

## DIGITAL LEARNING MATERIALS IN TEACHING LANGUAGES FOR SPECIAL PURPOSES IN HIGHER EDUCATION IN QUILL PROJECT

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### ABSTRACT

**Aim.** The Erasmus+ project ‘QuILL - Quality in Language Learning’ was approved within the Strategic Partnerships for Digital Education Readiness as it proposes a new insight into the way digital open educational resources (OER) are made available to language lecturers teaching languages for specific purposes or as foreign languages and how they can maximise their use in a qualitative way. The project ended in February 2023. One of QuILL’s main goals is to provide higher education language lecturers with a substantial number of Open Educational Resources (OER) to assist them in the teaching and learning process. Apart from that, a training package has been developed to guide lecturers into the way they identify, use and create online resources. The guidelines brought into play in the e-book of the project concur with the core principles that guide higher education lecturers’ teaching practice: to make learners become motivated and engaged, unfettering them from narrowmindedness, fostering autonomy and critical thinking.

**Methods.** The identification of the sources has been made by the experts of the project partnership following a bottom up approach and the participation of a relevant number of potential beneficiaries, focusing in particular on Language for Specific Purpose (LSP). Each resource is presented both in English and the target language through a review, a case study and a guideline on how to use it. The e-learning based package addressed to university LSP lecturers is specifically aimed to guide them in innovating their language teaching methodologies through the effective use of quality digital based OER teaching sources including 2 operative tools, 2 case studies and an interactive self-assessment test. A third outcome of the project is an e-book titled Implementation of Digital language Learning Opportunities. This publication brings together contributions from the six partners that integrate the QuILL project consortium. Therefore, it consists of six chapters.

**Results.** In the QuILL portal, both language lecturers and learners will find many OERs for 18 European languages, already tested and validated by students in real teach-

ing scenarios. The OERs used for LSP described according to quality indicators: comprehensive approach, added value, motivation enhancement, innovation, transferability, skills assessment and validation, adaptability. The content of the e-learning based training package is structured in 3 modules, each of which follows the same structure with the combination of a readable e-text, extensive use of links to existing resources and downloadable supplementary document. The e-book, containing important theoretical and practical guidelines, is aimed at Higher Education (HE) policy makers, as well as LSP lecturers, to improve the implementation of digital based language learning opportunities in higher education systems. It also intends to present, examine and reflect on the opportunities related to the use of digital technology in the language learning and teaching process.

**Conclusions.** Most resources found on the Internet are targeted at learners of English. This is one of the issues that QuILL addresses. The publication, an e-book on digital language teaching addresses the process of language learning via digital resources and keywords such as “quality” “innovation”, and “digital education” are common to all of the six chapters. In the specific context of LSP, digital technologies equip teachers and students with more tools that will empower them during the learning and teaching process, so they continue to open as many doors as possible.

**Keywords:** open educational resource (OER), language for specific purposes (LSP), higher education, digital language learning, good practice

## INTRODUCTION TO THE QUILL (QUALITY IN LANGUAGE LEARNING) PROJECT

The Digital Education Action Plan 2021-2027 underlines how the crisis caused by the Covid-19 pandemic has enhanced the need to improve the application of digital technologies in education. In relation to this, the guiding principles to ensure that education adjusts to the digital transformation include, among others, the need for acquisition of digital competence as a core skill for all educators. Digital skills should be embedded in all areas of teacher professional development. Educators need the confidence and skills to use technology effectively to engage and motivate their learners.

Language skills are a key element in the process of creation of a European Education Area. However, language proficiency levels among students are still unsatisfactory across the European Union with discrepancies between the different EU countries. Also, the relevance of studying Language for specific purposes at the intersection of globalisation and technology meeting the need for innovative pedagogies is pointed out (Czellér & Hajdu, 2014). In this context QuILL (Quality in Language Learning) project (lasted from March 2021 till February 2023) was initiated as an Erasmus+ Programme (Project Number: 2020-1-PT01-KA226-HE-094809) within the Strategic Partnerships for Digital Education Readiness in order to address the following main needs:

- Enhance the access to and use of quality digital technology-based language teaching sources among higher education lecturers.

