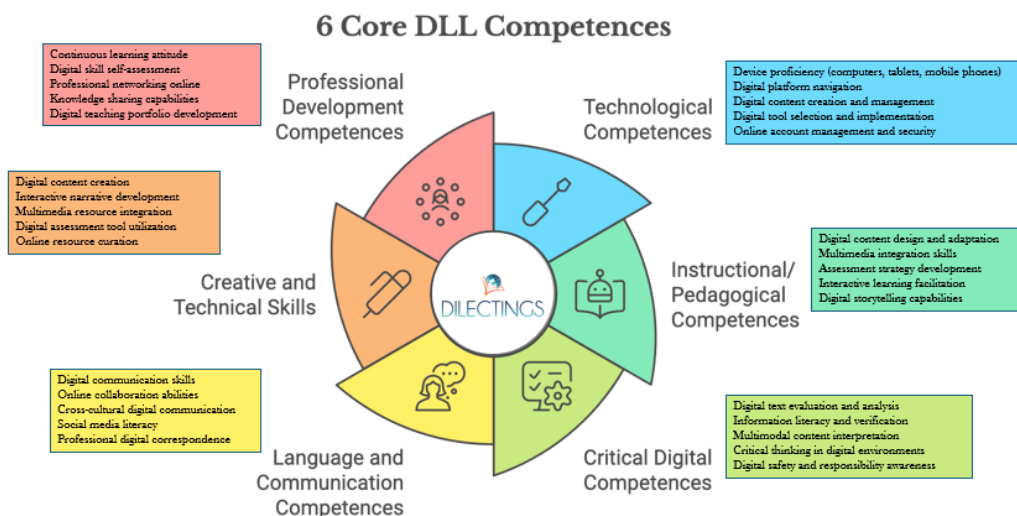


Fig.1 – 6 core DLL competences

4. Stakeholder Research

The Stakeholder Research phase of the DILECTINGS project involved consulting with key stakeholder groups, including experts on DLL, DL and LDR in SL/FL teaching practices. This research was conducted using the *Delphi methodology*, an interactive forecasting method that relies on a panel of experts, and followed up using the *Roadmapping technique*, which organizes expert knowledge in the form of a strategic plan with short-term and long-term goals and scenario-based planning for promoting DLL skills.

The primary objectives of the stakeholder research were to:

1. Identify the key skills gained from and needed for using DL and LDR in SL/FL teaching.
2. Determine the key support needed by the diverse stakeholder groups in view of developing, assessing, and recognizing DLL skills.

4.1 Overview of the Delphi methodology and Roadmapping technique

Through the Delphi methodology, experts were consulted in a structured manner to gather their insights and opinions on the essential skills and support required for successful implementation of DL and LDR in SL/FL teaching practices. This iterative process allowed for the refinement and convergence of ideas, leading to a consensus among the expert panel.

The Roadmapping technique was then employed to translate the findings from the Delphi study into a strategic plan, which outlined both short-term and long-term goals for promoting DLL skills, as well as scenario-based planning to address potential challenges and opportunities in the implementation process.

The stakeholder research phase provided valuable insights into the practical aspects of integrating DLL, DL, and LDR into SL/FL teaching practices. By engaging with experts in the field, the DILECTINGS project's team was able to identify the critical skills and support mechanisms needed to ensure the successful adoption and implementation of these innovative teaching approaches. The findings from this research have informed the development of the project's other outputs, such as the Learning Platform, Digital Resources, School Toolkit, and the e-book on School guidelines, ensuring that they are aligned with the needs and expectations of key stakeholders in the educational community.

4.2 Identification of key stakeholder groups

The DILECTINGS project identified several key stakeholder groups to consult during the Stakeholder Research phase; these groups were selected based on their expertise, experience, and potential to contribute valuable insights into the development and implementation of Digital Literature Literacy (DLL) and the use of Digital Literature (DL) and Literature Digital Reading (LDR) in Second Language/Foreign Language (SL/FL) teaching practices.

