



A DIGITAL LITERACY FRAMEWORK FOR LANGUAGE TEACHERS

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Abstract

With an abundance of technological devices (hardware) and applications (software) relevant to language learning available, keeping technologically up to date in such an overwhelming area is clearly problematic. In an effort to find a solution to this matter, a comparison between the difficulties of mapping technological know-how with the intricacies of language skills development is presented here. As a result of this comparison, an argument is made in favour of the applicability, in terms of digital literacy skills description, of a framework similar to that used by the Common European Framework of Reference (CEFR) to describe language skills. An example framework consisting of eighteen types of digital literacy skills relevant to English teachers is then detailed in perceived order of difficulty. This initial framework is offered as a base upon which to both critically revise and collaboratively build.

Keywords: Digital Literacy, Mobile Assisted Language Learning (MALL), Technology Enhanced Language Learning (TELL), Information and Communication Technology (ICT), Common European Framework of Reference (CEFR).