- Improve digital technologies-based language teaching practices in higher education focusing on the teaching of foreign languages for specific purposes (e.g. engineers, technicians, managers, etc.)
- Foster the application of digital technologies in language teaching at higher education level through the provision of practical indication for the purpose for decision makers at higher education level and policy makers in education.

The project leader was IPB (Portugal) and the following partner institutions contributed to the work: Vilnius Uni, Department of Philology, (Lithuania), Uni Cuza, Dept of Language Learning, (Romania), University of Bologna (Italy), Károli Gáspár University (Hungary) and Universidad de Cordoba (Spain). The author of the article acted and worked in the project as the professional leader and project manager of the Hungarian partner.

In all the countries participating the project language teachers have already a wide range of online resources available provided by languages centres, institutional country representatives or via personal blogs or wikis. Also, Duolingo, Babbel, Rosetta Stone and other similar tools can be effective to improve the level of language proficiency, but our common belief is that a student will always need a language teacher. QuILL project is innovative as it has filled in a void regarding the availability of free resources previously selected, evaluated, assessed and reviewed according to quality criteria that ensure their full suitability with higher education expectations.

Therefore, the innovative idea underlying this project has been to identify and compile in a repository of open-access online teaching sources within the specific field of languages for specific purposes that can mediate and facilitate the lecturers' teaching work, by evaluating those resources, always aiming at effective learning and innovative learning ways through Information Communication Technologies (ICT) and digital contents/resources.

This innovative value is also further explored and expanded through the e-learning course of higher education lecturers through, who could be trained to become autonomous for future identification and selection of teaching materials, for their correct implementation in everyday teaching activities and for, ambitiously, being the protagonists of the adaptation and creation of tailor-made teaching materials making full use of ICT and digital technologies.

Moreover, the publication of the project e-book comprehensively contributes to a full and widespread promotion of quality in language teaching in higher education as it outlines the basis and the benchmarks for the assessment of existing ICT solutions for language teaching, supporting LSP lecturers, HE managers and policymakers in mainstreaming and integrating them in their teaching methodologies and initiatives.

### **METHODS AND OBJECTIVES OF THE QUILL (QUALITY IN LANGUAGE LEARNING) PROJECT**

The QuiLL project has had two main objectives, one of which was to provide language lecturers with the skills to identify, assess, use, create digital and ICT based language teaching sources, and the other to provide decision makers and policy makers with the information and skills to enhance the implementation of digital and ICT based language teaching sources and method in the HE systems.

As there is a growing demand from the labour market for specialised training in languages for specific purposes need, QuILL project was to supply HE language lecturers with open educational resources (OER) and digital language teaching sources thoroughly identified, selected and assessed according to high quality level and focusing in particular on LSP. QuILL project addressed the problem of the scarce existence of teaching sources within the field of languages for specific/ technical purposes. Moreover, QuILL project aimed at enhancing HE lecturers' digital literacy and help them to get the most of digital technologies, thus contributing to the implementation of digital technologies and innovative methods in language teaching at a systemic level in HE.

In order to achieve the above-mentioned aims and objectives, the project has developed 3 Intellectual Outputs and involved HE LSP lecturers in their development and testing.

#### **DATABASE OF DIGITAL AND ICT BASED OER SOURCES FOR TEACHING LANGUAGES FOR SPECIFIC PURPOSES AT HIGHER EDUCATION LEVEL**

One of the intellectual outputs of QuILL project is a repository of selected and reviewed language teaching sources (available free of charge, open-source) for teaching and learning of 18 European languages. The repository facilitates easier access to language teaching sources and, ultimately, to tailor-made resources. It provides lecturers with a wide array of methodologies, learning objects and teaching material validated by their peers.