The key stakeholder groups included:



1. **Educators:** Teachers, professors, and instructors involved in SL/FL teaching at various educational levels, from primary to higher education. These stakeholders possess first-hand knowledge of the challenges and opportunities in integrating digital technologies into language teaching practices.
2. **Educational administrators:** School principals, department heads, and other decision-makers in educational institutions. These stakeholders play a crucial role in implementing policies and allocating resources to support the adoption of DLL, DL, and LDR in SL/FL teaching.
3. **Educational technology experts:** Professionals with expertise in the development and application of digital tools and platforms for educational purposes. These stakeholders can provide valuable insights into the technical aspects of implementing DLL, DL, and LDR in SL/FL teaching practices.
4. **Researchers:** Academics and scholars conducting research in the fields of digital literacy, language acquisition, and educational technology. These stakeholders can contribute theoretical and empirical evidence to support the development and implementation of DLL, DL, and LDR in SL/FL teaching practices.
5. **Policy makers:** Government officials and representatives from educational authorities responsible for shaping policies and guidelines related to digital literacy and language education. These stakeholders can provide insights into the broader educational context and the potential impact of DLL, DL, and LDR on educational policies and practices.

6. **Students:** Learners enrolled in SL/FL courses at various educational levels. These stakeholders can provide valuable feedback on their experiences with digital technologies in language learning and their expectations for DLL, DL, and LDR in SL/FL teaching practices.

4.3 Key skills gained from and needed for using DL and LDR in SL/FL teaching

Through the Stakeholder Research, have been identified several key skills that educators and learners gain from and need for effectively using Digital Literature (DL) and Literature Digital Reading (LDR) in Second Language/Foreign Language (SL/FL) teaching practices.

Key skills gained from using DL and LDR in SL/FL teaching:

- **Enhanced digital literacy:** Engaging with DL and LDR helps educators and learners develop their digital literacy skills, including the ability to navigate, interpret, and create digital content in the context of language learning.
- **Improved language acquisition:** DL and LDR provide learners with authentic, engaging, and interactive language learning experiences, that can lead to improved language acquisition outcomes, such as increased vocabulary, comprehension, and fluency.
- **Increased cultural awareness:** DL and LDR often incorporate multimedia elements and culturally relevant content, which can help learners develop a deeper understanding and appreciation of the target language's culture and context.

- **Collaborative learning skills:** DL and LDR platforms often include features that facilitate collaborative learning, such as discussion forums, group projects, and peer feedback; these experiences help learners develop essential collaboration and communication skills.
- **Autonomy and self-directed learning:** DL and LDR provide learners with the flexibility to access and engage with language learning materials at their own pace and according to their individual needs and interests, fostering autonomy and self-directed learning skills.

Key skills needed for using DL and LDR in SL/FL teaching:

1. **Technological proficiency:** Educators need to possess a strong foundation in digital literacy and be proficient in using various digital tools, platforms, and resources to effectively integrate DL and LDR into their teaching practices.
2. **Instructional design skills:** Educators must be able to design and adapt language learning materials and activities that leverage the unique features and affordances of DL and LDR, ensuring that they are pedagogically sound and aligned with learning objectives.
3. **Facilitation and moderation skills:** In DL and LDR environments, educators need to be skilled facilitators and moderators, able to guide and support learners' interactions, foster meaningful discussions, and provide timely feedback and assistance.
- 4. **Assessment and evaluation skills:** Educators must be able to develop and implement appropriate assessment and evaluation strategies that capture the unique aspects of DL and LDR, such as multimodal communication, collaborative learning, and self-directed learning.
5. **Continuous professional development:** Given the rapidly evolving nature of digital technologies and their applications in language education,

educators need to engage in continuous professional development to stay updated with the latest trends, tools, and best practices in DL and LDR.

Fostering awareness of these key skills, the DILECTINGS project aims to support educators and learners in effectively fostering DL and LDR for SL/FL teaching and learning. The project's outputs, such as the Learning Platform, Digital Resources, and School Toolkit, have been designed to help stakeholders develop and apply these essential skills in their teaching practices.

4.4 Key support needed by diverse stakeholder groups for developing, assessing, and recognizing DLL skills

The Stakeholder Research conducted by the DILECTINGS project revealed that diverse stakeholder groups require specific forms of support to effectively develop, assess, and recognize Digital Literature Literacy (DLL) skills in the context of Second Language/Foreign Language (SL/FL) teaching practices.

1. Educators:

- Professional development opportunities focused on integrating DLL, DL, and LDR into SL/FL teaching practices
- Access to high-quality, curated digital resources and tools aligned with SL/FL curricula and learning objectives
- Guidance on designing and implementing assessment strategies that capture the unique aspects of DLL, DL, and LDR

- Opportunities for peer collaboration and sharing of best practices within and across educational institutions

2. Educational administrators:

- Clear guidelines and policies for implementing DLL, DL, and LDR in SL/FL teaching practices at the institutional level
- Adequate funding and resources to support the acquisition and maintenance of digital infrastructure and tools
- Professional development opportunities for administrators to understand the benefits and challenges of DLL, DL, and LDR in SL/FL education
- Mechanisms for recognizing and rewarding educators who effectively integrate DLL, DL, and LDR into their teaching practices

