


# Chapter 15


## Digital Literacy, Circumscription, Evolution, and Its Relationship With Artificial Intelligence and Foreign Language Teaching

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### **ABSTRACT**

*The aim of this literature review is firstly to study and circumscribe the notions of literacy and digital literacy through the work carried out in relation to the latter. We will then analyze the evolution of the notion of digital literacy in proportion to the development of the digital environment, as well as the points of convergence between digital literacy and language didactics. This work discusses these points with the intention of highlighting the importance of this dynamic, versatile and cross-cutting notion in society, at school and, more specifically, in the foreign language classroom, for shaping the learner and citizen of today and tomorrow. Moreover, the relationship between digital literacy and AI is crucial, since it enhances the ability to use AI tools effectively. Therefore, the role of digital literacy will be examined concerning the good and bad uses of artificial intelligence tools.*

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## INTRODUCTION

The growth of globalization, the advances in digital technologies, particularly those linked to artificial intelligence (AI), and the democratization of digital tools, have profoundly changed life in our societies. At the same time, schools, and particularly the teaching and learning of foreign languages, have also been influenced, gradually integrating the new possibilities offered by digital technology and AI.

These transformations were amplified with the advent of the participative version of the web known as WEB 2.0 (Kern, 2021; O'REILLY, 2005), followed by Web 3.0 (Hussain, 2013). Thanks to this evolution, world citizens in general and learners in particular have gone from being mere passive web users to active participants (CAWS, 2021), requiring the acquisition of new skills. It is in this situation that digital literacy has emerged as a key notion to be defined, explored, developed and integrated into teaching, especially language teaching.

Digital literacy is a dynamic, multimodal concept (COMBE, 2021; Violaine Bigot, 2021) that develops in proportion to the development of the digital context and environment. Contrary to a slight reticence towards this notion during the previous century, it has had the interest it deserved, or almost, by being the subject of studies by several researchers and official institutions (UNESCO, 2018; OECD, 2019; P21, 2019; Hague, 2010; Buckingham, 2007; EU, European Commission, 2023).

Faced with this growing interest, language didactics research has explored approaches for integrating digital literacy into foreign language teaching-learning. The emergence of AI reinforces this need, offering new tools for teaching, but also redefining transversal and language skills, with an emphasis on critical interpretation of information and interaction with intelligent systems.

Within this context, our study aims to offer a structured literature review that first attempts to establish a historical anchor and circumscribe the notion of literacy through which disciplinary literacies, notably digital literacy, have emerged. Secondly, we will do the same for the notion of digital literacy, by drawing on the many research and studies that have been carried out by specialized researchers and official institutions, while taking into account the impact of web development in the evolution of the latter. Finally, we will look at the links between digital literacy, artificial intelligence and language didactics, through a study of the scientific literature and the two European reference frameworks for languages and digital skills.

## LITERACY: ORIGIN, CONCEPTUALIZATION AND CIRCUMSCRIPTION:

### Literacy: origin, etymology, definitions and perceptions:

#### a. Origin and etymology of “literacy” and “littératie/littéracie” in the French-speaking world:

In order to fully understand this concept, we need to start by looking at its origins and etymology.

It should be noted that the term “littératie” was not invented in the French-speaking world, but borrowed and copied from the Anglo-Saxon word “literacy”, according to Barré-de Miniac (2002). This importation has given us two French-language variants of the English term, “littératie” and “littéracie”. According to Pierre R. (2003), in order to meet the requirements of the Office de la langue française and decide between writing the word “littératie” with two “t”s or just one, they had to base themselves

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