Specific quality indicators for the selection of the materials have been identified for the purpose. The selection criteria are clearly indicated on the project platform and they also make reference to the European Language Label framework; they are comprehensive approach (i.e. capacity to match the needs of lecturers and students needs), added value (i.e. the provided tangible improvements), motivation enhancement (i.e. the capacity to motivate students to improve their language skills), innovation (i.e. effectiveness in introducing innovative, creative and previously unknown approaches to LSP learning), transferability (i.e. measurement of the transferable potential and possibility to be a source of further capitalisation for other language projects in different countries), skills assessment and validation, availability of appropriate tools for lecturers to monitor students progresses and for students to assess own progress and to reflect on learning, adaptability, flexibility of the contents and possibilities for the LSP lecturers to adapt the contents to their and to students needs.

Each partner HE institution was in charge of finding teaching sources for three languages (IPB (Portugal): English, Portuguese, Spanish; Vilnius Uni, (Lithuania): Lithuanian, Latvian, Estonian; Uni Cuza, (Romania): Romanian, Bulgarian, Polish; University of Bologna (Italy): Italian, French, German; Károli Gáspár University (Hungary): Hungarian, Slovakian, Slovenian; Universidad de Cordoba (Spain): Swedish, Norwegian, Finnish). Each project partner selected and reviewed at least 20 sources for the learning of each of the three foreign languages assigned.

The project partners have worked according to common shared templates and methods in order to ensure the homogeneity and comparability of the contents.



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#### IO1.A – Teaching Source

Each project partner is responsible for 3 European languages according to the following bullet point list:

- IPB (Portugal): English, Portuguese, Swedish
- Vilnius University, Faculty of Philology (Lithuania): Lithuanian, Latvian, Estonian
- Cuza University of Iasi, Department of Language Learning, (Romania): Romanian, Bulgarian, Polish
- University of Bologna (Italy): Italian, Finnish, German,
- Károli Gáspár University (Hungary): Hungarian, Slovakian, Slovenian
- Universidad de Cordoba (Spain): Spanish, French, Norwegian

Each partner should identify at least 20 OER (Open Educational Resources) teaching sources for each one of the above-mentioned languages. Each resource should be presented in English through:

- A review
- A case study
- Guidelines on how to use the resource

Each partner translates the description and the review of the identified resources into the target language (e.g. a source to teach Italian should be described and reviewed in English and Italian).

For each teaching resource, the following template must be filled in on the project portal.

Please see below an example.

<b>Title</b>	
<b>Date of Publication</b>	
<b>Link</b>	Please upload the link where the resource is available
<b>Download</b>	If the resource is not available online, please upload it in PDF version on the project website
<b>Target Group</b>	<input type="checkbox"/> Lecturers <input type="checkbox"/> Students
<b>Domain Area</b>	<input type="checkbox"/> Accounting <input type="checkbox"/> Arts & Music <input type="checkbox"/> Bioscience <input type="checkbox"/> Business & Communication <input type="checkbox"/> Engineering <input type="checkbox"/> International Relations <input type="checkbox"/> Journalism & multimedia <input type="checkbox"/> Law <input type="checkbox"/> Medicine & Nursing <input type="checkbox"/> Sustainability <input type="checkbox"/> Teacher Education <input type="checkbox"/> Tourism
<b>Learning Scenario</b>	<input type="checkbox"/> Autonomous learning <input type="checkbox"/> Classroom Context
<b>Target Language</b>	<input type="checkbox"/> Bulgarian <input type="checkbox"/> English <input type="checkbox"/> Estonian <input type="checkbox"/> Finnish <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Hungarian <input type="checkbox"/> Italian <input type="checkbox"/> Latvian <input type="checkbox"/> Lithuanian <input type="checkbox"/> Norwegian <input type="checkbox"/> Polish <input type="checkbox"/> Portuguese <input type="checkbox"/> Romanian <input type="checkbox"/> Slovakian <input type="checkbox"/> Slovenian <input type="checkbox"/> Spanish <input type="checkbox"/> Swedish