3. Educational technology experts:

- Opportunities to collaborate with educators and researchers to develop and refine digital tools and platforms that support DLL, DL, and LDR in SL/FL teaching practices
- Access to user feedback and data to inform the iterative design and improvement of digital resources and tools
- Funding and support for research and development initiatives focused on advancing DLL, DL, and LDR technologies and applications

4. Researchers:

- Funding and support for research projects that investigate the impact and effectiveness of DLL, DL, and LDR in SL/FL teaching practices
- Opportunities for collaboration with educators, educational administrators, and educational technology experts to ensure research is relevant and applicable to real-world contexts

- Platforms for disseminating research findings and best practices to the wider educational community

5. Policy makers:

- Evidence-based insights and recommendations from researchers, educators, and other stakeholders to inform policy decisions related to DLL, DL, and LDR in SL/FL education
- Opportunities for consultation and collaboration with diverse stakeholder groups to ensure policies are responsive to the needs and challenges of the educational community
- Mechanisms for monitoring and evaluating the impact of policies and initiatives related to DLL, DL, and LDR in SL/FL education

6. Students:

- Access to high-quality, engaging, and culturally relevant DL and LDR resources that support their SL/FL learning goals
- Opportunities for feedback and input on the design and implementation of DLL, DL, and LDR initiatives in their educational institutions
- Guidance and support in developing the necessary digital literacy and language learning skills to effectively engage with DL and LDR resources

By identifying the diverse support needs of each stakeholders group considered, the DILECTINGS project allowed to develop targeted resources, guidelines, and recommendations that address each groups' specific needs and challenges. The project's outputs, such as the Learning Platform, Digital Resources, School Toolkit, and e-book on School guidelines, have been designed to provide the necessary support and guidance for stakeholders to effectively integrate DLL, DL, and LDR into SL/FL teaching practices.

5. Conceptual Framework

5.1 Introduction

The advent of digital technology has revolutionized the field of literature, leading to the emergence of digital literature as a new form of literary expression (Aarseth, 1997). Concurrently, the skills required to read and comprehend literature have also evolved, necessitating the development of digital reading skills (Leu et al., 2013). This paragraph proposes a common framework for the achievement, assessment, and exchange of these crucial skills, designed to enhance understanding and application of digital literature and reading skills in the digital age.

5.2 Framework Description

5.2.1 Achievement / Digital Literature Literacy

Achievement in digital literature literacy involves understanding the basics of digital literature and its application. This includes learning how to understand, create, interpret, and engage digital literature (Hayles, 2008).

1. Understanding digital literature:

- Recognizing the distinct features of digital literature, such as interactivity, multimodality, and non-linearity (Hayles, 2008)

- Learning about the different types and styles of digital literature, such as hypertext fiction, interactive fiction, and multimedia poetry (Ensslin, 2007)
- Exploring the historical context and evolution of digital literature, from early experiments with hypertext to contemporary immersive and participatory works (Simanowski, 2011)

2. Creating digital literature:

- Developing skills in digital writing and storytelling, such as crafting interactive narratives, incorporating multimedia elements, and designing user interfaces (Skains, 2017)
- Experimenting with digital authoring tools and platforms, such as Twine, Inform, and Scalar, to create original works of digital literature (Salter, 2014)
- Collaborating with other creators, including writers, artists, and programmers, to develop innovative and engaging digital literary experiences (Montfort, 2003)

3. Interpreting and analysing digital literature:

- Applying literary analysis techniques to digital works, considering elements such as structure, narrative, character, and theme (Hayles, 2008)
- Examining the role of interactivity and user agency in shaping the meaning and experience of digital literature (Murray, 1997)

- Exploring the cultural, social, and political implications of digital literature, including issues of accessibility, diversity, and representation (Grigar & Moulthrop, 2015)
4. Engaging with digital literature communities:
- Participating in online forums, discussion groups, and social media platforms dedicated to digital literature (Rettberg, 2014)
 - Attending conferences, workshops, and exhibitions that showcase digital literary works and provide opportunities for networking and professional development (Boluk & LeMieux, 2017)
 - Contributing to the growing body of scholarship on digital literature through research, criticism, and creative practice (Ensslin & Slocomb, 2012)

To support the achievement of DLL, educators and institutions should provide learners with access to diverse digital literary works, authoring tools, and platforms. They should also foster a culture of experimentation, collaboration, and critical engagement, encouraging learners to explore the possibilities and push the boundaries of digital literary expression.

