Digital literature is usually multimodal in nature, incorporating visuals, sound, and film. You can find examples of digital literature at sites such as: http://collection.eliterature.org/. One famous example of digital literature used for teaching a variety of second languages is Inanimate Alice available at http://www.inanimatealice.com/.

**Task 1**

Access some digital literature at one of the sites mentioned above or by googling the term ‘digital literature’. What do you think of it? How does the addition of visuals and sound make the experience different from reading words on a page, in your opinion?

Some people may feel that the choice of visuals and sound/music may predetermine the way the reader interprets the text in an overly prescriptive fashion. Others may think that the multimodality makes literary texts easier to understand (an important feature for language learners) and heightens the aesthetic pleasure of reading them. Whatever we may think, such texts are likely to be an increasing part of the literary output in the future and we need to incorporate them in our teaching. Teachers have already started to use techniques such as digital storytelling or asking students to recreate print literary texts in multimodal form as part of their classroom practice.

Digital literature can be commented on and added to by others anywhere else in the world. This disrupts the convention that literary works have a prescribed beginning and end and a defined linear narrative.

Digital texts have multiple entry points so that they might not be read in a linear fashion. Anyone can create digital literature without the need to pass the gatekeeping criteria of conventional publishing companies, thus democratising the whole process but also raising questions about quality, permanence, and the ‘literary canon’.

**Task 2**

You might like to explore the Jane Austen Variations website available at http://austenvariations.com/ or the Harry Potter website available at https://www.pottermore.com

What do you think about the fact that others can continue the story/

novel?

Does this practice demean or detract from the power of the original work?

You may have noticed in Task 2 how the relationship between readers and writers has become much closer in the digital age. Readers can easily become writers in the blink of an eye. We may find this unsettling, thinking that ‘continuations’ of classic and well-written texts by less talented writers are not to be encouraged. Or we might take the view that the creation of these texts encourages and motivates creative writing among L1 and L2 speakers of a language, as well as helping them to develop the skills associated with digital literacy. Both views are valid!

From Naji ·Jeneen, Subramaniam Ganakumaran, Goodith White New Approaches to Literature for Language

Learning. Palgrave Macmillan, 2019.

**Task 3**

Find any other available sites with digital literature examples and give their overview.

**Task 4**

Watch the video and summarize it: https://www.youtube.com/watch?v=qN9fret0PNo