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<b>Language of instruction</b>	<input type="checkbox"/> Bulgarian <input type="checkbox"/> English <input type="checkbox"/> Estonian <input type="checkbox"/> Finnish <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Hungarian <input type="checkbox"/> Italian <input type="checkbox"/> Latvian <input type="checkbox"/> Lithuanian <input type="checkbox"/> Norwegian <input type="checkbox"/> Polish <input type="checkbox"/> Portuguese <input type="checkbox"/> Romanian <input type="checkbox"/> Slovakian <input type="checkbox"/> Slovenian <input type="checkbox"/> Spanish <input type="checkbox"/> Swedish <input type="checkbox"/> Any language
<b>Learner's recommended CEFR level</b>	<input type="checkbox"/> A1 <input type="checkbox"/> A2 <input type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> C1 <input type="checkbox"/> C2
<b>Type of Material</b>	<input type="checkbox"/> Animation <input type="checkbox"/> Activity/task <input type="checkbox"/> Audio <input type="checkbox"/> Game <input type="checkbox"/> Guiding resources (online course/book) <input type="checkbox"/> Laboratory <input type="checkbox"/> Picture/Graphics <input type="checkbox"/> Reference resources (online Dictionaries/ grammar guides/phrasebooks) <input type="checkbox"/> Simulation <input type="checkbox"/> Test <input type="checkbox"/> Video
<b>Linguistic Features</b>	<input type="checkbox"/> Vocabulary <input type="checkbox"/> Grammar <input type="checkbox"/> Pragmatics <input type="checkbox"/> Prosody
<b>Skills</b>	<input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input type="checkbox"/> Mediation
<b>Description*</b>	Please include information about the general characteristics, the technological solution adopted, the needs addressed, the adaptability to groups of learners most in need of language preparation, and the methods for the validation. Please, provide a text between 100 and 300 words.
<b>Case study*</b>	Please choose one of the following 3 options to describe the case study in terms of target students (e.g. number, degree/course attended), the method used, the results obtained and the risks (if any) to be taken into account when using the resource (options are presented in order of preference): 1. Describe how the resource was successfully used directly by you; 2. Describe how the resource has been successfully tested by other lecturers; 3. Describe how you would test it (choose this one only if the previous options are not possible). Please, provide a text between 100 and 300 words.
<b>Guidelines*</b>	Please produce a check list / guidelines on how to use the resource.



Fig. 1. Template for teaching sources in QuILL project

Source: QuILL project materials available at <https://quill.pixel-online.org/MNG-download.php>

Each partner has tested, reviewed and assessed the identified teaching sources in order to make for each the review, the case study of how the resource was used successfully and the results achieved and the guidelines /check list on how to use the resource with students available. Each resource has been described and reviewed both in English and the target language of the resource.

During the collection phase, all the partners faced some challenges and difficulties. The commonly shared working method was to contact universities, especially foreign language teaching departments, publishers, professional organisations to provide the QuILL researchers with information and data on existing open educational resources in higher education foreign language teaching. In case of less-spoken languages (e.g. Finnish, Slovenian), language learning is less, almost not at all,

represented in the OER field. If it is, it is mainly represented in basic level courses. The majority of online resources in these cases is free to use, but with restricted access where membership is required. Another difficulty was represented by publishers: regarding e.g. Lithuanian language, most of the resources are printed and copyrighted.

### **THE E-LEARNING BASED TRAINING PACKAGE TO MAKE HIGHER EDUCATION LANGUAGE TEACHING INNOVATIVE THROUGH THE EFFECTIVE USE OF QUALITY DIGITAL BASED SOURCES**

The Intellectual Output 2 of QuILL project consists of an e-learning based package addressed to university LSP lecturers specifically aimed to guide them in innovating their language teaching methodologies through the effective use of quality digital based OER teaching sources. The contents of the e-learning based training package is structured in 3 modules: Module 1 focuses on identification of quality digital based OER language teaching sources; Module 2 promotes the use of quality digital based language teaching sources as an integration or alternative to classroom teaching approaches; Module 3 guides creation of quality digital based language teaching sources. The contents of each Module follows the same structure with the combination of e-text readable, extensive use of links to existing resources and downloadable supplementary documents. At the end of each Module, 2 operative tools/check lists/Wizards, 2 Case studies and an interactive self-assessment test (15 multiple choice questions are available).