Learners who build a solid base in DLL will be more prepared to adapt to the fast-changing world of digital literature, both as readers and makers. They will also be able to transfer these skills to other domains, such as digital media, interactive design, and online communication, thereby enhancing their overall digital literacy and preparedness for the challenges and opportunities of the 21st century.

5.2.2 Achievement / Literature Digital Reading Skills

Literature Digital Reading Skills (LDRS) are essential for effectively coping with and comprehending digital literary works, involving a specific set of strategies and competencies that differ from those required for reading traditional print literature (Coiro, 2011). Achieving proficiency in LDRS enables learners to engage meaningfully with digital literature in a productive manner.

1. Developing digital reading strategies:

- Learning to navigate and interact with digital texts, including hyperlinks, multimedia elements, and interactive features (Afflerbach & Cho, 2009)
- Adapting reading strategies to the non-linear and multimodal nature of digital literature, such as skimming, scanning, and selective reading (Leu et al., 2013)
- Cultivating the ability to critically evaluate and synthesize information from multiple digital sources and modalities (Dalton & Proctor, 2008)

2. Enhancing comprehension skills:

- Improving digital vocabulary and language comprehension through exposure to diverse digital literary works and contexts (Coiro, 2011)
- Developing the ability to infer meaning and make connections across different parts of a digital text or multiple digital works (Castek et al., 2011)

- Strengthening metacognitive skills, such as self-monitoring and self-regulation, to ensure understanding and retention of digital literary content (Coiro & Dobler, 2007)

3. Engaging with multimedia and interactive elements:

- Developing the ability to interpret and analyse visual, auditory, and kinaesthetic elements in digital literature, such as images, videos, and animations (Serafini, 2012)
- Learning to interact with and manipulate digital literary works, such as making choices in interactive fiction or contributing to collaborative writing projects (Bouchardon, 2014)
- Exploring the aesthetic and artistic dimensions of digital literature, and appreciating how multimedia and interactivity contribute to the overall literary experience (Simanowski, 2011)

4. Fostering digital literacies:

- Developing information literacy skills, such as searching, evaluating, and selecting relevant digital literary resources (Leu et al., 2013)
- Cultivating media literacy skills, including the ability to critically analyse and interpret digital literary works in their cultural, social, and political contexts (Avila & Pandya, 2013)
- Promoting digital citizenship and ethical practices, such as respecting intellectual property rights and engaging in responsible online behaviour (Hobbs, 2010)

To support the achievement of LDRS, educators should provide learners with a wide range of digital literary works that showcase

diverse genres, styles, and formats. In parallel, they should also explicitly teach and model effective digital reading strategies and create opportunities for learners to practice and apply these skills in authentic and meaningful contexts.

Furthermore, educators should foster a collaborative and participatory learning environment that encourages learners to share their experiences, insights, and interpretations of digital literary works, as, by engaging in discussions, debates, and creative projects, learners can deepen their understanding and appreciation of digital literature while also developing essential communication, collaboration, and critical thinking skills.

If on the one side, achieving proficiency in LDRS empowers learners to fully engage with the rich and diverse world of digital literature, it also empowers them in becoming active and confident participants in the digital literary landscape. These skills not only enhance learners' enjoyment and understanding of digital literary works but also prepare them for the demands of an increasingly digitized and interconnected world.

5.2.3 Assessment

Assessment of Digital Literature Literacy (DLL) and Literature Digital Reading Skills (LDRS) is crucial for gauging learners' understanding and mastery of these essential competencies: according to McKenna et al. (2012), a comprehensive assessment strategy should incorporate both theoretical and practical components to provide a holistic evaluation of learners' knowledge and skills.

1. Theoretical assessments:

- Purposely developed tests and quizzes that measure learners' understanding of key concepts, principles, and theories related to DLL and LDRS (Coiro, 2011)
- Essays and reflective writing assignments that require learners to analyse, interpret, and critique digital literary works, demonstrating their comprehension and critical thinking skills (Hayles, 2008)
- Oral presentations and discussions that assess learners' ability to articulate their knowledge and insights about digital literature and digital reading strategies (Castek et al., 2011)

2. Practical assessments:

- Performance-based tasks requiring learners to demonstrate their ability to navigate, interact with, and comprehend digital literary works (Leu et al., 2013)
- Creative projects that challenge learners to produce their own digital literary works, showcasing their skills in digital writing, multimedia composition, and interactive design (Skains, 2017)
- Collaborative assignments that assess the learners' ability to work effectively in teams, share knowledge, and contribute to the collective understanding and appreciation of digital literature (Simanowski, 2011)

