

Circles 2022

The Future of Language Education
in an Increasingly Digital World:
Embracing Change

**BOOK OF
ABSTRACTS**



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TITLE

CercleS 2022

The Future of Language Education in an Increasingly Digital World: Embracing Change

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ORAL PRESENTATION

The QuLL project: embracing digital technology in LSP teaching in Higher Education

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Digital education readiness has been much promoted by the European Union through the European Framework for the Digital Competence of Educators (Redecker, 2017) and education stakeholders, whose aim is to foster the improvement of digital competences of both teachers and students within the education area. The European project QuLL – Quality in Language Learning, approved in the scope of the call ‘Strategic Partnerships for Digital Education Readiness’, embraces the challenge of providing higher education lecturers and students with digital technology-based teaching resources supporting them in their teaching and learning. With more than 360 teaching and learning resources available on the QuLL portal, the higher education (HE) lecturers are offered a plethora of open educational online resources (OER) for 18 European languages focusing on Languages for Specific Purposes (LSP). These have been tested and validated in real-case teaching scenarios allowing thus the teachers to use or adapt the resources

suggested as well as the methodologies provided as guidelines. The aim of this paper is to showcase some of these resources and demonstrate how digital tools and resources account for more innovative methodologies when teaching LSP, following Arnó (2012). Moreover, we shall also focus on the project's second Intellectual Output (IO2) which consists in the creation of an e-learning based package addressed to higher education LSP lecturers specifically aimed to guide them in innovating their language teaching methodologies through the effective use of quality digital based OER teaching sources. Three different modules comprise this package addressing the identification, use and creation of quality digital based language teaching source. We shall provide results that attest the impact and effectiveness of this e-learning based package by means of case studies on the three modules and the results of interactive tests assessing lecturers' knowledge on the main aspects focused on in the e-learning package.

Keywords: LSP; higher education; digital skills; innovative methodologies; OER

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ORAL PRESENTATION

The transition from EFL Classes to Department Courses: A Student's Perspectives on Literary Practices

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This longitudinal case study aims to explore how a university student perceives and experiences the literacy transition from the intensive English (EFL) language program to the courses at the department. The study followed a female student through her English preparation year of study and the first year at the English language teaching department of a public university in Turkey. By framing the study within the Academic Literacies Approach which views literacy practice as a social practice (Lea & Street, 1998), the study focused on the student's experiences and perception of reading and writing practices across the two different social contexts at the university level. The data were collected through a background questionnaire, reflective reports, and semi-structured interviews all of which were analyzed through qualitative thematic analysis (Braun & Clarke, 2006). The results revealed that the challenges of the student in the department courses were mostly related to the use of the source text to write and paraphrasing skills, which were rarely integrated into the EFL preparatory classes. From the perspective of the student, the EFL program was considered to be framed by the lack of experience most of the students have particularly in writing during their educational lives, and designed to close this gap by providing intensive segregated writing instruction. While the student acknowledged that the practices in the preparatory program contributed to her writing skill development to some degree, this study suggests that the intensive English preparation courses at the university level should be future-oriented courses that are interpreted in the light of the academic literary needs of the students (Harklau, 2001). The academic literacy needs in the context of the study will be discussed based on the challenges that the student experienced in the department courses.

Keywords: literary practices, academic literacies, EFL preparatory program, Turkey