The work of producing the training module contents module was divided so that each module has been developed by two partner institutions working as a pair. The project partners have produced the e-learning contents following a common agreed template and according to a homogeneous set of characteristics so to make sure of the consistency and accessibility of all the contents within the related section of the project portal.

Using the commonly agreed and accepted template, each module has three sections. Module 1 provides LSP (language for specific purposes) lecturers with the necessary knowledge, skills and competences to identify and select existing quality digital-based OER teaching sources and assess their quality and consistency with the needs of university students. Section 1 gives an insight into language online learning elaborating on features of an online learning context; Section 2 supports identification process of online teaching resources, and Section 3 is about the selection and assessment of quality digital technologies based language teaching sources. Module 2: contents focus on providing LSP lecturers with the necessary knowledge, skills and competences to integrate innovative digital language teaching sources in their lessons to provide students with an organic and efficient blended learning approach to match their needs and expectations. Section 1 is about the opportunities related to the application of digital solutions in Higher education language courses. Section 2 gives ideas on integrating media-based, digital solutions and MOOCs in university language programmes. Section 3 is focusing on the use of Social media, Apps, Videogames and Web games



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### IO2.B – GUIDELINES TO CREATE THE MODULE CONTENTS

The contents to be developed in each module have been agreed upon and are indicated in the template "2.A – Table of Contents".

The Modules are divided into sections; each one of the sections consists of 250-500 words. For each section, it is necessary to provide the users with external links to deepen the contents.

Please see below.

#### Title of the Module

##### Introduction

Please briefly summarize the contents of the module.

(Please copy and paste the following 2 tables for each one of the sections)

#### Title of the Section

E.g. The opportunities related to the application of digital solutions in Higher education language courses  
Please make sure the length of the section is between 250 and 500 words.

The contents should be written using an inclusive approach. It should not have an academic approach. Use simple and straight forward language.  
E.g. As teachers we are aware of the existence of .....; therefore, we suggest/recommend to .....

#### Online Resources for Section 1

For each section, please mention at least 2 online resources and media based in depth learning tools (e.g. video, podcast etc.). The structure to be used for the online resources is the following:

Title of the resource (link)

Description of the resource (around 20 – 50 words)

Example:

##### Social Media Tools as a Learning Resource

([https://www.researchgate.net/publication/285086001\\_Social\\_Media\\_Tools\\_as\\_a\\_Learning\\_Resource](https://www.researchgate.net/publication/285086001_Social_Media_Tools_as_a_Learning_Resource))

This paper will share a research study that was conducted in the fall of 2009 at the central campus of the University of Houston. The study investigated student's use of different social media tools, their perceptions and attitudes towards these tools, and their preference of social networking groups.)



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For Each Module please also provide:

#### Operative tools / check lists

Please describe at least 2 operative tools / check lists for guiding the lecturers in implementing the skills acquired in their teaching activities (e.g., Guideline for the Lecturer in assessing a teaching tool, etc.)

The Operative tools / check lists will be included inside the chapters of each Module.

Example:

Starting from the concepts worked on in Module 1, describe a Check list of the criteria to take into account in selecting a language teaching tool guiding the Lecturer in assessing a teaching tool.

#### Case studies

Please describe at least 2 case studies describing the implementation of the module contents in real life case scenarios.

#### Interactive test

Please, use the Template IO2.C – Interactive Test



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Fig. 2. Guidelines to Create the Module Contents

Source: QuILL project materials available at <https://quill.pixel-online.org/MNG-download.php>

to enhance language teaching effectiveness and attractiveness. Module 3 (Creation of Quality Digital Based Language Teaching Sources) contents will focus on providing LSP lecturers at the higher education level with the necessary knowledge, skills and competences to autonomously adapt and/or plan and implement simple digital-based language teaching/learning sources. The Module contents are organised into 3 levels of knowledge (beginner, intermediate and advanced) to be assessed through an entrance test. Section 1 leads the participant into the issues of defining the concept of digital technologies based teaching resources and choosing the appropriate technical characteristics. Section 2 is a practical one on how to create simple e-learning based teaching and learning resources through the use of free software. Section 3 is about basic programming concepts for creation of webgames, online-courses and apps for language learning and teaching.