3. Formative and summative assessments:

- Ongoing formative assessments that provide learners with regular feedback and support, helping them to monitor their progress and identify areas for improvement (Afflerbach & Cho, 2009)
- Summative assessments that evaluate learners' overall achievement and mastery of DLL and LDRS at the end of a course or

program, using a combination of theoretical and practical measures (Coiro, 2011)

4. Authentic and contextual assessments:

- Assessments that are grounded in real-world contexts and scenarios, reflecting the authentic challenges and opportunities of engaging with digital literature in personal, academic, and professional settings (Dalton & Proctor, 2008)
- Assessments that consider learners' diverse backgrounds, interests, and learning styles, providing multiple pathways and options for demonstrating their knowledge and skills (Hayles, 2008)

To ensure the effectiveness and validity of DLL and LDRS assessments, educators should align them closely with the learning objectives, instructional activities, and resources used in their courses or programs. They should also use a variety of assessment methods and tools to capture the full range of learners' knowledge, skills, and dispositions related to digital literature and digital reading.

Moreover, learners should be provided with clear and explicit criteria and expectations for each assessment, along with timely and constructive feedback helping them to reflect on their learning, identify their strengths and weaknesses, and set goals for future growth and development.

By implementing a robust and comprehensive assessment strategy, educators can not only measure learners' achievement in DLL and LDRS but also foster a culture of continuous learning, reflection, and improvement, where learners are empowered to take ownership of their learning, develop a deep and enduring understanding of digital literature and digital reading, and apply their skills and knowledge in meaningful and relevant ways.

5.3 Integration of Findings from the Literature Review and Stakeholder Research

The literature review and stakeholder research findings converge on several key points, underscoring the importance of digital literacy and literature digital reading (DL and LDR) in second language (L2) and foreign language (FL) teaching practices.

As afore mentioned, both past and current state-of-the-art digital literature literacy (DLL) educational practices emphasise the integration of digital literacy in education, the potential of digital storytelling, and the importance of integrating digital and non-digital tools in literacy practices. These findings align with the stakeholder research's emphasis on the key skills gained from using DL and LDR in SL/FL teaching, such as enhanced digital literacy, improved language acquisition, increased cultural awareness, collaborative learning skills, autonomy, and self-directed learning.

The literature review identifies a shift towards learner-generated content, supported by digital storytelling authoring tools and the integration of technology in literature classrooms. This is mirrored in the stakeholder research's identification of key skills needed for using DL and LDR in SL/FL teaching, including technological proficiency, instructional design skills, facilitation and moderation skills, assessment and evaluation skills, and continuous professional development.

The literature review's identification of core characteristics of good DL and LDR in SL/FL teaching practices, such as developing an insight into how to apply DL and LDR to L2/SL teaching and learning, developing an awareness of the pupils' needs and skills fostered by DL and LDR, and

enhancing assessment strategies related to DL and LDR, is echoed in the stakeholder research's identification of key skills gained from and needed for using DL and LDR in SL/FL teaching.

Finally, the stakeholder research's identification of key support needed by diverse stakeholder groups for developing, assessing, and recognising DLL skills aligns with the literature review's emphasis on the need for institutions to value digital literacy, the potential challenges of digital storytelling authoring tools, and the need for a continued focus on research and practice in this area.

The combination of results from the literature review and stakeholder research offers a thorough insight into the significance, advantages, difficulties, and assistance required for the successful adoption of DL and LDR in SL/FL teaching practices. This combined view has guided the creation of the DILECTINGS project's outputs, making sure they are appropriate, useful, and consistent with the needs and desires of key stakeholders in the educational community.

5.4 Development of a Common Framework for Digital Literature Literacy (DLL)

As pointed out in the previous paragraphs, the development process of a common framework for Digital Literature Literacy (DLL) which draws upon insights from both literature review and stakeholder research, represents a crucial step in promoting digital literacy in language education, fostering innovative teaching approaches, and preparing learners for the digital era. This framework aims to integrate the key skills acquired from and necessary for employing Digital Literature (DL) and Literature Digital Reading (LDR) in Second Language/Foreign Language (SL/FL) teaching practices; it emphasises the significance of

technological proficiency, instructional design skills, facilitation and moderation skills, assessment and evaluation skills, and continuous professional development. The framework also acknowledges the necessity for specific forms of support for diverse stakeholder groups, including educators, educational administrators, educational technology experts, researchers, policymakers, and students. By aligning with the needs and expectations of this plethora of stakeholders, the framework ensures the effective integration of DLL, DL, and LDR into SL/FL teaching practices.

