

## The Use of Digital Stories in the Development of Critical Literacy

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**Abstract :** For Fairclough (1989) critical literacy is a tool to enable readers and writers to build up meaning in discourse. More recently other authors (Leu et al., 2004) have included the new technology context in their definition of literacy. In their view being literate nowadays means to “successfully use and adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives.” (Leu et al., 2004: 1570). In this presentation the concept of critical literacy will be related to the creation of digital stories. In the first part of the presentation concepts such as literacy and critical literacy are examined. We consider that real social practices will help learners may improve their literacy level. Accordingly, we show some research, which was conducted at a secondary school in the north of Spain (2013-2014), to illustrate how the “writing” of digital stories may contribute to the development of critical literacy. The use of several instruments allowed the collection of data at the different stages of their creative process including watching and commenting models for digital stories, planning a storyboard, creating and selecting images, adding voices and background sounds, editing and sharing the final product. The results offer some valuable insights into learners’ literacy progress.

**Keywords :** literacy, computer assisted language learning, esl

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