## THE PUBLICATION OF AN E-BOOK ON THE IMPLEMENTATION OF DIGITAL LANGUAGE LEARNING OPPORTUNITIES IN THE HIGHER EDUCATION SYSTEMS

The third intellectual output of QuILL project consists of a publication to be used first of all by HEI managers, but also by LSP lecturers, in order to improve

the implementation of digital based language learning opportunities in the higher education systems.

Each chapter contents provide operative hints and practical tools to university managers and HE lecturers in order to plan and implement quality based innovative language learning initiatives.

Main elements of innovation in this publication are the target groups, as managerial staff and university lecturers have collaborated to the concept of the publication for promoting quality of digital based language teaching. The publication impacts on a better teaching and learning system and the HEI community, since all the best practices described in the publication provide teachers with new materials and methods that facilitate the work in the classroom and increase studying efficiency.

The creation of the contents of the publication has resulted from the cooperation among the project partners that have worked according to a common framework and be able to fully develop their specific expertise and experience in the field. "This publication brings together contributions from the six partners that integrate the QuILL project consortium" (Silva et al., 2023 p. 11). All the six chapters follow the same guidelines on which the partners agreed to create the content. Each chapter contains an introductory text addressing methodological and theoretical concepts based on literature review (chapters 1, 2, 3, 4 and 5); main contents including a List of do's and don'ts/recommendations (Chapters 3 and 5); practical tools as: evaluation grids, needs analysis tools, case studies, best practices, etc. (Chapters 4, 5 and 6); links to external resources (all chapters) and bibliographical references (all chapters).

### **RESULTS AND OUTCOMES OF THE QUILL (QUALITY IN LANGUAGE LEARNING) PROJECT**

During COVID-19 pandemic, online platforms and applications have become widely used in education; the new tools have changed teachers' and lecturers' practices. These changes in themselves do not tell us much about the quality of the use of digital technologies and the effectiveness and development of education. As Miskei-Szabó (2021) points out the use of these tools requires conscious pedagogical planning and methodological skills to ensure that authentic materials and appropriate tools are selected, taking into account the language learners' individual needs. One of outcomes of QuILL-project is to offer a list of quality online open educational resources that can be used both in classroom context or for autonomous learning.

During the first phase of the project work (March 2021 - October 2021) this work has been completed, and altogether 383 teaching sources have been made available on the project platform ([https://quill.pixel-online.org/gp\\_teaching-Sources.php](https://quill.pixel-online.org/gp_teaching-Sources.php)). The ratio of the 18 European languages is represented in Figure 3: Swedish: 13, English: 27, Portuguese: 21, Hungarian: 34, Slovakian: 16, Slovenian: 15, Lithuanian: 24, Latvian: 25, Estonian: 22, German: 20, Finnish: 20, Italian: 21, Polish: 19, Romanian: 25 Bulgarian: 19, Spanish: 24, French: 30 and Norwegian: 12.



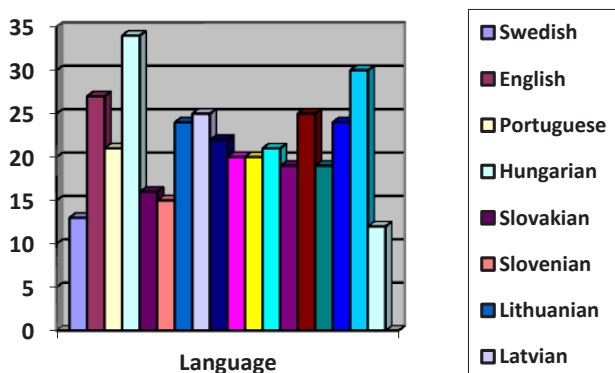


Fig. 3. The number of OERs in the national languages collected in QuILL-project  
 Source: Database of Teaching Sources on QuILL project platform available at [https://quill.pixel-online.org/gp\\_teachingSources.php](https://quill.pixel-online.org/gp_teachingSources.php)