The development of a comprehensive framework for Digital Literature Literacy is essential for the advancement of language education in the 21st century. While it provides a structured approach to integrating digital technologies and literature in SL/FL teaching, this framework has the potential to revolutionise the way languages are taught and learned. The framework's emphasis on key skills, such as technological proficiency and instructional design, ensures that educators are well-equipped to leverage the benefits of digital literature in their teaching practices; furthermore, by recognising the diverse needs of stakeholders, the framework promotes a collaborative and inclusive approach to language education, fostering a supportive environment for all involved parties. As society moves forward in an increasingly digitalised world, the development of a common framework for Digital Literature Literacy is a vital step in preparing learners for the challenges and opportunities that lie ahead.

The main aims of the Common Framework for DLL and LDR are:

1. Integrate key skills gained from and needed for using Digital Literature (DL) and Literature Digital Reading (LDR) in Second Language/Foreign Language (SL/FL) teaching practices.

2. Promote technological proficiency, instructional design skills, facilitation and moderation skills, assessment and evaluation skills, and continuous professional development among educators.
3. Provide specific forms of support for diverse stakeholder groups, including educators, educational administrators, educational technology experts, researchers, policymakers, and students.
4. Ensure effective integration of DLL, DL, and LDR into SL/FL teaching practices by aligning with the needs and expectations of stakeholders.
5. Promote digital literacy in language education, foster innovative teaching approaches, and prepare learners for the digital era.

As previously discussed within this document, the operative phases for the establishment of the framework are those that are succinctly outlined below:

1. Literature Review: Conduct a comprehensive review of existing research and best practices related to DLL, DL, and LDR in SL/FL teaching.
2. Stakeholder Research: Engage with diverse stakeholder groups to gather insights, needs, and expectations regarding the integration of digital literature in language education.
3. Framework Development: Develop the common framework for DLL based on the findings from the literature review and stakeholder research, incorporating key skills, support mechanisms, and guidelines.
4. Pilot Implementation: Implement the framework in a pilot study to evaluate its effectiveness and gather feedback from educators and learners.
5. Refinement and Finalisation: Refine the framework based on the pilot study results and finalise the common framework for DLL.

6. Dissemination and Training: Disseminate the framework to relevant stakeholders and provide training and support for its implementation in SL/FL teaching practices.
7. Evaluation and Continuous Improvement: Regularly evaluate the framework's effectiveness and make necessary improvements based on feedback and emerging trends in digital literature and language education.

The guidelines that can be deduced from what has been described thus far can be summarised in the following list:

1. Prioritise the development of key skills, such as technological proficiency, instructional design, facilitation and moderation, assessment and evaluation, and continuous professional development.
2. Ensure the framework is flexible and adaptable to accommodate the diverse needs of stakeholders and different educational contexts.
3. Promote collaboration and knowledge sharing among educators, researchers, and other stakeholders to foster innovation and best practices in DLL integration.
4. Encourage the use of evidence-based practices and research to inform the ongoing development and refinement of the framework.
5. Provide clear guidance on the selection, evaluation, and integration of digital literature resources in SL/FL teaching practices.
6. Emphasise the importance of student-centred learning approaches and the development of critical digital literacy skills among learners.
7. Foster a culture of continuous improvement and professional development among educators to ensure the effective implementation of the framework.

8. Regularly review and update the framework to reflect emerging trends, technologies, and best practices in digital literature and language education.

Level	Competence Area	Description
A1	Basic Technological Proficiency	Can navigate simple digital platforms and access digital literature with guidance.
A1	Basic Digital Reading Skills	Can identify simple digital texts and understand basic navigation features (e.g., hyperlinks, multimedia elements).
A1	Professional Development	Can develop a continuous learning attitude and assess digital skills independently.
A2	Interactive Digital Engagement	Can interact with basic multimedia elements in digital literature and follow hyperlinks to gather information.
A2	Digital Communication	Can use simple online discussion forums or chat functions to exchange basic information about digital literature.
A2	Technological Competences	Can navigate digital platforms and manage basic digital content.