Within the discussion of the opportunities related to applying digital resources in teaching LSP, the project partners as teachers suggest exploring the pedagogical implications of the ages of the media in education, as outlined by Rivoltella (2018). Rivoltella (2018) outlines three ages of media use in education: in the first age the media are tools, in the second age the media are seen as an environment and in the third age media become a connective tissue. In the first age media are tools: media represent, at this stage of their social existence, an option, not a need: we can decide whether to use them or not. So we have the illusion of control: from a pedagogical point of view, considering media as instruments is a calming idea. The second of media goes back to the 80s, when screens literally spread off, they left their designated places (like the cinema, or the living room in the house) and invade the urban space; moreover Learning Management Systems made their appearance and spread. These learning environments, in fact, are “places” where sharing contents, obtaining services, meeting people. The same happens to resources as web portals, web communities, company intranets and social media (e.g., Facebook, Instagram, etc.) They can serve as virtual places in which sharing contents and ideas is possible. Today we are in the third age, where media are for us as a skin, they are the synapses that connect us with other people. Of course, you can always turn everything off, isolate yourself, but it is an increasingly difficult option. The educational systems and services cannot pretend not to notice this phenomenon.

The QuILL team suggests exploiting the pedagogical implications of the last two perspectives. Some examples are provided by the Italian partner (University of Bologna, QuILL UniBo Team). A good example of media as environments can be the website of the Research and Action Group on Language Learning (GRAAL - University of Rome 3) as it provides a space for methodological discussion and reflection for teachers and researchers, where teaching and applied research come together and support each other. This is a task-based classroom teaching

resource designed for students enrolled in undergraduate medical courses in English (<https://www.graalblog.com/it/task-pronto-soccorso-italiano-l2/>). A good example of media as a connective tissue can be Community D, run by Deutsche Welle (<https://www.dw.com/de/deutsch-lernen/community-d/s-9035>). It is a network for students which provides a vast variety of learning materials and enables participation initiatives. DW uses different channels of social media to engage with learners.

The identified reviews have been translated into the national language of the resource in the second phase (1 May 2021–15 July 2022). The educational resources can be searched based on the target language by clicking on the national flag of the given language ([https://quill.pixel-online.org/gp\\_teachingSources.php](https://quill.pixel-online.org/gp_teachingSources.php)).

The educational resources have been tested by each partner, and a collection of 30 comments per partner from lecturers and students involved in the testing activity on e-blackboard utility available on the project web site was provided by 30 September, 2022.

The e-learning training package was implemented and tested in a training activity at IPB in Bragança, Portugal, 18-22 July 2022. The training activity was opened by presentation of the contents of Module 1 focusing on the effective identification of quality OER ICT based language teaching sources. It was followed by a training session on how to select existing ICT based teaching sources and assess their quality and appropriateness in answering to the users' needs. The next phase of the training activity was to implement Module 2 titled Use of Quality Digital Based Language Teaching Sources as an Integration or Alternative to Classroom Teaching Approaches. The content of the training was presentation of the contents of Module 2; training on the effective use of OER e-learning based language teaching sources for university students followed by a session on how to integrate innovative ICT based language sources in lectures and provide students with an organic and efficient blended learning approach to match needs and expectations. On the day of the training activity all the partners tested Module 3, of which title is Creation of Quality Digital Technology-Based Language Teaching Sources. Contents of the module. After the presentation of the contents of Module 3 there was a training session on how to plan and implement easy ICT based language teaching resources to meet the needs of foreign languages students. The last day of the training activity was a practical session and group work for the creation of an exemplary easy ICT based language teaching resource to meet the needs of language students. The whole event ended with the evaluation of the contents of the training package. During the whole event, the experts fostered an active participation of all the trainees in workgroup activities and in knowledge sharing experiences according a practical approach. The training course methodology was based on co-operative learning, problem based learning, learning by doing, as well as peer-to-peer learning.