B1	Critical Digital Literacy	Can critically assess the credibility of digital literature sources and differentiate between reliable and unreliable content.
B1	Instructional Design Awareness	Can implement basic digital tools (e.g., annotations, highlighting) to support literature-based learning activities.
B1	Language and Communication	Can demonstrate online collaboration abilities and cross-cultural digital communication.
B2	Facilitation & Moderation	Can moderate discussions on digital literature platforms and guide learners in collaborative interpretation.
B2	Advanced Digital Reading Strategies	Can employ interactive reading strategies, including cross-referencing and hyperlink-based research, for deeper literary analysis.
B2	Creative and Technical Skills	Can integrate multimedia resources and create interactive digital content.
C1	Digital Literature Integration	Can design and implement digital literature projects, integrating

		multiple media and interactive storytelling techniques.
C1	Assessment & Evaluation	Can evaluate digital literature comprehension using digital tools (e.g., quizzes, online discussions, peer reviews).
C1	Critical Digital Competences	Can conduct digital text evaluations, ensure information literacy, and interpret multimodal content.
C2	Digital Literature Innovation	Can create and adapt digital literature resources for diverse educational contexts and innovative pedagogical approaches.
C2	Policy & Research Contribution	Can contribute to policy development and research on digital literature literacy in second/foreign language education.
C2	Instructional/Pedagogical Competences	Can design and adapt digital content, integrate multimedia, and facilitate interactive learning.

5.5 Implications for the Learning Platform, Piloting Teachers Training, Digital Resources and School Toolkit, and the e-book on School guidelines

The development of the Conceptual Framework for the DILECTINGS project has had significant implications for the designing of the Learning Platform, as well as for the Piloting Teachers Training, the Digital Resources provided, the School Toolkit, which has been built, and the e-book on School guidelines.

A range of studies have explored the implications of digital learning for various educational contexts. Kocurkova (2023) and Havrilova (2019) both highlight the need for digital resources and training for teachers, with Kocurkova specifically focusing on the OSH field and Havrilova on primary school teachers. The importance of digital pedagogy is emphasized by Lewin (2015), who found that it can enhance students' skills and motivation. Stracke (2013) examines how learning innovations and quality can improve education and training. The book stresses the role of digital resources in expanding learning opportunities and calls for more access and reuse of these resources. The use of digital tools for teacher training is further supported by Allela (2020), who found that a multimodal approach can be effective. The development of digital competencies is also crucial, as shown by Szabó (2023) in her work on digital platforms and language learning resources. Bates (2015) provides a comprehensive guide for designing digital teaching and learning, which can be a valuable resource for educators.

Digital literature can impact digital reading skills by enhancing motivation, interaction, and understanding, but also posing challenges that require additional skills, strategies, time, memory capacity, concentration. The more one reads in a digital environment in a second

language, the more digital reading strategies are employed, though this does not always result in better reading comprehension. There are discrepancies between perceived and actual strategy use, as well as between teachers' expectations and students' actions. Research suggests that children's (especially boys') interest and abilities in digital reading could lead to greater enjoyment of reading and better proficiency in print reading (Picton, 2014). Some studies have shown that reading on screen may offer benefits for children in groups less likely to be reading at the expected level for their age, such as those from less advantaged backgrounds (Marijke & Paulien, 2021).

The implications if such premises for the learning platform, piloting teachers training, digital resources, and the e-book on school guidelines can be summarised as follows:

1. Learning Platform:

- The integration of digital reading programs can significantly improve students' reading comprehension, as shown by Ebrahimi (2016). Therefore, a learning platform should incorporate both print and digital reading materials to maximize comprehension.
- The platform should also support the development of digital reading skills, including linear and deep reading strategies, basic and critical information skills, and multimodal semiotic awareness, as suggested by Lim and Toh (2020).

2. Piloting Teachers Training:

- Teachers' beliefs and their integration of technology are crucial. Training programs should address teachers'

epistemological beliefs and conceptions of teaching to facilitate effective technology integration (Kim, et al. 2013).

- Teachers need adequate training and resources to feel confident and prepared to use digital tools in their teaching practices. This includes institutional support and environmental readiness (Nugroho & Mutiaraningrum, 2020).
- Training should also focus on self-education strategies for teachers to continuously adapt to new technologies, as highlighted by Stockwell (2009).

3. Digital Resources:

- Digital resources should be aligned with constructivist learning principles, allowing students to build knowledge and meaning from their experiences (Tamam & Asbari, 2022).
- Resources should include a variety of digital literary texts and hypertexts to reflect the shift from traditional to cyber literature, which requires new analytical and critical approaches (Nanda, 2020).

4. School Toolkit and e-book on School Guidelines:

- School policies should be developed and utilized effectively to support ICT integration in classrooms. This includes having an ICT plan, providing ICT support, and offering ICT training (Tondeur, 2008).
- The toolkit and guidelines should emphasize the importance of continuous improvement in quality, relevance to labor

markets, and increased access to higher education, as part of a broader educational strategy (Euridyce, 2024).

These implications highlight the need for comprehensive support systems, including well-designed learning platforms, robust teacher training programs, effective digital resources, and strategic school policies to enhance digital learning and teaching practices.

This framework provides a comprehensive guide for the achievement, assessment, and exchange of Digital Literature Literacy and Literature Digital Reading Skills, which can inform the development of these key outputs of the project. The Learning Platform, for instance, can be designed to align with the framework's guidelines, providing educators with access to high-quality digital resources and tools that support the integration of digital literature in Second Language/Foreign Language teaching practices. Similarly, the Piloting Teachers Training can be structured to reflect the framework's emphasis on key skills such as technological proficiency, instructional design, and continuous professional development. The Digital Resources and School Toolkit can be developed to provide educators with practical guidance and support for implementing digital literature in their teaching practices, while the e-book on School guidelines can offer a comprehensive overview of the project's findings and recommendations. Overall, the Conceptual Framework serves as a foundation for the development of these key outputs, ensuring their relevance, effectiveness, and alignment with the needs and expectations of the educational community.

6. Conclusion

6.1 Summary of the Conceptual Framework

This Conceptual Framework has been developed and designed to provide a comprehensive idea of what DLL and is. The first part shows what the DILECTINGS (Digital Literature Educational Competences for Teachers: Intercultural iNclusive Good-practices for Second-language learning) project is: an Erasmus + Programme action for Cooperation partnerships in school education. DILECTINGS aims to promote and scale-up Digital Literature Literacy (DLL) and Literature Digital Reading (LDR) skills in European schools through achievement, assessment and exchange of specific digital competences, resources and guidelines in both educators and students.

After identifying how digital literature has proven an increasingly important tool for Second Language Acquisition, the DILECTINGS project has been developed providing a Conceptual Framework for literature digital reading competence; a CANVAS practical tool for DLL teaching in the two different branches of Primary and Lower-Secondary school; a teaching Platform with online modules on DLL and a digital literature hub in which there are online resources, journal, webinars and conferences.

A first step has been that of considering previous projects related to the same issue and the DigComp Edu framework has been identified as a crucial model. As educators need a set of digital competences specific to their profession in order to be able to seize the potential of digital technologies, a number of frameworks, self-assessment tools and

training programmes have been developed. Among these in 2017 the Joint Research Centre (JRC) of the European Commission - on behalf of the Directorate-General for Education, Youth, Sport and Culture (DG EAC) - presented a common European Framework for the Digital Competence of Educators (DigComp Edu). DILECTINGS is intended to be in line with the main objectives of DigComp Edu in supporting continuous professional development.

The project aims at creating a European DLL and LDR Hub for the achievement, assessment and exchange of Digital Literature Skills and competences. Therefore, the Framework is intended to provide a theoretical and practical background that can guide policy across all levels. In fact, the main goal of the DILECTINGS framework is to furnish a template that allows to develop concrete instruments, suiting all the local and specific needs, without having to reconstruct a conceptual basis for the work.

The Conceptual Framework takes a detailed look at the concept of DLL, with respect to the current background of DL and LDR in second-language teaching. This framework also includes a literature review: an overview of the “past” state-of-the-art regarding the use of DL and LDR in SL/FL teaching starting from previous projects, case studies and research studies; an overview of the “current” state-of-the art of DLL Educational Practices.

A section is devoted to key stakeholder groups including experts on DLL and DL and LDR in SL/FL teaching practices. This study is conducted using the Delphi methodology (interactive forecasting method with a panel of experts) and followed-up using the Roadmapping technique (organising expert knowledge in form of a strategic plan with short-term and long-term goals and scenario-based planning for promoting DLL Skills).

Finally, the literature study and the outcomes of the expert consultations converge in a common framework. Chapter five, in fact, highlights the findings from the literature review and stakeholder research, develops a common framework for DLL and clarifies the implications for the other DILECTINGS project's actions, such as the Learning Platform, the Digital Resources, the School Toolkit and the e-book on School guidelines. This final chapter summarises the Conceptual Framework, the benefits of DLL and LDR use according to the research and knowledge deepened in the course of the work. Finally, it will be possible to picture future directions for the DILECTINGS project.

The outcomes of the project highlight the main benefits of DLL and LDR use according to research: building and sharing expertise and knowledge related to DLL Skills; enhancing cooperation between teachers in diverse forms of DL and LDR in SL/FL teaching practices. At the end of the project implementation the platform will hopefully be a tool for future studies and achievements in the field of DL applied to SL/FL acquisition.

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