The training event was implemented using the intellectual outputs produced that was tested by the participants. This approach allowed collection of direct face-to-face feedback on what had been produced and to further improve each of the outputs. After having tested the e-learning training package developed as output

number 2 in QuILL-project by all the members, the final version of the contents of the 3 modules including all the annexes, the whole training material has been made available on the project platform ([https://quill.pixel-online.org/TP\\_Material.php](https://quill.pixel-online.org/TP_Material.php)).

Through the publication (Intellectual Output 3) the project has comprehensively contributed to a full and widespread promotion of quality in language teaching in Higher Education, setting the quality standards, that starting from the lessons learnt through the European language label and, will outline the basis and the benchmarks for the assessment of existing ICT solutions for language teaching, supporting LSP lecturers, Higher Education managers and policymakers in mainstreaming and integrating them in their teaching methodologies and initiatives. The publication has been created through a cooperative effort of the academic experts in the project, who have made full use of their expertise and knowledge acquired during the project to provide Higher Education institution managers and policy makers as well as language lecturers, with relevant, comprehensive and implementable suggestions to improve and extend the quality of language learning opportunities addressed to university students. "All chapters address the process of language learning via digital resources and keywords such as "quality" "innovation", and "digital education" are common to all of them. Nonetheless, a division of subtopics was made so that each area could have a more in-depth analysis" (Silva et al., 2023 p. 11.). The Publication consists of 6 chapters as it is listed in Table 1:

Table 1

*Titles of the chapters in the QuILL e-book*

<b>Title of the Chapters</b>
Introduction
1 -Quality in Digital Language Education State of Art
2 - Quality Criteria and Quality Indicators
3 - Innovation in Language Teaching
4 - Enhancing Motivation of University Students to Learn Languages Online
5 - Implementing Digital Technologies in Language Teaching at a Systemic Level in the HE Sector
6 - Digital Education and LSP Contents in Language Learning and Teaching

Source: Silva et al., 2023

The e-book titled *Implementation of Digital Language Learning Opportunities in Higher Education. Guidelines for Good Practice* is published in English and all the national languages of the project. Moreover, it is also available in a multilingual version. The publication is freely accessible on the QuILL project platform ([https://quill.pixel-online.org/gp\\_publication.php](https://quill.pixel-online.org/gp_publication.php)).

### SUMMARY

The use of quality digital based language teaching sources means challenges in HE, as digital techniques of communication and data collection are constantly changing and all actors in an educational institution have to continuously expand their knowledge. Higher education institutions are not fully exploiting the possibilities in digital technology. Traditional ideas about how students learn still dominate and that instead of challenging the tradition, technological devices are adapted to tradition. Lecturers in particular often feel overwhelmed and are not sufficiently supported by their institution. Moreover, planning and preparing for a digital based course is time consuming and commitment demanding.

Based on these considerations, a wide range of LSP teaching resources – such as web sites, MOOCs, podcasts, apps and social media – are available nowadays both as an integration and an alternative to classroom teaching within the current technology-based learning approaches. However, lecturers may not have the time or the expertise to find quality educational sources. These aspects were taken into account and addressed in QuILL project when supplying HE language lecturers with open educational resources (OER) and digital language teaching sources thoroughly identified, selected and assessed according to high quality (Intellectual Output 1). Moreover, the QuILL project has intended to provide HE lecturers with the required skills for developing and implementing innovative pedagogies provided by the e-learning context and for teaching with pedagogical reliable quality. LSP teachers can consider all these implications, according to methodologies they choose, that vary from a more teacher-guided approach within the real or virtual classroom (e-learning and computer-assisted language learning, and b-learning) to a more spontaneous and autonomous approach, related to the ubiquitous use of electronic devices (Intellectual Output 2). The guidelines for good practices focus on the methodologies for an effective planning and implementation of digital and ICT based solution for language teaching in the Higher Education sector. They are published and freely accessible (Intellectual Output 3) and can be used by managerial staff of Higher Education Institutions, policy makers as well as language lecturers.

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